

Doc. 300.3.2

Date: 20/6/2025

# Higher Education Institution's Response (Departmental)

- **Higher Education Institution:**  
AMERICAN UNIVERSITY OF CYPRUS
- **Town:** LARNACA
- **School/Faculty:** ARTS AND HUMANITIES
- **Department:** DEPARTMENT OF LAW
- **Programme(s) of study under evaluation**  
**Name (Duration, ECTS, Cycle)**

## Programme 1

### **In Greek:**

ΠΤΥΧΙΟ ΝΟΜΙΚΗΣ ΜΕ 3 ΑΚΑΔΗΜΑΪΚΕΣ ΚΑΤΕΥΘΩΝΣΕΙΣ:  
ΕΛΛΑΔΙΚΗ - ΚΥΠΡΙΑΚΗ – ΑΓΓΛΙΚΗ ΚΑΙ  
ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ ΔΙΚΑΙΟΥ  
ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ ΔΙΕΘΝΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ Ή ΔΙΚΑΙΟΥ  
ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ ΝΑΥΤΙΛΙΑΚΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ

### **In English:**

BACHELOR OF LAW INCLUDING 3 ACADEMIC  
SPECIALIZATIONS: GREEK - CYPRIOT – ENGLISH AND  
MASTER'S DEGREE IN LAW (LLM) IN EUROPEAN AND  
INTERNATIONAL BUSINESS LAW OR EUROPEAN AND  
SHIPPING BUSINESS LAW

## Programme 2

### **In Greek:**

Programme Name

### **In English:**

Programme Name

### **Programme 3**

#### **In Greek:**

Programme Name

#### **In English:**

Programme Name

- **Department's Status: New**



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

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

## 1. Department's academic profile and orientation

### **Sub-areas**

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

**Point 1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.**

First of all, we would like to take this opportunity to provide a clarification regarding the participation of the external stakeholders (ESs) who were present during the evaluation. While the four external stakeholders, CEOs of established law firms in Cyprus, were invited to contribute their insights on the employability of our future graduates, they inadvertently conveyed to the Committee that they had not been involved in the initial design of the program.

We acknowledge this shortcoming and fully recognize the importance of ensuring meaningful and structured involvement of external stakeholders throughout the design, monitoring, and continuous improvement of academic programs, as outlined in the quality assurance framework.

AUCY commits to establish an advisory committee or a program monitoring committee to insure the full engagement with the society and mainly the employers.

In this context, we consider it useful to refer to the role of stakeholders, students, graduates, professional and scientific associations participating in the Departments of Law development strategy.

It is totally true that the implementation of a university department's development strategy is a multifaceted process that requires the active involvement of a diverse array of stakeholders.

It is indeed of our primary goal to engage to this procedure the most influential contributors, such as academics, students, graduates and also representatives of professional and scientific associations (Cyprus Bar Association and local Bars), due to the fact that one of the critical factors underpinning the success of such development strategies is the effective involvement of stakeholders.

The aforementioned can play distinct yet interconnected roles shaping the AUCY Department of Law vision and long-term objectives of development, by integrating these primarily diverse voices

into a strategic plan development, hearing the needs of the internal and international market, fostering innovation and relevance but also build sustainable foundations for academic excellence. Academics and faculty members as a whole in the AUCY Department of Law will be the core of a departments of Law intellectual and operational fabric, since they can contribute to education and research as well, bringing with them an in-depth knowledge of disciplinary standards, strategic decisions, pedagogical methods, and scholarly advancement.

Furthermore, active participation of academics ensures that the AUCY Department of Law remains competitive by all stages, national and international, due to the fact that they can guide curriculum design, research priorities, international collaborations, and faculty development programs.

Their role in supervising undergraduate and postgraduate theses and research but also mentoring new colleagues will support the department's goals for capacity building and talent development.

The students of the AUCY Law Department will be for sure the primary factor, since they are the real beneficiaries of the educational process and their feedback can play a critical role in shaping the departmental strategies of development. Their perspectives are really important in the accession of effectiveness, accessibility and the relevance of the law programs.

In addition, the involvement of students in the decision-making processes, through their participation in departmental boards, focus groups and feedback surveys can contribute to policy changes and strategic directions and implementations, due to the fact that modern development strategies increasingly recognize the importance of student-centered approaches, making student participation not only beneficial but necessary.

**Graduates and Alumni** will serve the strategic role of the bridge between our academic law system of AUCY and the professional world, because they are going to be our ambassadors in the internal and international law market.

They will provide valuable feedback about how well the AUCY Department of Law prepared them for the realities of the workforce or further studies and they will inform the AUCY Department of Law about the strengths, weaknesses and limitations of our law programmes, giving us very useful knowledge of making targeted changes to improve the preparation of the students to

the real – legal world challenges. Their insights will guide curriculum updates, career support services, and employability initiatives.

AUCY Department of Law reserves a key-role to the graduates, alumni and the alumni network to provide valuable support in the form of mentorship, internship, scholarship, law partnership and philanthropic contributions and will ensure their strategies reflecting long-term outcomes and will enhance employability for the future students but also will improve the Department of Law external impact.

It is more than certain that the **engagement with professional and scientific bodies** ensures that departmental strategies align with national and international standards.

We are really delighted to mention that already the Regulated Professions Representative Form dated 18/6/2025 and signed the Lawyer and member of the External Evaluation Committee Mrs. Victoria Christodoulidou, already reflects our engagement, emphasizes that: *«The programme offers 3 specializations: Greek, Cypriot and English. Each of the specializations of the programme contain all relevant courses as well as a large number of electives. A detailed overview of each course offered, the objectives of the program and the course material have been provided and are clearly outlined.*

*The programme provides the students the legal knowledge to meet the challenges encountered in labour market and provides them with skills for them being able to work as lawyers. Upon completion of the program, students will follow the procedure provided by the Legal Council to entitle them to register as trainee lawyers».*

The development of our strategic plan will undoubtedly continue to adopt all the criteria, guidelines and professional development opportunities that will be provided, in order to enhance our positioning and «brand name» in the legal market and especially in the field of revising curricula to include emerging technologies, regulatory requirements, or ethical considerations relevant to specific fields.

This interaction will ensure that our law programmes will remain accredited, competitive, and aligned with professional competencies but also will give us the opportunity through joint research projects, academic conferences, and policy consultations, to "broaden our view" in the internal and international legal market and impose us in the consciousness the legal professionals

In conclusion, it is of outmost importance and our primary goal to involve effectively all the aforementioned stakeholders and as a result it is more than certain that we will adopt governance structure that facilitate transparency, dialogue, information, consultation and co-creation. All these will include the establishment of advisory boards, stakeholder panels, or regular consultation forums but also strategic documents and especially quality assurance reports, research agendas and generally all infrastructure needed for the contribution of the stakeholders in the strategy development of the AUCY Department of Law.

**Point 1.3.2 Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.**

The planning teaching staff recruitment and the synchronization between their professional development and the Law Department's academic development plan is a very important and sensitive matter, which is trying to balance between human resources strategies and broader academic goals, as they have already been described above.

This synchronization or even better strategic alignment between recruitment of the staff, which is really satisfying recent and future academic needs of the AUCY Department of Law, ensures the staff professional development on the one hand, taking into consideration the evolvement and the changing academic demands but also gives priority to the needs of the AUCY Law Department on the other hand, concerning its curriculum growth, focus in research and institutional priorities.

It is really undoubtable that this synchronization provides good guidance to create a coherent structure bachelor and postgraduate degree that really supports the meaning of the AUCY's Department of Law mission, by recruiting staff with expertise in growth areas and support interdisciplinary collaboration, innovative pedagogy, or research output and also improves and develops strong academic personality of the hired faculty members.

