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Development of Policies and Procedures in a Higher Education Institution

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DEVELOPMENT OF POLICIES AND PROCEDURES IN A HIGHER EDUCATION INSTITUTION

VOLUME I

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DEDICATION

I dedicate this research report to my mother Anthi, for being an exceptionally giving person.

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VOLUME I: RESEARCH REPORT

VOLUME II: MODEL POLICIES AND PROCEDURES

This report is Volume 1 of two volumes. It is designed to be read in conjunction with Volume II. Volume II contains the outcome of this research i.e. the model policies and procedures that were produced as a result of this research.

ACKNOWLEDGMENTS

ABSTRACT

The purpose of the research project was to investigate which faculty policies and procedures of a higher education institution based in Cyprus needed improving/revising, which ones needed to be made redundant, and for which faculty issues the institution lacked policies and procedures. The aim of the research was to formulate model faculty policies and procedures that would achieve the institution's strategic objectives. This was done by a thorough review of the relevant literature, by interviewing the institution's staff (mainly faculty) members and by conducting focus groups in which faculty members of the institution participated. The research was conducted by employing an action research approach.

The initial findings confirmed that a number of the institution's original policies and procedures needed in-depth revisions (e.g. were out of date and needed to be written more clearly and concisely) and suggested the kind of revisions that needed to be made. In addition, they pointed out that the institution lacked policies and procedures on many faculty issues and identified these issues. Finally, they stressed the need to have online policies and procedures. The analysis of the data and findings of the literature review, interviews and focus groups led to the development of model faculty policies and procedures on a number of issues. These policies and procedures are the outcome of this research project.

Following the development of the policies and procedures, their content and structure was found to be satisfactory and acceptable. In addition, it was found that they created a framework based on which, staff members of the institution could take informed actions and decisions. They fostered stability, continuity, uniformity, consistency, simplicity and accountability. They were better organised, clear and more user-friendly.

The research project concluded that the policies and procedures developed achieved the institution's strategic objectives and informed the institution's faculty members on the issues for which the policies and procedures were developed. The model policies and

procedures helped the institution to operate more efficiently and productively. In addition, they had a positive impact on faculty members' work-related behaviour (greater motivation, lower employee turnover, greater employee commitment, more research accomplishments, greater accountability and development). Additionally, the online policies and procedures proved extremely beneficial due to their timely updating, their ease of access, reduction of printing costs and their ability to respond to the institution's changing needs immediately. The policies and procedures developed led to their increased usage since they could be more easily understood and be accessed easily online. Moreover, they led to the professional development of the staff members and the researcher.

Finally, this research report emphasises the importance of developing policies and procedures and provides a number of recommendations to the institution, higher education institutions, other organisations and the Cyprus Council for Educational Evaluation-Accreditation for utilising this report and for further research and development in this area.

GLOSSARY OF ACRONYMS

AC	Americanos College
AR	Action Research
CCEEA	Cyprus Council for Educational Evaluation-Accreditation
CMEC	Cyprus Ministry of Education and Culture
DHTE	Department of Higher and Tertiary Education
FG	Focus Group
HE	Higher Education
HEI	Higher Education Institution
PAR	Participatory Action Research
PP	Policy and Procedure
PTEl	Private Tertiary Education Institution
SET	Students' Evaluation of Teaching
SETQ	Students' Evaluation of Teaching Questionnaire
UK	United Kingdom
USA	United States of America

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CHAPTER 1

INTRODUCTION

1.1   Cyprus tertiary and higher education setting

When I started this research, during the academic year 2004-2005, there were 15.051 students studying in Cyprus out of whom 4.880 were international students, according to an annual report prepared by the Cyprus Ministry of Education and Culture (CMEC, 2006). At that time there was only one university in existence in Cyprus - the University of Cyprus. The University of Cyprus is an autonomous public educational institution. In addition, during the same academic year there were seven public tertiary education institutions in operation. These institutions functioned under a number of Ministries of the Republic of Cyprus and offered undergraduate technological or professional programmes of study and one institution offered a postgraduate diploma. The duration of these programmes was between one to three academic years. None of these tertiary education institutions offered bachelor's degrees. Meanwhile, two public universities, the Open University of Cyprus and the Technological University of Cyprus, were expected to start their operation in September 2006 and September 2007 respectively.

In 2005, in addition to the University of Cyprus and the public tertiary education institutions a number of Private Tertiary Education Institutions (PTEIs) were offering post-secondary education. The Department of Higher and Tertiary Education (DHTE) is the competent department of the Cyprus Ministry of Education and Culture (CMEC) responsible, among other things, for the PTEIs and their operation. During 2005 twenty-three PTEIs were registered with the CMEC and offered programmes of study at undergraduate and postgraduate levels. Only ten of these PTEIs offered accredited bachelor's or master's degrees. All PTEIs have to follow the Cyprus law governing the establishment, control and operation of institutions of tertiary education, as well as various guidelines which are provided in circulars published from time to time by the DHTE. Moreover, those PTEIs with accredited programmes of study need to follow the

regulations, concerning the criteria and standards of educational evaluation-accreditation of programmes of study and the various official policies which are provided in circulars published from time to time by the Cyprus Council for Educational Evaluation-Accreditation (CCEEA). The CCEEA is the competent body responsible for monitoring the quality and the accreditation of the programmes offered by the PTEIs. The CCEEA is a member of the European Network for Quality Assurance, the European University Association and the International Network for Quality Assurance Agencies in Higher Education (HE).

The operation of PTEIs in Cyprus is governed by the law enacted in 1996 and entitled "Law for Institutions of Tertiary Education of 1996 - A Law to Regulate the Establishment, Control and Operation of Institutions of Tertiary Education" (Law, 1996). Prior to 1996 the operation of PTEIs in Cyprus was governed by the corresponding law which was enacted in 1987. In addition, the operation of those PTEIs that have accredited programmes of study is also governed by the regulations enacted in 1996 and entitled "The Private Institutions of Tertiary Education (Criteria and Standards of Educational Evaluation-Accreditation of Programmes of Study) Regulations of 1996 – Law for Institutions of Tertiary Education" (Regulations, 1996).

