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Καθηγήτρια Μαίρη Κουσελίνη
Πρόεδρο Συμβουλίου Φορέα Διασφάλισης
και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης
Λεωφόρος Λεμεσού 5
2112 Λευκωσία

Αξιότιμη Κυρία Πρόεδρε,

**Θέμα: Αναβολή λήψης απόφασης για την Αξιολόγηση του Τμήματος Πολιτικών
Επιστημών και Διακυβέρνησης**

Αναφέρομαι στην επιστολή σας με το πιο πάνω θέμα, ημερομηνίας 22 Απριλίου 2021, και σας αναφέρω τα πιο κάτω:

- 1) Αναφορικά με την πολιτική του Πανεπιστημίου όσον αφορά στη συνέργεια έρευνας και διδασκαλίας επισυνάπτουμε τα ακόλουθα
 - i. Παράρτημα 1 - Απόσπασμα από τη στρατηγική 2020-2024 του Πανεπιστημίου.
 - ii. Παράρτημα 2 – Κεφάλαιο 4 των Εσωτερικών Κανονισμών του Πανεπιστημίου
- 2) Όσον αφορά στον φόρτο εργασίας του προσωπικού του υπό αξιολόγηση Τμήματος αυτός φαίνεται στο Παράρτημα 3. Τα στοιχεία αυτά είχαν κατατεθεί και με την αίτηση για αξιολόγηση του Τμήματος.
- 3) Όσον αφορά στο πλάνο και τους σχεδιασμούς για τις διαδικασίες mentoring για έρευνα για το νεότερο ακαδημαϊκό προσωπικό στο Πανεπιστήμιο γίνονται οι πιο κάτω δράσεις:
 - i) διοργανώνονται σειρά σεμιναρίων από έμπειρους ερευνητές (Παράρτημα 4),
 - ii) έχουμε πρόσφατα ιδρύσει το κέντρο εκπαίδευσης και εξέλιξης του προσωπικού (Παράρτημα 5) το οποίο ουσιαστικά είναι η μετεξέλιξη άλλων κέντρων που είχαμε στο Πανεπιστήμιο και είναι υπεύθυνο για την στήριξη όλου του προσωπικού με έμφαση στο νεότερο ακαδημαϊκό προσωπικό (Παράρτημα 6 - λίστα με τα σεμινάρια του PSU και ePSU),
 - iii) το γραφείο έρευνας και καινοτομίας του Πανεπιστημίου παρέχει στήριξη στο νεότερο ακαδημαϊκό προσωπικό για συγγραφή και κατάθεση ερευνητικών



προτάσεων καθώς και πληροφορίες για ευκαιρίες για χρηματοδότηση έρευνας,

- iv) παραχωρούνται μέχρι έξι ώρες απαλλαγή από τη διδασκαλία για έρευνα,
- v) οι πρόεδροι των Τμημάτων παρακολουθούν και στηρίζουν το νεότερο ακαδημαϊκό προσωπικό,
- vi) το Πανεπιστήμιο προκηρύσσει εσωτερική χρηματοδότηση, μέχρι 20.000 ευρώ για κάθε έργο -100.000 συνολικά (Research Seed Grant), για το νεότερο ακαδημαϊκό προσωπικό.

- 4) Όσον αφορά στις διαδικασίες ποιότητας των διδακτορικών διατριβών επισυνάπτουμε τον κώδικα πρακτικής και τους κανονισμούς για τα διδακτορικά προγράμματα (Παράρτημα 7) καθώς και τους ρόλους και αρμοδιότητες των συντονιστών των διδακτορικών και των εποπτών των διδακτορικών διατριβών (Παράρτημα 8). Αναφορικά με το σημείο που αναφέρετε στην επιστολή σας ότι *«η κρίση για την ποιότητα των διδακτορικών διατριβών δεν είναι εσωτερική υπόθεση των τμημάτων και ιδρυμάτων και γι' αυτό θα πρέπει να περιλαμβάνει υποχρεωτική συμμετοχή των υποψήφιων διδακτορικών φοιτητών σε ένα τουλάχιστον διεθνές συνέδριο με έκδοση πρακτικών»* θα θέλαμε να σημειώσουμε ότι πουθενά στους κανονισμούς ή ανακοινώσεις του Φορέα δεν αναφέρεται κάτι τέτοιο. Αν θεωρείτε ότι οι υποψήφιοι διδακτορικοί φοιτητές πρέπει υποχρεωτικά να συμμετέχουν σε ένα τουλάχιστον διεθνές συνέδριο με έκδοση πρακτικών θα πρέπει ίσως να το συμπεριλάβετε στους κανονισμούς του Φορέα και να ισχύει για όλα τα πανεπιστήμια ώστε και εμείς με τη σειρά μας να ενημερώσουμε τους υποψήφιους διδακτορικούς φοιτητές. Τέλος σημειώνουμε ότι η επιτροπή κρίσης/αξιολόγησης των διατριβών των διδακτορικών φοιτητών/τριών για το διδακτορικό τίτλο σπουδών συμπεριλαμβάνει ένα τουλάχιστον εξωτερικό κριτή.
- 5) Όσον αφορά στους κανονισμούς για προαγωγές του ακαδημαϊκού προσωπικού αυτοί φαίνονται στο Παράρτημα 9 και είχαν κατατεθεί και με την αίτηση για αξιολόγηση του Τμήματος.
- 6) Όσον αφορά στις δράσεις που έχουμε αναλάβει για δημοσιεύσεις του ακαδημαϊκού προσωπικού παραθέτω την πολιτική αναγνώρισης των δημοσιεύσεων του Πανεπιστημίου (Παράρτημα 10).

Αξιότιμη Κυρία Πρόεδρε,

Δραττόμαστε της ευκαιρίας να σας ενημερώσουμε για τις ερευνητικές διακρίσεις του Πανεπιστημίου μας:

1. Το Πανεπιστήμιο Λευκωσίας έχει καταταγεί ανάμεσα στα καλύτερα 1000 πανεπιστήμια παγκοσμίως (στα καλύτερα 250 της ΕΕ) από το THE World University Rankings (WUR) 2021 με μόνο άλλα δύο Κυπριακά πανεπιστήμια να έχουν καταταγεί μαζί με το πανεπιστήμιό μας (Πανεπιστήμιο Κύπρου και ΤΕΠΑΚ)
2. Το Πανεπιστήμιο Λευκωσίας έχει καταταγεί ανάμεσα στα καλύτερα 201-250 πανεπιστήμια παγκοσμίως από το THE World University Rankings (WUR) 2021 Emerging Economies.
3. Σημειώνουμε ότι σε σχέση με τα σημεία 1 και 2 πιο πάνω
 - I. προϋπόθεση για αξιολόγηση από το THE World University Rankings είναι ο αριθμός αναγνωρισμένων ερευνητικών άρθρων τα τελευταία 5 χρόνια και ότι κανένα μη ερευνητικό πανεπιστήμιο δεν είναι υποψήφιο για αξιολόγηση, και
 - II. η κατάταξη ενός πανεπιστημίου από το THE World University Rankings βασίζεται στην έρευνα και στις δημοσιεύσεις.
4. Ο πιο κάτω πίνακας παρέχει στοιχεία για τον αριθμό των Scopus-Indexed ερευνητικών άρθρων των Κυπριακών πανεπιστημίων για το έτος 2020. Το πανεπιστήμιο Λευκωσίας κατατάσσεται στην τρίτη θέση, λίγο πιο πίσω από το δεύτερο και με αρκετή διαφορά από τα πανεπιστήμια που ακολουθούν.

	2020 Total	2020 THE Filtered
University of Cyprus	1166	1098
Cyprus University of Technology	491	471
University of Nicosia	461	423
European University Cyprus	306	257
Open University of Cyprus	119	106
Frederick University	101	99
University of Central Lancashire, Cyprus	35	32
Neapolis University	32	32



5. Οκτώ (8) επιστήμονες/ερευνητές του Πανεπιστημίου Λευκωσίας συμπεριλαμβάνονται στη λίστα των κορυφαίων 100,000 επιστημόνων παγκοσμίως και στο 2% των κορυφαίων ερευνητών στο επιστημονικό τους πεδίο, με βάση κατάταξη ομάδας ερευνητών του Πανεπιστημίου Stanford στις ΗΠΑ. Σύμφωνα με τη λίστα αυτή και τις ανακοινώσεις των άλλων Κυπριακών Πανεπιστημίων, το Πανεπιστήμιο Λευκωσίας βρίσκεται στη τρίτη θέση ανάμεσα στα Κυπριακά πανεπιστήμια.

Παραμένουμε στη διάθεσή σας για περαιτέρω πληροφορίες και διευκρινίσεις.

Με εκτίμηση,

Καθηγητής Παναγιώτης Αγγελίδης
Αντιπρύτανης Ακαδημαϊκών Υποθέσεων

Παράρτημα 1

Extract form the University of Nicosia 2024 Strategy

1. Education – Placing our Students at the Center of our Attention

We will offer a challenging, enabling, research-led and transformative education, fully utilizing digital technologies and supporting pedagogical models. Through this, we aim to provide equal opportunity and inclusive access, and to prepare our students to be critically and socially engaged global life-long learners (as well as e-citizens), and to continue to support them through our alumni network. We are also committed to providing holistic education, offering a spectrum of programmes in most disciplines.

1.1 Programmes and Academic Curriculum

We will be offering intellectually challenging and cohesive programmes using face-to-face, Distance Learning/Online and blended learning modes of delivery, focusing on quality, academic strength and sustainability, with an aim to increasing our overall student numbers.

We will be providing enquiry-led programmes informed by research and adopting a holistic approach to education, ensuring that courses on the humanities, social sciences, foreign languages, general education, technology and business entrepreneurship, form a considerable component of a programme's curriculum, especially at the 1st Cycle level. We are further committed to developing and offering interdisciplinary and interprofessional programmes.

Apart from specialised knowledge and skills, through each programme curriculum, we will cultivate in students, life-long learning, creative and soft skills. Thus, emphasis will be given, amongst others, to creativity, intuition and imagination, abstraction and complex problem solving, life-long learning and dealing with ambiguity, uncertainty and unexpected scenarios. This is particularly important due to the rapid changes emerging from the disruptive technologies of the 4th Industrial Revolution, especially Artificial Intelligence, and the fact that one thing is certain, that is, the future is uncertain and so is the future of the labour market. Finally, we will expose our students to inquiry-led research and provide them with opportunities to interact with the labour market and the society, through various methods, including relevant internships and practicum and extra curriculum activities.

Within the uncertain labour market described above, our programmes will continued to be designed, developed and enhanced in close collaboration with industry stakeholders and relevant professional associations, as well as through strategic education, professional and employer partnerships, thus addressing industry needs and ensuring accreditation by all relevant professional bodies, while at the same time ensuring high employability of our graduates, both in Cyprus and abroad.

In light of these rapid changes in the labour market, we will identify to the extent possible the future jobs that will primarily be performed by humans (i.e. those that cannot be performed by machines and intelligent programmes and algorithms).

Furthermore, we will promote the internationalization of our curriculum and the effective learning between our staff and students from all over the world.

Finally, we will enhance student involvement in the design, delivery and quality assurance of the programmes and provide improved student feedback mechanisms. We will thus utilize the input from our students to improve the learning process and the educational experience we provide them.

1.2 Inclusive Access and Flexible Learning and Assessment

We are committed to providing equal opportunity and inclusive access to Higher Education. To this end, and in order to meet diverse student needs, we will continue to provide an innovative and flexible model of learning and assessment, offering a state-of-the-art digital learning environment and providing a diverse set of pedagogical learning and assessment methods, and to the possible extent personalized learning. This applies to conventional face-to-face, Distance Learning/Online and blended-learning programmes and students.

Our Flexible Learning and Assessment framework and supporting educational model will evolve around and relate to three key factors associated to flexible learning, namely: (a) Time; (b) Instructional Approach and Resources, and, finally; (c) Delivery and Logistics. Working within the National Educational Framework and Laws, we are committed to informing and influencing changes at the national level that will allow us to fully implement such a framework, so that we are in line with European directives and practices. To this end, we will work towards convincing policy makers of the need, amongst others, for a flexible academic year structure (or an unstructured academic year) providing for multiple periods of commencement of studies; a

flexible tempo of studies, time and place of meetings with the instructors; added communication channels and diverse learning resources and assessment types and modes.

More specifically, with regards to student assessment, we acknowledge the fact that final examinations are not the only way of assessment, especially at the 2nd Cycle level. Formative and summative assessment will be introduced in 2nd cycle programmes, eliminating, where not applicable, the requirement for final exams. This is in line with modern pedagogical methods and current practices in many universities.

1.3 Student-Centred Environment

The Teaching and Learning environment will continue to be student-centred. In line with this, we will expect students to be active learners and co-creators of knowledge. They will be working with their professors, who will act as co-ordinators and facilitators of the student learning process, using student-focused learning methods (such as Problem Based Learning, simulation exercises, flip teaching/learning, etc.)

To this end, our Pedagogical Support Unit (PSU) and E-Learning Pedagogical Support Unit (e-PSU) will have a crucial role to play in providing the necessary training and support to both students and faculty members. We are committed to providing all necessary resources in order to ensure that students and faculty members are engaged in a learning process characterised by mutual trust, leading to the co-creation of knowledge, while building life-long learning skills.

We will continue enhancing our digital educational environment that promotes teaching and learning innovation, inspired by technology and driven by pedagogy. To this end, we are committed to adopting and developing educational applications and software based on emerging technologies such as Artificial Intelligence, blockchain, Virtual Reality and Augmented Reality.

We are also committed to providing efficient and effective administrative services to our students, utilizing state-of-the-art information technology and software. Supporting student wellbeing will be a key priority as this is quite important for student success. We want to ensure a strong sense of belonging and connectedness to our University, something that we would like to continue when they become part of our alumni network.

1.4 Times Higher Education (THE) Europe Teaching Ranking

Acknowledging the importance of rankings as a self-assessment exercise for self improvement, we are committed to participating in the newly created THE Europe *Teaching Ranking* in order not to just benchmark ourselves against other universities, but through this assessment, to improve further our educational teaching and learning environment. Our aim is to be ranked amongst the top 200 Universities in Europe by 2020 and move into the top 150 universities by 2024.