To achieve these goals AUCY and especially the Hiring Committee has already oriented a recruitment plan that includes forecasting needs, really based on the enrollment trends, the program expansion and the emerging academic fields, but also has paid special attention to attract appropriate and more than enough qualified academic staff to ensure that they can combine current teaching liabilities and future strategic positioning and vision of the Department as well.



Moreover, all faculty members are necessary to at least one level above the degree level they are teaching or PhD or Post Doctoral Degree and to get a sufficient number of publications, in order to encourage the academic adequacy, the professional development but also to ensure the AUCY Department of Law stay updated with the necessary pedagogical innovation and subject knowledge.

To this field, the staff should be prepared for teaching new methods, such as digital learning in the scheduled online postgraduate program and be promoted leadership roles, which supporting the planning, the operation regime, the improving outcomes, the lifelong learning, the research excellence and the internationalization of the AUCY Law Department.

To this extent, it is certain that when the staff recruitment, their professional development and the academic development plan are aligned there is definitely coherence between goals, the capability of staff and the curriculum delivery.

It is sure that the academic staff feel their growth is very efficient, valued and purposeful, the vision becomes both for all the members of the staff (faculty members, special teaching staff, administrative staff and the leadership of the University) and there is sufficient adaptability and resilience in a changing educational landscape.

Finally, we should pinpoint that recruitment and professional development are not just functions of the Human Resources of the University, since they are the core factors enabling academic strategy and especially, if the above are in line the AUCY Department of Law, academic development plan is able to ensure that the right people are in the right position, the right people are really empowered to grow and both personal academic careers and institutional positioning, goals and vision of the AUCY Department of Law will make rapid progress.

### **Countries of origin of international students and number from each country (N/A)**

At this point, it should be mentioned that the Law programs of the American University of Cyprus are aimed at Cypriot, Greek and European citizens, as well as third-country nationals from the Eastern Mediterranean, the Near East, North Africa and Asia, although at this time it is not

possible to accurately predict the countries of origin and the exact number of students from each country.

## 2. Quality Assurance

### Sub-areas

#### **2.1 System and quality assurance strategy**

#### **2.2 Quality assurance for the programmes of study**

**Point 2.2.5 The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.**

Kindly find below AUCY's Plagiarism policy which was accredited and approved by CYQAA. Moreover, we adapted new policies concerning AI and our E-Learning programs (See follow)

### **Turnitin and Plagiarism policy:**

This policy will contribute to providing students with a consistent experience of assessment and will support them to the development of academic writing, referencing styles, plagiarism awareness and academic integrity.

To start with, at the beginning of each academic semester, an online Turnitin workshop will be offered to the AUCY students through the Library services. The objective of this workshop is to educate the students about the use of the Turnitin and the Originality Report as learning and assessment tools for their benefit along with the plagiarism detection tool and its use.

Upon full operation, Turnitin will be used as a formative approach to assessment, which can support students' development of sound academic practice and assessment literacy. For this purpose, the students will be allowed to submit their work before the final submission for summative assignments. This is an important aspect of the use of Turnitin for our students since they will be able to see the Turnitin Originality Report and make necessary improvements to their work. The use of Turnitin should, wherever applicable and possible, be introduced as part of formative assessment activities where students

can familiarize themselves with the platform before using the service on summative assignments. To provide a consistent student experience for the use of Turnitin for both formative and summative assessment purposes, the Turnitin and plagiarism policy sets clear requirements for the use of Turnitin, provision of student induction via the online workshops and online videos that will be available in the Library's website and the different requirements for each stage of study.

## **Student Induction**

As indicated above, the students will have the opportunity to attend or to be informed about the Turnitin policy and its use, at the beginning of each academic semester. The workshop will serve for student's induction in the following aspects:

1. to explain to students what Turnitin is, how it operates and why they need to use it
2. to ensure the students understand that Turnitin will not be used at an individual, per student basis but rather for specific purposes of formative and summative assessment
3. to ensure that the students are familiar with the AUCY academic misconduct procedures
4. in which the following definitions will be presented:
  - 3.1 Academic malpractice: Academic malpractice is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, contract cheating and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University.
  - 3.1.1 Types of academic malpractice include:
    - a) Plagiarism: the presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. Plagiarism may

include the close paraphrasing, or minimal adaption of another person's words, illustrations, computer code, graph, diagrams etc. Sources can be any available material, such as websites, articles, books and lecture slides.

- b) Self-plagiarism: the submission, in whole or in part, of a student's own work, where that work has been submitted for a different assessment, either at the University or at a different institution. Students who use a previous piece of work or publication in a future piece of work should ensure that they properly reference themselves and the extent of such use should not be excessive.
- c) Collusion: when a student or students permit or condone another student or students, to share a piece of work subject to assessment in order to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalized.
- d) Fabrication or falsification of results, figures or data: inclusion in a piece of work, by individual students or groups of students, of figures or any data (quantitative or qualitative) which have been made up or altered and which have no basis in verifiable sources; this may or may not involve other instances of academic malpractice.
- e) Possession of unauthorised material in an examination: when a student intentionally or unwittingly possesses unauthorised material in an examination. The material need not be used during the examination or pertinent to an examination for this definition to be met.
- f) Contract cheating: the commissioning of a piece of work by a third party, beyond basic proofreading

It should be noted that AUCY will however allow collaboration where students work in groups as part of their programme of research or in the preparation of projects and other similar assessments for summative purposes. The expectations and marking of the work should be made clear by the person setting the work and students should ensure that they are able to identify their contribution to the piece of work in group submissions. If malpractice appears in a group piece of work, then the group will normally be expected to take collective responsibility for the work and be seen as part of the same disciplinary hearing, unless individual members are able to (i) identify who contributed the element containing malpractice and/or (ii) distinguish their contribution to that of the other members of the group.

### 3.2 Indicators of types of academic malpractice may include (but are not limited to) the following:

- a) A significant block or numerous blocks of material or copied text expressing ideas or concepts taken from the work of others without appropriate acknowledgement or citation. This can include material which is:
- b) Collusion between students as evidenced by structure, sources, a significant block or numerous blocks of copied text, (including copied text subjected to minor or superficial linguistic changes).
- c) Blocks of copied illustrations, computer code, graph, diagrams or other resource taken from another student or the work of others without appropriate referencing.
- d) Pieces of work which are largely constructed of the work and words of others.

### **Use of Turnitin in different stages of study and procedure:**

#### Stage 1 – multiple re-submissions allowed

Students may resubmit multiple times up to the due date and access the originality report after submission. This will be used for formative purposes. In Stage 1, students will be given the opportunity to familiarize themselves with and understand academic integrity and good practice. Students will be encouraged to discuss report after every submission with their instructor if they have any queries.

Turnitin assignment settings: One Turnitin inbox allowing multiple submissions up until the due date will be set up for every piece of assessment, whenever applicable.

#### Stage 2 and Stage 3 – one re-submission allowed

Students may submit a draft version for each Turnitin assignment and access the originality report once. Stage 2 and 3 students should also have the opportunity to use Turnitin as a learning tool and not for summative purposes. This depends on the course

Turnitin assignment settings: Two Turnitin inboxes should be set up for every piece of assessment, whenever applicable. Each Turnitin inbox should allow one submission only: one for a draft submission and the second for the final version of the assessment.

#### Postgraduate Studies – one re-submission allowed

Students at postgraduate level are allowed to submit a draft version for each Turnitin assignment and access the originality report once. Students will be able to access the originality report once before submitting the final version of their assessment.