The procedure for accreditation of PTEIs' programmes of study commenced in June 1996. According to the law, when accreditation for a programme of study is issued by CCEEA for the first time it is valid for four years. PTEIs need to re-apply for accreditation before the accreditation expires. When accreditation is issued for the second time it is valid for ten years. The accreditation procedure for PTEIs' programmes of study requires that the CCEEA forms an accreditation team consisting of academics with relevant qualifications to the programme of study to be evaluated. This accreditation team then visits the PTEI, meets with its faculty members and administrators, examines a number of issues, such as the curriculum of the programme, the programme's syllabi, the PTEI's policies and procedures (PPs) on important issues, the organisational efficiency, the qualifications of faculty members and the PTEI's facilities. Following the visit the accreditation team writes an accreditation (audit) report which the CCEEA sends to the PTEI. The accreditation reports received by PTEIs from a number of accreditation teams provide useful and important guidelines (on a number of issues including faculty issues) as regards the recommended changes and

improvements PTEIs have to undertake in order to maintain existing and receive additional accreditations. The outcomes of the first accreditation procedure were announced in January 2000. This accreditation process undoubtedly brought many changes in the Cyprus tertiary and HE setting. Many PTEIs have seen improvements in many areas.

1.2   The College

Americanos College (AC) is a PTEI based in Cyprus. AC is one of the ten PTEIs that offer accredited bachelor's or master's degrees. At the beginning of this research AC had about 500 full-time students and employed 17 people in the College administration and 40 faculty members. The College offers a master's degree in Business Administration and undergraduate programmes of study (bachelor's degrees, 3-year higher diplomas, 2-year diplomas and 1-year certificates) as shown in table 1. The College and all its programmes of study are officially registered with the CMEC. Many of the College's programmes gained accreditation from the CCEEA.

Table 1 - Undergraduate qualifications offered by Americanos College

Programme of Study	Bachelor's Degree	Higher Diploma	Diploma	Certificate
Business Administration	●		●	
Marketing	●		●	
International Business	●		●	
Human Resource Management	●		●	
Management Information Systems	●		●	
Computer Science	●		●	
Hotel Management	●		●	
Culinary Arts		●	●	
Travel and Tourism	●		●	
Secretarial Studies			●	●

AC PPs concerned with faculty members (e.g. faculty terms of service, duties and evaluation) are found in AC faculty handbook, bulletin, internal regulations and a number of memos. The use of these documents and memos to accommodate PPs has proved to be problematic for a number of reasons. Firstly, the documents contain out of date PPs. The updating of the documents is a difficult task. Each time a PP is revised one has to examine in which documents this PP is contained, edit the documents, print and bind them and finally distribute a revised copy of the documents to all interested parties. Alternatively, if the document in question is printed once a year and a PP is revised well before the reprinting of the document, users of the document receive a memo describing the PP's changes that took place. Users of documents containing PPs then possess documents that contain out of date PPs accompanied by a number of loose memos providing more up to date information. In a number of cases, memos introduce a degree of confusion and leave PPs' users unclear as to what the revised PP is, especially when a PP is partly and not wholly revised. Secondly, PPs' users, in many occasions, find it difficult to access the required information because of the existence of a number of documents and loose memos. Finally, the reprinting of documents and the printing of memos in order to provide users of PPs with up to date information proved to be a costly operation.

AC has a number of faculty PPs which need in-depth revisions. In addition, the College lacks PPs for many faculty issues. The following are a few examples aiming to describe the situation:

- One of the CCEEA's requirements for PTEIs is to reduce the teaching load of faculty members so that they can increase the amount of research they carry out. A number of AC faculty members feel that the College has to establish a policy as regards, the research requirements they are expected to fulfil and the amount of teaching load they are expected to take if they engage in such research. They also feel that a policy should be established to direct them towards the kind of research the CCEEA expects them to undertake.
- AC has a faculty evaluation system in effect. This system needs revision as it is not linked to faculty remuneration or faculty promotion. Thus, the system does not provide any motives to faculty members to perform well. There is a need to develop a system to be in line with many modern staff evaluation systems where

staff members are evaluated comprehensively and their remuneration and promotion are linked to their performance.

- AC needs to revise its existing faculty ranks' requirements. According to the current setting it is possible for faculty staff to reach the rank of Associate Professor without having a doctoral degree. The CCEEA, however, recommends that all faculty members possessing the ranks of Assistant Professor, Associate Professor or Professor hold a doctoral degree. An appropriate revision of these faculty ranks is therefore necessary to take place. There is also a need to expand existing faculty ranks to accommodate faculty members who teach mainly vocational courses, such as Secretarial Studies and Culinary Arts, since their vocational qualifications do not fulfil any of the current faculty ranks' requirements. Such faculty members remain unranked or they are simply appointed to the rank of Lecturer (the lowest faculty rank available) despite the fact that they do not fulfil that rank's requirements. Therefore, there is a need to establish suitable faculty ranks and define their requirements.

- AC does not have PPs on the issue of faculty promotion. There is a need to address this very important issue and establish a system for faculty promotions that will be compatible with the new faculty ranks. The system should define, in an as accurate way as possible, the criteria and the procedure for promotion. Again the CCEEA provides some general guidelines regarding what its requirements for faculty promotion are.

- AC lacks PPs on faculty selection. The CCEEA requires that PTEIs must have a transparent faculty selection procedure.

- AC is a private institution that is financially dependent on the tuition fees paid by its students. One of its primary objectives is to continuously improve the quality of education offered to its students-customers, fulfil students' needs and meet students' expectations better. To fulfil this objective it is necessary to revise existing PPs and develop new PPs that will enhance the quality of education offered.

