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2 Αυγούστου 2017

Καθ. Μαίρη Ιωαννίδου - Κουτσελίνη Πρόεδρο Συμβουλίου Φορέα Διασφάλισης και Πιστοποίησης Ποιότητας της Ανώτερης Εκπαίδευσης Υπουργείο Παιδείας και Πολιτισμού 2°^ς Όροφος, Γρ. Αρ. 215 Γωνία Κίμωνος και Θουκυδίδου 1434 Λευκωσία

Θέμα: «Digital Media (M.Sc.)» - Δεύτερη Αξιολόγηση

Αναφέρομαι στη σχετική επιστολή σας ημερομηνίας 23 Μαϊου 2017 (Αρ. Φακ. 07.14.327.002) με την οποία μας πληροφορείτε ότι «δικαιολογείται η διεξαγωγή Δεύτερης Αξιολόγησης πριν τη λήψη των τελικών αποφάσεων» και, σε σχέση με τις παρατηρήσεις σας στην εν λόγω επιστολή, παρακαλώ σημειώστε τα ακόλουθα:

Σημ. Η πιο κάτω αρίθμηση αντιστοιχεί στην αρίθμηση της δικής σας επιστολής, για εύκολη αναφορά.

 Αναφορικά με το σχόλιο για βελτίωση του περιεχομένου του προγράμματος σπουδών, το Πρόγραμμα έτυχε βελτίωσης, στα αναφερόμενα σημεία (Παράρτημα Ι).

Συγκεκριμένα:

- Αναθεωρημένα επιδιωκόμενα αποτελέσματα (σημεία 1.1 και 1.3 της επιστολής σας) (Specific Objectives, σελ. 5-6 του παραρτήματος I).
- Αναθεωρημένοι μαθησιακοί στόχοι (σημεία 1.2 και 1-3 της επιστολής σας) (Learning Outcomes σελ. 6-7 του παραρτήματος I).
- Ανάλογη προσαρμογή (σημείο 1.2 της επιστολής σας), (α) αφαίρεση του προαιρετικού μαθήματος The History of Social Media και προσθήκη του DMD660 Motion Design Principles and Practices, προς ενίσχυση του πεδίου οπτικοακουστικών μέσων και χρήση εργαστηρίων (σελίδες 7-8 του παραρτήματος Ι), (β) μεταφορά μαθήματος DMD640 New Media Literacy στο πρώτο εξάμηνο (σελ.41 του παραρτήματος I)
- Τροποποίηση του μαθήματος DMD650 Participatory Politics: New Media and Democracy (σελ. 19-20 του παραρτήματος I).
- 2. (α) Αναφορικά με τη «σαφή διατύπωση όλων των κριτηρίων εισδοχής», βλέπε τα διαμορφωμένα κριτήρια εισδοχής, ως Παράρτημα ΙΙ.
 - (β) Όσον αφορά την αναγνώριση πιστωτικών μονάδων από πρότερες
 σπουδές, βλέπε την πολιτική που εφαρμόζεται από καιρό, ως Παράρτημα ΙΙΙ.

Τονίζεται ότι η πολιτική αυτή είναι εναρμοσμένη πλήρως προς τους νόμους και τις εκάστοτε οδηγίες των Αρχών.





Silver





- 3. Αναφορικά με τη «βελτίωση των συνθηκών έρευνας για το ακαδημαϊκό προσωπικό»:
 - Ο διδακτικός φόρτος του ακαδημαϊκού προσωπικού είναι απόλυτα εναρμονισμένος με την εθνική νομοθεσία. Παράλληλα, οι συνθήκες έρευνας θεωρούνται σίγουρα κατάλληλες, δεδομένης (α) της μείωσης διδακτικού ωραρίου στη βάση της Πολιτικής Έρευνας του Πανεπιστημίου (Παράρτημα IV)
 - Υπάρχουν διαθέσιμα εσωτερικά κονδύλια προς ενίσχυση της ερευνητικής δραστηριότητας των Καθηγητών, όπως προκύπτουν από τη διαδικασία Internal Research Awards (Παράρτημα IV σελ. 22), την επιχορήγηση για συμμετοχή σε συνέδρια κτλ.
- 4. Αξιολόγηση του φοιτητή: Η αξιολόγηση του φοιτητή βασίζεται στο πλαίσιο αξιολόγησης το οποίο αναφέρεται στο syllabus του κάθε μαθήματος ξεχωριστά και το οποίο συνήθως περιλαμβάνει: παρουσία του φοιτητή, εργασίες (και εργαστήρια, όπου ισχύει), ενδιάμεση εξέταση και τελική γραπτή εξέταση. Το ποσοστό βαθμών για κάθε ένα από τους τομείς αυτούς αναφέρεται, επίσης, σε κάθε syllabus ξεχωριστά. Οι τεχνικές εξέτασης επαφίονται στον κάθε καθηγητή, με στόχο την αξιολόγηση του βαθμού επίτευξης των αναμενόμενων σε κάθε μάθημα μαθησιακών αποτελεσμάτων.
- 5. Αναφορικά με την τεκμηρίωση και δημόσια ανάρτηση των διαδικασιών ότι οι περισσότερες πιστωτικές μονάδες απονέμονται από το συγκεκριμένο Πρόγραμμα, σας παραπέμπω στο 2(β), πιο πάνω. Προστίθεται ότι η πολιτική αυτή εφαρμόζεται πιστά, είναι δε από καιρό αναρτημένη στην ιστοσελίδα του Πανεπιστημίου.
- 6. Τόσο τα εργαστήρια όσο και ο εξοπλισμός που χρησιμοποιείται από το Πανεπιστήμιο είναι πάντοτε σύγχρονος (Παράρτημα V). Εν πάση περιπτώσει, για το συγκεκριμένο Πρόγραμμα θα χρησιμοποιείται ο εξαιρετικά σύγχρονος και υψηλού επιπέδου εξοπλισμός που χρησιμοποιείται στα ήδη εγκεκριμένα προγράμματα Ηλεκτρονικών Υπολογιστών, Μέσα Μαζικής Ενημέρωσης και Επικοινωνία και Marketing Communication and Social Media κτλ. Επιπλέον, με την προσθήκη του μαθήματος DMD660 Motion Design Principles and Practices, θα χρησιμοποιούνται τα εργαστήρια και ο εξοπλισμός των μαθημάτων Motion Design του Προγράμματος Γραφικών Τεχνών. Τέλος, να τονιστεί ότι είναι ήδη στη διάθεση του Πανεπιστημίου κάθε άλλο μέσο και ηλεκτρονικό πρόγραμμα που αφορά το παρόν Πρόγραμμα σπουδών.

Με εκτίμηση,

Καθηγητής Ανδρέας Φ. Μακρής Αντιπρύτανης Ακαδημαϊκών Υποθέσεων

Συν.: (5)



<u>Παράρτημα Ι</u>

«Digital Media (M.Sc.)»

GENERAL OBJECTIVES:

- develop the student's analytical, decision-making and communication competencies together with those qualities of self-reliance, responsibility, integrity and selfawareness, which will promote personal achievement and contribute to organizations
- undertake substantial investigative and practical work at postgraduate level
- develop the student's capacity to think, write and speak effectively and creatively
- build on and enlarge the student's domain specific knowledge with a minimum of guidance
- progress to research work or work at an advanced level within an individual or commercial setting
- provide the student with the basic requirements for academic and/or career advancement

SPECIFIC OBJECTIVES:

- specialist knowledge in the field of digital media with an emphasis on both a theoretical understanding and technical knowledge of the workings of social media
- an understanding of the ways social media have the power to form opinions and attitudes thus enabling them to critically assess and evaluate information they receive on the web

- the necessary skills and knowledge to create content for different purposes and the necessary tools to design social media communication procedures and strategies
- a knowledge of the theories, critical notions and technological methods relevant to digital media
- the ability to assess the institutional, technical and socio-political factors that shape social media practices and examine the impact of digital media on society
- leadership abilities which can be used to arrive at solutions to design content and experiences for users of social media sites, and to prepare the student for a lifetime career in the general field of Digital Media by establishing a foundation for lifelong learning and development
- a foundation in the interdisciplinary field of Digital Media, both from a theoretical perspective as well as a practical one
- the ability to respond positively and effectively to the role that the Social Media specialist fulfils in the design, installation and maintenance of social media systems

LEARNING OUTCOMES:

Upon successful completion of this program, the students should be able to:

- explore the necessary and complex existence of digital media in global society
- develop a critical approach to understanding and creating media content
- investigate how social media engage with issues of race, class, gender and other aspects of identity
- discuss the overall influence of social media on informed citizenship
- explore how online communities are formed through the use of social media, the necessary pre-requisites for their formation
- recognize and define the architecture, structure, and use of web systems, and how they can be deployed to gain strategic and tactical advantages in business organizations
- design, build, and maintain simple websites, social media business pages, as well as utilize these towards enterprise Web development

- critically assess the needs of an enterprise and devise a social media strategy tailor-made to those needs through the use of blogging, micro-blogging, and content-management systems platforms
- design and build and actualize social media campaigns, and track how the campaign affects the needs of an enterprise, as well as follow up on the campaign with online marketing strategies.

STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS	ECTS
Compulsory courses	52	52
Major Electives courses	16	16
Master Thesis	22	22
Το	al ECTS 90	Total ECTS 90

A/A	Course Type*	Course Code	Course Title	Teaching I We	Periods per eek	ECTS
				Theory	Laboratory	
1	Core	DMD600	Introduction to Digital Media and Society	3		8
2	Core	CSC610	Technologies for Digital Media	3		8
3	Core	CSC690	Research Methods		3	6
4	Core	CSC630	Blogging, Microblogging, and Content-Management Systems		3	10
5	Core	DMD640	New Media Literacy	3		10
6	Core	DMD650	Participatory Politics: New Media and Democracy	3		10
7	Major Elective	DMD655	Creating Content in the Age of Web 2.0	3		8
8	Major Elective	DMD660	Motion Design: Principles and Practices	3		8
9	Major Elective	DMD665	Social media, Culture and Identity	3		8
10	Major Elective	DMD685	Special Topics in Digital Media	3		8

11	Major Elective	CSC670	Search Engine Optimization Strat- egies		3	8
12	Major Elective	CSC675	Web Technologies and Program- ming		3	8
13	Major Elective	CSC680	User Experience Design	2	1	8
14	Core	DMD690	Master Thesis			22

LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

A/A	COURSE	PAGE
1	DMD600 – Introduction to Digital Media and Society	9
2	CSC610 – Technologies for Digital Media	11
3	CSC630-Blogging, Microblogging and Content Management Systems	13
4	DMD640 - New Media Literacy	16
5	DMD650 - Participatory Politics: New Media and Democracy	18
6	DMD655 - Creating Content in the Age of Web 2.0	20
7	DMD660 - Motion Design: Principles and Practices	22
8	DMD665 Social Media, Culture and Identity	25
9	CSC670- Search Engine Optimization Strategies	27
10	CSC675 - Web Technologies and Programming	30
11	CSC680 - User Experience Design	32
12	DMD685 – Special Topics in Digital Media	34
13	CSC690 - Research Methods	36
14	DMD690 - Master Thesis	38

Course Title	Introduction to Digital Media and Society				
Course Code	DMD600				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st year / 1 st semester				
Teacher's Name	Charis Xinari				
ECTS	8 Lectures / week 3 Hours Laboratories / None week				
Course Purpose and Objectives	This course aims to introduce students to theories of new media, and examine their social, cultural, political and economic implica- tions. Topics may include: "old" and "new" media, convergence, po- litical economy of new media, the digital divide, social networking, participatory cultures and Web 2.0 (i.e. Facebook, Twitter, YouTube, etc.)				
Learning Out- comes	 Upon successful completion of this course students should be able to: Demonstrate an in-depth understanding of digital media and their implications for, and interactions with, their social, political, economic and cultural environment. Discuss and analyse issues relating to current areas of concern, such as social media use, privacy and surveillance, internet governance, intellectual property, citizen journalism, digital broadcasting and political campaigning using specialist knowledge Assess how technological change is linked to forces of globalisation, political institutions, and historical developments, and how it affects democracy and social change. Reflect on the multiplicity of social, cultural, political and tech- 				
Prerequisites	None Co-requisites None				
Course Content	Digital media has a significant, wide-ranging and complex impact on society and culture. The development of the Internet and the growth of personal computing, has greatly enabled the expansion of the use of digital media both by various industries and the public.				

	This turn to digitization has caused disruption in publishing, journal- ism, entertainment, education, commerce and politics and has also posed new challenges to copyright and intellectual property laws. The ubiquity of digital media and its effects on society are directly related to the emergence of a new era referred to as the Information Age, which may lead us to a paperless society in which all media are produced and consumed on computers with a series of ramifi- cations for the individual's participation in society.
	The course addresses the issues raised from the turn to digital me- dia, including copyright laws, censorship, the digital divide, mediati- zation, and democratic representation and participation in the digital world and the citizen of the Information Age.
Teaching Method- ology	Face - to - Face
Bibliography	 Fuchs, Christian (2013) Social Media: A Critical Introduction. London: Sage Athique, Adrian (2013) Digital Media and Society: an Introduction. London: Wiley Couldry, Nick (2013) Media, Society, World: Social Theory and Digital Media Practice. London: Wiley Van Dijk, Jan AGM (2005) The Network Society: Social Aspects of New Media. London: Sage
Assessment	Examinations:60%Projects:30%Assignments / Class Participation:10%100%100%
Language	English

Course Title	Technologies for Digital Media					
Course Code	CSC610	CSC610				
Course Type	Compulsory					
Level	Master (2 nd	Cycle)				
Year / Semester	1 st year / 2 nd	^d semester				
Teacher's Name	ТВА					
ECTS	8	Lectures / week	(3 Hours	Laboratories / week	None
Course Purpose and Objectives	Students will learn how to build simple web systems and the differences between them, utilizing popular platforms (i.e. wordpress, joomla, dru- pal, etc.) The students will learn basic concepts of web systems, web architecture, understand different protocols of communication, and the underlying concepts of web design and development					
Learning Out- comes	 Upon successful completion of the course, the student will be able to: Recognize the underlying technologies of the Internet as a platform for Web systems Recognize the contemporary architectural styles of web systems Define how web systems can be deployed to gain strategic and tactical advantages in business organizations Describe the differences between social media and web systems Build simple websites and social media business pages Recognize and apply the process of designing web systems Explain the fundamental concepts that are critical to enterprise Web development Design simple Web forms 					
Prerequisites	None	C	o-re	quisites	None	
Course Content	Introduction Introduction to the organization of the internet and the client server ar- chitecture, Explain contemporary internet protocols, Illustrate the core activities in a typical website design process, Introduction to web usa-					

	bility and evaluation techniques, introduction to service oriented archi- tecture and its application in the business domain, Introduce web se- curity and associated technologies, appreciate how the internet can be used to leverage business performance and enhance competitive advantage.
	Internet Technology basics
	CSS, SEO, AJAX, definition of web databases, database definitions
	Web development platforms
	Web development platforms (such as wordpress, joomla, etc.), how to leverage web development platforms for rapid website deployment, un- derstanding web platform administration, developing simple websites
	Social Media platforms
	Understanding the differences between web development platforms and social media platforms, leveraging social media platforms for the creation of digital presence, combining web development platforms and social media platforms
	Contemporary topics in technologies for digital media
Teaching Method- ology	Face- to- face
Bibliography	 Moseley Ralph, DEVELOPING WEB APPLICATIONS Wiley Douglas Van Duyne et al, THE DESIGN OF SITES, Prentice Hall Michael Papazoglou, WEB SERVICES: PRINCIPLES AND TECHNOLOGY, Pearson
Assessment	Examinations 50% Assignments / Class Participation: 50% 100%
Language	English

Course Title	Blogging, Microblogging, and Content-Management Systems					
Course Code	CSC630	CSC630				
Course Type	Compulsory					
Level	Master (2 nd	cycle)				
Year / Semester	1 st year / 2 nd	^d semester				
Teacher's Name	George Chri	stou				
ECTS	10	Lectures / wee	ek	None	Laboratories / week	3hours
Course Purpose and Objectives	Provide stud and an unde Impart pract managemen blogging pla and micro-l journalism.	Provide students with an overview of content management systems and an understanding of the main practical concepts and structures. Impart practical knowledge on the administration and use of content management systems. Understand the differences between different blogging platforms. Understand ethical considerations when blogging and micro-blogging. Blogging and micro-blogging as a form of iournalism				
Learning Out- comes	 Upon successful completion of this course students should be able to: State the importance of Content Management Systems as Content Presentation Platforms. Design a blogging website Use blogging, microblogging, and Content-Management Systems in the context of an organization Create blogging and microblogging campaigns to promote organizational content Design attractive Content Management System websites that hold their clients' interest. 					
Prerequisites	CSC610	(Co-re	quisites	None	
Course Content	Introduction: Explain how communication technologies diffuse through society, from invention to adoption; explain how digital media differ from traditional media, both technically and in their social influence; identify inventions that provided the foundation for today's digital communication technol- ogies; analyze and critique digital presentation material					

	Blogging, Micro-Blogging and CMS basics:
	Differences between blogging, micro-blogging, and their meaning for social What are Content Management Systems (CMS); What CMS do; Types of CMS; Methods of installation; Why are there different types of CMS; Definition of Content, Data, Structure, and Form; Components of a CMS; Understanding different types of Content in CMS
	Content Representation:
	Content representation and meta-data; Different types of Data in CMS; File formats and storage requirements; CMS infrastructure require- ments; Understanding the different types of users in a CMS
	CMS Structure, Design, Administration
	Core modules in a CMS; Building the types of content accepted in a CMS; Setting the Environment; Article types; Navigating the admin- istration interface; Sections and Categories; User role definitions; Man- aging types of content; Managing Templates; Adding plug-ins and add- ons to CMS; Media Managers and methods of displaying content; Cus- tomizing the display; Creating menus and sidebars; Modifying Tem- plates
	CMS Use and Content Addition
	Types of users and content that each user can add/edit/delete; Adding content; Adding media; Editing content; Presenting content in an at-tractive manner
	CMS Use in Organization Campaigns
	How to use blogging and forward content to people as part of internet campaigns; what it means to become "viral"; power of blogging and micro-blogging for social change
	Recent developments and contemporary issues pertaining to the sub- ject-matter of the course.
Teaching Method- ology	Face- to- face
Bibliography	 Hauschild, S. CMS MADE SIMPLE: BEGINNER'S GUIDE Packt Publishing 2010 Shreves, R. JOOMLA! BIBLE Wiley 2013 Williams, B., Damstra, D. and Stern, H. PROFESSIONAL WORD- PRESS: DESIGN AND DEVELOPMENT Wrox 2015

Assessment	Examinations: Project/Assignments:	50% 50% 100%
Language	English	

Course Title	New Media Literacy				
Course Code	DMD640				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Charis Xinari				
ECTS	10 Lectures / week 3 Hours Laboratories / week None				
Course Purpose and Objectives	This course allows students to understand how the media contribute to the social construction of reality through a critical exploration of on- line behaviours and practices, and an evaluation of on-line information sources. Students will develop the skills and conceptual frameworks necessary to interpret and investigate the contemporary media envi- ronment through an exploration of informational/news sources and popular culture. Topics may include: media coverage of social and political issues, political economy of media/culture industries, media and democracy, media representation and stereotypes; 'selfies' and the Web's 'visual turn;' children's/youth culture in a digital age; video games and simulated violence; cultural, ethical and legal ramifications of social media.				
Learning Out- comes	 Upon successful completion of this course students should be able to: Demonstrate an informed and critical understanding of the use new communication media Investigate how social media engage with issues of race, class, gender and other aspects of identity Reflect critically on the overall influence of social media on informed citizenship Explore the necessary but complex existence of media in global society Examine both the privileges and the ramifications of social media use Evaluate uses of new media as well as information mediated through them from a critical perspective 				

Prerequisites	DMD600	Co-requisites	None	
Course Content	As the lines between 'traditional' and 'new' media become blurred and digital technology becomes increasingly central for full participation in society, our understanding of what it means to be media literate has expanded from having the technical know-how to also having the knowledge and critical ability to assess and evaluate content. The broader social, ethical, legal and economic aspects of digital use thus become relevant aspects to new media literacy as personal, techno- logical, and intellectual skills are needed to live in a digital world.			
	Media literacy is a critical engagement with mass media. As media and communications platforms converge our media practices are changing – a shift from consumption or production to a combination of the two is characteristic of our relation to the media. This has ne- cessitated an appreciation of individuals as both producers and con- sumers (prosumers) of media content and an understanding of the resulting social and cultural shifts that take place because of this. As a result, competencies for media literacy have expanded to include a variety of critical thinking, as well as communication and infor- mation management skills that are essential for our participation in digital culture			
Teaching Method- ology	Face- to- face			
Bibliography	 Lievrouw, L., and Livingstone, S. (Eds.) (2009) New Media. London: Sage. Macedo, D. and Steinberg, S. R. (Eds) (2007) Media Literacy: A Reader. New York: Peter Lang Miller, V. (2011) Understanding Digital Culture. London: Sage 			
Assessment	Examinations Projects Assignments / Class Pa	60% 30% articipation 10% 100	6 6 6 %	
Language	English			