2. Research

Both basic and applied research will be given equal parity and will inform our teaching and learning process. We are committed to further investing in research in order to augment our research output and gain and retain a position in the important research-oriented university rankings, namely, Times Higher Education World University and QS World Rankings.

2.1 Basic and Applied Research Priorities

We want to produce and disseminate research that has a positive impact on global, national and regional challenges and which benefits culture, society, health, the economy and the physical environment.

We will continue treasuring and safeguarding academic independence and curiosity-driven basic research. We aim to employ the best faculty and researchers and to provide them with the freedom to pursue their basic research interests in a conducive and well-supported working environment.

At the same time, we will prioritise investment in high-quality research and related enterprise activities within cross-cutting, strategic research themes, which reflect our research strengths and link to the global challenges.

2.2 Research Collaborations and Engaging Stakeholders

We aim at implementing the Knowledge Triangle, bringing our University together with Research Centers, Industry and the Labour Market. To this end, research collaborations with external stakeholders, including other universities, are a key priority. Such collaboration could take place

in the form of joint research supervisions, joint doctoral degree programmes, and the exchange of researchers. We aim at increasing the number of joint doctoral degree programmes in most of the disciplines we offer.

Furthermore, we are committed to engaging our students from all Cycle levels, as well our staff, in the research process.

2.3 Rewarding Research

We are committed to measuring the performance of our research in terms of output and impact, and to providing a reward scheme, over and above the promotion scheme, in order to show our appreciation to those faculty and researchers who excel in research.

2.4 Rankings

We aim at being ranked in the top 1,000 universities in the Times Higher Education World Rankings 2021 and to improve that ranking by the 2024 edition of the Ranking. We will also identify our strong performance in particular subject areas and aspire at being ranked amongst the top 500 Universities in those particular areas. At the same time, we aim to continuously improve our position in the QS Ranking for Emerging Europe and Central Asia (EECA) with an ultimate target of being continuously ranked amongst the top 100 Universities.

Παράρτημα 2 – Κεφάλαιο 4 των Εσωτερικών Κανονισμών του Πανεπιστημίου και

UNIVERSITY OF NICOSIA

INTERNAL REGULATIONS

CHAPTER FOUR: RESEARCH POLICIES

January 2021

INTERNAL REGULATIONS CHAPTER FOUR: RESEARCH POLICIES

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4.1. Research at the University

The University believes that research is vital to the provision of a stimulating learning environment in which faculty and students flourish and fulfill their potential. The University also believes that involvement in research ensures the design and delivery of the University's curriculum is both up-to-date and relevant. Research encourages the development of open and critical minds — a vital part of the University's education philosophy through which students interact with faculty and researchers who are working at the forefront of subject knowledge and professional practice and are also involved in research through student projects and case studies.

4.2. Research Collaborations

The University considers interdisciplinary and collaborative research to be of particular importance in support of its mission and its desire to attract and retain high quality faculty and developing stronger relationships with institutions (government, industry, organizations) nationally, regionally and internationally.

4.3. Research and Faculty

The University expects that Teaching Research Faculty (TRF) will be active in research, an activity monitored as part of the Faculty Performance Appraisal. The University accepts that the nature of research differs from discipline to discipline and covers a wide range of scholarly and intellectual activities. The University differentiates between (1) research and scholarship, which leads to the advancement of knowledge and involves, among others, journal articles, books and conferences, and (2) other scholarly activities, which involve keeping abreast of subject developments, curriculum development, and the writing of textbooks.

4.4. Research and Scholarship Definitions

The University adopts as the basis for its policy on research and scholarship the following definitions:

- a. Basic Research: experimental or theoretical work undertaken primarily to acquire new knowledge without any specific application initially in mind;
- b. Strategic Basic Research: work intended to generate new knowledge in an area, which has not yet advanced sufficiently to enable specific applications;

- c. Applied Research: work which seeks to develop existing knowledge and is directed towards specific practical objectives and research applications or towards the evaluation of policies or practices;
- d. Creative Work: the invention and generation of ideas, images, performances, artifacts, design, including practice-based research, which leads to the development of new knowledge, understanding or expertise;
- e. Scholarship: work intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of a rigorous and documented methodology and which results in publications.

4.5. Research Support

The University supports all types of research by:

- Actively encouraging faculty to seek funding from a range of sources, including government, commercial and industrial sources at a national and international level;
- Facilitating research funding through inter alia the support of University-affiliated research centres, inter-disciplinary research, collaborative research with other institutions and individual research projects of proven or potential quality;
- Using Sabbatical Leave and Leave Without Pay as an important element of research development and support; providing Research Time Release to faculty members who engage in research, as defined in the University's Policy and, more precisely, the Internal Regulations and Collective Agreement;
- Providing funding for attending and presenting papers in seminars and conferences, and providing access to research material such as books, journals and conference proceedings;
- Investing in Information Technology and on-line access to research databases;
- Maintaining effective and efficient procedures for the management of research projects and for monitoring the progress of research students;
- Developing systems for the support of new researchers, and for other research staff, considering the principles advocated under the European Charter for Researchers;
- Ensuring that students conducting research benefit from an appropriate programme of research training in addition to the pursuit of their individual research projects;

- Encouraging faculty and student researchers to publish their research results in peer-reviewed journals (e.g., indexed in Scopus, Web of Science), books, electronic media, conferences, exhibitions and performances;
- Encouraging research links with the various relevant research funding organizations, government bodies, the community, industry, commerce, voluntary organisations and with the professions, regionally, nationally and internationally;
- Developing and using performance indicators related to research in evaluating the implementation of this research policy and its associated plans;
- Establishing the Research Recognition Policy (RRP) award. Publishing scientific research and contributing to global knowledge is a core objective for all faculty members at the University of Nicosia. The Research Recognition Policy (RRP) aims to encourage and recognize the efforts and success of UNIC faculty in publishing in Scopus-indexed peer-reviewed scholarly journals with significant reach and impact, which is consistent with UNIC's strategy for excellence in international research reputation and rankings;
- Establishing the University of Nicosia Seed Grant (UNICSG) scheme. UNICSG encourages research through internally allocated funding meant to foster the research activities of the University of Nicosia researchers as follows: a) the fund supports an internal research grant scheme designed to provide seed funding to encourage and support UNIC researchers particularly those who are in the initial stages of building up their experience and with a potential to secure external research grants; and b) the fund is targeted at track-record improvement of UNIC researchers supporting the publication of SCOPUS covered documents, implementation of small pilot research projects for obtaining data and the potential for development of external grant application.

4.5.1. Leave of Absence Without Pay for Faculty

The University of Nicosia may approve leave without pay when requested by a faculty member.

4.5.1.1. Reasons

- Professional development – such as attending a university;
- Research engagement – locally or abroad;
- Personal or family circumstances;
- Exchange faculty assignment – with a foreign university or other institution.

4.5.1.2. Approval Process

- (a) Leave of absence without pay requires prior approval. Taking such a leave without prior approval is a disciplinary offence.
- (b) All full-time TRF or STF requesting leave of absence without pay must first apply to the Head of Department. The Head of Department and the Dean in consultation with the Vice Rector for Faculty and Research may approve such a request if satisfactory arrangements can be made for the temporary replacement of the faculty for teaching and other academic and administrative duties. The financial aspects of such a leave should be agreed with the VPs of HR and Finance.
- (c) Leave for more than one academic year may require the approval of the Senate.
- (d) Adequate time must be given by the applicant for the approval process to take place. The approval process will be expedited in case of personal or family circumstances.

4.5.1.3. General Guidelines

- (a) Leave of absence is generally not approved for faculty to teach or work with competitive universities or institutions unless there is a direct benefit for the University of Nicosia.
- (b) Leave of absence during periods when classes run are more difficult to approve than during other periods.
- (c) Requests for part of a semester may be extended to a full semester in order to maintain continuity of service by the replacing faculty.
- (d) The loss of any benefits may be pro-rated according to the period of absence without leave.

4.5.2. Sabbatical Leave

The University of Nicosia endorses sabbaticals as a means of encouraging professional development and productive scholarship of mutual benefit to the faculty member and the University. Sabbaticals are not automatic. The justification for a sabbatical is determined primarily on the basis of a written proposal outlining the nature of the program to be undertaken, and the benefits to the individual and the University that may reasonably be expected. The

School Review Committee examines proposals and advises the Dean about the academic merits of the sabbatical proposal taking into consideration the comments of the Head of Department of the faculty member. The Dean may reject proposals because of lack of merit or may defer a sabbatical because of staffing problems. Having agreed the merits of the request the Dean will consult the VP of HR to ensure that there are no unforeseen or unmanageable issues before approving the request.

4.5.2.1. Details

The details of the Scheme are:

- a. Sabbatical leave is defined in length as one Fall or Spring semester plus, wherever possible the Summer¹, without teaching requirements which is dedicated to research and may be taken within or outside the University of Nicosia.
- b. A sabbatical when granted will be funded at half the applicant's usual salary for the major semester (Fall or Spring) and at full salary for the Summer term (provided that the applicant taught/will teach the nominal teaching load during the other major semester). Furthermore, the applicant's 13th salary for the year he/she was on sabbatical will not be affected due to the temporary absence.
- c. Tenured faculty may apply for a semester sabbatical after 5 years service with the University and then every subsequent 5 years or, 5 years since the last sabbatical was granted.

4.5.2.2. Criteria

The following criteria will form the basis of assessment of the sabbatical leave proposed:

- An analysis by the Department Head of the potential impact of the sabbatical on the operations of the Department:
 - √ *number of faculty members in the department to be on sabbatical at that time;*
 - √ *alternative arrangements for the delivery of courses normally given by the faculty member;*
 - √ *a statement concerning the arrangements that will be made for the continuation of ongoing work (e.g., supervision of students, committee work);*
- Completion of the Application for Sabbatical form (available from the School Dean's office) and a written sabbatical proposal;

¹ "The University Council is currently examining the Senate's proposal extending the duration of the sabbatical to a full academic year fully paid leave"

- A performance record demonstrating an active research program or other service activities as shown in an accompanying up-to-date curriculum vitae;
- A sabbatical plan giving a clear and specific indication of the activities to be carried out (e.g., research/project(s), establishment of research linkages, research articles, books or book chapters, conferences, sites to be visited) including:
 - i. a statement of the relevance of the proposed activities to the faculty member's professional field and duties; and,
 - ii. a statement of the anticipated short term and long term benefits for the University, School, and faculty member, including the expected outcome of the proposed sabbatical (to be commented upon in the review of the final report);
- Each case is considered individually, but in general, approval is limited to those applications that present a well thought-out plan of research, study, travel, or other activity clearly related to the faculty member's professional field and duties at the University.

The School Research Committee examines the proposal and advises the Dean about the academic merits of the sabbatical leave proposal taking into consideration the comments of the Head of Department of the faculty member. The Dean in consultation with the Vice Rector for Faculty and Research may accept or reject proposals, with the necessary justification. A faculty member has the right to appeal to the Rectorate against the decision. Having agreed the merits of the request, the Dean will consult the VP of HR to ensure that there are no unforeseen or unmanageable issues before approving the request.

4.6. Research Supporting Structures

The University Research infrastructure for supporting research activities consists of the:

- a. University Research Committee (URC)
- b. University Research Ethics Committee (UREC)
- c. School Research Committees (SRC)
- d. Research & Innovation Office (RIO)

4.7. University Research Committee

The University Research Committee (URC), chaired by the Vice Rector for Faculty and Research, is responsible to the Senate for the development of the University Research Policy and Strategies to assist the University in meeting its research objectives. It is the highest

research coordinating body of the University. RIO facilitates the implementation of the policies decided by URC.

4.7.1. Membership of the University Research Committee

- Vice Rector for Faculty and Research (Chair)
- Vice-Rectors
- Deans of Schools
- Executive Director of the Research and Innovation Office (audit)
- Invited (non-voting) experts as and when it is considered essential

4.7.2. Scope of the University Research Committee

The functions of the University Research Committee (URC) are to:

- formulate strategies to assist the University in meeting its research objectives;
- identify and use the means by which the University can engage in emerging research opportunities;
- monitor and review research performance across the University and advise the Senate and the Council on the University's research strategies, priorities and performance;
- advise the Senate and the Council on an appropriate strategy for the submission of proposals for University funded research;
- monitor the implementation of the University of Nicosia Seed Grant, through the administrative support of the Research and Innovation Office; interact with external research funding agencies;
- advise the Senate and the Council on the allocation of any funds to support the research strategy;
- foster the marketing of research activities as a mechanism for enhancing grant and contract income from industrial and research funding sources;
- consider research matters referred to it by the School Research Committees;
- advise on any matters referred to it by the Senate and the Council.

4.8. University Research Ethics Committee

The University Research Ethics Committee (UREC) is an independent body and is not subject to the administrative control of any academic body, officer, department or national body and has the duties as regulated by the relevant laws of the Republic of Cyprus.

4.8.1. Scope of the University Research Ethics Committee

The guiding principle for the UREC's decisions is the protection of research participants' human rights. The primary purpose behind this principle is to ensure that no research project is permitted to override or outweigh the health, care, dignity, human rights and well-being of the participant. Researchers, in the presentation of their project proposals, must address issues of ethics and sensitivity of participants and information, and provide adequate guarantees in relation to these issues. The purpose of UREC is also to contribute to the protection of researchers and the University of Nicosia from risks emanating from the conduct of research.. It does not contradict, but it is helpful towards the application process to the Cyprus National Bioethics Committee, should this be needed. Research conducted on experimental animals is governed by national legislation (Law 1995 (30(I)/1995). Researchers planning such research, should notify to the UREC of the approval obtained by the relevant Government authority, prior to the commencement of the project.

4.8.2. Membership of the University Research Ethics Committee

- a. One faculty member from each School
- b. One representative from the Research & Innovation Office (for Research and other proposals) or one representative from the Office of the VRFR (for final PhD proposals), who will be acting as an administrator, without voting right.
- c. Other experts that will be invited to participate in the Committee on an ad-hoc basis (with no voting right).

Each School Research Committee will nominate one faculty member for service on the UREC. . The faculty members of the UREC will be electing the chair of the UREC for a period of 2 years. Decisions will be taken on a majority vote (50% +1). The length of service for each member (except the ex-officio members) will be two years.

In case the UREC cannot evaluate any research projects due to lack of expertise from its members on the particular project in question, then the UREC reserves the right to send research projects to a selected number of experts. These experts will evaluate the projects and report to the UREC. Such experts shall not be eligible to vote.