- Finally, it is necessary that AC creates a framework for action to assist its staff members to take informed actions and decisions. This framework can lead to improved operational efficiency and productivity since it will simplify AC PPs

and make staff members more knowledgeable on how to deal with day to day and long-term issues.

AC strategic objectives are to achieve fulfilment of CCEEA's requirements, full compatibility with the relevant law and regulations and any policies set by the CMEC and DHTE, higher quality education, greater customer satisfaction and improved operational efficiency and productivity. My task is to develop faculty PPs (related to faculty terms of service and duties, ranks, evaluation, promotion, remuneration, selection and development) that will achieve AC strategic objectives. I believe that an important factor for achieving all the above is to work these PPs out with AC faculty members. PPs developed through consensus and compromise, have many more chances to be understood and accepted by AC faculty members. I believe that to motivate employees to achieve the objectives of an organisation it is necessary, among other things, to involve the employees in the development of the organisation's PPs.

1.3   Researcher's background and position in the College

I have a Bachelor of Science degree in Business, Finance and Economics and a Master of Science degree in Accounting and Finance. I joined AC ten years prior to the commencement of this research project. During these ten years I took up various senior managerial posts, while concurrently dealing with the general management of the College. I started my career by heading the Admissions Department of the College. I then took the directorship of the Academic Affairs department and stayed in this position for almost four years. My next post was that of the Director of Administration and Finance and I remained in this post for almost two and a half years. My last position was that of the Director of the College, a position that I held throughout the duration of this research project.

Managing the College through the above mentioned posts involved a lot of thinking on my part and learning from my own practice and from the practices of others. This reflective way of thinking helped me to gain new perspectives on the dilemmas and contradictions inherent in my work, improve judgments and increase the probability of taking informed action when the situations I had to face were complex, unique and uncertain. Managing the College meant that I had to become more skilful in problem

solving, decision making and complex thinking. In many occasions I had to examine my own actions and practice, and compare and contrast them to the actions of others. My reflective practice facilitated both my own personal change and that of the College.

According to my role in the College I had to develop relationships with a wide range of HE stakeholders in Cyprus and abroad. The positions I held at the College allowed me to evaluate existing practice and devise, develop and implement changes. The authority I held provided me with a number of opportunities to effect changes that had a direct and a significant impact on the College and to initiate activities aimed at improving and developing the College. I was instrumental in identifying the various needs of the College and managed to fulfil these needs by implementing a number of projects and changing existing practice.

1.4   Research aim, objectives and target audiences

Potter (2002) argues that the essential reasons why one may undertake research include: personal development, desire to change practice at work, burning interest in a topic, career progression or to keep an active mind. My desire to change practice at work and my desire for personal development are the reasons for carrying out this research. The aim of this research project is to develop a robust and erudite model of faculty PPs in AC to achieve its strategic objectives. To meet the research aim it is necessary to accomplish the following research objectives:

- Become aware of and understand all current AC faculty PPs.
- Identify for which faculty issues AC is lacking PPs and which existing PPs need to be improved/revised or made redundant.
- Implement the improvements/revisions necessary to take place for existing faculty PPs.
- Where necessary any faculty PPs developed must be in line with the CCEEA's requirements and with any relevant laws or regulations set by the CMEC and DHTE.
- Faculty PPs must enhance the quality of education offered and lead to greater customer satisfaction.
- Faculty PPs must improve AC operational efficiency and productivity.

- Faculty PPs should be developed by taking into account that they will be serving the needs of full-time and part-time faculty members.
- Faculty PPs should be developed by taking into account that they will be serving the needs of newly appointed as well as experienced faculty members.
- New PPs should be written in an effective (e.g. simple language, easy to follow) way.

I am a strong advocate of the view that a good model of PPs can make any organisation work more efficiently. The model of PPs I aim to develop can, among other things, provide informed guidance related to the operations of the College, eliminate unnecessary procedures and duplication of effort and improve current practice. It can assist the College in operating more efficiently and productively. Mistakes would be easily identified and corrected, and existing unnecessary difficulties, created by the lack of knowledge on how to deal with certain issues due to the absence of a relevant policy, would be eliminated. The development of faculty PPs at AC can increase organisational knowledge and have a direct and positive impact on the College's operation. Moreover, the project aims at creating a College intranet where these faculty PPs will be accommodated. In this way PPs users will enjoy the benefits of being able to have all faculty PPs online.

According to Thompson and Strickland (1999) employees' motivation is an important issue since the employee initiative is essential to good strategy execution. The fact that education providers, such as AC, belong in the services' rather than products' industry makes the role of human resources even more important. The PPs to be developed need to address the link between faculty performance and reward. Reward structure is management's most powerful implementation tool. One of my challenges is to develop faculty reward PPs that will motivate faculty members to do the very things it takes to make the strategic objectives of AC work successfully. The kinds of incentives that will be offered to faculty members will signal desired behaviour and performance. Rewards PPs will induce faculty members to go all out to execute strategy effectively and achieve AC strategic objectives. Developing effective reward PPs at AC involves developing PPs on salary raises and bonuses, as well as on faculty promotion, tenure, ranks and evaluation. It is important to develop PPs that link work assignments to performance targets by creating a results-oriented reward system and defining faculty

duties in terms of the results to be accomplished. AC standard for judging whether faculty members have done a good job must be whether the performance targets in the strategic plan were achieved!

The target audiences of the outcome of this research are the following:

- AC staff members; and
- Staff members of academic institutions and organisations in general.