Turnitin assignment settings: Two Turnitin inboxes should be set up for every piece of assessment, whenever applicable. Each Turnitin assignment will allow one submission only: one for a draft submission and the second for the final version of the assessment.

Please note that the stages are indicative and academic stage information will not be available in the learning platform in order for the students to be grouped as such. In cases of modules comprising different stages where each stage permits different levels of resubmission (e.g. Stage 1 and Stage 2), the Faculty and the Department of Computer Science – as the other Departments of AUCY as well – will need to devise local workaround policies for the affected module(s).

## **Dealing with Suspected Plagiarism**

The Turnitin Originality Report or its percentage value are not per se an indicator of plagiarism, and academic judgment should be used when determining an incidence of plagiarism after careful consideration of the originality report and sources of matched text.

In AUCY the following percentages were agreed as possible cases of academic malpractice including plagiarism:

- Undergraduate Courses: 30-35% of the total number of words produced in the text excluding bibliography, table of contents, and cover page.
- Postgraduate Courses: 25-30% of the total number of words produced in the text excluding bibliography, table of contents, and cover page.

## **Case handling**

When academic malpractice has been identified the members of the Academic Council (AC) are responsible for assessing the allegation and should gather any information that may be relevant. More specifically, the instructor of the course shall report the case by completing the relevant misconduct form and will send it to the members of the AC. Then the AC should enquire as to

whether a student has any previous offences for academic malpractice. This information is usually retained in the student's Department record.

The detection of academic malpractice will not normally lead to the review of a student's previous assessments, unless there is a reasonable suspicion that they may contain malpractice. If this is the case, prior to a disciplinary hearing, the AC may review previous pieces assessments, but this will not normally extend to assessments outside the student's current level of study. The student can be then requested to attend a viva voce which will not normally exceed 30 minutes and intensive questions are expected to be asked by the members of the AC and/or other parties the AC deems necessary to be involved. The questions asked should provide the student with the opportunity to demonstrate that the work is their own.

By the end of the viva voce, the AC will produce a final evaluation report with their decision which will be announced to the student via the Student Services with 15 days of the viva voce.

### **Technical help and support**

Finally, AUCY will provide technical help and support by producing "How-to" guides on setting up Turnitin inboxes in-line with the AUCY policy and videos on how to avoid plagiarism in their work. The videos will be available via E-Learning website upon operation. In addition, if a student needs any technical assistance in applying any elements of this policy, they will be able to contact an assigned Learning Technologist at the premises of the AUCY.

We would like to point out that at dated 15/2/2025 Application for Departmental Evaluation (Document 200.3) there are specific and detailed references about plagiarism and mechanisms for identifying and preventing this academic phenomenon and especially in page 28 entitled: «**Policy and process of preventing and dealing with plagiarism**», in page 39 entitled: «**Academic dishonesty**» and in page 41 and following entitled: «**Quality indicators of Programmes of Studies and monitoring them**».

Another point that should be stressed is that at the time of writing of the above Application for Departmental Evaluation (Document 200.3), which is specifically very precedent to the time of the final application, the matter of the Artificial Intelligence (AI) was not in the first line of academic



dishonesty, like nowadays, so even though that it existed in our academic observation and interest, as we mention below, unfortunately have fallen out the academic writing of the Application and it is of importance to be included as External Evaluation Committee aptly observed.

Based on the above, we hereby reiterate and enrich both the plagiarism policy and the inclusion of artificial intelligence in our Departmental Evaluation, emphasizing that:

The AUCY has already established a policy regarding academic integrity and AI. The policy document is available in the Student Handbook and in the Student Commons (Moodle site) – also see below. Note that a statement regarding academic integrity and the use of AI is also included in the syllabus template provided to instructors in the Academic Policies section of the syllabus with direct links to the full policies on the AUCY website.

### 1. Similarity Report

Detects **plagiarism** by comparing submissions to: Web content

Academic publications

Student paper databases

Generates a **similarity score** (percentage).

Color-coded highlights show matching text and source.

### 2. AI Writing Detection (*Integrated Feature*)

- Identifies **text likely generated by AI** (e.g., ChatGPT).
- Displays an **AI-detection indicator** and confidence score.
- Available to instructors via the Similarity Report.
- Supports English only; accuracy varies based on content quality.

### 3. Inline Comments

- Teachers can add comments directly on highlighted text.
- Supports quick, specific, and contextual feedback.

### 4. Quick Marks

- Reusable, drag-and-drop comment sets.



- Helps standardize feedback (e.g., «Incorrect citation», «Clarify argument»).

## 5. Rubrics and Grading Forms

- Instructors can attach customizable rubrics to submissions.
- Scores are calculated based on rubric criteria.
- Grading forms allow free-form scoring.

## 6. Voice Comments

- Instructors can record up to **3 minutes of audio feedback**.
- Useful for more personalized engagement.

## 7. Text Comments (General Feedback)

- Overall commentary on the student's submission.
- Appears in a sidebar, along with rubric and grade.

## 8. Download and Print Options

- Submissions and reports can be downloaded or printed by both students and teachers.

## 9. Student View Access

- Teachers can preview what students will see when they receive feedback.

## 10. LMS Integration

- Seamlessly integrates with: Moodle

## AUCY University – Generative AI (GenAI) Usage Guidelines

These guidelines are intended to help AUCY staff, faculty, and students use Generative Artificial Intelligence (GenAI) tools responsibly, ethically, and effectively. They provide clear boundaries on what GenAI can and cannot be used for, while also supporting creativity and innovation in education and research.

## Definition of Generative AI

AUCY aligns with the central government's definition:

Generative AI is a form of Artificial Intelligence that uses complex algorithms to generate new content such as text, images, code, or videos.

Artificial Intelligence (AI) refers to systems that exhibit intelligent behavior by analyzing their environment and making decisions with a degree of autonomy. Learning from data and improving performance over time is a hallmark of AI.

## Purpose of These Guidelines

These AUCY-published recommendations form the basis of AUCY's more comprehensive AI strategy. They assist users:

- Understand the scope and limitations of GenAI.
- Use GenAI tools like ChatGPT, Microsoft Copilot, Gemini, DeepSeek, and others safely.
- Ensure that academic integrity, data privacy, and institutional values are preserved.

## Rules for Using GenAI

### 1. GenAI is a Tool , Not a Replacement

- Use GenAI to brainstorm ideas, summarize texts, simplify language, or generate first drafts.
- Always evaluate and edit content produced by GenAI critically.
- Maintain academic ownership of your work.

### 2. GenAI Must Be Adapted

- Modify AI-generated text to match AUCY's scholarly writing style and your own voice.
- To guarantee uniformity, consult the AUCY Style Guide.

### 3. Apply common sense.

Would you pose the same query to a classmate or coworker? Otherwise, reconsider asking the AI.

### 4. GenAI Is Not a Search Engine

- Do not rely on GenAI tools for factual accuracy or up-to-date information.
- Always cross-verify information using credible sources.

## **5. GenAI Does Not Guarantee Privacy**

- Never input personal, confidential, or sensitive university data into GenAI tools.
- Assume anything entered may be stored, reused, or leaked.
- Follow the AUCY Data Classification Policy and report suspected data breaches immediately to the IT Service Desk.

## **6. Learn to Prompt Effectively**

- Provide context and examples to get better results.
- Considering taking training courses on effective prompting, many are offered at AUCY University and online.