For research undertaken at the Bachelor's or Master's level, a Department/School Research Ethics Committee can be formed.

4.8.3. Conflict of Interest

It is in the UREC's best interest that the composition, procedures and decision-making are independent of political, institutional, professional, and market influences.

A member of the UREC who has a conflict of interest must make this known to the Committee and not participate in any decision regarding the project in question.

4.9. School Research Committees

The aim of the School Research Committee (SRC) is to enhance the research profile and reputation of the School both within and outside the University. Its role is to encourage, facilitate and support research in the School and, where possible, to extend this to cross-departmental, cross-school and interdisciplinary synergy and collaboration. The SRC meets on a regular basis and will concern itself with the quality and quantity of research activity and output.

4.9.1. Membership of Each School Research Committee

Membership will consist of at least five persons and should include the:

- Dean of the School,
- Heads of the Departments, and
- The Directors/Leaders of the School's Research Institute/Centres and/or senior faculty active in research, who may be invited by the Dean as non-voting members.

4.9.2. Scope of the School Research Committees

To achieve its aims each School Research Committee will:

- make recommendations to the School Council on strategic issues with implications for research and disseminate timely information concerning the School's Research Strategy throughout the School;
- review School faculty research and draft the research strategy for the school including the allocation of monetary and non-monetary research resources;
- identify and develop School Research Themes (areas of possible research collaboration within the School) and research collaborations within the University (other Schools, Research Centres and Institutes);
- allocate and monitor research funds allocated to the School and report to the University Research Committee on their use;
- encourage research meetings and interdisciplinary research to further the research interests of the faculty;

- set up research activities and colloquia, in association with the Office of the Vice Rector for Faculty and Research, where faculty present their research and discuss future plans; and
- collect data on research conducted in the School (recent research publications, grants, patents, etc.).

In the events of internal funding the allocation of this money will initially be determined by the University Research Committee on the basis of the priorities put forth by the SRCs and then disbursed through the SRCs according to those priorities.

4.10. The Research and Innovation Office

The Research & Innovation Office (R&IO) is the executive body of the University Research Committee (URC). It is responsible for implementing the University's research strategies and supporting the delivery of the University's research objectives, as set by the University Senate and Council. The R&IO has the following functional areas:

a. Research Operations and Management

It assists with grant submissions, research contracts and agreements, project management/reporting, ethics, research finance and administration. It also covers project establishment, issue identification and resolution support throughout a project lifecycle, proposal advice and support including compliance and risk checks and submission.

b. Research Engagement

The Research Engagement team is responsible for supporting researchers seeking to engage in contract research and commercialisation activities.

c. Administrative Support and Intelligence

It provides administrative support for facilitating research efforts, data collection and dissemination and coordinating University rankings applications

d. Expansion of research outreach

The R&IO aims to promote collaborations with other academic colleagues, researchers and the industry both locally and internationally.

4.10.1. Management Structure

The R&IO is headed by an Executive Director and staffed by Research Officers and Finance Officers.

4.10.2. Operational Remit of the Research and Innovation Office

- Monitoring UNIC's ongoing performance in relation to university rankings;
- Provision of administrative support to the University Research Committee (URC);
- Submission of Ranking Applications in close collaboration with URC;
- Monitoring of research proposal submissions across the University in close collaboration with School Research Committees (SRC);
- Monitoring publications in close collaboration with the University Library and SRCs;
- Implementing new policies and procedures with respect to submission of research proposals, Intellectual Property (IP) and commercialisation;
- Dissemination of information through webpages/newsletter;
- Representation of UNIC at external national and international networks.

Παράρτημα 3: Φόρτος Εργασίας Προσωπικού

A/A	Name and Surname	Qualifications	Rank*	FT/PT**	Program of Study	Periods / week ²	Total periods /week ³
1.	Andreas Theophanous	PhD in Economics MA in Economics BA (Honors) Economics and Political Science	P	FT	BA in International Relations and European Studies	1.5	4.5
					MA in International Relations and Eastern Mediterranean Studies (Conventional or DL)	1.5	
					MPA (Conventional or DL)	1.5	
2.	Farid Mirbagheri	PhD in International Relations BA in International Relations	P	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	3	6
					BA in International Relations and European Studies	3	
3.	Hubert Faustmann	PhD in History MA in History BA in German Language and Litterature BA in Political Science	P	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	4.5	6

² The column “Periods / week” indicates the indicative periods of teaching, which are determined by the needs of each program per week.

³ The column “Total periods /week” indicates the expected workload per week. It should be noted that an individual does not teach the same course every semester and, as a result, the periods taught by an individual in different programs vary according to the semester when the course is being offered.



					BA in International Relations and European Studies	1.5	
4.	Christina Ioannou	PhD in European Politics MA in European Politics and Policy BSc in Economics	Assoc. P.	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	3	9
					MA in Public Administration (Conventional or DL)	1.5	
					BA in International Relations and European Studies	1.5	
					Department of Law programs	3	
5.	Giorgos Kentas	PhD in Political Science MA in International Relations BA in Political Science	Assoc. P	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	3	9
					MPA (Conventional or DL)	3	
					BA International Relations and European Studies	3	



6.	Constantinos Adamides	PhD in Political Science and International Studies MA in Diplomacy and International Relations MBA B.Sc. Finance and Political Science	Assis. P.	FT	MA in International Relations and Eastern Mediterranean Studies (conventional or DL)	3	9
					BA in International Relations and European Studies	4.5	
					Programs of other Departments	1.5	
7.	Giorgos Charalambous	PhD in Politics MSc in European Public Policy BA in Government and Economic Studies	Assis. P.	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	1.5	9
					MA in Public Administration (Conventional or DL)	1.5	
					BA in International Relations and European Studies	6	
8.	Michalis Kontos	PhD in International Relations MA in International Relations and Strategic Studies Post-Graduate Diploma in European Studies (EU and Developing Countries) BA in Political Science and Public Administration	Assis. P.	FT	MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	1.5	9
					MA in Public Administration (Conventional or DL)	1.5	
					LLB	3	
					BA in International Relations and European Studies	3	



9.	Yiannos Katsourides	PhD in Politics MBA BSc in Public and Business Administration	Assis. P.	FT	BA in International Relations and European Studies	6	9
					MA in International Relations and Eastern Mediterranean Studies (Conventional and DL)	3	
10.	Emilios Solomou	PhD in History MA in History BA in History	L	FT	BA in International Relations and European Studies		3
					MA in International Relations and Eastern Mediterranean Studies (Conventional or DL)		



ΠΑΡΑΡΤΗΜΑ_II_Res
earch Skills Develop

Παράρτημα 4



General Seminars

- | | |
|------------------|---|
| 13 NOVEMBER 2020 | Conducting a Literature Search Using UNIC Library Resources |
| 10:00-12:00 | Georgia Christodoulou, <i>European Documentation Centre (EDC) Manager and Reference Librarian, Library & Information Centre</i> |
| 20 NOVEMBER 2020 | Introduction to Refworks |
| 10:00-12:00 | Georgia Christodoulou, <i>European Documentation Centre (EDC) Manager and Reference Librarian, Library & Information Centre</i> |
| 27 NOVEMBER 2020 | Research Philosophy and Methodology |
| 10:00-12:00 | Prof. Rudi Kaufmann, <i>Department of Management and MIS, School of Business</i> |
| 4 DECEMBER 2020 | Introduction to the Systematic Literature Review Methodology |
| 10:00-12:00 | Dr Michael Christofi, <i>Department of Marketing, School of Business</i> |
| 11 DECEMBER 2020 | Introduction to Quantitative Research |
| 10:00-12:00 | Prof. Menelaos Apostolou, <i>Department of Social Sciences, School of Humanities and Social Sciences</i> |
| 22 JANUARY 2021 | Introduction to Qualitative Research |
| 10:00-12:00 | Prof. Rudi Kaufmann, <i>Department of Management and MIS, School of Business</i> |
| 29 JANUARY 2021 | Ethics in Research and Publishing |
| 10:30-12:30 | Prof. Costantinos Phellas, <i>Senior Vice Rector</i> |

- 5 FEBRUARY 2021 **Research Gaps and Research Needs in the Field of Medicine and Public Health**
10:00-12:00 Prof. Panagiotis Karanis, *Director of Anatomy Centre, Medical School*
- 12 FEBRUARY 2021 **Publishing – Why, Where and How**
10:00-12:00 Prof. Alkis Thrassou, *Marketing Department, School of Business*
- 19 FEBRUARY 2021 **Research Collaborations, Proposals and Associated Funding**
10:00-12:00 Prof. Dimitris Drikakis, *Vice President for Global Partnerships and Executive Director, Research and Innovation Office*
- 26 FEBRUARY 2021 **Socio-technical Research: Frontiers and Challenges**
10:00-12:00 Prof. Constandinos Mavromoustakis, *Department of Computer Science, School of Sciences and Engineering*
- 5 MARCH 2021 **Research, Technology and Business Intelligence**
10:00-12:00 Christina Kokkalou, *Managing Director, IMR-University of Nicosia*
- 12 MARCH 2021 **Research Opportunities, Collaborations and Practical Grant Writing Tips**
10:00-12:00 Prof. Charalampos Vrasidas, *Executive Director, Cardet, School of Education*

Seminars for the PhD Programmes

- 19 MARCH 2021 **PhD Coordinators/Directors and Supervisors: Roles and Responsibilities**
10:00-12:00 Prof. Demetris Vrontis, *Vice Rector for Faculty and Research*
- 26 MARCH 2021 **Introduction to the Code of Practice and Regulations for Doctoral Programmes**
10:00-12:00 Prof. Demetris Vrontis, *Vice Rector for Faculty and Research*
- 2 APRIL 2021 **Project Management and Time Management**
10:00-12:00 Project Management: Kyriakos E. Georgiou, *Senior Administrative Officer, Office of the Vice Rector for Academic Affairs*
Time Management: Prof. Alexia Papageorgiou, *Chair of the Centre of Medical Education, Medical School*
- 9 APRIL 2021 **Writing a PhD Thesis**
10:00-12:00 Dr Nuno Ferreira, *Department of Social Sciences, School of Humanities and Social Sciences*
- 16 APRIL 2021 **Preparation for the PhD Viva**
10:00-12:00 Dr Yioula Melanthiou, *Department of Marketing, School of Business*

For More Information:

Office of the Vice Rector for Faculty and Research
vrfr.office@unic.ac.cy



Appendix5 Faculty
 Training and Develc

Παράρτημα 5

Faculty Training and Development Unit

Prepared by VRFR Prof. Demetris Vrontis

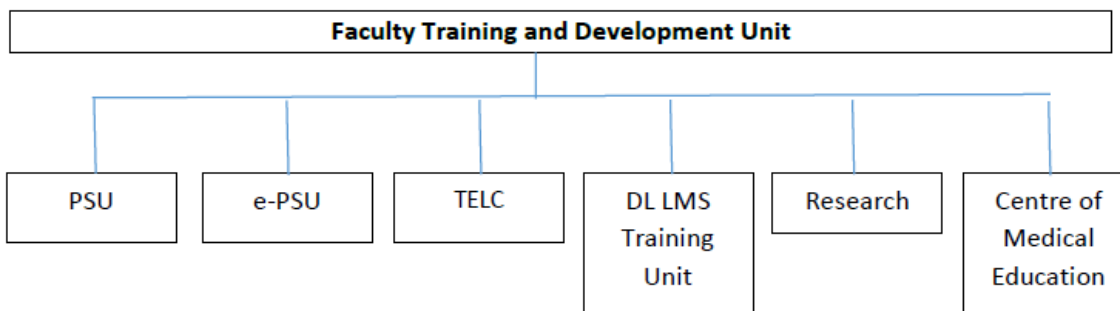
Ongoing Faculty Training and Development has become of outmost importance for the University of Nicosia. It is a requirement of the Cyprus Agency of Quality Assurance and Accreditation (CYQAA) in Higher Education as well as from many other accreditation bodies and evaluation teams.

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

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

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

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



The role of the Faculty Training and Development Unit is to:

- Draft the university’s plan and strategy on faculty training and development
- Identify faculty training and development needs necessary for fulfilling their job requirements
- Make available to faculty relevant training and development opportunities that can be linked to educational research and development, curriculum leadership, and educational scholarship
- Coordinate the training and development practices offered by the various training centres/units and evaluate their impacts on the careers of the participants and the institutional environment



Schedule - Spring Schedule - Fall 2020
2021 - Faculty Profes- Faculty Profession:

Παράρτημα 6

Faculty Professional Development Seminar on Teaching and Learning Theory and Practice

Following our long-standing policy for promoting teaching excellence, faculty professional development and pedagogical support, and in line with the recommendations and requirements set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, the Senate and the Council of the University, approved the offering of a 36-hour professional development seminar, in the areas of contemporary teaching methods, new technologies in learning and online education.

The seminar is offered every Fall and Spring semesters in the form of 12 weekly workshops and each workshop is 3 hours long. The language of instruction is English. The successful completion of the seminar leads to a Certificate.

Seminar Schedule

Fall 2020 (Sept 29th – Dec 15th)
Tuesdays 9:00am-12:00pm

Week 1: Sept. 29th: Developing Descriptors of Learning in the 21st century

Week 2 Oct. 6th: Cognitive and neuroscience research: Implications for education and learning

Week 3: Oct. 13th: Project and Problem Based Learning

Week 4: Oct. 20th: Developing a course with critical and creative focus

Week 5: Oct. 27th: Measuring learning outcomes and Assessment Methods for online and face-to-face courses

Week 6: Nov. 3rd: Developing effective learning environments

Week 7: Nov 10th: Including students with diverse needs in a university classroom

Week 8: Nov. 17th: Online Learning and Adult Education

Week 9: Nov. 24th: Using video and multimedia in an online course

Week 10: Dec. 1st: Using interactive and collaborative tools in online learning

Week 11: Dec. 8th: Library Resources & Open Educational Resources (OER)

Week 12: Dec. 15th: Learning Management Systems: Teaching using Moodle Advanced Features

Faculty Professional Development Seminar on Teaching and Learning Theory and Practice

Following our long-standing policy for promoting teaching excellence, faculty professional development and pedagogical support, and in line with the recommendations and requirements set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, the Senate and the Council of the University, approved the offering of a 36-hour professional development seminar, in the areas of contemporary teaching methods, new technologies in learning and online education.