1.5   Significance of the research

The permanent need for greater accountability, the higher competition education institutions and organisations in other industries are facing, the need of many organisations to operate on lower budgets, force educational institutions and other organisations to operate as efficiently as possible. PPs' formulation and implementation are important components of the operation of organisations. This report intends to provide action oriented guidance for PPs' makers and to assist them to develop PPs appropriate to the needs of their organisation. It intends to provide guidance for the processes of planning, evaluating and making PPs. Utilisation of this report may serve as a guide for preparing PPs (relevant to the employing organisation) where no PPs may presently exist, or serve as a re-evaluation tool for inadequate, vague or outdated existing ones. Although the research concerns the development of faculty PPs much of the guidance provided and the methodology followed can apply to any organisation.

1.6   Organisation of the remainder of the report

This research report is a written critique giving methodological and contextual information concerning the development of the PPs. It is a reflection upon and a critical analysis of the research carried out. The remainder of this report is structured into four chapters. Chapter 2 provides a review of the relevant literature. Chapter 3 presents the methodology used in this research i.e. the research approach and data collection techniques used and project activity. Chapter 4 presents the research findings and Chapter 5 offers a number of conclusions and recommendations drawn from this research.

CHAPTER 2

LITERATURE REVIEW

The literature review is divided into five parts. In the first part I provide an account of my reading about strategic management and its relation to PPs. In the second part I review the literature on PPs. In the third part I provide an account of the literature reviewed concerning interrelated faculty issues relevant to my research, such as quality in HE, faculty evaluation, tenure and remuneration. To develop PPs to achieve AC objectives it was necessary to search out and adopt best practices by reviewing PPs of other Higher Education Institutions (HEIs). In the fourth part I present an analysis from reading faculty PPs of other HEIs and I examine how these PPs address the issues raised by the literature found in the third part. In the fifth and final part I review the relevant legislation and other official guidelines set by the CMEC and CCEEA. Specifically, I provide an account of the provisions of the Law (1996) and Regulations (1996) relevant to faculty PPs and an account of the recommendations given by the CMEC and CCEEA found in circulars and in other publications, as well as in reports and letters sent to AC (following an accreditation visit). In section 3.3.1 I describe how the literature review helped me to carry out this research and how it informed the rest of the activities of this research project.

2.1   Strategic management

This research project is about developing faculty PPs to achieve AC strategic objectives for fulfilment of CCEEA's requirements, full compatibility with the relevant law and regulations and any policies set by the CMEC and DHTE, higher quality education, greater customer satisfaction and improved operational efficiency and productivity. Strategic management is the process of specifying the organisation's objectives, developing policies and plans to achieve these objectives, and allocating resources to implement the policies and plans to achieve the organisation's objectives (David, 2001). Andrews (1971, cited in Thomas, 1983) argues that: "Corporate strategy is the pattern

of major objectives, purposes or goals and essential policies or plans for achieving those goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is or is to be." (p. 28). Similarly, Pun (2004) advocates that: "Many people use the words "strategies", "plans", "policies" and "objectives" interchangeably." (p. 904). Salhieh and Singh (2003) point out that: "An effective policy can be defined as the ability of the policy to produce results in a dimension determined a priori, in relation to a target." (pp. 490-491). Likewise, Ruocco and Proctor (1994) argue that: "The corporate strategy of a company reflects its objectives and goals, and produces the policies and plans for achieving those goals." (p.24). According to Thompson and Strickland (1999) PPs aid strategy implementation by:

- providing top-down guidance regarding expected behaviours and performance;
- helping to align actions and behaviour with strategy;
- helping enforce consistency in performance of strategy-critical activities; and
- serving as powerful force for changing corporate culture to produce stronger fit with a new strategy.

The terms "strategic management", "business policy", "strategy" and "corporate strategy" have the same meaning according to many different authors. The word strategy derives from the Greek word "στρατηγός" (strategos). Strategos is compound of "στρατός" (stratos), which means army, and "άγω" (ago), which means to lead. The term strategic management is of relatively recent origin and is the accepted term for the field of business policy. Strategic management as a separate field of study is still at a fairly early stage. The area of strategic management has grown in importance over the past two decades with increasing relevance to practitioners (Das *et al.*, 2004). This increased importance has also led to the rise in the quantum of research, the outputs of which are publications, both academic and practitioner-oriented, in this area.

According to Hitt (1997) early research and teaching in the field of strategic management focused on business policy and general management. The primary emphasis in terms of research and teaching was on single case studies. The faculty working in this area came from diverse disciplines, such as economics and other areas of business and also included retired executives from both the private and public

sectors. However, research in this field began to develop with a series of dissertations at Harvard, focused on corporate strategy and firm performance, exemplified by the work of Richard Rumelt. Transformation of the field continued with an influential book published in 1979, edited by Dan Schendel and Chuck Hofer, which has been credited with changing the name of the field from business policy to strategic management. This work redirected the focus toward a stronger research emphasis and away from over-reliance on general management of the firm. Strategic management thinking in the 1980s was dominated by the work of Michael Porter of the Harvard Business School (Chen, 2005). Moreover, Hitt (1997) argues that Porter's now classic 1980 book, *Competitive Strategy*, completed the initial transformation of the strategic management field. His generic strategies explained in this book continue to live on today in current research and strategic management thinking.

Examining the research environment and the differing viewpoints held by strategic management scholars it is evident that the viewpoints available include, at one extreme, one that regards strategic management as an instance of organisational politics, to be understood entirely in terms of the relative power positions and political ploy of a set of influential "actors" and at the other extreme, a viewpoint based on a comprehensively rational model of decision-making (Thomas, 1983). This later viewpoint is a managerialist perspective that employs a technical rationality to help managers improve organisation effectiveness and profitability. However, the former viewpoint examines strategic management with a more critical lens and seeks to explore the nature of strategic management as an organisational process.