Course Title	Participatory Politics: New Media and Democracy					
Course Code	DMD650					
Course Type	Compulsory	Compulsory				
Level	Master (2 nd	cycle)				
Year / Semester	1 st year / 2 nd	^d semester				
Teacher's Name	Christos Kas	ssimeris				
ECTS	10 Lectures / week 3 Hours Laboratories / No week		None			
Course Purpose and Objectives	Recent research has demonstrated that the use of social media has encouraged people in modern democracies to become more politically active. The purpose of this course is to critically assess the interrela- tionship between social media and political participation in an era when social platforms such as Facebook and Twitter have become increas- ingly important to the media, generally, and the concept of public en- gagement.					
Learning Out- comes	 Upon successful completion of this course students should be able to: Describe and demonstrate an understanding of the key theories associated with political participation Identify the impact of new media upon political participation Evaluate the role of new media in modern democracies Discuss major political concepts Interpret political developments in relation to technological advancements Evaluate political commentating against the background of new media Describe the role of new media in political comparison 					
Prerequisites	DMD600		Co-re	quisites	None	
Course Content	This course focuses on the various forms of political participation, the- ories of democracy and the role of new media in politics and public engagement. The low voter turnout in elections, the declining party membership, people's distrust toward all things political are assessed against the rapid rise of new media in modern democracies. While seeking explanations to those issues mentioned above, this course will also assess current problems of representative democracy and					

	will also contextualize the significance of political knowledge. The ef- fects of globalization and, particularly, the global setting of new media are also central to political participation.		
Teaching Method- ology	Face- to- face		
Bibliography	 Norris, Pippa, (2002) Democratic Activism, Cambridge. Cambridge Milner, Henry, (2002) Civic Litera Make Democracy Work, Universit Demetriou, Kyriakos N., (2012) D participation in the European Union Richard Logan Fox, Jennifer Rame elections, and governing in the new bridge University Press 	Phoenix. Reinventing Political University Press cy. How Informed Citizens ty Press of New England emocracy in transition: political on. Heidelberg: Springer nos, (2012) iPolitics : citizens, ew media era. New York: Cam-	
Assessment	Examinations: Projects: Assignments / Class Participation:	60% 30% 10% 100%	
Language	English		

Course Title	Creating Content in the Age of Web 2.0					
Course Code	DMD655	DMD655				
Course Type	Optional					
Level	Master (2 nd	cycle)				
Year / Semester	1 st or 2 nd yea	ar / 1 st or 3 rd	semes	ster		
Teacher's Name	James Mack	kay				
ECTS	8	Lectures / w	eek	3 Hours	Laboratories / week	None
Course Purpose and Objectives	Emphasising a hands-on approach to content creation, this course will teach students the best ways to create and curate social media content, whether for personal / corporate brand growth or social cam- paigning.					
Learning Out- comes	 Upon successful completion of this course students should be able to: Develop a personal online presence via social media, blogging, podcasting and/or vlogging Investigate and evaluate wider creative commons-based communities Use a process-based method to create new content in several social media genres Analyse critically significant examples of successful viral creative content Interpret various metrics of reach on social media, particularly viral coefficient and the viral cycle 					
Prerequisites	CSC690		Co-re	quisites	None	
Course Content	We begin by examining the most common forms of shared content, from listicles to mashup videos, as well as hybrid and multiple-plat- form content forms, analyzing common features and discussing les- sons for content creators from viral content in various forms. We will discuss the various ways to measure viral success, both in terms of shares and impact within limited audiences, and the differing needs of different forms of social media content, e.g. corporate, personal or campaigning. We then go on to look at examples of social media con- tent that unintentionally went viral, looking at the need to understand					

	international ethical and cultural norms. Finally, we will look specifi- cally at social media content generated from within Cyprus, asking how materials created in Cyprus can best achieve a global audience. Alongside this case study and theory-based approach, students will throughout the semester use a process-based creative writing ap- proach to create and manage their own content on free-to-view and Creative Commons licensed platforms (e.g. Instagram, Wikipedia, Youtube), with an aim to building audience over the entire semester.		
Teaching Method- ology	Face-to-face		
Bibliography	 Anderson, E. Social Media Marketing: Game Theory and the Emergence of Collaboration. Dordrecht: Springer, 2010. Felder, L. Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound. Berkeley: New Riders, 2012. Nahon, K., and J. Hemsley. Going Viral. Cambridge: Polity, 2013. Redish, J. Letting Go of the Words: Writing Web Content that Works. San Francisco: Morgan Kaufmann, 2007. Voltz, S., and F. Grobe. The Viral Video Manifesto: Why Everything You Know is Wrong and How to Do What Really Works. New York: McGraw-Hill, 2013. 		
Assessment	Examinations:20%Projects:70%Assignments / Class Participation:10%100%100%		
Language	English		

Course Title	Motion Design: Principles and Practices			
Course Code	DMD660			
Course Type	Optional			
Level	Master (2 nd cycle)			
Year / Semester	1 st or 2 nd year / 1 st or 3 rd semester			
Teacher's Name	Demetra Englezou			
ECTS	8 Lectures / week 3 Hours Laboratories / week None			
Course Purpose and Objectives	This course aims to familiarize students motion design theory and practices, enable the student to design and produce effective time- based experiences. Focus will not only be on the creation of these experiences, but on critique and intellectual discussion of contempo- rary motion design for the screen. Emphasis is placed on the crea- tion of work that remains essentially "graphic" in its manufacture and storytelling: motion pieces that extend and examine new graphic narratives.			
Learning Out- comes	 Upon successful completion of this course students should be able to: Demonstrate an understanding of motion design software concerns and begin to form a foundation in which they will be able to make informed decisions regarding which software is appropriate for a specific problem. Effectively design visually and compelling time-based experiences Develop and refine planning and organizing skills through storyboard planning. Demonstrate aptitude in audio and visual synchronization Effectively combine type with imagery Demonstrate creative problem solving and critical thinking skills 			

This course will through				
This course will, through a series of projects, enable the students to design and produce effective time-based experiences.				
Analysis and discussion of contemporary and early motion design works, ranging from experimental artists' films to commercial music videos and classical short films will provide the foundation to position and contextualize students' work for in-class critiques.				
Focus will not only be on the creation of these experiences, but on cri- tique and intellectual discussion of contemporary motion design for the screen.				
Emphasis is placed on the creation of work that remains essentially "graphic" in its manufacture and storytelling: motion pieces that ex- tend and examine new graphic narratives, rather than traditional filmic ones.				
The first three weeks of the semester integrates the fundamentals of motion software with the principles of kinematics, both of which are then applied to the animation of type. As students gain technical profi- ciency, they develop original content for two longer projects. First, they look inward and realize a personal narrative. Second, they work on a practical project in which they create fictional broadcast work.				
Face- to- face				
 McGill David (2007) Greater Musical Exp Sonnenschein Davi of Music, Voice and ductions. Zettl Herbert (2013) Wadsworth Publishi Chris Webster. (200 Press Visual Effects Harold Whitaker. (2 Maureen Furniss. (2 	Sound in Motion: A F pression. Indiana Univ d (2001) Sound Desig Sound Effects in Cin Sight Sound, Motion. Sight Sound, Motion. Main Sound, Motion. Sand Animation The Main Source of the Source of the Source Source of the Source of the Source of the Source Source of the Source of th	Performer's Guide to versity Press. gn: The Expressive Power ema. Michael Wiese Pro- : Applied Media Aesthetics. echanics of Motion, Focal ation, Focal Press Bible: A Guide to Everything		
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	 Peter Lord & Brian Sibley (2010) <i>Cracking Animation: The Aardman Book of 3-D Animation,</i> Thames and Hudson Ltd Bellatoni, Jeff, and Matt Woolman, (1999) <i>Type in Motion: Innovations in Digital Graphic,</i> Rizzoli Curran, S. (1996) <i>Motion Graphics: Graphic Design for Broadcast and Film.</i> Cengage Learning. Bordwell, D. & Thompson K. (2006) <i>Film Art: An Introduction with Tutorial CD-ROM.</i> McGraw-Hill Humanities/Social Sc. Woolman, M. (2004) <i>Motion Design: Moving Graphics for Television, Music, Video, Cinema and Digital Interfaces.</i> Switzerland: RotoVision.
	RotoVision.
Assessment	Examinations: 40% Projects: 50% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Social Media, Culture and Identity					
Course Code	DMD665					
Course Type	Optional	Optional				
Level	Master (2 nd d	cycle)				
Year / Semester	1 st or 2 nd yea	ar / 1 st or 3 rd	semes	ster		
Teacher's Name	Charis Xinar	i				
ECTS	8	Lectures /	week	3 Hours	Laboratories / week	None
Course Purpose and Objectives	Using sociological, political and cultural/ideological approaches the course aims to explore the social construction of "racial," ethnic, gender, class, national and sexual identity, emphasizing the role of the mass media in the digital age.					
Learning Out- comes	 Upon successful completion of this course students should be able to: Demonstrate knowledge of theories related to identity formation related to new media Recognize the modes through which traditional identity orders are influenced through our interaction with new media Explore the ways in which social media blur the boundaries between online/offline identities and identifications Analyse how the new role of the audience as prosumers (both engaged in consumption and production of cultural materials) has altered the way we understand identity formation Reflect on how cultural context influences the legitimation, representation and recognition of identity 					
Prerequisites	None		Co-r	equisites	None	
Course Content	New media technologies have in various ways altered the ways that individuals form, project and experience identity, especially through the use of ICT and social media. By considering the critical im- portance of new media uses as a significant area of contemporary culture, the course introduces students to a range of processes whereby media and popular culture texts and practices are produced, distributed, regulated and consumed in ways that reflect and shape identity politics. Through the various identifications the individual					

	makes with various groups, movements, products and users online identity develops in various, often (self)contradictory ways which call for new theorizations of identity formation. Through the use of different theoretical tools and approaches, the course will enable students to explore how our contemporary engage- ment with new media informs identity formation in the digital era. Top- ics may include, but are not limited to, representations of race, gender and sexuality; the online/offline identity relation; the real/fake distinc- tion and whether the digital era still allows for such a strict binarism; the ways in which individuals materialize identities online.
Teaching Method- ology	Face- to- face
Bibliography	 Gauntlett, David: Media, Gender and Identity: an Introduction. London: Routledge, 2008 Bennet, Peter and Kendall, Alex: After the Media: Culture and Identity in the 21st Century. London: Routledge, 2011 McRobbie, Angela: The Aftermath of Feminism: Gender, Culture and Social Change. London: Sage, 2008
Assessment	Examinations: 60% Projects: 30% Assignments / Class Participation: 10% 100%
Language	English