The seminar is offered every Fall and Spring semesters in the form of **12 weekly workshops** and each workshop is **3 hours long**. The language of instruction is English. The successful completion of the seminar leads to a Certificate.

Seminar Schedule

**Spring 2021 (Feb 3rd – Apr. 21st)
Wednesdays 9:00-12:00**

Week 1: Feb. 3rd: Developing Descriptors of Learning in the 21st century

Week 2: Feb. 10th: Cognitive and neuroscience research: Implications for education and learning

Week 3: Feb. 17th: Project and Problem Based Learning

Week 4: Feb. 24th: Developing a course with critical and creative focus

Week 5: Mar. 3rd: Developing effective learning environments

Week 6: Mar. 10th: Including students with diverse needs in a university classroom

Week 7: Mar. 17th: Measuring learning outcomes and Assessment Methods for online and face-to-face courses

Week 8: Mar. 24th: Using interactive and collaborative tools in online learning

Week 9: Mar. 31st: Using video and multimedia in an online course

Week 10: Apr. 7th: Online Learning and Adult Education

Week 11: Apr. 14th: Library Resources & Open Educational Resources (OER)

Week 12: Apr. 21st: Learning Management Systems: Teaching using Moodle Advanced Features

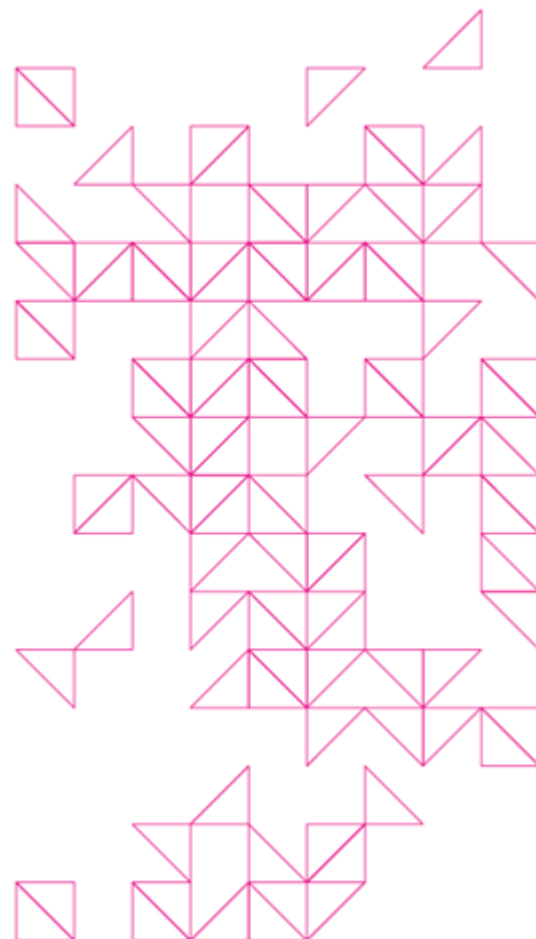
Παράρτημα 7: Κώδικας Πρακτικής και Κανονισμοί Διδακτορικών Προγραμμάτων



UNIVERSITY
of NICOSIA

Code of Practice and Regulations For Doctoral Programmes

Version 5.1
April 2021



Document Information and Acknowledgments

The Code of Practice and Regulations has been approved by the Senate of the University of Nicosia. Version 5.1 (April, 2021) of the University of Nicosia Code of Practice and Regulations for Doctoral Programmes is an updated document of Version 5.0 (January, 2021), Version 4.1 (June, 2020), Version 4.0 (February, 2019), Version 3.0 (June, 2015) Version 2.0 (May, 2010) and Version 1.0 (March, 2009) which built on the Intercollege Policy on Research Doctoral Degrees (January, 2007).

The Code of Practice and Regulations has been prepared on the basis of information drawn from Codes of Practices and Regulations from other Universities, including amongst others, the University of Cyprus, the Technological University of Cyprus, Manchester Metropolitan University, the University of London and the University of Essex. Information was also drawn from the websites of the Bologna Process, the Framework for Qualifications for the European Higher Education Area, the European Qualifications Framework (EQF) and the European University Association. Finally, the input provided by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and the Team of Experts appointed by CYQAA to evaluate our Doctoral Degrees in Theology and in Human Rights, Society and Multi-Level Governance have also been taken into account and utilized.

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1. Provisions for Doctoral Studies

The University publishes a broad statement of its policy in this document. This is supplemented by departmental statements, procedures, and arrangements that would conform to the University guidelines after the Senate's approval.

The University of Nicosia offers Doctoral Degrees (3rd Cycle level). These programmes can be offered by:

- a specific Department of the University
- two or more Departments of the University upon the approval of the Departments and the Schools which the Departments belong to
- in co-operation with other Universities locally and/or abroad.

Doctoral degrees are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research and critical thinking. Holders of doctorates will be able to conceptualize, design and implement projects for the generation of significant new knowledge and/or understanding. Furthermore, holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields and innovation in tackling and solving problems.

More specifically and according to the Bologna Process and the Framework for Qualifications for the European Higher Education Area, students awarded doctorates should:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- be capable of critical analysis, evaluation, and construction of new and complex ideas;
- be capable to communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge-based society.”

Additionally, according to the European Qualifications Framework (EQF) and more specifically Level 8 of EQF, the Doctoral Degree's Learning Outcomes must be as follows:

“Knowledge: knowledge at the most advanced frontier of a field of work or study and at the interface between fields.

Skills: the most advanced and specialised skills and techniques, including construction and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.

Competence: demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.”

2. Description of Doctoral Degree Thesis

A Doctoral Degree Thesis should reflect and demonstrate the knowledge, skills and competences of the student awarded the Doctoral Degree, according to the European Qualifications Framework (EQF) and the Framework for Qualifications for the European Higher Education Area. The Thesis should:

- a. form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power
- b. give a critical assessment of the relevant literature, describe the method of research and its findings, including discussion on those findings and indicate in what respects they appear to the student to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study
- c. consist of the student's own account of his/her investigations, the greater proportion of which must have been undertaken during the period under supervision for the degree
- d. make clear the resources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original
- e. demonstrate critical judgment with regard to both the student's work and the work of others
- f. be an integrated whole and present a coherent argument;
- g. include a full bibliography and references
- h. demonstrate, along with the oral examination, that the student has adequate knowledge and understanding of the discipline and the context within which the research is grounded and of the literature relevant to the research
- i. demonstrate the ability to put forward arguments in an appropriate form, verbally and in writing
- j. demonstrate research skills relevant to the Thesis being presented
- k. be of a standard to merit publication in whole or in part or in a revised form

3. Doctoral Degree Requirements

A Doctoral Degree requires the completion of at least 180 ECTS out of which normally at least 60 ECTS are allocated to the preparation of the research proposal and the comprehensive exam (where applicable).

The minimum number of years for completing a Doctoral Degree is three (3) and the maximum number of years is eight (8).

The Doctoral Degree entails the following stages:

- a. Attendance of a number of postgraduate courses offered which the Departmental Postgraduate Programmes Committee considers necessary for the student.
- b. Successfully passing any examinations/assessments/assignments for various courses offered at Doctoral Level (e.g., Research Methodology)
- c. A comprehensive exam (where applicable). Depending on the Department and the Doctoral Degree, a comprehensive exam, projects, and presentations may be an integral part of the Doctoral Degree. In such a case the type, content, delivery and assessment guidelines are determined by the Department and School.
- d. Writing of the final research proposal
- e. Submission, defence (where applicable) and approval of the final research proposal, normally within the first 18 months of studies
- f. Obtain clearance of the final research proposal by the relevant Ethics Committee
- g. Research work by the student under the guidance of the Supervisory Team and writing up of the Thesis

- h. Submission of the Thesis; this can take place at least 3 years after the enrolment of the student in the Doctoral Degree programme
- i. Defence of the Thesis before the Examinations Committee

The award of a Doctoral Degree thus requires:

- a. Successful completion of the postgraduate courses
- b. Pass in the comprehensive exam (where applicable) and any other exams associated with courses offered at Doctoral Level.
- c. Approval of the final research proposal by the relevant DPPC and supervisory committee.
- d. Successful Defence of the Thesis
- e. Publication of one journal article in a Scopus indexed journal (where applicable)
- f. Presentation in at least one research conference (where applicable)

4. Admission Criteria and Admissions Process

Eligible Candidates should hold (or hold by the time that the programme is expected to commence) recognized degrees; a Bachelor's and a Master's degree (or equivalent) for entry to a Doctoral Degree (a Medical degree suffices as the minimum entry requirement for a Doctoral Degree in the Medical School). Over and above, an applicant may be admitted to the programme subject to completing selected courses offered by the Department, if so decided by the Department Postgraduate Programmes Committee (DPPC).

Admission of Exceptional Cases

The Exceptional cases are considered for approval by a committee consisting of the Head of Department, the DPPC, the School Dean, the Rector and the Vice-Rector for Faculty and Research. The minimum requirement for admissions under the exceptional clause is a bachelor's degree. An example of an Exceptional Case may be a Doctoral applicant who holds a Bachelor's degree but does not hold a Masters' Degree but his/her Doctoral application may be considered on the grounds of other achievements in his/her subject research area, such as (i) a strong publications record, (ii) a well-documented and professionally argued Thesis proposal, (iii) a highly recognized professional practice, (iv) a strong contribution to societal affairs through his/her research. The minimum number of years for completing a Doctoral Degree for students admitted as an exceptional case is four (4) and the maximum number of years is eight (8).

A complete application should be submitted to the Admissions Department; the form is then forwarded to the Department Postgraduate Programmes Co-ordinator.

Application Documents and other Requirements

- Completed Application Form
- Certified true copy of the applicant's qualifications/degrees
- Original or certified true copy of transcript(s)
- Proof of language proficiency
- Two reference letters
- Curriculum Vitae (CV)
- Research Proposal outlining the Thesis' aim and objectives, research problem, presenting the literature review including the research gap and explaining the research methodology to be followed.
- Personal Statement
- Personal interview

Each Department may adopt additional criteria to the ones mentioned above.

The criteria for admission to a postgraduate programme are among others:

- Relevance of the applicant's qualifications
- Academic performance during the previous studies
- Quality of CV and professional background
- Performance during the interview
- Quality of the research proposal
- Availability of faculty

5. University Responsibilities Towards Doctoral Degree Students

The University undertakes to ensure that:

- a. only candidates who meet the necessary high academic standards and who appear capable of completing the requirements for the degree are admitted
- b. qualified supervisors with appropriate knowledge of the student's field of study will be appointed
- c. the necessary resources and facilities are available; in admitting a student, a Department undertakes to provide the necessary supervision and resources and will be held responsible for doing so
- d. the proposed topic is suitable as the basis of a research degree and that it is capable of being completed within the time limits for the degree submission
- e. a replacement supervisor will be appointed if one of the original supervisors is for any reason unable to continue with the supervision or when a formal request for changing supervisor(s) has been completed and approved
- f. DPPCs and Departments continually monitor students' progress on an informal basis, so that problems can be addressed at the earliest possible stage
- g. suitable examiners are appointed, and examinations are held according to the University regulations
- h. an Independent Chair of the examination is appointed in accordance with the regulations
- i. students are provided with feedback after the examination
- j. appeals and complaints are dealt with under the appropriate procedure, and that they are dealt with fairly and as quickly as possible

6. Administrative Support for Offering Doctoral Degrees

The responsibility of the offering of Doctoral Degrees at the University of Nicosia lies within the Schools and Departments. Administrative support to the Schools and Departments is currently being offered by the Office of the Vice Rector for Faculty & Research. The following administrative duties are offered by the Admissions Office in combination with the relevant departments and/or the departments' Graduate Units (where applicable) and the Office of the Vice Rector for Faculty & Research:

- a. checking that application forms are completed and all necessary documents have been submitted
- b. forwarding the application forms to the relevant Doctoral Programme Coordinator/Director and the relevant DPPC
- c. making the appropriate administrative arrangements for the doctoral student's Annual Review Progress Meeting
- d. making administrative arrangements for the appointment of external examiners
- e. making administrative arrangements for the Defence of the Thesis
- f. checking the Thesis against the formatting regulations
- g. publishing the Thesis on the University of Nicosia website at the online Doctoral Degrees Repository which is freely accessible by everybody

- h. helping in the organization of research seminars for students related to conducting research, writing up the Thesis, etc.
- i. helping in the organization of research workshops and training sessions for faculty members; such seminars could be related to supervision and examination of doctoral students
- j. keeping the student records (application forms, letters of acceptance, annual review reports, communication with students, student appeals, etc.)

7. Vice Rector for Faculty and Research

The Vice Rector for Faculty and Research bears the overall responsibility for the doctoral programmes as well as being involved in the daily monitoring and overseeing of students' progress and welfare (through the approval of the DSO forms).

8. Department Postgraduate Programmes Committee (DPPC)

The role of the DPPC is instrumental as it provides a mechanism for monitoring the students' progress and welfare during their studies. The DPPC is responsible to evaluate all applications, appoint the members of the supervisory team as well as monitor the progress and oversee the process of all academic decisions.

The postgraduate programmes of a Department are administered by the Department's Postgraduate Programmes Committee (DPPC), which consists of three (3) Teaching Research Faculty (TRF) holding the rank of Professor or Associate Professor. If a faculty member of these ranks is not available, a lower rank faculty may be a member of the committee. The committee is chaired by the Department Postgraduate Programme Chair (DPPCh), who is one of the three committee members. All members are appointed by the Department Council for the duration of two years. In the case where a postgraduate programme is offered by more than one Department, then the programme and its students are administered by the respective departments' DPPCs and DPPChs.

9. Supervisory Team

The Supervisory Team is a three-member committee appointed by the Department Postgraduate Programmes Committee (DPPC). The DPPC, in consultation with the Doctoral Programme Coordinator/Director, first appoints the student's Main Supervisor, hereafter referred to as the Main Supervisor, and then the other two supervisors following the recommendation of the Main Supervisor. All members of the supervisory team should have research interests relevant to the student's research topic. The committee is chaired by the Main Supervisor. The main supervisor should be a full time TRF faculty of the university active in research and publications.