Strategy can be viewed as a set of practices and discourses which promotes technical rationality, reproduces hierarchical relations of power and systematically privileges the interests and viewpoints of particular groups (Alvesson and Willmott, 2003). The technical rationality concept focuses on the most efficient or cost-effective means to achieve a specific end. It tends to focus on the 'hows' of an action, rather than its 'whys'. More specifically, in the case of strategic management, the technical rationality concept focuses on finding the most optimal ways to achieve the strategic objectives of an organisation without questioning these objectives. Similarly, Henderson (2007) argues that the classical strategy school views managerial activity as rational and regards profit maximisation as the ultimate goal of business, achieved through

deliberate strategy. According to the classical school the environment facing the organisation is believed to be dynamic (but essentially predictable) and the organisation sufficiently controllable, to create an effective fit between environmental opportunities and threats on the one hand, and the organisation's resources on the other. Henderson (2007) advocates that there may be some collective benefits if an organisation's objectives are attained, but employees will not behave in the best interests of the organisation if this is not equivalently in their own best interest. No matter how rational the corporate strategy making processes aimed at profit maximising may be, it is not rational for individuals to clearly accept the goal and its corresponding actions.

According to Alvesson and Willmott (2003) the emphasis on strategy as discourse in much of the existing critical literature has been at the expense of a critical examination of the content and objectives of strategy. While this approach has been valuable in questioning the ideology of strategy, its focus on discourse and lack of concern with the "truth of strategy" is a potential weakness. They posit that strategic management deserves critical investigation since it has assumed dominance in managerial discourse and it has become a model for decision processes. When viewing things with a critical lens, any taken-for-granted assumptions are questioned and the dominance of a technical rationality, which is focused on the supposedly efficient pursuit of unquestioned objectives, is examined. Critical literature attempts to reawaken debate around the strategic objectives being pursued. Moreover, it examines the manner in which strategy constitutes certain problems as "strategic" and legitimises managers as the "strategic managers" capable of addressing them. Alvesson and Willmott (2003) advocate that the "truth" of strategy is significant, in that the skillful practice of strategy can achieve certain political and material objectives beyond the constitution of strategic managers as powerful actors or the diffusion of managerialist assumptions. They further advocate that if we take seriously the idea that strategic decision-making can change outcomes in contested environments then, it becomes important for critical scholars to explore the techniques and objectives of strategy. Despite the critiques for strategic management's rational orientation Alvesson and Willmott (2003) point out that critical theory does not deny the instrumental value of managerial practices, even if it argues that greater attention must be placed on ends and values rather than means and techniques. Finally, others seem to favour the managerialist perspective. For example, Knights and Morgan (1991) assert that they are less concerned with the "truth" of

strategy and more with strategic discourse as a "mechanism of power that has certain true effects."

Alvesson and Willmott (2003) examined strategy as an organisational process where they reviewed work in the processual school that purported to describe how strategy was really made. The processual school deviates from the managerialist orientation and seeks to explore the process by which strategy is actually developed in organisations. Moreover, Henderson (2007) advocates that processual school writers challenge the explicit objective of profit maximisation, holding that such an objective is problematic as it is not possible to know what the maximum might be without restrictive assumptions that would restrain the role of strategy development. Three approaches can be discerned within the processual school: the constructivist perspective; the political bargaining approach; and finally strategy seen as an emergent phenomenon (Alvesson and Willmott, 2003). The constructivist approach argues that organisations are embedded in their environments and are not located in a fixed, objective environment, but rather develop cognitive models of markets and industries, which shape organisational perceptions of their environment. The constructivist perspective suggests that strategies are informed by historical, geographical and cultural specificities within which conceptions of markets are developed. However, the field of strategic management has remained resistant to the spread of constructivism because strategy is more embedded in the positivist tradition of economics than in organisation theory or because the field is so closely bound to managerial practice. When viewing strategy as the outcome of a political bargaining process it enhances the questioning of the rationality of strategic management and it unmasks the relations of power behind strategic decisions and the particular interests served. However, most studies of the political bargaining process of strategic management focus on internal struggles among managerial factions rather than with external stakeholders and do not tend to focus on wider historical and social contexts. Under this perspective managers are still viewed as the only organisational actors with "legitimate" access to the strategy process.

According to Alvesson and Willmott (2003) when viewing strategy as an emergent phenomenon arising out of complex and dispersed organisational processes, any attempts at rational planning in the face of complexity are viewed as not only unattainable but also undesirable. Strategy as a set of assumptions and practices

emerging from split organisational currents evokes the conception of discourse. They point out that advocates of emergent strategy argue that bottom-up strategic processes are superior because they bring more perspectives and expertise to the task and improve implementation and that the dissemination of shared values and mission provide a force for integration. However, efforts to inspire a strong common vision can be interpreted as the spread of the particular interests of senior management as the general interest. Even if employees do perceive their interests to be in conflict with management, they may be silenced due to organisational sanctions for expressing different views. Similarly, Henderson (2007) argues that the strategy process is "emergent" rather than "deliberate". The environment is held to be largely unpredictable over the longer term, and confusing in the short term. Thus, organisations pursue a "gradual rational" or incremental approach, rather than "perfect rationality".

Henderson (2007) reviewed two other strategy schools: the evolutionary and the systemic. He argues that the evolutionary school strategists hold that environmental changes are too fast to be predicted in advance, and thus rational long-term planning for an unknown future becomes a pointless exercise. Efficiency and day to day planning are regarded as essential ingredients for success or at least survival. Accordingly, management is characterised by discretionary production, together with replication and optimisation of strategic fit with the environment in the short term. Moreover, systemic theorists echo classicists on forward planning and working efficiently to achieve results. However, they contest the classicists' view of a common underlying strategic rationale in every context. For example, they point out that classicists have given limited thought to either the goal or the process implications of operating in different cultures. The systemic school conveys the message that managers are not isolated individuals interacting in purely economic settings, but people implanted deeply in heavily interwoven social systems.