Course Title	Search Engine Optimization Strategies				
Course Code	CSC670				
Course Type	Optional				
Level	Master (2 nd	cycle)			
Year / Semester	1 st or 2 nd yea	ar / 1 st or 3 rd seme	ster		
Teacher's Name	Christodould	os Efstathiades			
ECTS	8	Lectures / week	None	Laboratories / week	3hours
Course Purpose and Objectives	To introduce the students to the concepts of Internet Marketing Cam- paigns, from conception to follow-through after the campaign is fin- ished. Through the course the students will learn how to manipulate search engines, so that specific websites will rank higher in Internet search results. They will also learn how to promote websites over so- cial media and other digital avenues. Finally, the students receive practical training on how to perform a marketing campaign through the internet.				
Learning Out- comes	Upon succ to: Deve Optin searc Track Adve Ads a Imple Linke Follow	 Upon succesful completion of this course students should be able to: Develop a website that is attractive to consumers Optimize a website so that it appears on the first page of search engines results Track statistics about visitors on a website Advertise on the WWW through Google AdWords, Facebook Ads and other online channels Implement social media promotions through Facebook, Twitter, LinkedIn, etc as part of an overall company marketing strategy Follow-up strategies to the online marketing strategies 			
Prerequisites	CSC610	Co-	requisites	None	
Course Content	Website Design Considerations: Introduction to advanced web applications: Web 2.0 applications and related features. Differences between social media websites and company/organization websites. The culture of participation web				

platforms for running applications, database-backed web applications, mobile web applications, rich user experience.

Optimization Strategies and traffic analysis:

Importance of quality website content, importance of continuous updating of website content, web hosting considerations, domain registration in the US or Cyprus, primary domain, company email & FTP account, secondary domains, parked domains, uploading websites, link checking, website server uptime monitoring, permanent redirect of primary and secondary domains. Various engines of tracking visits and analyzing them, tools for analysis of visits, behavior of new vs returning visitors, frequency vs recency of visits, visits duration, technology used with regards to browser & operating system, traffic sources, referrals, search vs organic traffic, most visited pages, inpage analytics.

Linking and Keywords:

Internal linking, external linking (free vs paid), sitemaps, HTML and XML sitemaps, submitting XML sitemaps in all search engines. Keywords in URLs (URL friendliness), keywords in images, keywords in headings on a web page, Keywords in the page title, keywords in the description-meta-tag, keywords in the keywords-meta-tag, how to write keywords, keywords density (keyword frequency), black hat SEO with regards to keywords.

Internet Marketing:

Comparison between traditional advertising media and online media, methods for preparing an online campaign, promoting a website through social media, promoting through email, ethical and legal considerations, leveraging YouTube.

After-campaign considerations

Evaluation of internet campaign results, deciding on further campaigns, examining how to make further campaigns more effective.

Teaching Method- ology	Face- to- face
Bibliography	 Kevin Lee, Catherine Seda: Search Engine Advertising: Buying Your Way to the Top to Increase Sales, 2/E, PEARSON Andreas Ramos, Stephanie Cota: Search Engine Marketing, MCGRAW HILL

Assessment	Examinations: Assignments/ Class Participation:	50% 50% 100%
Language	English	

Course Title	Web Technologies and Programming					
Course Code	CSC675					
Course Type	Optional					
Level	Master (2 nd	ⁱ cycle)				
Year / Semester	1 st or 2 nd ye	1 st or 2 nd year / 1 st or 3 rd semester				
Teacher's Name	ТВА					
ECTS	8	Lectures / wee	ek	None	Laboratories / week	3hours
Course Purpose and Objectives	This course covers web programming in depth. The goal of this course is to teach to beginning programmers how to create web applications from design to launch.					
Learning Out- comes	 Upon succesful completion of this course students should be able to: Explain the fundamental concepts that are critical to enterprise Web development Design Web forms Illustrate how datasets and cookies work Analyze and design databases for the Web ASP.Net 					
Prerequisites	CSC610		Co-re	quisites	None	
Course Content	Getting Started with Web Programming Key technologies; Integrated Development Environments; Introduction to ASP.Net					
	Building an	Initial Websi	ite			
	Creating the basic structure; working with files for the website; website resources; organizing the structure; CSS basics; HTML basics;			te; website ics;		
	Introducing	Programmir	ng			
	Programming structures such as control structures, loops, variables and datasets; organizing code; object-orientation basics; Navigation basics; User input and validation; Form design; Validation of User Input					

	Connecting Websites with Databases				
	Introduction to Database concepts; SQL basics; Datasets and Connec- tion Strings; Exchanging data between the website and the database;				
	Contemporary topics that pertain to the topic of the course				
Teaching Method- ology	Face- to- face				
Bibliography	 Imar Spaanjaars, BEGINNING ASP.NET 4.5.1: IN C# AND VB, Wrox Press Ann Boehm. Murach's, ASP.NET 3.5 WEB PROGRAMMING WITH VB 2008, Mike Murach & Associates Matthew MacDonald., BEGINNING ASP.NET 3.5 IN VB 2008: FROM NOVICE TO PROFESSIONAL, Second Edition, Apress Joydip Kanjilal.,TEACH YOURSELF ASP.NET AJAX IN 24 HOURS, Sams. Dino Esposito., INTRODUCING MICROSOFT ASP.NET AJAX, Microsoft Press. 				
Assessment	Project: 50% Examinations: 50% 100%				
Language	English				

Course Title	User Experience Design				
Course Code	CSC680				
Course Type	Optional	Optional			
Level	Master (2 nd	cycle)			
Year / Semester	1 st or 2 nd yea	ar / 1 st or 3 rd seme	ster		
Teacher's Name	George Chri	stou			
ECTS	8	Lectures / week	2 Hours	Laboratories / week	1 hour
Course Purpose and Objectives	The objective of the course is to develop two capabilities: (1) to read and critique the HCI research literature, and (2) to define and carry out (HCI) research projects. These capabilities obviously are related: the critical skills necessary to evaluate published contributions to the research literature are indispensable in defining, planning, carrying out, documenting, and reporting your own research. Furthermore, the skills you learn are not specific to HCI, so you should be able to apply them to whatever other research domains you participate in.				
Learning Out- comes	 Opon successful completion of this course students should be able to: Manage communication between human factors engineers and computer scientists on user interface development projects. Apply concepts and strategies for making design decisions. Describe tools, techniques, and ideas for interface design. Evaluate literature of human-computer interaction. Explain the importance of good user interface design. 				
Prerequisites	CSC610	Co-	requisites	None	
Course Content	 Introduction HCI Basic Concepts - HCI Paradigms and History, Usability Principles, User-Centered Design, User Experience and its difference from the previous paradigms The Psychology of Human Computer Interaction Cognitive Psychology and HCI, Human Abilities, Task Analysis, Predictive Evaluation, Cognitive Models, GOMS, Contextual Methods, 				

	Presentation / User Interfaces				
	Design of Everyday Things, Graphic Design, Prototyping, Interaction Styles				
	Computer Supported Cooperative Work (CSCW)				
	Online Community Participation, Remote cooperation, Cooperation with Agents, Social Emotional Design				
	New Paradigms				
	Intelligent User Interfaces, Ubiquitous Computing, Tangible User In- terfaces, Virtual Reality and Virtual Environments, Augmented Real- ity, Novel Display Surfaces.				
Teaching Method- ology	Face-to-Face				
Bibliography	 Carroll, J. M., HCI MODELS, THEORIES AND FRAME- WORKS: TOWARD A MULTIDISCIPLINARY SCIENCE, Mor- gan Kaufmann. Carroll, J. M., HUMAN COMPUTER INTERACTION IN THE NEW MILLENIUM., Addison-Wesley. Benyon, D., Turner, P., and Turner, S.DESIGNING INTERAC- TIVE SYSTEMS: PEOPLE, ACTIVITIES, CONTEXTS, TECH- NOLOGIES. Addison-Wesley. Baecker, R., Grudin, J., Buxton, W., and Greenburg, S. READ- INGS IN HUMAN COMPUTER INTERACTION: TOWARD THE YEAR 2000. Morgan Kaufmann. Proceedings of CHI Conference on Human Factors in Compu- ting Systems, ACM Press. 				
Assessment	Examinations: 50% Project/Assignments: 50% 100%				
Language	English				

Course Title	Special Topics in Digital Media					
Course Code	DMD685					
Course Type	Optional					
Level	Master (2 nd	cycle)				
Year / Semester	2 nd year / 3 ^{rc}	Semester				
Teacher's Name	ТВА					
ECTS	10 Lectures / week 3 Hours Laboratories / De- pending on topic					De- pending on topic
Course Purpose and Objectives	This course aims to provide students and faculty with the space nec- essary to explore a particular topic or theme not covered in depth by the program curriculum. Employing methodologies acquired in their core requirements, students will be able to examine and alalyse a par- ticular current issue or theme (either related to Web Technologies or the Social Sciences) within the field of Digital Media, under the guid- ance of an expert in this particular topic.					
Learning Out- comes	 Upon successful completion of this course students should be able to: Conduct in-depth research in the field of Digital Media Apply specialized knowledge in the study of Digital Media Employ the advanced research, writing and documentation skills acquired in their core courses Use advanced skills in creative and critical thinking Analyse in depth a particular current issue in the field of Digital Media 					
Prerequisites	CSC690, E)MD600	Co-r	equisites	None	
Course Content	This course is an open-topic seminar designed to allow faculty to provide students with a focused, in-depth survey of materials sur- rounding a certain theme or trend in the field of Digital Media. This may be a theoretical debate (such as a theorization of a social phe- nomenon, for example) or a topic related to technological develop- ments in the area of Web Technologies.					
Teaching Method- ology	Face-to-fac	ce				

Bibliography	Text books and reading material determined on a rotating basis by involved faculty, depending on specialization and topic covered in the course.		
Assessment	Examinations: Class Participation: Assignments/Project:	50% 5% 45% 100%	
Language	English		