## **7. Employ GenAI Properly**

- Never use GenAI for illegal, fraudulent, or policy-violating activities.
- Refer to each AI provider's usage policy (e.g., OpenAI, Microsoft, Google).

## **8. GenAI in Education and Research**

- You are responsible for your own work. Submitting GenAI-generated content without acknowledgment may constitute fraud.
- Transparency is key. Clearly indicate how and where you used GenAI tools in your work.
- Provide accurate citations. Direct copying or paraphrasing without appropriate referencing is not allowed unless permitted by your instructor.
- Follow the exam rules. Use of GenAI during in-person or online assessments is prohibited unless explicitly allowed.

For teaching staff: refer to the Community for Learning & Innovation on AUCY for best practices in using GenAI in pedagogy.

## **Prohibited Use Cases Without Explicit Permission**

Do not use GenAI tools for:

- Generating proprietary or unpublished research content.
- Legal or policy interpretation or advice.
- Personnel decisions (hiring, evaluation, disciplinary).
- Academic grading or assessment decisions.

### **Use of AUCY Email with AI Tools**

- Use your AUCY email only for work-related AI tools that have been approved.
- Do not use your AUCY email to register for personal GenAI accounts unless explicitly authorized.
- This aligns with the ICT regulations.

### **Commercial Data Protection and Microsoft Copilot**

When using the web version of Microsoft Copilot:

- Commercial Data Protection is enabled.
- Prompts, usernames, and document names may be stored.
- File contents and private conversations are not stored.
- Data may be processed outside.

### **Final Notes**

- These guidelines will evolve as technology and policy mature.
- Your participation in responsible AI use is vital to maintaining the integrity of AUCY's academic and institutional standards.

**Point 2.2.8 Names and position of the teaching staff of each programme are published and easily accessible.**

After accrediting our program, It is undoubtedly that names and position of the teaching staff of each law programme have to be published and be easily accessible, since this demonstrates the institution's commitment to academic transparency, openness and credibility.

This is a simple and clear way to the students, the accrediting bodies and also the public to grade the academic staff and verify the academic leadership and instructional qualifications.

AUCY supports this practice as a marker of quality-driven providing a student-centered Department of Law, insisting on academic credibility hosted by fully qualified academic staff with defined roles and liabilities.

It is certain that this publication works in favor of informed decisions of the students, so that they can assess the academic strength of a programme or make their choose based on the reputation or even specialization of certain faculty members.

This can lead to a quality assurance and accreditation, since accrediting bodies often justified require from institutions such a publication to demonstrate academic capability.

Another reason of AUCY's Department of Law adoption of this justified practice is the identification potential collaborators or even experts through this public data.

AUCY Department of Law in compliance to the aforementioned is ready a create and preserve a centralized Departmental directory in the Faculty of Arts and Humanities searchable by programme, including all the profiles of the whole academic staff with photos, CV's, qualifications, research interests, providing also full contact details and consultation and meeting hours for each member of the staff, ensuring at last updates at least one per semester or every academic year for full information to the interested parties.

**Point 2.2.11 The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.**

First of all, we feel the need to underline the existence of the systematically collection of the data in relation to the academic performance of students and the procedures for evaluating this data, which are in details described to dated 15/2/2025 Application for Departmental Evaluation (Document 200.3).

Specifically, in pages 41 – 42, there is a specific extended reference titled «**Quality indicators of Programmes of Studies and monitoring them**», which in exact words emphasizes to: «*Quality assurance encompasses all the policies, systems, and processes directed toward ensuring the maintenance and*

enhancement of the quality of teaching and learning in higher education. Under this general umbrella, quality control relates to the arrangements (procedures, standards, and organization) within higher education institutions that verify teaching and assessment are carried out in a satisfactory manner.

These would normally include the external examiner system.

Quality audit is the process of ensuring that the quality control arrangements in AUCY are satisfactory. In practice, the prime responsibility for quality audit lies individually or collectively with institutions. It extends to the totality of quality assurance in AUCY and may include staff development and curriculum design.

Quality assessment is the process of external evaluation of the quality of teaching and learning in higher education. The responsibility for quality assessment is a statutory obligation of the higher education funding councils.

The external assessment by peers of the actual provision of education in particular subjects is carried out by scrutiny of institutional documentation and student work, direct observation, interview, and by reference to performance indicators such as completion rates.

However, at AUCY we will be measuring performance indicators to assure the quality control as follows:

1. The level of education expressed by the size of the grades obtained in various competitions and contests, on the selection of graduates
2. Success of graduates in the labor market This indicator highlights the prestige of the university, because it refers to «the performance rate of graduates» and is determined by the share of students who find employment or accede to postgraduate training programs.
3. Retention of students from Freshman year onwards. We will be monitoring the students' performance from the beginning until the completion of their studies.
4. Graduation rate. This indicator expresses the proportion of graduates with a bachelor degree in the academic year X, of the number of students enrolled in the first year of study at the beginning of the cycle.
5. Revenues from research grants, consulting projects, etc.
6. Average grades of the students. The indicator can be calculated on years of study, specializations, faculties and universities. Information can be obtained from databases on occupational status of students.
7. Research productivity and publication of academic manuscripts in high rank journals. Authorships of books, chapters in books, case studies, etc.
8. Participation of students in research projects.
9. Policy and the process of preventing and dealing with plagiarism».

From the above reference it is clearly stated that the Department of Law is going to collect systematically data in relation to the academic performance of the students, implement procedures for evaluating this data and has a relevant policy of this matter.

Nevertheless, in this context our ambition is to reinforce this policy by even deeper measures, indicating that the AUCY Department of Law does not collect passively this data, but it actively uses it for crucial decision making for implementing transparent, equitable, including both quantitative and qualitative procedures.

Furthermore, it is clear and evident that AUCY Department of Law has already scheduled and is going to implement a formal policy of data collection that ensures accountability, comparability over time, equity in evaluation, early detection of learning gaps, ethical handling of data in respect of the GDPR regulation, and adherence to educational standards, defining the purpose, scope, roles, data access rights, and procedures for using the findings.

When collection of data, evaluation and policy work together in an effective way, which has to be ensured from of AUCY's Department of Law can enable targeted interventions to students with poor performance, support learning pathway in a personal manner to every student, to inform academic staff based on trends in student outcomes and to guide a strategic resource planning at the institutional level.

Our primary goal is to enhance even more the status of systematically data collection through the awareness of parents and students of the data use policy, to regularly review and update the above policy and evaluation methods in respect to the educational goals, to create and implement a Data Governance Committee to regularly review the policy and practices, taking seriously into consideration the ethical standards, to include actively students in the process of collecting data and feedback on how the assessments impact learning and motivation and finally to conduct periodic audits of data use practices and policy compliance.



### 3. Administration

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## 4. Learning and Teaching

### Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Click to enter text.

## 5. Teaching Staff

### **Point 5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study**

It is more than certain that the major content of date 15/2/2025 Application for Departmental Evaluation (Document 200.3) refers to the academic staff and it's role to the AUCY Department of Law, analyzing the following chapters and specifically allocation of administrative duties in academic staff (chapter 10), academic staff (chapter 11), visiting teaching staff (chapter 12), special teaching staff (chapter 13), teaching staff per programme of study and teaching staff's weekly programme (chapter 14) and participation of academic staff in University Committees (chapter 15).

From the above analysis it is more than evident that AUCY Department of Law recognizes the catalytic role of the academic staff in the teaching process.