From the definitions of strategic management, strategy and PPs found above I conclude that PPs are practical realisations of strategic management decisions. PPs are one of the means a manager may employ to achieve the strategic objectives of his/her organisation. There are two main approaches to strategic management. At the one end is an approach which is based on economic theory, assumes technical rationality and aims at profit maximisation and at the other end an approach which examines the human interactions

related to the process of strategic management and the process of strategic management itself. All the differing viewpoints held by strategic management scholars, mentioned above, have valid arguments. For example, one may argue that an organisation's environment is a central issue in strategic management and strategic management is about aligning an organisation's environment with an organisation's mission. In many cases an organisation's environment is a complex and uncertain one and many organisations go throw various processes that involve organisational politics, before setting their strategic objectives. If one recognises the complexity of an organisation's environment he/she may argue that it is necessary to critically investigate strategic management processes and question any strategic objectives. On the other hand, I believe that the managerialist perspective of technical rationality and concentrating on the 'hows' of strategic management, rather than its 'whys' can lead to optimal solutions. Under this perspective it is not necessary to critically investigate strategic management processes and question any strategic objectives.

2.2   Policies and procedures

There are many definitions of what a policy or a procedure is. University of California Santa Cruz (UCSC, 1994) suggests that policies reflect the "rules" governing the implementation of an organisation's processes, whereas procedures represent the implementation of policies. University of Minnesota (UOM, 2005) states that: "A policy is a guiding or governing principle. A procedure is a series of interrelated steps that are taken to help to implement the policy. A procedure describes a chronological series of interrelated steps." Southern Ontario Library Service (SOLS, 1999) provides the following definition of the word "policy" found in the Canadian Oxford Dictionary: "course or principle of action adopted or proposed by a government, party, business or individual, etc." California State University Monterey Bay (CSUMB, 19/06/2005) defines policy as:

> "specific statements of principles or guiding actions that imply clear commitment by the university; statement of values or intent that provides a basis for consistent decision-making and resource allocation; definite method of course of action selected to guide and determine present and future decisions."

CSUMB (19/06/2005) defines procedure as: "a series of steps followed in regular order; a particular way of doing something; steps taken to implement policy and operations."

According to UOM (2005), the word policy may mean different things to different people. Bullen (11/06/2005) seems to agree with this view as he states that the word "policy" is used in many different ways. According to Bullen (11/06/2005), policy:

- creates a framework for action (within your organisation);
- is a decision;
- is grounded in legitimate authority;
- is a written product;
- is in the hearts and minds of people (it needs to be known to be acted on);
- creation is an ongoing process; and
- is a wider framework within which your organisation operates (awards, legislation, etc).

Moreover, Bullen (11/06/2005) advocates that some people use the word "policy" as an umbrella concept that covers mission, philosophy, goals, etc and others use the term in a narrower sense. Finally, some people use the term policy to contrast PPs, although whether something is a policy or a procedure it can often depend on one's point of view.

According to CSUMB (19/06/2005) the distinguishing characteristics of a policy is the fact that it has widespread application, changes less frequently, is usually expressed in broad terms and addresses major operational issues. On the other hand, the distinguishing characteristics of a procedure is the fact that it has narrow application, changes more frequently, is often stated in detail and sometimes describes a process. UCSC (1994) recommends that, as a general rule, PPs appear as separate documents. It suggests that the separation of PPs will also assist in distinguishing an organisation's requirements from the existing body of standard practices.

Contrary to those who argue that policies need to be kept separate from procedures Bullen (11/06/2005) argues that: "Sometimes the policy document is most useful if it is a detailed description of the steps in a process, for example, grievance procedures, disputes and dismissals, recruitment and selection." He further argues that these policies are designed so that they explain the steps in the process to people trying to carry them out. Therefore, if staff members, for example, have to work through a disciplinary policy they need to know who does what at each step of the process.

Rationale for having policies

The existence of policies can save valuable time since a new problem can be handled quickly and effectively because of its relationship to an existing policy. Moreover, well written and constantly updated policies foster stability and continuity. Policies maintain the direction of an organisation even if its staff members change. Policies ensure that there will be uniformity and consistency in decisions and in operational procedures. Finally, policies provide the framework for an organisation's planning, assist in the assessment of performance and establish accountability, and clarify functions and responsibilities. According to the New South Wales Department of Education and Training (NSWDET, 18/06/2005) policies demonstrate that a school is operated in an

efficient and businesslike manner. Policies add strength to the position of staff when possible legal actions arise. In addition, policies ensure that meetings are orderly.

Likewise, Bullen (11/06/2005) reports that policies are necessary so that:

- people working in an organisation can have a framework for actions that helps them to get on with the job they need to do,
- people in the organisation don't have to keep on discussing and re-discussing the same issues every time they arise and
- legal and other requirements can be met.

Moreover, he reports that clear, written policy sets out the roles and responsibilities for decision-making, helps to ensure consistent and objective decisions. Similarly, SOLS (1999) advocates that:

"A constitution forms the cornerstone of an organisation. It encompasses the most basic of the organisation's policies. Their development fulfils an important board responsibility – to ensure that the governance of the organisation continues over time."

Guidelines for developing policies and procedures

Those responsible for the review or renew of a policy need to solicit feedback on the current policy from relevant groups and individuals, study similar policies (if appropriate), develop recommendations for revisions, present recommendations to relevant groups and individuals for feedback, draft a revised policy, consult with the organisation's legal advisors (if necessary) and get the revised policy approved.

According to SOLS (1999) there are three steps to writing a policy. The first step consists of a philosophical discussion in which the board obtains the various points of views on the issue under consideration. The board should listen to all sides of the issues, debate, even argue and finally, identify the board's collective belief as well as the desired outcome of the policy. The second step includes drafting the policy by taking into account a number of questions, such as: "To which situations will the policy apply? What are the broad parameters for action? What impact will the policy have on existing

policies? What are the potential legal and political implications of the proposed policy?" Finally, the third step involves setting out the specific procedures i.e. what the staff members actually have to do to enforce the regulations or guidelines set down by the board. During this step the costs of implementing the policy, the effect of the policy's implementation on human, financial and physical resources, and the potential difficulties the staff might have in implementing the policy need to be considered. SOLS (1999) suggest that: "It is useful to seek input from those who will be affected by the policy to test its soundness prior to formal adoption."