The Main Supervisor and at least one other member of the committee are faculty members of the Department or School. The other member of the committee may be a faculty member from another School or another University/Research Institute. A Main Supervisor cannot supervise at any time more than five (5) students.

At least one member of the Supervisory Team must have: 1) the rank of Professor or Associate Professor and 2) must have supervised a Doctoral student to completion. Any member of the team without supervisory experience is encouraged to attend a training workshop on Doctoral Degree supervision. The DPPC must reassure that no member of the Supervisory team has any form of conflict of interest with the Doctoral student.

The Supervisory Team is responsible for:

- a. helping the student feel at home in a Department or School, and in the University
- b. approving the student's final research proposal

- c. providing general guidance on such matters as the nature of research; academic standards; planning; literature and other sources; methods and techniques
- d. assisting the student in navigating through official procedures, and ensuring that deadlines are met
- e. maintaining regular (and frequent) formal contact with the student; where the student has not been in contact with the Supervisory Team for some time, it is the Supervisory Team's responsibility to make contact with the student
- f. keeping proper records of all the meetings held between the doctoral student and the Supervisory Team
- g. being accessible to give the student informal and formal advice
- h. obtaining progress reports and other written work, and promptly providing constructive criticism
- i. arranging any training which the student requires, including research and personal skills
- j. ensuring that the student is aware of when s/he is making inadequate progress or other impediments to the successful completion of research within the required duration
- k. ensuring that the student enrolls with the University on a semester basis
- l. ensuring that the student makes a positive contribution through his/her work within the University and through the choice of area of study, research methods and analysis, to promoting diversity and equal opportunities within the University and the community

10. Supervisor Training

All supervisors receive a copy of the regulations for doctoral programmes annually. All new and old members of faculty receive an induction by the Office of the Vice Rector for Faculty and Research concerning supervision arrangements. All inexperienced faculty members who have not supervised through to completion are required to attend the University's training for research supervisors.

11. Guidelines for Student Progress

The following guidelines would apply to all research students:

- a. Students are encouraged to discuss with their supervisor the work involved before initial registration.
- b. By the end of the first year, Doctoral students are normally expected to have written a draft literature review as well as carried out and written up at least one substantial piece of empirical research.
- c. Supervisors should expect to meet their Doctoral students sufficiently often to ensure progress is being achieved. An explicit agreement concerning the frequency and duration of supervisory meetings should be made at the beginning of each academic year. Normally we would expect supervisory meetings to take place at regular intervals.
- d. A record of dates of meetings, decisions taken and work submitted (this will include the date of submission and the date of response) will be kept by the Main Supervisor, the Doctoral Programme Coordinator/Director and the Office of the Vice Rector for Faculty and Research (Forms: DSO/4, DSO/5, and DSO/7). These records need to be considered and discussed during the Annual Progress Meeting of the doctoral student. It is also recommended that students should keep their own records too.

12. Students' Progress Committee

Progress will be reviewed annually in September by the Department Postgraduate Programmes Committee (DPPC). This Committee will review the progress of all research students in the Department and monitor the progress and quality of training offered to the student.

The DPPC's report will base its decision on:

- a. the written reports submitted by the Supervisory Teams, including the Semester Student Supervision Record Sheet
- b. the completion of required work by the student, which will be received, approved and notified by the Supervisory Team
 - i. the Annual Student Progress Report
 - ii. the Timetable
 - iii. the Thesis Plan
- c. an oral presentation of work in progress (if needed)
- d. in the case of students who are undergoing a training programme, on the reports of progress made on the various components of the programme
- e. the Final Research Proposal as approved by the supervisory team
- f. whether the student has reached a satisfactory level for the thesis' submission

The DPPC in some circumstances may request that the student, together with his/her supervisors, and the Vice Rector for Faculty and Research may attend the evaluation meeting. In such cases, the student will be asked to withdraw while a decision is reached. This will be notified in advance of the meeting.

The DPPC's decision may be based in one of the following three options:

- a. the student is allowed to proceed,
- b. a decision is deferred until a later meeting, at which time the student will be requested to provide further evidence of progress, as specified by the DPPC in a separate report
- c. the student's studies are discontinued

The DPPC may attach such conditions to its recommendations as it deems necessary. The DPPC shall also be convened at any other time at the request of the Vice Rector for Faculty and Research.

13. Problems with Supervision

Students who have problems regarding their supervisory arrangements are encouraged to try to reconcile these with their supervisors where possible. However, they are free to discuss their problems with the DPPC's Chair. In exceptional circumstances, the Vice Rector for Faculty and Research may request that a Special Supervisory Team be convened to address the problem. Students are also free to contact the Vice Rector for Faculty and Research. These discussions should remain confidential if the student so wishes.

14. Problems with Progress

Anyone of the appointed three supervisors may raise concerns about the lack of progress or any other matter at the first available Supervisory Team meeting. In the case of acute and severe problems, both the DPPC's Chair and the Vice Rector for Faculty and Research should be notified immediately in writing. Any other problems with progress should be communicated through the Supervisory Team to the DPPC.

Where a Supervisory Committee intends to recommend to the DPPC that a student's doctorate studies are to be discontinued, the student must have an opportunity to discuss the situation with the DPPC and may request a review of the recommendation. In such cases, the DPPC's Chair together with the Vice Rector for Faculty and Research will establish a Review Committee comprising the Vice Rector for Faculty and Research (as Chair), the Head of Department and the DPPC. The Review Committee may consult such persons and take such advice as it thinks fit.

All decisions of the Review Committee should be notified to the student and the supervisor in writing, together with a statement of any conditions that are attached to the decision and the rights of appeal that exist.

15. Interruption of Studies

Although the course of study for the degree should normally be continuously pursued, students may occasionally find themselves in a position where they are unable to work on their research for a period of time and it may be advisable to seek an interruption in their registration. Examples of reasons for seeking an interruption in registration might include illness, unexpected pressure from work for a part-time student, or financial difficulty. An interruption must always have the support of the supervisory team.

Students can apply for interruption for a period of up to two semesters. In exceptional cases, where students wish to apply for interruption for more than two semesters, they will need to substantiate their request by submitting relevant supporting documentation for consideration. In addition, they should submit a written statement outlining the work they have completed towards their research and research plans for when they resume.

During a period of interruption, students are not required to pay tuition fees and they are not entitled to consult their supervisor, to attend the courses, or to use the University's library and computing resources. However, there would be no reason why they should not continue to work on their Thesis independently if personal circumstances allow.

If students wish to interrupt their registration, they should first discuss this with their Main Supervisor to obtain support before completing the form and returning it to the Head of Department. Students should complete this form in advance of the period of interruption so that any necessary administrative action can be taken, including any adjustments to tuition fee payments.

Students are asked to bear in mind that an interruption to their registration should be considered exceptional and is not to be undertaken lightly. It is therefore imperative that, if they are unable to return after an approved period of interruption, they should seek an extension to the interruption, giving reasons and a revised completion date. They should apply before the interruption period ends and seek academic approval.

If students are residing in Cyprus on a student visa, they are strongly advised to consult the Office of Admissions to discuss their position before seeking an interruption in study.

The University reserves the right to refuse to re-register a doctoral student, particularly if the interruption is over two years and there is insufficient evidence of the student's ability to complete the degree successfully.

16. Discontinuation of Doctoral Degree Studies

A doctoral degree student is not allowed to continue with her/his studies for the following reasons:

- a. failing a project presentation or a comprehensive exam (where applicable) within the agreed deadline with the supervisory team
- b. exceeding the maximum number of years allowed to complete the degree, excluding any time for interrupting studies for valid reasons
- c. failing the final research proposal's assessment
- d. failing the Annual Student Progress Report
- e. interrupting studies over two years without providing sufficient evidence of his/her ability to complete the degree successfully
- f. failing to respond to any attempts from the University to communicate with him/her
- g. failing to register with the University for two years will result to the registration to be cancelled automatically
- h. failing the Thesis defence

17. Submission of the Doctoral Degree Thesis

A Doctoral student is not advised to submit the Thesis for examination against the consent of the Supervisory Team, but it is the student's right to do so if s/he so wishes.

Students should not assume that a Supervisor's agreement to the submission of their Thesis guarantees the award of the degree. Students must be aware that the function of the Examination Committee is to make an independent academic judgment and that their opinion may vary from that of the Supervisory Team.

The Thesis must conform to Thesis Requirements as specified by the University.

18. Examination Committee

The Examination Committee is responsible for conducting the Doctoral Thesis Defence and Examination and assessing the student in relation to the award of the Doctoral Degree.

The Examination Committee consists of one independent external examiner (from another University/Research Institute) and one TRF independent internal examiner (who has not supervised or assisted the student during his/her studies). Independence also implies the independence of the examining team in all respects relating to both the specific programme of work and any close personal relationships with the Supervisory Team or the student. The examiners who must be experts in the fields of the student's Thesis and preferably hold the rank of Professor or Associate Professor are appointed by the Department Postgraduate Programmes Committee considering the recommendation of the student's Main Supervisor. The external examiner is responsible for ensuring that the academic standards of the research degrees awarded by the University are comparable with those at similar institutions.

The two member Examination Committee is chaired by an Independent Chair (usually the DPPC's Chair) who is responsible for chairing the oral examination and ensuring that the associated administration of the examination is completed satisfactorily. The Chair does not examine the Thesis and has no voting rights. Both examiners and the Chair should not have any conflict of interest. Where the student is a full time faculty member or an administrative staff of the University then a second external examiner (instead of an internal examiner) will be appointed .

At least one of the examiners should have experience of examining doctorate degree students. An examiner with no previous doctorate degree examination experience will only be approved if s/he has experience of successfully supervising a degree student to completion, attended a workshop on the examination of doctoral degrees and acted as an observer in an examination.

The Independent Chair could be one of the Vice Rectors of the University.

19. Doctoral Degree Thesis Defence

The Thesis defence includes the following stages:

- a. presentation of the Thesis in the form of a public lecture
- b. oral examination (viva) of the student by the Examination Committee (members of the Supervisory Team, Doctorate Degree students, Research Advisors can attend the oral examination as observers, only with the consent of the student)
- c. private deliberation of the Examination Committee and decision on the outcome of the exam
- d. writing a detailed report substantiating the decision and the recommended outcome of the examination

The possible outcomes of the examination are given in the next Section.

The oral examination (viva) is used to assess both the written submission and the candidate. It serves several different functions, such as:

- a. providing the student with the opportunity to defend the Thesis through high level debate with experts in the subject
- b. giving the examiners the opportunity to explore any doubts they may have about the material presented in the Thesis
- c. determining that the candidate is indeed the author of the written materials submitted
- d. enabling the examiners to check that the candidate has a thorough understanding of the theoretical framework, issues, methods and statistical analysis involved

For the Thesis defence the following arrangements need to take place:

- a. Once the Thesis is submitted and the Examination Committee has been appointed, the Independent Chair of the Examination Committee sends the Thesis and the Code of Practice and Regulations for Doctoral Programmes to the two examiners
- b. The date of the Thesis defence is set after consultation with the examiners and the student; the date should be within 3 months from the date that the Thesis was sent to the examiners
- c. Each examiner is asked to write an independent preliminary report on the Thesis and submit it to the Chair at least ten days before the Thesis defence. Typically the preliminary report identifies particular areas which the examiner believes should be explored with the student during the oral examination, and, if possible, a tentative recommendation, based on an assessment of the Thesis, for the result of the examination. Tentative recommendations should not be indicated to the student in advance of the oral examination
- d. The Chair sends to each examiner the other examiner's report after receiving both reports
- e. If the examiners have any queries about the Thesis which they wish to raise with the supervisors in advance of the oral examination, they are at liberty to do so. If the examiners have any queries about the University's requirements for the award of the degree and about the regulations, they should raise them with the Chair of the Examination Committee. All matters relating to the examination are confidential and examiners should not contact any third party, other than the supervisors
- f. After the viva, the examiners draft a joint report explaining their decision which is subsequently submitted to the Department Postgraduate Programmes Committee and the Office of the Vice Rector for Faculty and Research. This report is then forwarded to the Supervisory Team and the student
- g. The student fully complies with any changes requested by the Examination Committee, within a given time framework
- h. The Examination Committee reviews the revised Thesis and confirms that it fully addresses the requested changes

20. Doctoral Degree Examination Outcomes

The possible outcomes of the examination are:

- a. UNCONDITIONAL PASS (student awarded the degree)
- b. CONDITIONAL PASS, subject to minor amendments to be completed and checked by one or both of the examiners within 3 months. Amendments may include grammatical and typographical errors, editing, clarification changes or amendments that are requested to refine the content of the thesis (a new thesis defence is not required)
- c. REVISION AND RESUBMISSION, which entails rewriting sections or chapters of the Thesis and resubmitting it within 1 year (a new thesis defence is required)
- d. FAIL

In all possible outcomes except Unconditional Pass (option (a) above), the examiners should provide detailed feedback to the student with regards to the outcome of the examination and the changes needed to be done (in case the decision is not Fail). Only one (1) re-submission/re-examination is permitted. Only in exceptional cases, a second re-submission may be permitted.

The decision of the Examination Committee should be unanimous, i.e. both the external and the internal examiner should agree on the outcome. In case of a disagreement, the following steps are taken:

- a. the DPPC, considering the recommendation of the student's Main Supervisor, appoints an additional external examiner;
- b. the additional external examiner is asked to assess the Thesis and prepare a recommendation report and suggest one of the outcome options above; The additional external examiner may have access to the recommendation of the Examination Committee;
- c. the Independent Chair calls for a meeting with all three examiners and a final decision is taken.

21. Doctoral Degree Thesis Re-examination

The following regulations apply to the re-examination of the Thesis:

- a. up to one resubmission/re-examination is permitted. Only in exceptional cases, a second re-submission may be permitted
- b. the same examiners are appointed; however, in the event of non-availability, replacement(s) is/are made
- c. in REVISION AND RESUBMISSION (option 20c above) a new thesis defence is required

22. Deposit of the Thesis

Following the viva Examination and upon successful completion of their doctorate degree, the student should submit two hard cover copies of the Thesis to the Office of the Vice Rector for Faculty and Research. One copy of the Thesis will be retained in the Library of the University and will become the property of the University. The second copy will be retained by the relevant Department.