Course Title	Research Methods				
Course Code	CSC690				
Course Type	Compulsory	Compulsory			
Level	Master (2 nd	cycle)			
Year / Semester	1 st year / 2 nd	1 st year / 2 nd semester			
Teacher's Name	ТВА				
ECTS	6 Lectures / week None Laboratories / 3hour week				3hours
Course Purpose and Objectives	The student acquires the necessary skills to enable the successful completion of a project. Established research methods for independent research are introduced using methodical processes.				
Learning Out- comes	 Upon successful completion of this course students should be able to: Demonstrate written and oral technical research skills. Select and justify a research topic. Use various resources to carry out a literature search. Explain the need to position a research project in a wider academic and business context. Structure and format the project to agreed conventions. Design, execute, interpret and report results from empirical research projects Manage a project and explain the relevant techniques and tools needed in order to complete it successfully on time and within budgeted resources. Conduct an independent investigation at postgraduate level into one area in the field of Digital Media Critically review primary and secondary sources, combine and aurthorize material in the field of Digital Media 				
Prerequisites	None	Co-r	requisites	None	
Course Content	The nature of research: Definitions and types of research; research process; topic selection and scope; feasibility and value. The literature search:				

	Sources of information; differentiating between types of sources; pri- mary, secondary and tertiary sources; using the library and digital da- tabases to conduct efficient literature reviews; searching the Internet; role of the supervisor.					
	Project management.					
	Methods, techniques and tools for research design, and data collec- tion.					
	Analysis and synthesis:					
	Statistical and qualitative techniques for data analysis; use of appr priate software.					
	Reliability and validity of research projects.					
	Presentation of research findings:					
	Project structure; conventions on citation and quotations; style of writ- ing a report.					
Teaching Method- ology	Face-to-Face					
Bibliography	 J. Zobel., WRITING FOR COMPUTER SCIENCE, Springer. J.G. Paradis, M., Zimmerman, THE MIT GUIDE TO SCIENCE AND ENGINEERING COMMUNICATION, The MIT Press. D. Madsen, SUCCESSFUL DISSERTATIONS AND THESES., A GUIDE TO GRADUATE STUDENT RESEARCH FROM PRO- POSAL TO COMPLETION, Jossey Bass. T. Cornford, S. Smithson, PROJECT RESEARCH IN INFOR- MATION SYSTEMS., A STUDENT'S GUIDE, Macmillian Bryman A., Social Research Methods (3rd Ed), Oxford University Press, 2008 Neuman, W.Lawrence, Social Research Methods Qualitative and Quantitative approaches, (6th Ed), Pearson International Edition, 2006 					
Assessment	Examinations: 50% Project/Assignments: 50%					
	100%					
Language	English					
Course Title	Master Thesis					
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Course Code	DMD690					
Course Type	Compulsory					
Level	Master (2 nd Cycle)					
Year / Semester	2 nd year / 3 rd semester					
Teacher's Name	Lecturer determined on the basis of topic and specialization					
ECTS	22	Lectures /	week	N/A	Laboratories / week	None
Course Purpose and Objectives	This course provides the opportunity for students to undertake a sub- stantial research project in the field of Digital Media. Being a guided research project, the Master Thesis requires of the student an inde- pendent orientation toward chosen material and the skills to follow through on a sustained analysis. Of the assessed work in the degree program, the thesis is the most substantive and the clearest expression of the student's ability to study at the Master's level.					
Learning Out- comes	 Upon successful completion of this course students should be able to: Conduct an independent investigation at postgraduate level into one area of Digital Media Critically review primary and secondary sources, combine and synthesize material in the field of Digital Media Employ research methods appropriate for the selected topics under investigation Apply abilities as researcher and academic, to bring a research project from conception to completion Demonstrate advanced expertise in a sub-field of Social Sciences and Information Technology Produce research work at postgraduate level on a particular topic 					
Prerequisites	Completion M.Sc. Progra Courses	of the am's Core	Co-r	equisites	None	
Course Content	This course affords the student the opportunity to conduct postgradu- ate level research in the field of Digital Media. The project will be con- ducted under the supervision of one or more faculty members whose specialization relates to the Thesis topic chosen by the student.					

	Should the student choose to write their thesis on a topic relevant to Digital Media, it is required that the student specializes, drawing from the courses already completed in the Core Courses of the program. The thesis may focus on a set of debates within the field, it may present research in the form of political issues and their media representation, and it might involve a detailed study of a single social media plat- form/network.
	Depending on the topic, a range of research methodologies or a com- bination of research methodologies can be implemented, combining any number of critical and theoretical approaches. Being a supervised research project, the thesis requires that students work in regular con- sultation with an assigned supervisor from conception to completion. The length is 12,000-15,000 words exclusive of endnotes, bibliography, and any charts and/or illustrations.
Teaching Method- ology	Face-to-face
Bibliography	Pending on the student's thesis topic
Assessment	Project: 100% 100%
	All the above learning outcomes will be assessed through the Thesis. Apart from the writing quality, project scope, and overall effective- ness, the following Thesis components will determine the final as- sessment:
	An extensive bibliography, including article, book, library, and internet sources
	An outline of the research project proposal
	A clearly stated and demonstrated methodology appropriate for the topic and field under investigation.
	A sustained engagement and analysis of data or primary sources combined with a clearly structured argument, with relevant annota- tions and referencing throughout.
	Clearly stated revision, results (where appropriate) conclusions, sug- gestions/recommendations (where appropriate) section at the end of the Thesis
Language	English

COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period du- ration	Number of weeks/ Academic semester	Total periods/ Academic se- mester	Number of ECTS
	A' Semester							
1.	Compulsory	Introduction to Digital Media and Society	DMD600	3	60 min	14 weeks	42	8
2.	Compulsory	Research Methods	CSC690	3	60 min	14 weeks	42	6
3.	Compulsory	New Media Literacy	DMD640	3	60 min	14 weeks	42	10
4.	Major Elective			3	60 min	14 weeks	42	8
	B' Semester							
5.	Compulsory	Participatory Politics: New Me- dia and Democracy	DMD650	3	60 min	14 weeks	42	10
6.	Compulsory	Blogging, Microblogging, and Content-Management Systems	CSC630	3	60 min	14 weeks	42	10
7.	Compulsory	Technologies for Digital Media	CSC610	3	60 min	14 weeks	42	8
	C' Semester							
8.	Compulsory	Master Thesis	DMD690	3	N/A	N/A	N/A	22
9.	Major Elective			3	60 min	14 weeks	42	8

Κριτήρια εισδοχής:

The general admission requirement for European University Cyprus graduate programs is the successful completion of a Bachelor's degree at a recognized institution, or equivalent professional qualifications.

Applicants from Cyprus, Greece, and other EU member states must submit the documents listed below, in electronic form to <u>admit@euc.ac.cy</u>, or in person to the Office of Admissions, 6 Diogenous Street 2404, Engomi, Nicosia, at least two weeks prior to the beginning of their first semester.

- Completed application form together with non-refundable fee of €52. Apply online
- Official copy of a Bachelor's degree either in Computer Science related degree or Social Sciences related degree from a recognized university, in English
- Official copy of academic transcript, in English
- Copy of valid passport/identity card
- Proof of English proficiency, equivalent to ENL102 Upper Intermediate English
- Letter of recommendation (at least one academic reference letter)
- Proof of work experience (if available)
- Official copy of High School Leaving Certificate and grade marksheet, in English
- Curriculum vitae (CV)

ΚΑΝΟΝΙΣΜΟΣ ΑΝΑΓΝΩΡΙΣΗΣ ΚΑΙ ΜΕΤΑΦΟΡΑΣ ΠΙΣΤΩΤΙΚΩΝ ΜΟΝΑΔΩΝ ΑΠΟ ΠΡΟΗΓΟΥΜΕΝΗ ΦΟΙΤΗΣΗ

Το Ευρωπαϊκό Πανεπιστήμιο Κύπρου κατά την εξέταση αίτησης εισδοχής φοιτητή δύναται να αναγνωρίζει συναφείς με το πρόγραμμα (στο οποίο θα γίνει η εγγραφή) και τα διάφορα μαθήματά του από πρότερες σπουδές, ως ακολούθως:

- (1) Για προπτυχιακό πρόγραμμα μέχρι το ½ του συνόλου των πιστωτικών μονάδων του κατ΄ ανώτατο όριο (πχ μέχρι 120 πιστωτικές μονάδες για 4ετές πρόγραμμα)
- (2) Για μεταπτυχιακό πρόγραμμα μέχρι το ¹/₃ του συνόλου των πιστωτικών μονάδων του κατ΄ ανώτατο όριο (πχ μέχρι 30 πιστωτικές μονάδες για πρόγραμμα 90 ECTS).

Σημειώνεται ότι: (i) οι πιστώσεις πραγματοποιούνται ως η οδηγία της ΕΑΙΠ «β», πιο πάνω (ii) για αναγνώριση ενός μαθήματος λαμβάνονται υπόψη τα ECTS και το περιεχόμενο του/των μαθήματος/ων που αναγνωρίζεται/ονται σε σχέση με τα ECTS και περιεχόμενο του μαθήματος του προγράμματος που αντικαθίσταται (iii) για την αντικατάσταση μαθήματος του προγράμματος από πρότερες σπουδές δύναται να συνδυαστούν, προσθετικά, πρότερα ECTS και περιεχόμενο από πέραν του ενός μαθήματα, (iv) σε ειδικές περιπτώσεις όπου συντρέχουν και άλλες προϋποθέσεις και περιορισμοί, το Πανεπιστήμιο δύναται να αναγνωρίζει και λιγότερες μεταφερόμενες πιστωτικές μονάδες π.χ. Νομική, Ιατρική.

Για αναγνώριση πρότερης φοίτησης εκδίδεται από το Τμήμα Εγγραφών σχετικό πιστοποιητικό, με την κατάλληλη σφραγίδα και υπογραφή.



RESEARCH POLICY

15 November 2015

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Introduction

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

The policy is guided by the following broad objectives:

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

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

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

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

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

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

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

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

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

1. EUC Research Ethics Policy

1.1 Scope and Purpose

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

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

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

1.2 General Principles

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

1.3 The Definition of Human-Related Research

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

1.4 Vulnerable Participants

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

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

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

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

2.1 Code of ethical conduct in research

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

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

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

The University must provide and foster an environment that is favourable to research. If, for any reason, the University cannot provide adequate support to all research demands, it should allocate support in tangible and intangible goods according to scholarly and educational merits of the proposed research programs, and not on speculations concerning political or moral incongruity of the uses that may result from the findings.

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

2.2 Openness in research

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

2.3 Integrity

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

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

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

2.4 Misconduct in research

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

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

3. Intellectual Property Policy

3.1 Introduction

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

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

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

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

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

3.2 Definitions

For the purposes of this Policy:

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

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

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

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

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

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

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

3.3 Intellectual Property Regulations

3.3.1 Responsibility

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

3.3.2 Identification of IP (including duty of confidentiality)

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

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

Patent

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

Copyright

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

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

Moral rights

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

Performing rights

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

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

Database Right

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

Industrial Designs

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

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

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

Domain Names

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

Trade Marks

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

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

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

3.3.3 Coverage of the Regulations

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

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

• Non-employees contracted to the EUC:

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

2. Sabbatical, Seconded, Visiting Academics and others:

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

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

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

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

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

The terms of such agreements may be subject to negotiation.