In order to provide a consistent framework for the operation, a policy should be drafted, discussed and approved at a duly-constituted board meeting and retained in an organised record available to all concerned. SOLS (1999) argues that: "The staff members have a major role in policy writing. In fact, the writing of a policy is a collaborative effort by both board and staff, with each partner offering his/her particular experience and/or expertise." They suggest that the board needs to rely on the input of the staff in order to further develop a policy because the staff members have training and expertise. In most situations, staff members prepare a draft of the policy upon which the board would deliberate, but approval is clearly the board's job. The board's contribution to drafting a policy is at the broadest level, setting out the guiding principles to which all further policies must adhere. Finally, the American Civil Liberties Union (ACLU, 2003) argues that every draft of a policy matters. The first draft, to be introduced to interested parties for discussion, will perhaps be the one to be adopted. Every stage of writing needs to be taken seriously.

According to UOM (2005) a standard, yet flexible, policy format ensures consistency from one written policy to another. Likewise, UCSC (1994) argues that the overall goal for any policy or procedure document is for the design to be simple, consistent and easy to use. UOM (2005) suggests that a policy should have a title block, which includes "vital" information, such as the title of the policy and the date the policy takes effect and a description of the actual policy along with details as to who should follow the policy, when the policy applies and major conditions or restrictions. A policy should include a description of the reasons for needing the policy, such as describing legal or regulatory reasons that necessitated the establishment of this policy, a description of conflict or problem the policy will resolve and a description of the overall benefits.

Moreover, a policy should include information on any exclusions (e.g. list any people that are excluded from the policy) and definitions (by defining unique terms would add to the reader's understanding of the basic policy). Similarly, UCSC (1994) states that policies should include the policy title, issuing date, effective dates and "supersedes" notification. The policy title should be carefully selected so that it is simple and can clearly convey the policy's content. Policies should also include a concise statement of the rationale for the policy, a detailed policy statement and a description of who the policy applies to. Finally, policies should include the definitions of terms, information about who should be contacted for interpretations and resolutions of problems, and information about related policies or procedures, guidelines, forms etc.

UCSC (1994) states that procedures should include the procedure title, issuing date, effective dates and "supersedes" notification. The procedure title should be carefully selected so that it is simple and can clearly convey the procedure's content. Procedures should include a description of the overall objectives, functions, or tasks that the procedure is designed to accomplish and the circumstances under which the procedure should be used. They should also include information on who has responsibility for aspects of daily control and coordination of the procedure, authority to approve exceptions to the procedure (if applicable) and procedural implementation. In addition, procedures should include a statement in outline format of each step required, a checklist of what needs to be done and an explanation of how to complete the necessary forms or screens.

According to UOM (2005) writers of a procedure must list steps to follow in order to comply with the policy, divide the procedure into sections marked by indented headings and use an introductory section for complex procedures or those with options. Procedure writers must clearly identify options, cautions or warnings, refer the reader to related documents, relevant appendix entries and relevant special situations and notify the reader if the procedure is time-consuming. UCSC (1994) states that good procedures must be tied to policies. Making explicit the relationship between PPs and how the procedure helps the organisation to achieve its goals or strategic plan helps to ensure understanding and compliance. In addition, UCSC (1994) states the procedures must be developed with the users in mind. Well developed and thought out procedures provide benefits to the procedure user. Moreover, UOM (2005) suggests that: "A policy is

divided into three levels of information; the actual policy, any applicable procedures and the necessary instructions and forms." It further suggests that instructions and forms facilitate completing the procedures. In like manner, UCSC (1994) states that procedures must include step-by-step instructions for completing paper or electronic forms.

Concerning the design and layout of PPs, UCSC (1994) argues that the presentation must be structured so that users can quickly focus on the aspect of policy or procedure relevant to their decision/task at hand. A flexible, modular outline must be used so that it would be easy to modify and therefore kept up-to-date. Labels should be used to introduce key points. Good policies must have one or more designated "policy experts" who must be available to interpret policies and resolve problems. Moreover, according to UCSC (1994) icons are a useful way of pointing out critical information. Icons can be used to explain key terms, to provide specific examples, a checklist, a critical piece of information, tips and to describe exceptions to rules. Similarly, Bullen (11/06/2005) argues that if an organisational manual is to be useful to users it is likely to include diagrams, flowcharts, organisational charts etc since sometimes processes or relationships can best be represented in diagrams. Finally, he argues that: "the way in which the policies are ordered and grouped is as important as the policies themselves if a policy and procedures manual is to be user friendly."

PPs must be written so that they can be understood by their users who most probably are going to be a wide audience, such as directors, administration staff, faculty, new employees and others who need to make decisions about the most effective way to carry out their daily tasks. PPs must not be too technical. They should be simple enough to be understood by a new employee (UCSC, 1994). In like manner, UOM (2005) argues that: "Because policies are written for a diverse audience, they must be complete, yet simple and easy to read. A policy is NOT a law and shouldn't require an attorney to interpret it." Procedures must be understandable. They should be written so that what needs to be done can be easily followed by all users (UCSC, 1994).