In line with the European Policy on Open Access to Scientific Publications and Data, the National Policy of the Republic of Cyprus for Open Access to Scientific Information, as well as the Berlin Declaration Open Access to Knowledge in the Sciences and Humanities of 2003, the University of Nicosia urges all students to submit an electronic/digital copy (in PDF) of their Thesis to the library to be uploaded on the Institutional Repository. A consent form must also be completed, which will be forwarded to the student by the Office of the Vice Rector for Faculty and Research.

The award certificate will not be issued to the student if s/he does not submit the copies of the Thesis.

23. Complaints and Appeals Procedure

Doctoral Degree students can complain about any issue relating to their studies and appeal against the outcome of the examination of their Thesis and/or any decision concerning a progress-related issue.

Complaints and appeals must be made, in writing, to the DPPC's Chair and to the Office of the Vice Rector for Faculty and Research. In the case of an appeal, the grounds for appeal must be clearly stated on the appeal letter. The deadline for submitting appeals is ten (10) days from the date when the student was formally notified by the University of the decision under appeal.

The Office of the Vice Rector for Faculty and Research will release the letter of appeal to the affected stakeholders, depending on the reason of the appeal (eg. DPPC, Supervisory Team, Examination Committee), and ask for an official response in writing within ten (10) days. The response will be made available to the student.

Appeals against Examination Committee decisions may be made on the basis of the following grounds:

- a. irregularities in the conduct of the examination (including administrative error) of such a nature as to cause reasonable doubt as to whether the examiners would have reached the same conclusion had they not occurred
- b. evidence of inadequate assessment on the part of one or more of the examiners

Challenges to the composition of the Examination Committee and academic judgment of the examiners will not be considered.

24. Scientific or Ethical Misconduct in Research

Faculty members and students are expected to display/practice/follow the utmost professional integrity when undertaking research, both in their practice and publications. Any scientific or ethical misconduct in research is unacceptable and should be brought to the Senate's Faculty Disciplinary or Student Disciplinary Committees.

Examples of unacceptable conduct, whether based upon deliberate, reckless or negligent behaviour are given below:

- a. failure to obtain appropriate permission to conduct research
- b. unethical behaviour in the conduct of research and the subsequent writing up of the Thesis
- c. cheating, plagiarism, or dishonest use of unacknowledged sources
- d. misquotation or misrepresentation of other authors
- e. attempting, planning or conspiring to be involved in research misconduct
- f. inciting others to be involved in research misconduct
- g. unauthorised use of information which was acquired confidentially
- h. deviation from good research practice, in particular where this results in the risk of harm to humans, animals or the environment
- i. fabrication, falsification or corruption of research data
- j. distortion of research outcomes (e.g. manipulation or omission of data that do not fit expected results)
- k. dishonest misinterpretation of results
- l. publication of data known or believed to be false or misleading
- m. fraud or other misuse of research funds or research equipment
- n. collusion in or concealment of research misconduct by others

25. Quality Assurance

The quality assurance and monitoring of Doctoral Degrees at the University of Nicosia is the collective responsibility of the Departments, Schools and ultimately the Senate.

The commitment of the University to quality assurance is described by its acceptance of the following principles, which guide the offering of Doctoral Degree programmes:

Admission and Induction of Students

- a. the University only accepts Doctoral Degree students into an environment where high quality research is occurring
- b. admissions procedures should be clear, consistently applied and will demonstrate equality of opportunity
- c. only appropriately qualified and prepared students should be admitted
- d. the entitlements and responsibilities of Doctoral Degree students should be defined and communicated clearly
- e. Doctoral Degree students should be provided with sufficient information about their studies

- f. an induction programme for Doctoral Degree students should be in place

Supervision

- a. the DPPCs should appoint supervisors who have the appropriate skills and subject knowledge to support, encourage and monitor Doctoral Degree students effectively
- b. the responsibilities of all Doctoral Degree student supervisors should be clearly communicated to supervisors and students
- c. the University should ensure that the quality of supervision is not put at risk as a result of an excessive volume and range of responsibilities assigned to individual supervisors
- d. clearly defined mechanisms for monitoring and supporting student progress should be in place and communicated to all concerned

Development of Research and Other Skills

- a. students should be provided with appropriate opportunities for personal and professional development
- b. each student's development needs should be identified and regularly reviewed during his/her studies and amended as appropriate
- c. opportunities for students to maintain a record of personal progress, which includes reference to the development of research and other skills, should be provided

Feedback Mechanisms

Mechanisms to collect, review and, where appropriate, respond to feedback from all concerned with Doctoral Degree programmes should be in place

Assessment

- a. clear criteria for assessing students should be readily available
- b. assessment procedures should be clear, should be operated rigorously, fairly, and consistently and should be known to the students, the supervisor(s) and the examiners

Complaints

Independent and formal procedures should exist to effectively resolve student complaints

Appeals

Formal procedures should be in place to deal with any student appeals; the acceptable grounds for appeals should be clearly defined

26. DSO Forms

The DSO forms are safeguarding the students' progress and welfare all the way from Registration to Graduation. They are available through the Office of Vice Rector for Faculty and Research.

- DSO/1 – Registration Form
- DSO/2 – Request for Changing Supervisor(s)
- DSO/3 – Request for Interruption of Studies
- DSO/4 – Semester Student Supervision Record Sheet
- DSO/5 – Annual Student Progress Report
- DSO/6a – Final Research Proposal Approval Form
- DSO/6b – Ethics Committee Clearance of the Final Research Proposal
- DSO/7 – Thesis Completion Form/Application for Thesis Defence
- DSO/8 – Thesis Defence Preparation and Appointment of the Examination Committee
- DSO/9 – VIVA Examiners Evaluation Report

- DSO/10 – Confirmation of Changes Submission
- DSO/11 – Recommendation for Awarding the Doctoral Degree Title
- DSO/12 – Final Thesis Submission Cover Sheet

27. Doctoral Degree Thesis Submission Guidelines

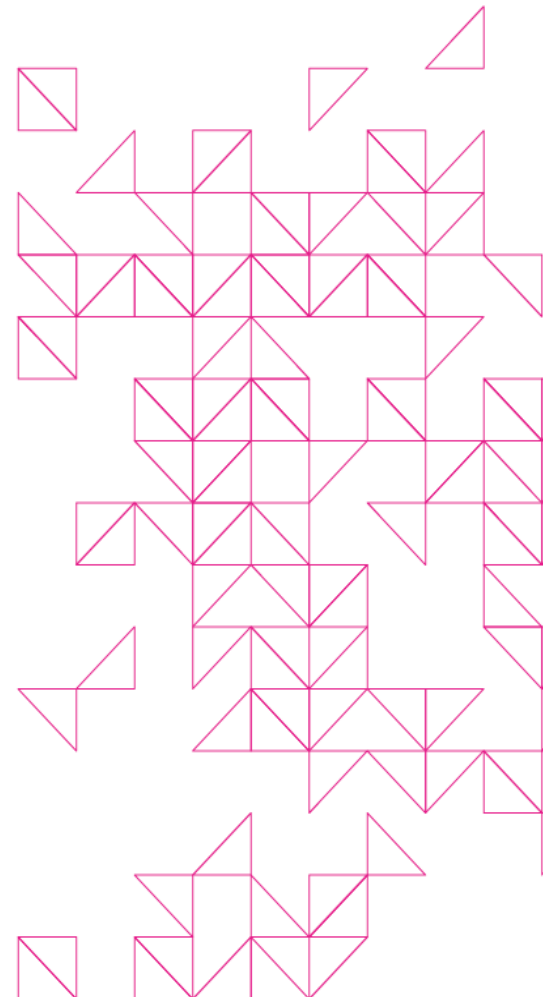
The Doctoral Degree Thesis Submission Guidelines are provided below.



UNIVERSITY
of NICOSIA

Doctoral Degree Thesis Submission Guidelines

Office of the Vice Rector for Faculty and Research



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1. Description of Doctoral Degree Thesis

A Doctoral Degree Thesis should reflect and demonstrate the knowledge, skills and competences of the student awarded the Doctoral as follows:

- a. form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power
- b. give a critical assessment of the relevant literature, describe the method of research and its findings, including discussion on those findings, and indicate in what respects they appear to the student to advance the study of the subject, and, in so doing, demonstrate a deep and synoptic understanding of the field of study
- c. consist of the student's own account of his/her investigations, the greater proportion of which must have been undertaken during the period under supervision for the degree
- d. make clear the resources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original
- e. demonstrate critical judgment with regard to both the student's work and the work of others
- f. be an integrated whole and present a coherent argument
- g. include a full bibliography and references
- h. demonstrate, along with the oral examination, that the student has adequate knowledge and understanding of the discipline and the context within which the research is grounded and of the literature relevant to the research
- i. demonstrate the ability to put forward arguments in an appropriate form, verbally and in writing
- j. demonstrate research skills relevant to the Thesis being presented
- k. be of a standard to merit publication in whole or in part or in a revised form

2. Guidelines on Preparing and Formatting the Doctoral Thesis

2.1 Preparing

The Thesis must have the following structure/sections and presentation (as an example, please visit [Appendix A](#)). You are kindly advised to consult your Programme Coordinator/Director as the following Structure & Sections and Formatting may vary between Programmes.

2.1.1 Structure and Sections

- a. **Title Page** - should include: logo of the University
 - the full title of the Thesis (16 points)
 - the full name of the Author (16 points)
 - a statement that the degree is awarded by the University of Nicosia (14 points)
 - the Title of the Award (14 points)
 - the name of the Department (*optional*) and School (14 points)
 - the collaborating Universities, if any (14 points)
 - the month and year of submission (14 points)
- b. **Abstract** - provides a summary of the Thesis and should be at most 500 words. If the thesis is written in a language other than English, then the abstract should also be translated into English, on a separate page.
- c. **Keywords** - are important words (up to 12) that distinguish and highlight the focus of the thesis. If the thesis is written in a language other than English, then the keywords should also be translated into English, on a separate page.
- d. **Dedication** (optional) - dedicate your work to those who have substantially supported you (financially, psychologically or otherwise) in completing your Thesis. This can be people like very close family members and friends.

- e. **Acknowledgements** (optional) - acknowledge those who have somehow helped you or supported you in completing your Thesis. This can be your supervisors, colleagues, and friends.
- f. **Declaration** - is a declaration that the work in the thesis was carried out in accordance with the regulations of the University of Nicosia.
- g. **Table of Contents**
- h. **List of Tables**
- i. **List of Figures**
- j. **List of Appendices**
- k. **Abbreviation Index**
- l. **Chapter 1: Introduction**
- m. **Chapter 2: Literature Review**
- n. **Chapter 3: Philosophy, Methodology and Methods or Materials and Methods** (*depending on the discipline*)
- o. **Chapter 4: Analysis, Result and Discussion** (*this can be presented in separate chapters*)
- p. **Chapter 5: Conclusions**
- q. **References**

2.1.2 Formatting

While formatting the Thesis, the following guidelines must be applied:

- a. **Thesis language** - The Thesis shall normally be written in English or in Greek, unless stated otherwise in the regulations of the individual School.
- b. **Proofreading** - It is the responsibility of the student to proofread his/her Thesis carefully before submitting the final version, and to make sure that the thesis they submit is complete, accurate, and free of errors.
- c. **Thesis length** - The Thesis should normally be 80,000 words, excluding appendices, references and footnotes.
- d. **Font/Size** - The Thesis should be printed in 12 points, Times New Roman or Arial font, and in black.
- e. Chapter headings should be 16 points, bold
- f. Headings should be 14 points, bold
- g. Subheadings should be 14 points, bold
- h. Text in tables/figures and captions should be 12 points
- i. **Spacing** - The line spacing should be 1.5. Extended citations, footnotes, appendices, and references may be single spaced.
- j. **Margins** - Top, bottom and right margins must be 2cm; left must be 3.5cm.
- k. **Pagination** - Preliminary pages (points 2.1.1 b to - k above) must have continuous numbering in lower case Roman numerals (i, ii, iii, iv, v, ...). The title page inside must not be numbered or be counted in the total number of pages. All following pages of the Thesis text, including Appendices (if any) and References, must have continuous numbering using Arabic numerals (1, 2, 3, 4, 5, ...). Page numbers are centred at the bottom of the page.
- l. **Paper** - The Thesis must be printed either single or double sided on good quality A4 white paper.
- m. **Tables and Figures** - All tables and figures should be referred to in the text, numbered consecutively (with Arabic numerals), and placed as close as possible to the original text reference.
 - Table and figure captions are placed above the table/figure, in the centre, in bold letters.

- The term “table” describes any tabulated data. If you have information organized into columns and rows, it should be designated as a table.
 - The term “figure” includes all types of graphic illustrations: charts, graphs, photographs, illustrations, maps, drawings, diagrams, or any other non-text material
 - Tables and figures must be numbered consecutively in order of appearance within the thesis: chapter number first, then numbered sequentially within each chapter, e.g.:
 - Tables in Chapter 1: Table 1.1., 1.2., 1.3:...
 - Figures in Chapter 3: Figure 3.1., 3.2., 3.3:...
- n. **Referencing** - Particular referencing styles are preferred by different academic Departments and Schools because they work better with the kind of texts that are most commonly used in that discipline. At UNic, for instance, the School of Business is using the Harvard Referencing System, while other disciplines use APA (a variant on Harvard style), MLA, Chicago or Vancouver, just to mention some examples. You should always check with your Doctoral Programme Coordinator/Director to see which is their preferred style.

3. Submission of the Doctoral Degree Thesis for the Viva Examination (Thesis Defence)

When doctoral students are nearing the time for completion (not less than two months before submission of the final Thesis), they must contact the Office of the Vice Rector for Faculty and Research in order to obtain the relevant DSO forms. All registration fees and debts must be paid before the student’s Viva Examination.

The students should submit to the Doctoral Programme Coordinator/Director two spiral-bound copies of the Thesis, which will be forwarded to the Examination Committee. The students should also submit an electronic copy of the Turnitin report to the Main Supervisor and Programme Coordinator/Director.

The date of the Thesis defence is set after consultation with the examiners and the student; the date should be within 3 months from the date that the Thesis was sent to the examiners.