3.3.4 Exceptions to the Regulations

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

3.3.5 Disclosure of IP

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

3.3.6 Ownership of IP

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

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

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

3.3.7 Modus Operandi for Commercial Exploitation of the IPR

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

guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.

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

3.3.8 IPR protection

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

all materials made publicly available by any employees, members of staff and/or students should include a copyright notice.

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

3.3.9 Revenue Sharing Mechanism

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

3.3.10 Leaving the EUC

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

3.3.11 Applications to use the EUC's IP

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

3.3.12 Breach of the Regulations

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

3.3.13 Discretion to assign/licence back

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

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

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

3.3.14 Amendments to the Regulations

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

3.3.15 Death

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

3.3.16 Disputes

- 1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
- 2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.

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

- 3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
- 4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of

this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.

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

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

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

4.2 Senate Research Committee

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

4.3 Research Foundations and Centres

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

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

4.4 Research Office

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

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

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

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

5.1.2 **Project implementation**

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

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

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

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

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

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the

project are paid/signed by the Vice Rector for Research and External Affairs, the CFO and the CEO of the University.

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

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

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

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

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

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

5.1.4 University research fund

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

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

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

6 Rules Governing Internal Research Awards

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

6.1 Purpose

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

6.2 Eligibility for the awards

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

6.3 Application Procedure

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

7 Teaching Hours Reduction for Research Purposes

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

A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 3 hours per week based on the accumulated research load reduction hours.

All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.

7.1 Award of a THR for participation in research projects

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

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

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

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

If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU etc) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. If the faculty and research personnel is awarded with a research project just before the semester starts, the teaching load reduction application will be considered for the next semester. Only in special cases an exception may be made for a teaching hours reduction, where alternative arrangements could be made.

7.2 Award of a THR for writing a book

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

7.3 Award of a THR by accumulation of points

A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 70 (seventy) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.

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

8 Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

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

8.2 Equipment purchased through external funding

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

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

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

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

8.3 Provision of computing equipment by MIS

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

9 Research Appointment / Affiliations

9.1 Honorary research associates

The University may confer the title of Honorary Research Associate to retired research academia members who wish to continue with their research activities or to other members of the community who are actively engaged in research and wish to be associated with the University, for the mutual benefit of the individual researcher and the University. Honorary Research Associates are appointed for a renewable three-year term by decision of the Senate, ratified by the University Council, after a proposal/recommendation by the pertinent School Council.

Honorary research associates may be called to undertake some or all of the following activities, or any others that remain to be defined:

- 1. Undertake or continue research projects at the University.
- 2. Assist with or collaborate on grant or funding applications or internal research awards
- 3. Assist with or initiate the writing up of research proposals
- 4. Act as mentors to faculty and research personnel and students by providing informal advice and assistance in their field of expertise.
- 5. Mentor faculty and research personnel on research matters
- 6. Consult with faculty and research personnel on curricular and academic matters on request.
- 7. Attend Departmental/School and/or other meetings by invitation.

8. Present occasional guest lectures, seminars, demonstrations or workshops by mutual agreement.

9.2 Research associates (scientific collaborators)

The University may appoint scientists with significant research experience as scientific collaborators to collaborate with the University as Research Associates on a contractual basis. This collaboration aims in the enrichment and enhancement of the research activities and capabilities of the University. Research associates are selected and appointed through the same procedures as Scientific Collaborators as described in the University Charter, Annex 7.

9.3 Benefits to the EUC

- 1. Honorary Research Associates and Research Associates may undertake or continue with research or other projects that involve or employ students, faculty and research personnel, and bring in additional outside funding.
- 2. The expertise, research skills and knowledge of retired faculty and of high calibre researchers from the community become a valuable resource for faculty, research personnel and students.
- 3. The continued association of well-respected, retired faculty or researchers and of active researchers from the community will enhance the public image and reputation of the associated sponsoring Department/School and the University, as a whole.

9.4 Benefits to the research affiliates

- 1.a Honorary Research Associates or Research Associates can undertake or continue research related activities and maintain or built up links with colleagues at EUC and other affiliated institutions or organizations.
- 1.b For the Research Chair this will be a prestigious, high profile appointment
- 2. Possible privileges provided to Research Affiliates by the University include, but are not restricted to:
 - Library privileges on same terms as faculty.
 - Email account.
 - Use of general office supplies and photocopying allowance
 - Use of EUC letterhead.
 - Use of EUC business card.
 - Name and association included in EUC institutional documents.
 - Internal mail services (pick-up, delivery, postage).
 - Use of specialized facilities, laboratories and equipment
 - Office Space with a PC and local telephone line

Appendix A:

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



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

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

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

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

- 13. Application name and version number.
- 14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.

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

Appendix C:

Suggested Revenue Sharing Scheme

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

Table C1

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

Appendix D

D1. Points accumulation from Research

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

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

Where a publication of any type (conference, journal, book chapter, monograph, textbook, book, or other) concerns two or more authors, the following points' calculation rules will apply: For cases up to (and including) two (2) authors, full points are awarded to the author in consideration. For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered. The minimum points that an author will be awarded cannot be smaller than 50% of the full points' allocation for the category considered.
Table D1

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

Table D1 (continues)

Points	Conferences	Journals	Book Chapters / Editors	Research Projects	Other
20		1. Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	Editor of refereed book / book series	Participation in funded national research project (project coordinator) (one-off allocation of points)	
25		1. Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			
30				Participation in funded international research project (project coordinator) (one-off allocation of points)	

D2. Points accumulation from Research / Department of Arts

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

Table D2					
1 point					
Published work in national non-academic publications such as magazines, newspapers					
and online publications					
International Performance of creative work of composer, arranger or artist					
2 points					
Media coverage for creative work					
Self-published work in digital or print form					
Published national exhibition catalogue					
Published work in international non-academic publications such as magazines,					
newspapers and online publications					
Featured artist in review in national newspaper and magazines or Interview					
National Performance of creative work of composer, arranger or artist					
Broadcast of creative work of at least 3 minutes at National TV or Radio					
Performing (singer / instrumentalist) full concert of existing repertoire in ensemble					
context or half concert in a solo capacity or as conductor					
3 points					
Published international exhibition catalogue					
National premiere of a new work / composition (as a performer or composer)					
Participation in national art, music and design festivals or group shows					
Curation of student art and/or design exhibition					
Unsuccessful proposal for funded creative project at international level					
Guest Lectures at Music and Art Departments or Conservatoires, or pre-concert talks					
Broadcast of creative work of at least 3 minutes at International TV or Radio					
5 points					
National Solo show (existing)					
International premiere of creative work as a performer, composer, arranger or artist					
Participation in international art, music and design festivals or group show					
Soloist with large national instrumental ensemble (i.e. orchestra) of existing repertoire					
Participation in an invited art, music and design project with production of creative work					
National Artist-Residency (with production of creative work)					
Portrait Composition concert					
Creation of new technique related to digital technologies and visual software					
Arrangement or orchestration of a chamber work up to 10 minutes					
7 points					
Performing full concert of new repertoire in ensemble context or full concert of existing					
repertoire in a solo capacity or as conductor					
Soloist with large national instrumental ensemble (i.e. orchestra) of new repertoire					

Soloist with large international instrumental ensemble (i.e. orchestra) of existing repertoire

International Solo show (existing)

International artist-residency (with production of creative work)

Partner in a successful proposal for funded creative project at national level

Curation of professional national exhibition

Adjudicating an international competition

Selected for an international workshop, call for performers or call for works

Arrangement or orchestration of a chamber work 11 minutes onwards

Arrangement or orchestration of an orchestral or large ensemble work up to 10 minutes

8 points

Performing or conducting a full solo concert (minimum 60 minutes) of new repertoire National Solo show (new)

Partner in a successful proposal for funded creative project at international level

Soloist with large international instrumental ensemble (i.e. orchestra) of new repertoire

Professional recording of one work (as a performer, conductor or composer)

Commissioned work by an international organization

Coordination of national art and/or design festivals, workshops and conferences

Artistic director of a national festival or concert series

Publication of creative work by a university or other academic publisher

Arrangement or orchestration of an orchestral or large ensemble work 11 minutes onwards

10 points

Coordination of international art, music and design festivals and conferences

Selected as finalist at an international competition

Composition of new chamber work up to 10 minutes

Artistic director of an international festival or concert series

Curation of professional international exhibition

Creation of new software

12 points

Featured performer, composer or artist at an international festival or concert series

Composition of new chamber work from 11 minutes onwards

Composition of new large ensemble work up to 10 minutes

International Solo show (new)

15 points

Professional recording of a complete CD (as a performer, conductor or composer)

Winning of an international competition

Winning of an international scholarship or fellowship

Composition of large ensemble work 11 minutes onwards

UNIVERSITY FACILITIES

AUDITORIUMS

Three auditorium-type classrooms (Alpha, Beta and Delta) are located in the North building (new building) and are equipped with the latest technology in audiovisual aids. Each auditorium-type classroom has a seating capacity for 100 persons and can be used for seminars, conferences and debates delivered by faculty and/or guest speakers.

CLASSROOMS

The University has 81 classrooms with a total seating capacity of more than 2,951 seats. All classrooms are equipped with all necessary equipment, are centrally heated and airconditioned.

TECHNOLOGY AT EUROPEAN UNIVERSITY CYPRUS

The University Computer Network

The University Computer Network comprises of several VLAN, which are linked together using Layer 3 CISCO switches supporting fiber optic technology. Several servers supporting different operating systems using 10Gbps Ethernet capability offer a throughput for even the most demanding applications. The TCP/IP being the only protocol used on the network gives maximum network bandwidth efficiency and the ability of a coherent multisystem environment. The entire University network is connected to the Internet under the domain "euc.ac.cy" using a 200Mbps Ethernet connection. The combination of UNIX and Windows servers that are connected on the Network provide fast and rock solid performance services for Microsoft Windows or UNIX operating systems for over six hundred and fifty Workstations. Some of the services offered include Web Access, e-mail, Web page production & hosting, FTP, Oracle RDBMS, personal files hosting, network laser and color printing and color image-scanning facilities.

• University Wireless Network

The University in its effort to use the latest technology available has installed and operated a wireless network. The wireless service is available free to staff, students and invited guests and offers a flexible way to access online resources from wireless hotspots across the University campus using a laptop, mobile phone or Tablet.