The Department of Law is going to hire a sufficient number of full-time, according to Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) standards, exclusively employed teaching staff with exclusive employment non – fixed time contracts and to the appropriate rank (Lecturer, Assistant Professor, Associate Professor, Professor), for stability, academic consistency, who meet academic and professional standards to support all teaching, learning supervision and administrative activities within the Department of Law and effectively deliver the programme of study and even more specifically the core courses, electives and supervision obligation.

In addition, all academic staff holds academic qualifications at least one level above the degree level they are teaching and are able to demonstrate subject-specific expertise that directly aligns with the learning objectives of their assigned modules, while AUCY Department of Law ensures that all the members of the academic staff are academically and/or professionally qualified in the relevant field, with proven expertise in the disciplinary areas of the programme, research activity, and teaching experience.

Furthermore, the full-time, exclusive staff model provides the effective programme delivery and ensures the ongoing academic support to students, active participation in curriculum development, teaching innovation and programme evaluation, the compliance with the institutional quality

assurance and continuous improvement, through the annual alignment to the programme needs and the faculty members qualifications.

Moreover, AUCY Department of Law is going to implement, by the first day of its operation, structured policies for staff development, including the continuous professional development, the participation in academic conferences and workshops and the support for research activities and synergies, joint publications as well as extensive collaboration by all means in the field of research between the whole academic staff.

Following the aforementioned analysis, AUCY Department of Law states that in accordance with the rules and regulations set forth by the Ministry of Higher Education in Cyprus, and in full compliance with the directives of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the Department of Law adheres strictly to the prescribed staffing ratio of 70% full-time faculty members to 30% part-time faculty members across all its academic programs.

Following the interviews conducted by the External Evaluation Committee with the 43 faculty members, and based on the projected number of students expected to enroll in the program upon its accreditation and official launch, the Committee emphasized the importance of prioritizing the recruitment of full-time faculty members from among those interviewed.

In addition, the department is encouraged to attract and appoint new faculty members who hold a PhD in Law or Postdoctoral Degree or at least one level above the degree level they are teaching, to ensure academic excellence and long-term program sustainability.

### **Bachelor Program Coordinators**

Following the recommendation of the External Accreditation Committee, it was advised that the Department of Law, in addition to the Dean, Head of Department, and Program Coordinator, appoint three (3) separate Coordinators, one for each specialization within the Bachelor of Laws program: Cypriot Law, Greek Law, and English Law.

Accordingly, the AUCY Board has approved the hiring of one (1) Coordinator per specialization to oversee and follow up on all academic-related matters within their respective programs, after securing the accreditation.

**Position Title:** Program Coordinator – Cypriot Law / Greek Law / English Law

**Department:** Law

**Reports To:** Head of Department – Law

**Location:** American University of Cyprus (AUCY)

**Position Overview:**

The Program Coordinator is responsible for the academic management, coordination, and quality assurance of the Cypriot Law / Greek Law / English Law specialization under the Bachelor of Laws (LLB) program. The role ensures that all program-related activities meet institutional and accreditation standards and align with the university's strategic goals.

**Key Responsibilities:**

- Oversee the academic delivery and curriculum implementation of the designated Law program.
- Coordinate with faculty to ensure alignment of course content, assessments, and teaching outcomes.
- Support the Head of Department in preparing program reviews, accreditation materials, and course evaluations.
- Monitor student performance, progression, and feedback, proposing improvements where necessary.
- Serve as the primary academic contact for students enrolled in the specialization.
- Ensure compliance with national and international legal education standards.
- Facilitate academic advising and mentorship for students.
- Organize program-specific academic events, guest lectures, and seminars.
- Collaborate with administrative and academic units to support scheduling, course offerings, and faculty assignments.

In conclusion, the AUCY Department of Law states that it fully respects the number, qualifications, employment status, and subject expertise of the teaching staff fully support the effective delivery of the programme, ensuring compliance with CYQAA's quality assurance criteria. The institution's human resource planning guarantees the sustainability, academic integrity, and continuous improvement of the programme.

**Point 5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.**

First of all, AUCY Department of Law states that in accordance with the rules and regulations set forth by the Ministry of Higher Education in Cyprus, and in full compliance with the directives of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE), the Department of Law adheres strictly to the prescribed staffing ratio of 70% full-time faculty members to 30% part-time faculty members across all its academic programs.

According to the CYQAA regulation and the statement of compliance of AUCY, a number of special teaching staff is going to be hired, the number of which will be adequate to the institution need's, the estimated balance between the instructional needs, the diverse student requirements and the enshrinement of their skills.

Taking into consideration that special teaching staff is able to enhance inclusive education, anticipate to diverse learning styles, improve student support systems, foster holistic development and enables interdisciplinary learning and specialized course delivery and also AUCY Department of Law ratio is comparable to peer institutions, lead to the final conclusion that the ratio of special teaching staff to the total number of teaching staff is satisfactory.

**Point 5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.**

First of all, according to the European Standards and Guidelines (ESG) framework and CYQAA standards full time faculty members have to be 70% of the academic staff, in order to provide to an academical institution adequate staffing levels and deployment, qualified and committed personnel and institutional coherence, integrity and continuity.

In compliance to the above, AUCY Department of Law full-time exclusive staff members will for sure be involved in the law programmes development, will be able to provide consistent teaching, will participate in quality assurance and to the institutional duties as a whole.

On the other hand, part time teaching staff will be able to provide specialist expertise and can support student structures but also serve the coherence of the study law programmes as a whole.

These are the reasons why AUCY Department Law confirms that core courses will be taught by full-time exclusive staff members and part-time or adjunct teaching will be supplementary and institutionally controlled, in order to ensure the quality of the study law programmes.

Our primary goal is to achieve strategic staffing alignment with manageable use of part-time teaching staff, in order to cover the appropriate learning needs on the one hand but also safeguard the coherence of the academic structure on the other hand.

Distribution of the roles on teaching in AUCY Department of Law are going to be evidently clear and transparent with clear contracts and evaluation of the part-time faculty members.

Moreover, in order to ensure that the quality of the law programmes is more than appropriate and sufficient quality AUCY Department of Law have already defined the core and the elective courses, distributing, to the most possible extent, the core courses to exclusively full-time faculty members and when this is not possible, intensifying the effort to cooperate with visiting Professors and at last to the part-time staff.

There is also a prediction to prefer visiting Professors to teach elective courses, when this is achievable, rather than part-time staff.

In conclusion, AUCY Department of Law states firmly that will implement from the first day of its accreditation the maintenance of minimum turnover among full-time faculty and part-time staff to preserve continuity and also states its commitment to respect to all necessary staffing ratios reflected in the European Standards and Guidelines (ESG), in order to achieve all its academic goals and to provide to the students coherent, consistent, reliable and integral undergraduate and postgraduate degree law programs.

## 6. Research

**Point 6.2 The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.**

Initially, it should be mentioned that in the application for Evaluation - Accreditation of the Bachelor's Degree Study Program dated 15/2/2025 and more specifically on page 54 and also that in the application for Evaluation - Accreditation of the Masters's Degree Study Program dated 15/2/2025 and more specifically on page 58 entitled **«Research activities of the teaching staff participating in the program and synergies between research and teaching»**, the following are emphasized verbatim: *«The faculty members will be expected to be active researchers in their respective disciplines, and they will be strongly encouraged and supported by the Institution to conduct relevant and applied research to satisfy the needs of the Cyprus market and beyond. Faculty members are expected to present their studies at international conferences and publish their studies in recognized academic journals. Students will be encouraged to participate and collaborate with faculty in research projects during their 3rd and 4th years of their study at AUCY. They will also be encouraged to collaborate with other academics from other institutions in Cyprus and abroad, i.e. the USA, Europe, etc.»*

Nevertheless, it is considered appropriate by the American University of Cyprus and the Department of Law, which is respectfully requesting its establishment, to quote extensively, in response to the question regarding academic activity and academic research, the corresponding Research Policy that applies to AUCY for all Faculties and Departments, fully accredited and recognized by the Cyprus Quality Assurance Association (CYQAA).