4. Doctoral Degree Thesis Defence

4.1 Thesis defence stages:

- a. presentation of the Thesis in the form of a public lecture
- b. oral examination (Viva) of the student by the Examination Committee (members of the Supervisory Team, Doctorate Degree students, Research Advisors can attend the oral examination as observers, only with the consent of the student)
- c. private deliberation of the Examination Committee and decision on the outcome of the exam
- d. writing a detailed report substantiating the decision and the recommended outcome of the examination

The oral examination (Viva) is used to assess both the written submission and the candidate. It serves a number of different functions, such as:

- b. providing the student with the opportunity to defend the Thesis through high level debate with experts in the subject
- c. giving the examiners the opportunity to explore any doubts they may have about the material presented in the Thesis
- d. determining that the candidate is indeed the author of the written materials submitted

- e. enabling the examiners to check that the candidate has a thorough understanding of the theoretical framework, issues, methods and statistical analysis involved.

4.2 Possible outcomes of the Viva Examination:

- a. UNCONDITIONAL PASS (student awarded the degree)
- b. CONDITIONAL PASS, subject to minor amendments to be completed and checked by one or both of the examiners within 3 months. Amendments may include grammatical and typographical errors, editing, clarification changes or amendments that are requested to refine the content of the thesis (a new thesis defence is not required)
- c. REVISION AND RESUBMISSION, which entails rewriting sections or chapters of the Thesis and resubmitting it within 1 year (a new thesis defence is required)
- d. FAIL

5. Final Submission of the Doctoral Degree Thesis

Following the viva Examination and upon successful completion of their doctorate degree, the student should submit two **hard cover copies** of the Thesis to the Office of the Vice Rector for Faculty and Research. One copy of the Thesis will be retained in the Library of the University and will become the property of the University. The second copy will be retained by the relevant Department.

5.1 Front Cover Page and Binding for Final Submission

For the binding of the Thesis, the following instructions should be followed:

- a. **The Front Cover Page** - should include:
 - the name of the University (20 points)
 - the full title of the Thesis (16 points)
 - the full name of the Author (16 points)
 - the Title of the Award (14 points)
 - the month and year of final submission (14 points)
- b. **The Spine** - the name of the candidate should be shown on the spine, the lettering to read upwards. At the bottom of the spine the title of the degree and year of conferment should be printed.
- c. **Binding** - the final copy of the Thesis should be bound in size A4, in hard black leather cover with gold lettering.

In line with the European Policy on Open Access to Scientific Publications and Data, the National Policy of the Republic of Cyprus for Open Access to Scientific Information, as well as the Berlin Declaration Open Access to Knowledge in the Sciences and Humanities of 2003, the University of Nicosia urges all students to submit an electronic/digital copy (in PDF) of their Thesis to the library to be uploaded on the Institutional Repository. A consent form must also be completed, which will be forwarded to the student by the Office of the Vice Rector for Faculty and Research. These should be submitted to the Office of the Vice Rector for Faculty and Research or sent by email at vrfr.office@unic.ac.cy

Appendix A

UNIVERSITY OF NICOSIA

The Full Title of the Thesis

The Full Name of the Author

PhD (Doctor of Philosophy) in Business Administration

Month /Year

Name Surname

NICOSIA

PhD

YEAR



UNIVERSITY *of* NICOSIA

The Full Title of the Thesis

The Full Name of the Author

A thesis submitted to the University of Nicosia
in accordance with the requirements of the degree of
PhD (Doctor of Philosophy) in Business Administration

Department of Marketing (*optional*)

School of Business

Month /Year

Abstract

The abstract is a summary of the whole thesis (up to 500 words). It presents all the major elements of your work in a highly condensed form. It should include the aim and purpose of your research, a brief description of the methodology, the main results/findings and outlines the implications and contribution of your study. If the thesis is written in a language other than English, then the abstract and keywords should also be translated to English, on a separate page.

Keywords: Keywords (up to 12) are important words that distinct and highlight the focus of the thesis. If the thesis is written in a language other than English, then the keywords should also be translated to English, on a separate page.

Dedication

In the dedication section, you may want to dedicate your work to people who have substantially supported you (financially, psychologically or otherwise) in completing your Thesis. This can be people like very close family members and friends.

Acknowledgements

In the acknowledgements section, you normally thank people who have somehow helped you or supported you in completing your Thesis. This can be your supervisors, colleagues, and friends.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Nicosia. This thesis has been composed solely by myself except where stated otherwise by reference or acknowledgment. It has not been previously submitted, in whole or in part, to this or any other institution for a degree, diploma or other qualifications.

Signed

Date

Name Surname

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List of Appendices

The List of Appendices is a list of all the appendices that you make reference in the main text of your Thesis. These are listed here along with their caption (description) and the page number where they appear at the end of the Thesis (see the example below).

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Abbreviation Index *(examples follow)*

CSR	Corporate Social Responsibility
CR	Critical Realism
EP	Embedded Premium
IQ	Interview Question
IS	Information Systems
PJ	Procedural Justice
RO	Research Objective
RQ	Research Question
WOM	Word of Mouth

CHAPTER 1 INTRODUCTION

1.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

1.1 Heading

.....
.....
.....

1.2 Heading

.....
.....
.....

1.2.1 Subheading

.....
.....
.....

1.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

2.1 Heading

.....
.....
.....

2.1.1 Subheading

.....
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.....

2.2 Heading

.....
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.....

2.2.1 Subheading

.....
.....
.....

2.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.

Παράρτημα 8: Ρόλοι και Αρμοδιότητες των Συντονιστών και Εποπτών



UNIVERSITY
of NICOSIA

Roles and Responsibilities of PhD Coordinators/Directors and Supervisors

Office of the Vice Rector for Faculty and Research
January 2021

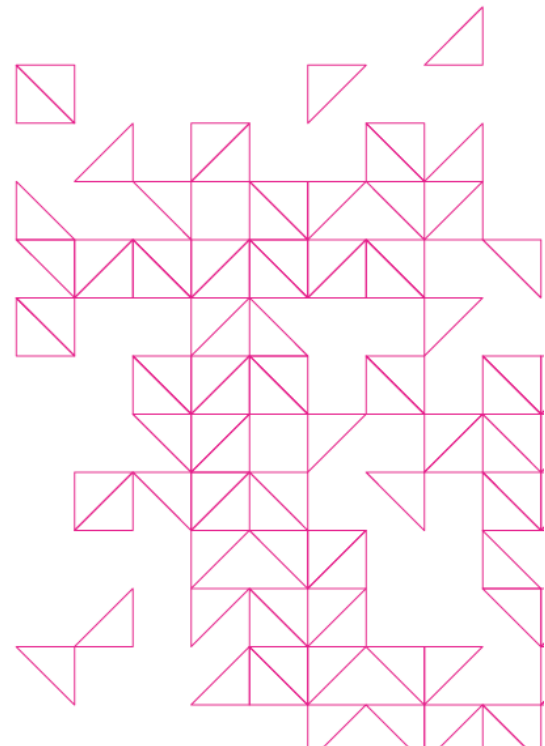


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1. Introduction

This Guide outlines the roles and responsibilities of the PhD Coordinators/Directors and Supervisors. This Guide should be read in conjunction with the Code of Practice and Regulations for Doctoral Programmes which was approved by the PhD Board and the Senate. For any guidance, support or questions, you may contact the Office of the Vice Rector for Faculty and Research who is responsible for providing strategic leadership and guidance on the administration of all PhD Programmes and student matters.

2. Respective roles and responsibilities

2.1. PhD Programme Coordinators/Directors

It is the responsibility of the PhD Programme Coordinator/Director to ensure that Supervisors have the relevant support and resources to undertake effective supervision.

2.1.1. PhD Coordinators/Directors are responsible for:

- overseeing the recruitment of doctoral students and ensuring that the University's admissions policy and process is followed timely for all matters
- ensuring that all students have a Main supervisor who is a current full-time faculty member of the University of Nicosia, and two additional Supervisors. All Supervisors are appointed by the Department Postgraduate Programme Committee (DPPC).
- safeguarding that Supervisors are not overloaded with supervisory responsibilities and that the Department is not exceeding its maximum limit. According to the Code of Practice and Regulations for Doctoral Programmes, a Main Supervisor cannot supervise at any time more than five (5) students.
- ensuring the orientation of new research students is effectively implemented
- developing appropriate research training for faculty and students
- ensuring that Supervisors are monitoring the students' progress effectively
- overseeing effectively the timely completion of all DSO forms (see Appendix 1) and forwarding them to the Office of the Vice Rector for Faculty and Research and all other relevant stakeholders
- ensuring that accurate records of applicants and students are kept
- acting as an advocate for doctoral students in the department
- being familiar and ensuring compliance with all University policies and regulations, including the Code of Practice and Regulations for Doctoral Programmes, DSO forms and [the Guidelines for Doctoral Programmes of Studies \(CY.Q.A.A\)](#)
- maintaining quality assurance mechanisms and ensuring that faculty perform their supervision duties competently
- organising and attending the DPPC meetings
- representing the Programme in UNIC's PhD Board meetings
- dealing with disciplinary matters in collaboration with the DPPC and the Vice Rector for Faculty and Research according to the Internal Regulations of the University of Nicosia
- encouraging periodic induction and social events at a Programme and/or Departmental and/or School level
- creating and regularly updating the PhD Programme Handbook.

2.2. PhD Programme Supervisors

2.2.1. Knowledge of regulations, policies and procedures

Effective student supervision requires a knowledge and understanding of the University's requirements and expectations. To this end, supervisors should:

- be knowledgeable of the University's Code of Practice and Regulations and use it as a guide to decision-making and behaviour as they interact with doctorate students
- be familiar with the DSO forms (see Appendix 1)
- be familiar with the support services available to students at the University.

2.2.2. Appointment of Supervisors

The Supervisory Team is a three-member committee appointed by the Department Postgraduate Programmes Committee (DPPC). The DPPC, in consultation with the Doctoral Programme Coordinator/Director, first appoints the student's Main Supervisor, hereafter referred to as the Main Supervisor, and then the other two supervisors following the recommendation of the Main Supervisor.

At least one member of the Supervisory Team must have: 1) the rank of Professor or Associate Professor and 2) must have supervised a Doctoral student to completion. Any member of the team without supervisory experience is encouraged to attend a training workshop on Doctoral Degree supervision.

The committee is chaired by the Main Supervisor. The Main Supervisor and at least one other member of the committee are faculty members of the Department or School. The other member of the committee may be a faculty member from another School or another University/Research Institute. A Main Supervisor cannot supervise at any time more than five (5) students. The second and third supervisors can be brought onto the team to contribute their expertise in their discipline or specific research techniques. The input of the second and third supervisors is valuable. It might be because the two supervisors cover different aspects of the same research problem and so can give different suggestions to cope with problems, or they may favour slightly different research methods and emphasis in the investigation.

2.2.3. Meetings/consultation

Supervisors should expect to meet their PhD students sufficiently often to ensure progress is being achieved. An explicit agreement concerning the frequency and duration of supervisory meetings should be made at the beginning of each academic year. Normally we would expect supervisory meetings to take place at regular intervals.

A record of dates of meetings, decisions taken and work submitted (this will include the date of submission and the date of response) will be kept by the Main Supervisor, the Doctoral Programme Coordinator/Director and the Office of the Vice Rector for Faculty & Research (Forms: DSO/4, DSO/5, and DSO/7). These records need to be considered and discussed during the Annual Progress Meeting of the doctoral student. It is also recommended that students should keep their own records too.

Supervisory meetings may be held with any member of the Supervisory Team, as long as the Main Supervisor is informed of such meetings at all times.

The supervisory team and the student must establish at an early stage a clear understanding as to the responsibilities of the supervisory team, the relation of these to the responsibilities of the student, and the supervisory team's role in relation to the preparation and development of the student's work.

It is also important that regular meetings of the Supervisory Team and clear communication between members can ensure that all supervisors are aware of the student's direction and progress, giving them opportunities to raise concerns and take action early.

2.2.4. Supervisory Team Responsibilities

The supervisory team is responsible for:

- helping the student feel at home in a Department or School, and in the University
- approving the student's final research proposal
- providing general guidance on such matters as the nature of research; academic standards; planning; literature and other sources; methods and techniques
- assisting the student in navigating through official procedures, and ensuring that deadlines are met
- maintaining regular (and frequent) formal contact with the student; where the student has not been in contact with the Supervisory Team for some time, it is the Supervisory Team's responsibility to make contact with the student
- keeping proper records of all the meetings held between the doctoral student and the Supervisory Team
- being accessible to give the student informal and formal advice
- obtaining progress reports and other written work, and promptly providing constructive criticism
- arranging any training which the student requires, including research and personal skills
- ensuring that the student is aware of when s/he is making inadequate progress or other impediments to the successful completion of research within the required duration
- ensuring that the student enrolls with the University on a semester basis
- ensuring that the student makes a positive contribution through his/her work within the University and through the choice of area of study, research methods and analysis, to promoting diversity and equal opportunities within the University and the community

According to Blaxter et al. (1998), the main roles of the Supervisors.

Director	determining topic and method, providing ideas
Facilitator	providing access to resources or expertise, arranging field-work
Advisor	helping to resolve technical problems, suggesting alternatives
Teacher	teaching research techniques
Guide	suggesting timetable for writing up, giving feedback on progress, identifying critical path for data collection
Critic	commenting on design of enquiry, of draft chapters, of interpretations or data
Freedom giver	authorising student to make decisions, supporting student's ideas
Supporter	giving encouragement, showing interest, discussing student's ideas
Friend	extending interest and concern to non-academic aspects of student's life
Manager	checking progress regularly, monitoring study, giving systematic feedback, planning work
Mentor	being someone the doctoral student can count on for advice in the professional and academic spheres pertaining to their research
Listener	being receptive to student feedback

2.2.5. Additional Tips for Supervisors

- Assist the student with the selection and planning of a suitable and manageable research topic.
- Be enthusiastic about the project, and able and willing to be actively involved in it.
- Share his/her knowledge, experience and network with the student in order to advance the project.
- Encourage students to participate in induction days (Research Methods Lecture Series, Library Training, Facilities availability, Preparation of Time plan and setting of milestones).
- Have regular and –when necessary – emergency meetings with the student.
- Provide both positive and negative feedback about work and progress of the PhD student.
- Review manuscripts, abstracts and other work in progress within a reasonable period of time.
- Keep track of the progress of the research project.
- Recommend necessary courses and relevant conferences for the student to attend.
- Provide/offer balance between independence and guidance for each student.
- Ensure that students always abide by relevant ethics codes.
- Have a personalised approach. Personality plays a role in supervision. What works for one student may not work for another.
- Aid the student to develop into an independent scientist.