• Online / Distance Learning

Blackboard is the European University's Online Learning Management System (LMS). Developed from a learning-centric perspective rather than a technical administrative perspective, Moodle enables faculty members to enhance their face-to-face teaching and their students' learning by providing an online environment to distribute materials and encourage collaboration and interaction, both within and outside the classroom.

• Students Email/Microsoft Office 365

Office 365 provides students and alumni long-term, primary e-mail addresses and other applications that they can use to collaborate and communicate online. Microsoft Office 365 is an exciting new service that university is proud to offer to its students. With Microsoft Office 365 students will have access to a variety of powerful organizational tools and a robust new method of communicating with their professors, family and friends.

• The Personal Computer Laboratories

The University computer center houses 8 PC-Labs. Each PC-Lab is equipped with 30 personal computers using latest technology. All labs are fully networked under Microsoft Windows and Unix using the computer center servers. Furthermore, each PC has full access to the Internet. The PC lab PCs mainly run on Windows 7 and offer a variety of application software such as Microsoft Office Professional, Visio, SPSS, programming languages and tools such as Microsoft-Visual Studio. NET for languages including C++, Java, SQL (Oracle, MySQL) and more.

The Labs are extensively used by students taking classes in computer science and by students of other disciplines. During the periods that the PC-Labs are free from classes they are available to the students for practicing and carrying-out their assignments. In addition to the PC-Labs the Library also houses workstations that can be used for all learning related activities of the students.

• The Macintosh Lab

The University computer center also houses a Macintosh lab. The lab is equipped with 17 Macs running OS X and support application software such as Acrobat Reader, Adobe Illustrator, Adobe Image Ready, Photoshop, QuarkXPress, Adobe CS5 Master Collection, Sound Studio, Pro Tools, Sibelius, Cubase etc. The lab is extensively used by graphic design and music technology students for practicing and carrying out their assignments.

• Computer Engineering Laboratory

The computer engineering laboratory can accommodate approximately 20 students working concurrently on the same experiment. There are ten benches, each equipped with two networked PCs connected to a server specially configured for engineering lab, a microprocessor training board, a dual trace oscilloscope, a function generator, a triple output power supply, and a pair of 4.5-digit multi-meters. Ideally, three students work in

a group on each bench, although there is enough space to accommodate a maximum of four students on each bench.

Cisco Lab

The CISCO lab provides the latest technology in network equipment designed for students who have the ambition and the desire to advance in the IT networking field. By attending the Cisco CCNA Exploration curriculum students can develop critical thinking, problem solving, collaboration skills and practical knowledge in the field of networking. The lab can accommodate up to 16 students where each student has his/her own computer with all the necessary software needed to maintain and troubleshoot data networks. In addition, students are able to utilize network simulation tools to build virtual data networks. They can also work in teams using state of the art CISCO routers and switches allowing them to setup real life data networks. Students who attend Cisco courses are eligible for CCNA and CCENT certification.

• Game Design Lab

The Game Design Lab was created at European University Cyprus in the Fall of 2012 to support the study and development of computer and 15 UNIVERSITY FACILITIES video games. The lab contains a number of workstations that have been specifically built to leverage graphics and processing power. The Lab also includes XBOX videogame platforms together with Kinects to allow experiments with games that operate with new methods of interaction, as well as to allow students to learn how to write cutting edge applications.

EXECUTIVE TRAINING CENTER

The Executive Training Center is fully equipped with all the latest technology in audiovisual aids and was developed with the objective to cater to the needs of University faculty, for in-house training of University personnel, for holding executive seminars and for executive training of outside clients.

to-date with technology in order to support users at any time they request the information

GRAPHICS STUDIOS

The graphics studio floor consists of the lectures offices, a Macintosh lab with 18 computers, a reception area with lockers and two large design studios which are used for the more practical based courses such as drawing techniques, life drawing, commercial Illustration, Typography, Painting etc. There is also a photography studio which is used by the students for the photo and video based practical courses like photography, broadcast and motion graphics. Students have also access to a dark studio where they can create their photos using the traditional means of photo developing.

EUROPEAN UNIVERSITY CYPRUS RESEARCH

European University Cyprus is one of the leading research institutions in Cyprus, widely known due to its significant success in conducting innovative research. During the last five years, European University Cyprus has developed an intense action in a wide spectrum of ICT, Business, Socioeconomic Sciences and Humanities through coordination or participation in national, international and European Union-funded research programs.

RESEARCH AT EUROPEAN UNIVERSITY CYPRUS

During the last two decades, the faculty of the University has developed an intense research activity in a wide spectrum of disciplines such as ICT, Health, and Socioeconomic Sciences and Humanities through coordination or participation in national, international and European Union-funded research programs. Sources of funding for research conducted by faculty members include the Horizon2020, Erasmus+, 7th Framework Program, Life-Long Learning 2007-2013, Directorates General of the European Commission, the Cyprus Research Promotion Foundation, United Nations, governmental bodies and others.

Research activity at the University is primarily carried out by the Center of Excellence for Risk and Decision Sciences (CERIDES), a number of research centers described below in alphabetical order, and the Center of Applied Research:

ASTROPHYSICS AND HIGH PERFORMANCE COMPUTING GROUP

The AHPC group was established in 2012 and carries out pioneering work in Astrophysics and Parallel and Distributed Computing. The group has a prestigious network of international collaborators and is directed by Prof. Andreas Efstathiou, Vice Rector for Research and External Affairs (<u>http://ahpc.euc.ac.cy/</u>).

CENTER FOR GAMES STUDIES

At the Center for Game Studies we study various aspects of games, from their impact on society to the creation of game design and evaluation principles and guidelines. We are particularly interested in social games, and research the way that these games allow players to socialize, as well as how they should be designed to maximize the social player experience. Our faculty members also collaborate in building digital art installations that examine both the artistic as well as the psychological facets of human experience with art. We work as an interdisciplinary team of Computer Engineers, Computer Scientists, Psychologists, and Graphic Artists to create experiences that are interesting and explore the various facets of these interactions. Our interdisciplinary team of game designers,

computer scientists, and physical therapists explore how computer games can help adults and children with kinesiological problems to become motivated to perform rehabilitative movements. We currently employ the XBOX Kinect to allow adults and children to play computer games through motions that help towards their rehabilitation. Finally, the lab serves also as an incubation space for computer game ideas, and has at least one company that has been formed through its students.

Research from lab members has been published in various prestigious journals, and computer game work has won awards, such as the Microsoft Imagine Cup Nationals of 2016. The lab's work has also been showcased in various national exhibitions with great success.

CENTER FOR THE STUDY OF CHILDHOOD AND ADOLESCENCE

The Center for the Study of Childhood and Adolescence facilitates, coordinates and conducts pioneering research on children and adolescents. The center is one of the most established of the University and is directed by Prof. Spyros Spyrou of the School of Humanities and Social Sciences (<u>http://www.csca.org.cy</u>).

DECISION SUPPORT AND SYSTEMS OPTIMIZATION LABORATORY (DSSO)

DSSO conducts high quality interdisciplinary research in the domains of decision support and systems optimization, with a particular focus on generating innovative solutions for Cypriot and international businesses and societal organizations. DSSO is directed by Dr Christos Dimopoulos, an Associate Professor and Dean of the School of Sciences (<u>http://dsso.euc.ac.cy/</u>).

MOBILE COMPUTING CENTER

MECI aims to conduct high quality basic and applied research, develop and promote novel technologies, promote entrepreneurship and mobile computing related education in Cyprus. Furthermore, MECI aims to become the bridge that brings together researchers from the public and private sector in Cyprus and internationally and the local industry, public organizations or local associations. MECI is directed by Dr Georgios Stylianou, an Assistant Professor in the Department of Computer Science and Engineering. (<u>http://meci.euc.ac.cy/</u>).

RESEARCH LABORATORY IN ICT-ENHANCED EDUCATION

ICTEE is committed to promoting the best in educational technology through the conduct of high quality research that can stimulate effective innovations and improved learning outcomes. ICTEE is directed by Prof. Maria Meletiou-Mavrotheris of the School of Arts and Education Sciences (<u>icteeresearch.com/</u>).

RESEARCH AND LEARNING LABORATORY IN SCIENCE, MATHEMATICS AND SOCIAL STUDIES EDUCATION

The Laboratory carries out research in the area of Science, Mathematics and Social Studies Education and is directed by Dr Loucas Louca, an Associate Professor and chairman of the Department of Education Sciences.

CENTER OF APPLIED RESEARCH (CAR)

The Center of Applied Research is engaged in systematic research aiming to provide information to help solve problems or to study social phenomena in contemporary Cyprus. As a result of its proven ability to solve difficult research problems and to provide reliable results, CAR has emerged as a prominent research institute in Cyprus.

CERIDES - CENTRE OF EXCELLENCE IN RISK AND DECISION SCIENCES

The Center for Risk and Decision Sciences was established with a Senate decision in March 2016. It aims to become the reference point for Risk and Decision Science related subjects in South Eastern Europe. This new Center will provide a holistic offer to the academic and business world. The Center will be based on the offering of educational (taught), research and consulting solutions. The Center will emerge from the synergies that have been identified between the Center for Risk, Safety and the Environment (CERISE) and the Decision Support and Systems Optimization (DSSO) Laboratory, as well as individuals from the Medical School, Law School and School of Humanities. This will be the first cross-disciplinary, cross-School CoE at EUC.

The areas of focus of the CoE revolve around the development, use and evaluation of primarily quantitative and to a lesser degree qualitative methods in order to measure, assess, manage and communicate risk, and to analyze, design and implement decision-making mechanisms and systems.

The proposed development of the Centre of Excellence will offer a competitive advantage to EUC and the society in general. The University will benefit from the establishment of the CoE in the following ways:

- Increased scientific exposure due to the production of more and more focused publications, as well as the organization and participation in high level conferences
- Development of a focused program that coincides with the National Strategy that defines energy (and therefore risk and safety / security) as one of the 2 main axis of the new economic growth model for Cyprus
- Higher visibility in the Laureate as being a good practice example for other Institutes

The Society and the economy will benefit in the following manner:

- New research jobs that have an impact on the local economy (reduction of unemployment and increase of taxes)
- Development of scientific capacity that can have an impact on EUROSTAT relevant indicii (e.g. patents etc)
- Community engagement with best practices such as the Cyprus Safety Platform (explained further down)

CERISE - CENTER FOR RISK, SAFETY AND THE ENVIRONMENT

The Centre for Risk, Safety and the Environment (**CERISE**) was established on 24th June 2011. **CERISE**'s mission is to promote to the wider public and the local SME (industrial and business) communities the values and necessities of safety. To provide to the local SME (industrial and business) communities applied solutions, executive training and consulting. To create a new generation of highly educated researchers and scholars in the areas of Risk, Safety and the Environment.