In particular, AUCY is committed in taking all necessary measures to ensure that research is promoted within the University and that teaching, and learning should be enhanced by research activities. Its target is to provide academic excellence, active participation in multi-disciplinary research, internationalization and promotion of high-value research-oriented results.

The main research priorities of the AUCY according to its Strategic Plan and Academic Vision is:

**1. Development and enhancement of research activities:**

- a. Establishment of the Research Center and its development in relevant cutting-edge research areas.



- b. Strengthening of the partnerships with other local or foreign research Institutes, organizations and universities of international reputation.
- c. Creation of new research job openings and opportunities for academic researchers or novice researchers in areas of science and technology.
- d. Provision of attractive incentives to researchers
- e. Improvement of research infrastructures.
- f. Dedicate the fifth (5th) working day of every week to the full-time exclusive faculty members to research.
- g. At least one publication per each academic year and one conference presentation per year, indexed to Scopus or other peer-reviewed literature.

## **2. Attracting of external research funding**

- a. Submission of research proposals in national and international funding organizations.
- b. Increase of external research funding from Cyprus and the European Commission (HORIZON H2021-2027, Cyprus Research Promotion Foundation etc.).

## **3. Exploitation and dissemination of research results:**

- a. Publication of articles in well-known scientific journals and presentations of research results in conferences and seminars in Cyprus and abroad.
- b. Promotion of collaborations with local companies and the industry.
- c. Promotion of synergies between research, innovation and the entrepreneurs
- d. Linking research activity to innovation, entrepreneurship and the needs of industry and society.

In order to achieve these goals, AUCY will primarily collaborate, but not only, with the newly established AUCY Research Center which is part of the AUCY and it will operate either autonomously or in co-operation with other entities, such as companies, research institutes, external researchers and academics. As indicated above, the development of the Research Center aims to connect the local industry and the economy sector with research to provide solutions, by producing improved products and services. In addition, AUCY has already signed a Memorandum of Agreement with University of Massachusetts and CASS School of Management for Collaboration with the Research Center and promote research at an international level. In addition, AUCY has already signed a Memorandum of Agreement with University of Massachusetts and CASS School of



Management for Collaboration with the Research Center and to promote research at an international level. It also proposes the creation of research units under the umbrella of the Research Center based on each Faculty i.e. Business Research Unit, Computer Science Research unit. To this academic pathway, it is really needed to point out the very productive Research Hub of the Faculty of Arts and Humanities with more than six (6) journal papers published since the establishment of our University and keynote talks in Europe and USA.

All these will support the goal of promoting interdisciplinary collaboration across the research units and to strengthen research excellence in different areas.

### **Regulations and Procedures:**

AUCY has proceeded into further updating the regulations and the procedures for the research policy of the University upon full operation.

To start with, the University's Research Committee will be responsible for the development and coordination of the research policy and strategy of the AUCY and it will be addressing all research policy matters and providing recommendations to the Senate.

In particular, the members of the Committee will coordinate the preparation, formulation and implementation of the University's policy and procedures regarding research projects and activities.

The aim of the Research Committee is to establish the conditions that will both support and stimulate quality research among the University's academic staff, the industry and the society and, promote all their research results to the public. The Committee will be made up of members of the academic and administrative staff and it will be chaired by the Vice Rector for Research.

The Committee members will be responsible to make recommendations regarding the allocation of «Internal Research Funding» on an annual basis and to promote call for proposals for other internal research programs. More specifically, the Research Committee will be responsible to evaluate the proposals and allocate the final necessary resource and to examine and approve matters relevant to the eligibility of the proposal.

In addition, AUCY has further updated the research policy by including the provision of research incentives for all faculty members (including visiting Professors and Special Teaching Staff) which aims to strengthen and develop the University's Research Activities through the attraction of external

research program and collaboration and partnership agreement with private sector companies. In particular, below we provide examples of incentives and awards that will be funded by the AUCY and the Faculty Development Centre (FDC).

- Financial incentives of €1,000-€1500 for novice researchers and academic staff in order to complete a project report and proceed into and publication of their results. The amount also will be applied to the financing and the operational costs of conducting the research (consumables, cost of outsourcing analyses, travels etc.).
- Financial incentives for participation with a Scientific Announcement (oral or poster) to international world-class conferences in the form of economic support (approximately up to €1000) and to a national conference for up to €500 (to mainly cover the conference registration fee). A precondition for receiving the above funding is to register at the conference with the affiliation of American University of Cyprus (AUCY).
- Additional research activity funding is an additional amount that will be given to all academics for submitting proposals for external financing based on special criteria. This amount is determined on the basis of the number of research proposals submitted for external funding.

Furthermore, all Members of the academic staff (Faculty, visiting Professors and Special Teaching Staff), will be encouraged to participate in additional activities, in alignment with University rules, including the:

- Participation in External Research/Teaching Programs, either in European programs or in other international projects with external funding. This activity is of high importance since it will act as an important contributor to the promotion of research and/or teaching within the University. It can be achieved via the employment of novice researchers and post-graduate students, the development of research infrastructure and the strengthening of the University's collaboration with other leading international research centers/organizations and the exchange of ideas and cultural approach. In addition, it will further support the implementation of teaching methodologies and research activities into the teaching work of the personnel. Please note that the available funding for these activities will be defined by the contract (grant agreements) and the allocated hours for the academic staff.

As mentioned above, the whole academic staff of the Department will be encouraged to include their research-oriented activities and their research results in their teaching in the following ways:

- Integration of research results in undergraduate lectures,
- Field/educational visits at research centers/organisations they will have established collaboration
- Provision of the opportunity to final-year students to work in research projects,
- Encouragement and facilitation of the participation of both undergraduate and postgraduate students in national/international conferences/workshops, organized within the framework of Department's Research Projects.

### **Ethics Committee:**

AUCY will proceed into the establishment of the Ethics Committee which will have an advisory and monitoring role to the research staff of the University. The composition of the Committee Members will include the Academic and Administrative Staff, representing all Faculties and their Departments accordingly, upon full operation of the AUCY.

The responsibilities of the AUCY Ethics Committee will include the evaluation of research protocols based on the procedure which was established by the National Bio-Ethics Committee of Cyprus (the code of practice is attached here:

[http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/All/E3C3BC7D33CEADF7C2257CCA003B43C3/\\$file/Code%20of%20Practice%20EN%20\(1\).pdf](http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/All/E3C3BC7D33CEADF7C2257CCA003B43C3/$file/Code%20of%20Practice%20EN%20(1).pdf) ).

The aforementioned «Code of Practice» will be adopted by AUCY upon full operation, and it will take into consideration the following provisions:

- A) The regulation of the freedom and independence of researchers for conducting their research,
- B) Resolution in cases of conflict of interest, personal responsibility and accountability,
- C) Responsible processing and management of personal data and
- D) The protection of intellectual property.

In cases where there is a need to examine ethical matters in research, including personal data and involving humans, then a request will be submitted to the National Bioethics Committee for the procedures to be followed.

In addition to this, the Ethics Committee is responsible for complying with the research policy and the practices with international research ethics practices, such as the use of a research information documents that will be used by both postgraduate students and academic research staff and the evaluation of electronically submitted application by the Ethics Committee.