3. Conclusion

PhD Coordinators/Directors as well as Supervisors play an instrumental role in securing the smooth operation of the programme as well as in safeguarding the quality of the Doctoral studies.

This Guide has outlined the roles and responsibilities of the PhD Coordinators/Directors and Supervisors and has emphasised the fact that it should be read in conjunction with the Code of Practice and Regulations for Doctoral Programmes.

For any guidance, support or questions, please contact the Office of the Vice Rector for Faculty and Research.

Appendix 1

NOTES FOR COMPLETION OF DSO FORMS

- DSO/1 – Registration Form: This is the initial student registration form. It must be completed in the first semester of studies. Students should present this form to an academic advisor for registration.
- DSO/2 – Request for Changing Supervisor(s): This is the form to request a change in the current supervisory arrangements.
- DSO/3 – Request for Interruption of Studies: This is the form by which the student can request temporary interruption of his/her studies.
- DSO/4 – Semester Student Supervision Record Sheet: This form is used to record the student's progress and should be completed at least once every semester.
- DSO/5 – Annual Student Progress Report: This form is the Annual Student Progress Report and should be completed no later than the 30th of September of each calendar year. It must be submitted along with at least two Semester Student Supervision Record Sheets (DSO/4) of the previous academic year.
- DSO/6a – Final Research Proposal Approval Form: This is the Final Research Proposal approval form and should be submitted for approval by the student, normally within the first 18 months of his/her study.
- DSO6b – Ethics Committee Clearance of the Final Research Proposal: This form concerns the approval of the Final Research Proposal, following the clearance report by the Ethics Committee.
- DSO/7 – Thesis Completion Form/Application for Thesis Defence: This form is submitted by the student confirming that s/he has completed the writing up of the thesis and requesting to proceed with the defence (viva). It also includes confirmation from the library and finance office that the student has no pending obligations with them.
- DSO/8 – Thesis Defence Preparation and Appointment of the Examination Committee: This checklist serves as a verification for the completion of the steps required prior to the student's Thesis Defence (viva).
- DSO/9 – VIVA Examiners Evaluation Report: This form should be completed by the Examination Committee at the end of the viva outlining the detailed comments and requested changes (if any) that need to be addressed by the student before being awarded the degree title. The same form should be used in cases when a second viva is required.
- DSO/10 – Confirmation of Changes Submission: This form should be completed by the Examination Committee (after they have checked the revised Thesis) to confirm that all their recommended changes have been addressed satisfactorily by the student.
- DSO/11 – Recommendation for Awarding the PhD Degree Title: This form is used by the Dean of the School to recommend to the VRFR to award the student's degree title.
- DSO/12 – Final Thesis Submission Cover Sheet: This form is for the submission of the Final Thesis (two hard copies and one electronic version) to the Office of the Vice Rector for Faculty and Research.
- Competing and signing the forms. To ease the process, all the forms are PDF editable.

Note: *The forms are available from the Office of the Vice Rector for Faculty and Research.*

Appendix 2

ADDITIONAL RESOURCES

- a. [Framework for Qualifications for the European Higher Education Area](#)
- b. [European Qualifications Framework \(EQF\)](#)
- c. [Bologna Seminar on Doctoral Programmes for the European Knowledge Society](#)
- d. [Research Supervisors Bibliography-Third Edition The UKCGE Research Supervisors Network Resource.](#)
- e. [How to write a PhD, Imperial College](#)
- f. [Guidelines for Doctoral Programmes of Studies \(CYQAA\)](#)
- g. [Career advice: how to supervise a PhD student for the first time](#)
- h. [Developing your PhD's academic career](#)
- i. [Research Supervision at UCL](#)
- j. [10 ingredients for a successful supervisor/PhD student relationship](#)
- k. [Of monsters and mentors: PhD disasters and how to avoid them](#)

Videos

- a. [Who wants Einstein? Supervision of PhD students # Part 1 - The good example](#)
- b. [Who wants Einstein? Supervision of PhD students # Part 2 - Disagreements are OK](#)
- c. [Who wants Einstein? Supervision of PhD students # Part 3 - The new PhD education](#)
- d. [7 Steps to a Positive Relationship with your PhD Supervisor](#)
- e. [What makes for an effective PhD Supervisor?](#)
- f. [10 Reasons to be a doctoral supervisor](#)

Παράρτημα 9: Κανονισμοί Προαγωγών του Ακαδημαϊκού Προσωπικού

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

6.4.1 General Policy for Faculty Ranking and Promotion

The University of Nicosia adopts a general statement that ranking and promotion of Teaching Research Faculty (TRF) should be based on three main pillars:

- (a) Research, publications, and scholarly work;
- (b) Teaching and Learning;
- (c) Service/contribution to the University/profession/community

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

More specifically,

- (a) Candidates applying for initial ranking or promotion should well document all their achievements in research and scholarly work, teaching and service,
- (b) Every candidate should have an acceptable level in all three pillars.

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

6.4.2 Procedure for Initial Ranking and Promotion

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

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

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

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

- (c) The RPC reviews each application and all supporting evidence and invites the applicant for an interview. Applicants in the clinical rank may be invited for an interview at the discretion of the RPC. The RPC may, at its sole discretion, request additional evidence, including the appraisal of the applicant's suitability by external referees before reaching a decision. A decision for initial ranking/promotion is taken by an absolute majority vote, i.e. at least three (3) votes. All initial ranking/promotion decisions by the RPC must be sufficiently substantiated.
- (d) The Senior Vice Rector (SVR) and the Vice-Rector for Academic Affairs (VRAA) confirm that the process for the ranking and promotion of faculty followed the due procedures and regulations.
- (e) The decisions of the RPCs together with the Report by the SVR and the VRAA are sent to the Senate for approval.
- (f) The Senate members have every right to access the RPC's minutes, as well as any other material related to all applications well in advance before the Senate meeting regarding the ratification of the RPC's recommendations. The promotions/initial appointments to ranks are approved by the Senate which has the right to refer back to the RPCs cases that may need to be re-examined.

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

Initial rankings/promotions to a rank are backdated to November of the previous year, the time that the applicant has applied for ranking/promotion.

There will be no financial benefits or teaching release benefits for the backdated period as these will become effective on July 1st.

- (g) The applicant should have access to the entire file of his/her case. Decisions may be appealed by the applicant within fifteen (15) days from their official announcement. Well documented appeals should be sent to the Rector. The Rectorate then decides whether to forward the appeal to the Appeals Committee. The composition of the Appeals Committee is totally different from the composition of the RPC, i.e. no member of the (original) RPC can be a member of the Appeals Committee.
- (h) Faculty members who are refused promotion may apply again in two years from the time of submitting their last application. This is not valid for initial ranking, so if for example someone has applied for the rank of Assistant Professor but ranked as Lecturer, then the applicant needs to wait for 3 years before applying for promotion.

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

A) Teaching Research Faculty (TRF)

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

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

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

Minimum requirements:

- A Doctorate
- Potential for high level teaching and scholarly work

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

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

Minimum requirements:

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

- Original publications in international refereed journals, books and conference proceedings

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

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

Minimum requirements:

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

(d) Professor

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

Minimum requirements:

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

B) Special Teaching Faculty (STF)

The requirements for each STF rank are listed below:

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

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

(b) Associate Lecturer

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

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

For the faculty in the Departments of Architecture, Design & Multimedia and Music & Dance, a master's degree is considered as a Terminal Degree. For the faculty of the Department of Architecture, a Professional Degree in Architecture is required. For the Departments of Design & Multimedia and Architecture, a Doctorate Degree is required for the fields of History and Theory. For the Department of Music & Dance, a Doctorate Degree is required in the fields of Music Education, Musicology, Music Theory and Analysis, Composition, Conducting, Dance Education, Dance History, and Dance Studies/Cultural Studies. For the fields of Music Composition, Conducting and Performance, research and publications is equivalent to composing, conducting and having works performed in internationally or nationally recognized venues, by internationally or nationally recognized soloists and/or ensembles, and/or recorded by recognized labels.

A) Teaching Research Faculty (TRF)

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

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

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

Minimum requirements:

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

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

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

Minimum requirements:

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

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

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

Minimum requirements:

- A Terminal Degree in the relevant field
- At least twelve years (seven years for Doctorate holders) of autonomous higher education teaching/professional experience and research after the award of his/her terminal degree
- Evidence of high-level teaching and scholarly work

- Continued research productivity with original publications in international refereed journals, books and conference proceedings; furthermore, for those not holding a Doctorate, distinguished creative/professional accomplishments of international recognition are also required
- Evidence of instructing and/or promoting research/creative work through projects or supervision of research staff or graduate students
- Professional service with contributions to the promotion of teaching and administrative work of the University as well as service to the profession and the community

(d) Professor

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

Minimum requirements:

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

B) Special Teaching Faculty (STF)

The requirements for each STF rank are listed below:

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

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

- (b) Associate Lecturer**

An appointee to the rank of Associate Lecturer ordinarily must hold either a master's degree in the relevant field or a bachelor's degree (or post-

graduate diploma) plus ten years of relevant full-time teaching in accredited institutions of tertiary education or relevant industry experience.

6.4.5 Medical School Clinical Track Faculty (CTF)

A. Definition

1. Clinical faculty hold positions through which they contribute to advancing best teaching practices, educational leadership, and clinical scholarship of the Medical School. They hold faculty ranks as Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.
2. Clinical faculty members engage in teaching, service, and scholarship.
3. Clinical faculty members participate in the faculty governance process as defined by the Medical School, receive usual faculty benefits with the exception of sabbaticals, and undergo periodic reviews of their performance. They are not eligible for tenure.

B. Clinical Track Ranks

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

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

(a) Clinical Instructor

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

department chair or unit head, within the constraints of University appointment procedures, and must be approved by the Clinical Dean.

(b) Clinical Assistant Professor

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

1. Clinical work

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

2. Teaching

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

3. Scholarship

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

4. Service

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

(c) Clinical Associate Professor

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

1 Clinical work

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

2. Teaching

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

3. Scholarship

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

4. Service

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

(d) Clinical Professor

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

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

C. Criteria for Appointment and Promotion in the Clinical Track

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

administrative, community, or volunteerism for example), or in scholarship and research.

1. Clinical Work

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

2. Teaching

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

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

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

3. Scholarship

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

professes its work through instruction and role modeling for the next generation of physicians.

4. Service

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

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

Examples include:

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

Usually a promotion is based on a balance between all 4 areas discussed above. In exceptional circumstances a faculty member may have had a profound effect on his or her environment in the role of clinician, educator and/or with extensive administrative responsibilities. This may qualify the candidate for appointment or promotion to a senior level, with such extraordinary service offsetting to some degree the usual expectation of scholarly activity. In this case, letters of support must explain the individual's impact with great detail and specificity.

6.4.6 Special Provisions

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

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

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

(a) Research and Publications

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

(b) Scholarly Work

- Journal editorship
- Journal guest special editions
- Membership in journal advisory/editorial boards
- Membership in professional associations
- Supervision of theses and doctoral dissertations
- Book, journal and conference paper reviewer
- Conference chair or member of the organizing committee
- Conference session chair or discussant
- International visiting appointments
- Consultancies
- Collaborations
- Involvement in international or local research centers
- Honors and distinctions received

(c) Teaching

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

(d) Service and Contributions

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

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

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

Παράρτημα 10: Πολιτική Αναγνώρισης των Δημοσιεύσεων

2020/21 Research Recognition Policy (RRP)

THE RRP SCHEME WAS APPROVED BY THE COUNCIL ON THE 22nd OF APRIL 2019

Prof. Demetris Vrontis, Vice Rector for Faculty and Research

Publishing scientific research and contributing to global knowledge is a core objective for all faculty members at the University of Nicosia (UNIC). The proposed Research Recognition Policy (RRP) aims to encourage and recognize the efforts and success of full-time and part-time faculty in publishing in Scopus peer-reviewed scholarly journals with significant reach and impact, which is consistent with UNIC's strategy for excellence in international research reputation and rankings.

Objectives:

- Encourage efforts towards achieving research excellence
- Encourage collaboration with international researchers
- Encourage publication in leading Scopus indexed journals
- Encourage diversification of scholarly outcomes
- Recognize success in scholarly publication

Research Recognition Awards for Journal Publications

SCOPUS Percentiles:	Research Recognition Award:
1 st Quartile	€1,000
2 nd Quartile	€800
3 rd Quartile	€600
4 th Quartile	€400

Clarifying Notes

1. The Research Recognition Policy only applies for:
 - a. published documents indexed by SCOPUS
 - b. during the Research Recognition Period
 - c. for those who publish using the UNIC institutional affiliation

2. The amount will be included in his or her payroll
3. SCOPUS subdivides all journals into quartiles for each specific field and area.
 - a. Journal quartile rankings will be drawn from SCOPUS Sources ('CitesScore percentile')
 - b. For more info see:
<https://www.scopus.com/sources.uri?zone=TopNavBar&origin=resultslist>
4. There will be no limit to the number of times an author can receive a Research Recognition Award during the Research Recognition Period.
5. Publications in SCOPUS-indexed book series or conference proceedings are eligible for a Research Recognition Award of €400.
6. Journal articles in SCOPUS-indexed internal UNIC journals are eligible for a Research Recognition Award of €200.
7. If a published paper has multiple UNIC-affiliated co-authors, the Research Recognition Award will be split evenly among the co-authors.
8. Those who have signed a contract with the University as full time researchers or hold a special contract (related to research publications) can still participate in the Research Recognition Policy Awards, but this is calculated on a 50% basis.

Research Recognition Period

1. The Research Recognition Period for this specific proposal will be September 2020 through December 2021.
2. For subsequent Research Recognition Periods, the Research Recognition Awards will be reviewed as part of the annual research strategy and budgeting process, and revised, if and as needed, to remain consistent with the research strategy of the university and its budgetary capacity.

Administrative Process and Academic Approval

1. The Research and Innovation Office (RIO) is responsible for the implementation of the Research Recognition Policy, under the supervision of the Vice Rector for Faculty and Research. Twice a year (every February and September), RIO will be reviewing all the new UNIC-affiliated publications indexed in SCOPUS during the Research Recognition Period and calculate the relevant Research Recognition Awards, for each publishing author. This will be reviewed by the School Deans and approved by the Vice Rector for Faculty and Research before processing.