CERISE aims to foster high level research and development, to provide tailor made services to the local and wider business and industrial community and finally to establish itself as a provider of high level educational output in the areas of safety and risk assessment in the micro and macro environment.

In the public sector, at an EU and international level, risk management is an increasingly integral part of governance and policy- making with formal risk assessment approaches finding their ways into public safety policy, civil protection and emergency preparedness planning.

CERISE (Centre) is unique in Cyprus in its mission to work with the local industrial and business community, stakeholders and public authorities to encourage the adoption of risk management practices and to foster high level research and development in this area. The Centre will serve these audiences, providing fundamental research as a basis for developing the discipline of risk management in the long term and for exploring new areas.

CERISE is a multi-disciplinary research group with competencies across mathematical modelling, social and behavioural psychology, climate change and other environmental stressors, and in the understanding of the perils and processes that drive individual threats, and the implementation of risk reduction strategies.

CESMATSE – CENTER FOR SUSTAINABLE MANAGEMENT OF TOURISM, SPORT & EVENTS

The Center for Sustainable Management of Tourism, Sport and Events is a crossdisciplinary research unit, within the Business School's Department of Management and Marketing, committed to the advancement of knowledge and dissemination of sustainable practices in the tourism, sport and events sectors. It was established in July 2011 in an effort to ignite interest in, and provide stewardship to the adoption and implementation of sustainable practices by tourist, sport and event organizations. To do so, cutting-edge research has been undertaken followed by applied research to the industry, consultancy, training, and community involvement. CESMATSE seeks to advance knowledge on the synergistic sustainable management of tourist, sport and event organizations. CESMATSE has adopted a holistic interdisciplinary approach that does not focus merely on each sector per se but efxtends the focus on sustainability across the range of tourist, sports and events products and activities. In doing so, innovative research is conducted to generate the grounding theoretical context for applying to the industry new sustainable management models and inform as well as train/educate professionals about the pertinent best practices.

The goals of CESMATSE are:

(a) to establish research partnerships for collaboration with local and international institutions, (b) to deliver high quality research applicable both to academic and professional areas, (c) to exchange knowledge and best practices among different disciplines and advance theoretical understanding and intellectual capital, and (d) to apply theoretical context on the practical problems and operations to the industry.

RESEARCH AND LEARNING LABORATORY IN SCIENCE, MATHEMATICS AND SOCIAL STUDIES EDUCATION

The Research and Learning Laboratory in Science, Mathematics and Social Studies Education has been established in the Department of Education Sciences in March 2008, with the purpose to contribute towards innovative approaches in research, teaching and learning in Science, Mathematics and Social Studies Education. The Laboratory's work in research in learning and instruction follows three major focal areas, particularly important for the education in Cyprus: (a) the need for inter-disciplinary approaches; (b)

the need to inform theoretical approaches from everyday practice and vice-versa; and (c) the need for approaches that cover and unify the complete spectrum of the educational system.

The Laboratory's objectives include the development of research infrastructure for addressing issues and needs related to teaching and learning in Science, Mathematics and Social Studies; support of the Master and PhD programs in the Department of Education Sciences; organize professional development courses or seminar for inservice educators in Science, Mathematics and Social Studies Education in kindergarten, primary and secondary education; set up a knowledgebase for the dissemination of curriculum materials, research findings related to teaching and learning and knowledge related to current trends in teaching and learning in Science, Mathematics and Social Studies. Members of the Laboratory include faculty members, special teaching personnel and graduate students from the Department of Education Sciences of European University Cyprus, as well as collaborators outside the University. Teaching infrastructure: The laboratory has the necessary room space and equipment for organizing courses for up to 30 students. Additionally, it has 10 computers, white boards, a digital light projector connected with a sound system, which can be used for watching and reflecting on videotaped lessons.

Research infrastructure: The Lab also has two sets of videotaping equipment, specially designed for easy transport and videotaping of teaching in regular classes. This includes wireless and zoom microphones.

THE ICT-ENHANCED EDUCATION RESEARCH LABORATORY (ICTEE)

The ICT-Enhanced Education Research Laboratory (ICTEE) operates under the auspices of the School of Sciences. The basic aim of ICTEE is to promote the intelligent use of information technologies in teaching and learning, through the conduct of high quality research that can stimulate effective innovations and improved learning outcomes. The Laboratory undertakes meaningful, future oriented, action research and evaluation on the effectiveness and impact of learning technologies, and facilitates the viable and sustainable infusion of successful technologies in educational activities. ICTEE has three areas of contribution that are mutually reinforcing each other:

I. Research: The Laboratory acts as the umbrella organization for numerous research projects of interdisciplinary nature, seeking to advance current knowledge in the area of ICT applications in educational environments. Projects are of a diverse scope, ranging from small interdepartmental collaborations to large European-level projects jointly undertaken by multiple institutions around the continent. Indicative EU-funded programs

in which members of the Laboratory have participated in the capacity of coordinators or research collaborators, include LLP-Grundtvig, Socrates Minerva and Comenius, Leonardo da Vinci, and Eureka.

II. Education: The Laboratory serves as a catalyst for innovation with technology supported teaching and learning techniques by offering a wide range of high-quality educational programs, tools, and services that advance the state-of-the-art and practical use of information and communication technologies for teaching and learning within the European University Cyprus and beyond;

III. Community Engagement: The Laboratory seeks to advance the purposeful and effective application of educational technologies in all aspects of society by entering into creative partnerships with researchers, practitioners, educational leaders, and community leaders in Cyprus and internationally.

THE EDUCATIONAL RESEARCH AND ASSESSMENT LABORATORY

The Educational Research and Assessment Laboratory is unique in its mission to work with stakeholders of education in Cyprus (e.g. public and private education, teacher communities and educational institutions and services), as well as with educational psychologists to (a) Set the necessary foundations to encourage innovative approaches in research, measurement and evaluation in education and educational psychology; (b) Investigate and scrutinize the existing assessment procedures used by Human Resource Departments of governmental or private organizations in Cyprus for hiring, licensure and other purposes and (c) to build, adapt, standardize or evaluate educational instruments as well as instruments used by educational psychologists. Scholars in the area of Education agree that Learning, Teaching and Assessment are entwined and that teachers and educational psychologists need appropriate tools to assess learning and diagnose learning difficulties. Currently, there is a huge gap in scientific research in Cyprus which deals with the development, application and evaluation of modern assessment (and measurement) practices. The academic community works in a vacuum where researchers do not have the necessary diagnostic instruments to assess students' knowledge, performance, attitudes etc. It is of paramount importance that the Lab is focused on the development, translation, adaptation, or standardization of such instruments.

ICT-ENHANCED EDUCATION LABORATORY (ICTEE)

The ICT-Enhanced Education Laboratory (ICTEE) hosted by the School of Sciences of European University Cyprus is committed to promoting the intelligent use of information technologies in teaching and learning through the conduct of high quality research that can stimulate effective innovations and improved learning outcomes. The Laboratory has three areas of contribution that are mutually reinforcing each other:

- (i) Research: The Laboratory acts as the umbrella organization for numerous research projects of interdisciplinary nature, seeking to advance current knowledge in the area of ICT applications in educational environments. Projects are of a diverse scope, ranging from small interdepartmental collaborations to large European-level projects jointly undertaken by multiple institutions around the continent. More information about these projects can be found on the Laboratory website <u>http://www.icteeresearch.com/projects.html</u>).
- (ii) Education: The Laboratory serves as a catalyst for innovation with technology supported teaching and learning techniques by offering a wide range of high-quality educational programs, tools, and services that advance the state-of-the-art and practical use of information and communication technologies for teaching and learning within the European University Cyprus and beyond;
 - (iii) **Community Engagement:** The Laboratory seeks to advance the purposeful and effective application of educational technologies in all aspects of society by entering into creative partnerships with researchers, practitioners, educational leaders, and community leaders in Cyprus and internationally.

The Laboratory's mandate spans all disciplines, all levels of education and training (kindergarten, primary, secondary, tertiary, adult, vocational), and all providers of education (public and private educational establishments, employers, informal education providers).

ENIKMA (ENTREPRENEURSHIP, INNOVATION AND KNOWLEDGE MANAGEMENT)

The Business School of European University Cyprus has established the research center ENIKMA (Entrepreneurship, Innovation and Knowledge Management). It is unique in Cyprus in its mission to work with the local SME community, stakeholders, and public authorities to build the foundations necessary to encourage innovative approaches to management of innovation and knowledge. It further aims to become a major technology transfer provider and to provide solutions to problems that entrepreneurs have to face. The need for a forum to inform, strengthen, and engage communities made the School of Business at European University Cyprus a logical choice for housing the research center ENIKMA.

The center benefits from the expertise and stature of the School of Business in education, research and collaboration with the stakeholders.

LABORATORY FOR BUSINESS, ETHICS AND SOCIETY (LABES)

The Laboratory's for Business, Ethics and Society mission is to bring social responsibility and moral systems of thinking and action into the public domain by advancing research in applied fields, supporting seminars, conferences, workshops with a significant ethical component and acting as a community resource. The laboratory operates as a forum for academics, practitioners, NGO's, associations, professionals and groups to engage in the systematic, critical and rational reflection on ethical obligations and responsibilities of public and private institutions. The interdisciplinary composition of LaBES makes it possible to study structures from a number of combined and integrated perspectives in an attempt to provide research and consultations towards a variety of social issues. Special emphasis is given to the promotion of corporate sociocultural responsibility and government education. LaBES' faculty frequently participates in debates on economics, geopolitics, communication, sociocultural, organizational and labor market issues. Furthermore, participants maintain close relationships with professional partners and policymakers in order to ensure that the LaBES' activities remain relevant and topical.

INTERNET AND MULTIMEDIA LABORATORY (IMLAB)

The main objective of the Internet and Multimedia Laboratory is to provide unique, custom-based web development through highly detailed measurement and management procedures. The main strength of IMLab is the young and dynamic minds with creative ideas, which form a strong team with multiple skill-sets from disparate disciplines, and blend them in a way to affect cohesive and integrated web marketing and management solutions. The way the IMlab customizes its technology solutions to meet an organization's unique business needs, is an approach that is highly appreciated by clients. IMlab's services include, but are not limited to, web design, development and marketing techniques, programming, software and database development, as well as development of CDPresentations and e-Business Cards. The laboratory's expertise and professionalism has led to longstanding and vibrant partnerships with leading companies across the globe, which are assured of services that address their changing business needs and exceed their expectations.