**Point 6.4 The Department has the appropriate mechanisms for the development of students' research skills.**

The AUCY Department of Law even from the launch of its academic pathway is ready to establish robust mechanisms to develop students' legal research skills, ensuring analytical legal thinking and improving legal reasoning and scholarly writing.

It is certain that through faculty mentorship but also co-curricular initiatives, the AUCY Department of Law will equip students with all the necessary competences for academic excellence and professional legal practice.

Specifically, from the first semester of study they are going to be taught core courses, such as Introduction to the science of Law (Greek specialization), Introduction to the science of Law and the Cypriot legal system (Cyprus specialization) and introduction to legal research and legal theory (English specialization) and legal English writing and reasoning (English specialization), which all ensure to the students that they fully comprehend legal thinking.

Moreover, during the courses of all semesters of study students will elaborate written exercises, in order to foster their legal skills.

We should also point out that the study in English specialization conclude with the elaboration of 2 theses of 12 ECTS each, which shall be evaluated before a Committee, in order to develop students' research skills.

In addition, each research project is supervised by faculty member, experienced in various legal fiends, ensuring that the students gain the appropriate academic guidance and constructive feedback.

Access to legal research resources, legal databases, national and international legal journals but also research training sessions on using the aforementioned and citation tools will be prioritized in the AUCY Department of Law.

Furthermore, AUCY Department of Law in cooperation with Legal Research Center will encourage student participation in moot court competitions, legal research center, legal aid clinics, debates, negotiation and mediation workshops, digital law and AI simulation hub, forensic interviewing room, internships, summer law schools, seminars, and policy reviews and an annual students research conference, all of which will enhance applied research skills and promote academic discourse.

All students will be able to publish their papers in student law journals, will be awarded prizes for the AUCY Department of Law for their research papers and theses and they will obtain further academic guidance in order to turn their projects into publishable articles or papers in reputed law journals, motivating in this manner academic excellence in legal scholarship.

Finally, the AUCY Department of Law will provide robust mechanisms for cultivating students' research skills through experienced mentorship and access to legal resources of high-quality. AUCY Department of Law is ready to create the tomorrow successful leaders of the legal profession and legal expertise, providing academic excellence.

**Point 6.5 The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.**

Initially, it is considered appropriate by the American University of Cyprus and the Department of Law, which is respectfully requesting its establishment, to quote extensively, in response to the question regarding academic activity and academic research, the corresponding Research Policy that applies to AUCY for all Faculties and Departments, fully accredited and recognized by the Cyprus Quality Assurance Association (CYQAA).

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The main research priorities of the AUCY according to its Strategic Plan and Academic Vision is:

### **1. Development and enhancement of research activities:**

- a. Establishment of the Research Center and its development in relevant cutting-edge research areas.
- b. Strengthening of the partnerships with other local or foreign research Institutes, organizations and universities of international reputation.
- c. Creation of new research job openings and opportunities for academic researchers or novice researchers in areas of science and technology.
- d. Provision of attractive incentives to researchers
- e. Improvement of research infrastructures.
- f. Dedicate the fifth (5th) working day of every week to the full-time exclusive faculty members to research.
- g. At least one publication per each academic year and one conference presentation per year, indexed to Scopus or other peer-reviewed literature.

### **2. Attracting of external research funding**

- a. Submission of research proposals in national and international funding organizations.
- b. Increase of external research funding from Cyprus and the European Commission (HORIZON H2021-2027, Cyprus Research Promotion Foundation etc.).

### **3. Exploitation and dissemination of research results:**

- e. Publication of articles in well-known scientific journals and presentations of research results in conferences and seminars in Cyprus and abroad.
- f. Promotion of collaborations with local companies and the industry.
- g. Promotion of synergies between research, innovation and the entrepreneurs
- h. Linking research activity to innovation, entrepreneurship and the needs of industry and society.

In order to achieve these goals, AUCY will primarily collaborate, but not only, with the newly established AUCY Research Center which is part of the AUCY and it will operate either autonomously or in co-operation with other entities, such as companies, research institutes, external researchers and academics. As indicated above, the development of the Research Center aims to connect the local industry and the economy sector with research to provide solutions, by producing improved products and services. In addition, AUCY has already signed a Memorandum of



Agreement with University of Massachusetts and CASS School of Management for Collaboration with the Research Center and promote research at an international level. It also proposes the creation of research units under the umbrella of the Research Center based on each Faculty i.e. Business Research Unit, Computer Science Research unit etc. upon full operation. This will support the goal of promoting the interdisciplinary collaboration across the research units and to strengthen research excellence in different areas.

Moreover, we should point out that the research output of the AUCY Law Department's teaching staff will be disseminated to a commendable extent through peer-reviewed international journals, conference presentations, and proceedings. This demonstrates active our strong engagement with the global academic community and adherence to recognized scholarly standards.

The AUCY Department of Law will prioritize publication in reputable international outlets that follow rigorous peer-review processes, contributing to the academic visibility and credibility of its research.

Furthermore, the AUCY Department of Law is totally ready to an open access publication policy that is fully aligned with national and European directives on open science. This approach ensures that research findings will be freely accessible to the public and the wider scientific community, fostering transparency, collaboration, and a broader societal impact.

The Department's commitment to open access also will support compliance with funding agency requirements and is going to promote the dissemination of knowledge in accordance with best practices in academic publishing.

**Point 6.6 The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.**

The AUCY Department of Law is already committed to fostering a dynamic and academically rigorous environment in which legal research and teaching are deeply interwoven. Research will be conducted by the whole academic staff of our University will directly inform curriculum development and pedagogical practices, ensuring that students are going to be exposed to contemporary legal debates, case law developments, and evolving legislative frameworks at national,

regional, and international levels. This strong relationship between research and teaching not only strengthens critical legal reasoning and analytical skills but also reinforces the Department's commitment to academic excellence and relevance in legal education.

In alignment with the AUCY's Department of Law mission to serve society through knowledge dissemination, we will actively pursue the structured transfer of legal know-how and research outputs to the broader community, including legal practitioners, policymakers, civil society, and public institutions. This is achieved through a variety of mechanisms, such as legal aid clinics, public interest litigation support, expert policy contributions, positioning in the academic and public debate, continuing legal education programs, and engagement with legislative reform processes.

Through these integrated efforts, the AUCY Department of Law wishes to position itself as a key contributor to real legal world, to the rule-of-law promotion, and justice sector strengthening, both nationally and internationally.

The AUCY Department of Law will continually evaluate and refine its strategies for research integration and societal impact to ensure alignment with best practices in legal education and accreditation standards.



## 7. Resources

**Point 7.2 The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.**

The AUCY Department of Law demonstrates sound and efficient management of its financial resources, guided by transparent governance structures and strategic academic planning to support its academic mission and its research initiatives. Budget allocations are going to be prioritized to support key areas including curriculum development, faculty research, library and legal database expansion, student scholarships, and community legal outreach programs. This strategic approach supports the AUCY's Department of Law commitment to continuous academic advancement, legal scholarship, and the development of high-quality research output.

The annual financial planning will be conducted in consultation with departmental leadership and the university's department of finance to ensure alignment with institutional goals.

The AUCY Department of Law is in advanced negotiations and actively will pursue also external funding through grants, legal research consultancies, and partnerships with law firms and civil society organizations, thereby enhancing its financial sustainability, while monitoring mechanisms, including periodic audits and performance reviews, will ensure accountability and optimal use of resources, so that these practices will directly contribute to measurable improvements in legal research output, to enhanced student learning experiences and to the operation of the specialized research center within the AUCY Department of Law.

Through this prudent financial planning and effective resource allocation, the AUCY Department of Law will be able to sustain its educational objectives, enhance research capabilities, and contribute meaningfully to the legal profession and broader society.

**Point 7.3 The Department's profits and donations are used for its development and for the benefit of the university community.**

The AUCY Department of Law is committed to delivering high-quality legal education and advancing knowledge through research, professional training, and civic engagement. It operates within the broader mission of the University, upholding the principles of academic integrity, justice,

and societal responsibility. The AUCY Department of Law aligns its operations and academic offerings with the standards and guidelines set forth by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), ensuring continuous improvement and accountability.

All law departmental activities will be guided by a student-centered approach, fostering critical thinking, ethical awareness, and professional competence, since our academic programs are designed to meet national and European qualifications frameworks, integrating rigorous legal theory with practical legal skills.

The curriculum reflects current developments in national, EU, and international law, as well as global best practices, equipping students with the competencies required for professional legal practice, public service, and academic advancement.

The AUCY Department of Law is staffed by qualified academic personnel with advanced degrees, professional experience, and ongoing research activity. Teaching, learning, and assessment methods are student-centered and support critical thinking, ethical reasoning, and lifelong learning.

The AUCY Department of Law also promotes experiential learning through legal clinics, moot courts, internships, and community legal services.

In alignment with CYQAA quality criteria, the Department ensures transparent governance, effective internal quality assurance mechanisms, and systematic program evaluation through feedback from students, faculty, alumni, and stakeholders in the legal profession.

Financial resources, including departmental income and donations, will be managed responsibly and reinvested into the Department's academic development and the broader university community.

These funds are going to support research initiatives, infrastructure enhancement, faculty development, legal clinics, internships, student mobility, student scholarships, and outreach initiatives, and thereby strengthening the AUCY's Department of Law capacity to serve its academic and societal mission.

Through continuous engagement with the legal sector, professional bodies, and international academic networks, AUCY Department of Law will contribute meaningfully to the evolving demands of legal education and the legal profession.

This commitment to quality assurance and strategic development ensures that the Law Department will be a leader in legal education both in national and international level.

**Point 7.5 The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.**

The AUCY Department of Law is dedicated to delivering a comprehensive and rigorous legal education that meets and exceeds the standards set forth by national and international accreditation bodies.

A robust quality assurance framework will guide the continuous review and enhancement of the curriculum, integrating contemporary legal theories, practical skills, and ethical considerations to prepare students for diverse career pathways in law.

Qualified and experienced faculty members, committed to academic excellence and professional development, are going to deliver the curriculum using innovative pedagogical approaches fostering critical thinking, analytical skills, and a deep understanding of the law. Faculty engagement in research and community service will further enrich the learning environment.

The AUCY Department of Law is willing to provide comprehensive support services to students, including academic advising, career counseling, moot court participation, internships, and access to legal resources, thereby enhancing student success and employability.

Additionally, mechanisms for student feedback and participation in governance will ensure that the student perspective are going to inform programme development and departmental policies.

In that context, there will systematically be conducted comprehensive assessments of the risks and sustainability associated with its programmes of study, relying on evidence-based methodologies to monitor the effectiveness of the curricula, teaching methodologies, faculty qualifications, and student outcomes.

The AUCY Department of Law will not only systematically undertake thorough assessments to identify and manage risks associated with its academic programmes, ensuring their sustainability and alignment with the evolving legal landscape, but also will identify potential challenges that have to be faced, in order to guarantee the long-term viability of its academic offerings.

The AUCY Department of Law will regularly benchmark its programmes against recognized legal education standards and will adapt them in response to stakeholder feedback and emerging legal trends.

Through systematic monitoring, evaluation, and timely feedback mechanisms, the AUCY Department of Law will ensure transparency and accountability in its operations, as long as it is committed to continuous improvement driven by data-informed decision-making, stakeholder collaboration, and adherence to ethical standards.

In fulfilling its mission, the AUCY Department of Law aspires to cultivate competent, ethical, and socially responsible legal professionals capable of contributing meaningfully to the justice system and society at large.

**Point 7.6 The Department's external audit and the transparent management of its finances are ensured.**

Initially, it is well known that the American University of Cyprus itself has already established from the launch of its operation in the Republic of Cyprus (2021) dedicated financial oversight committee and appointed qualified financial officers responsible for ensuring adherence to best practices in fiscal management. These structures are supported by institutional policies that promote ethical conduct, prevent conflicts of interest, and guarantee that public and private resources are managed prudently and aligned with the University's strategic priorities.

Additionally, the AUCY Department of Law will rigorously adhere to principles of financial integrity, accountability, and transparency as fundamental pillars of its operational and governance framework.

In recognition of the critical role that sound financial management plays in sustaining academic excellence and institutional trust, the Department of Law will implement robust mechanisms to ensure the meticulous oversight of its financial affairs.

Specifically, it will mandate regular external audits that will be carried out by certified independent auditors who will perform comprehensive examinations of the financial statements, the compliance with legal and regulatory requirements, and the effectiveness of internal controls.

These audits are going to provide an impartial assessment of the Law Department's financial health, will detect any discrepancies, and will ensure corrective actions will be promptly implemented.

Complementing external scrutiny, AUCY Department of Law will maintain a transparent financial management system characterized by clear documentation, timely reporting, and open disclosure of budget plans, expenditure reports, and fiscal policies. Financial information will be made systematically accessible to key stakeholders, including faculty, administrative staff, students, funding agencies, and accreditation bodies, fostering an environment of trust and collaborative accountability.

Through ongoing monitoring, evaluation, and incorporation of audit recommendations, the AUCY Department of Law will continuously enhance its financial management practices. This commitment not only aligns with national and international accreditation standards but also underpins the Department's mission to deliver quality legal education with integrity and fiscal responsibility.

In summary, the Law Department's commitment to external audit and transparent financial management represents a cornerstone of its accreditation compliance, reflecting its dedication to accountability, ethical stewardship, and sustainable institutional development.

**Point 7.7 The fitness-for-purpose of support facilities and services is periodically reviewed.**

The AUCY Department of Law is already committed to maintaining high standards of academic delivery and student support through the ongoing evaluation of its support facilities and services.

For this purpose, the AUCY Department of Law will conduct periodic and systematic reviews to assess the fitness-for-purpose of its physical infrastructure, administrative systems, library and legal research resources, IT services, moot court facilities, and other essential student and staff support mechanisms.

These reviews are going to be guided by institutional policies and quality assurance frameworks, and will be based in stakeholder feedback, usage data, and relevant benchmarks.

Key performance indicators such as accessibility, adequacy, reliability, and responsiveness are going to be used to determine whether existing support services continue to meet the academic, professional, and developmental needs of students and faculty.

Findings from these reviews will be documented and acted upon through continuous improvement plans, ensuring that any gaps will be addressed promptly and enhancements will be implemented effectively.

The AUCY Department of Law will work in close collaboration with the University itself to support units and to ensure that resources will remain aligned with both current and emerging requirements of legal education, research excellence, and regulatory compliance.

Through this proactive and evidence-based approach, the AUCY Department of Law will ensure that its support facilities and services are going to remain fit for purpose, enabling the delivery of high-quality legal education and fostering an environment conducive to learning, innovation, and professional development.




## B. Conclusions and final remarks

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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
FullName	Position	
<b>Dr. Alexios Constantinou</b> Ch.	Associate Professor, Head of the Department of Law	
FullName	Position	
FullName	Position	
FullName	Position	
FullName	Position	

Date: 20/6/2025