The writer or reviewer of a policy must be committed to simplicity. Good policies must be written in a clear, concise and simple language, address what is the rule rather than how to implement the rule and be readily available to all interested parties, and their

authority must be clear (UCSC, 1994). Similarly, Bond University (2002) argues that plain English should be used for effective policy writing. Plain English involves the deliberate use of simplicity to achieve clear, effective communication. The ordinary undergraduate student or any member of staff should be regarded as the ultimate user of policies, and policies should be written with these users in mind. It suggests, therefore, that a clear and concise text should be used as it is more easily read and understood. Likewise, CSUMB (19/06/2005) reports that a policy should be user-friendly (provide easy access to key concepts and guide the reader), simple and clear (use common language, avoid legalese and kept short). I believe that a policy-writer can say more by writing less in a policy. Moreover, NSWDET (18/06/2005) argues that: "A policy statement should rarely exceed one page in length and should be written in simple terms free of jargon." In addition, regarding the writing style of PPs UCSC (1994) suggests that they must be concise and factual. Finally, SOLS (1999) argues that a policy should be concise enough to ensure that people read the entire policy.

SOLS (1999) suggests that close attention to the wording of policy must be paid, as it will be interpreted by a number of people. The policy must be comprehensively written so that it encompasses all applicable situations. The language must be clear and unambiguous. Bond University (2002) points out that internal consistency in the use of language is important. In particular, different words and expressions should not be used for the same thing. Ambiguity will cause difficulty for those using a policy. UOM (2005) states that words used in writing policies need to be selected carefully. For example words like "should" and "may" imply a choice. Whenever possible, policy writers should use as few words as possible to state a case and be aware that sometimes over-clarifying a statement can alter its meaning.

Policy-writers should not include information that may be quickly outdated (e.g. names) and if acronyms are used, the writer should spell them out the first time he/she uses the acronym (UCSC, 1994). Policy-writers should avoid acronyms and where they do use them they need to define them (Bond University, 2002). In addition, CSUMB (19/06/2005) suggests that the policy-writer should avoid exceptions, consider the big picture and think about concepts and broad issues. Finally, ACLU (2003) argues that at every stage, one needs to be aware of the legal consequences of any part of the proposal or any suggested change.

Policy-writers should use the active voice rather than the passive voice (Bond University, 2002). This helps to make clear who is responsible for the action rather than leaving it ambiguous. Policy-writers should use everyday words, rather than words like "thus" or "whilst". Bond University (2002) favours the use of short sentences, suggests that emphasis should be given to the positive and suggests avoiding the use of double negatives. In addition, it suggests that policies must be written in gender neutral language. Words that are, or could be taken to be, gender specific are not to be used unless the policy is intended only to refer to a specific gender. Finally, it suggests that the style and word style of the text should constantly be tested. The policy-writers should make sure that the statements in a policy are short, easy to read, well structured and clear. Furthermore, each statement should deal with only one idea, the words used should be simple, active and specific and the range of words used should be appropriate for the audience.

According to CSUMB (19/06/2005) the policy-writer should aim for consistency and institutional alignment where appropriate, establish nimbleness and flexibility and consider decentralisation and autonomy. Good policies must represent, as a body, a consistent and logical framework for action (UCSC, 1994). Likewise, NSWDET (18/06/2005) argues that policies must be consistent with those for the system as a whole and with the various statutes which constitute school law. A good school policy should be based on a clear statement of a belief or purpose and should arise from goals which have been adopted for the school. It should contain guidelines which provide a framework for achieving clearly stated purposes on a substantive issue, tell what is wanted of individuals in the school and tell why certain things are wanted of individuals in the school. The good school policy should provide a clear basis for the preparation and implementation of rules and procedures, provide positive direction for teachers and administrators, but should not prescribe methods for arriving at an end result. Moreover, a good policy should permit administrators and teachers to make interpretations in such a way as to adjust for changing conditions without making any basic changes in the policy and provide a standard for evaluating performance. Finally, a good policy should be a statement on a single issue and be written in a style which is readily understood by all members of the school community.

It is important to conduct regular policy reviews. In reviewing a policy it is necessary to determine whether or not the policy has been useful for the purpose it was intended to serve and to explore whether the policy has been effective in the situations for which it was developed. It is also important to consider how the environment in which the policy was originally created has changed and what alterations should be made to the policy in light of such change. Bullen (11/06/2005) advocates that the best policies are those which are changing with changes in the social context since we are part of a changing social context. Changes in the social context constitute changes in organisational thinking (e.g. in the way we maintain and improve quality), in the political context and in legislation. In recent years there has been greater emphasis on accountability, and counting and measuring outputs and outcomes. There have been moves to the development of standards and accreditation processes. These changes have an impact on what is considered "best policy practice". For example, policy may have to be written to meet certain accreditation criteria as well as be useful to its users, such as an organisation's employees.

According to UCSC (1994), PPs writers are accountable for the timely review, updating and dissemination of PPs. Each time a new policy or procedure is developed or an existing policy or procedure is revised, PPs' writers have an obligation to identify those who will be directly affected by the new or revised policy or procedure and to consider their views. UCSC (1994) states that: "In fact, there should be an expectation that individuals will "challenge" outdated procedures and call them to the attention of their owners." (p. 3). Moreover, it posits that policies should change over time as new tools emerge, new processes are designed and the risks associated with an area change in response to internal or external environmental changes. In addition to writing and getting the necessary approvals, PPs writers should develop support and training options, if appropriate, for the users who will be attempting to adhere to these PPs.

From the definitions of PPs provided I can conclude that a policy is a governing principle that is usually expressed in broad terms and changes less frequently. On the other hand, a procedure is a series of steps that are taken in order to implement a policy. Procedures are more detailed and change more frequently. By reading the definitions of a policy and those of a procedure one can conclude that PPs are two different things which can easily be distinguished. Despite this, I believe that in practice the distinction

between PPs is not so apparent and whether something is a policy or a procedure it can often depend on one's point of view. I believe that the important issue for an organisation is to have PPs that can achieve its strategic objectives. It does not matter whether there is a clear distinction between PPs or not. In fact, as correctly pointed out by Bullen (11/06/2005), policies need not necessarily be kept separate from procedures. Sometimes policies are most useful if they are a detailed description of the steps in a process. Finally, I believe that even if procedures are kept separate from policies they may not necessarily relate to the implementation of a policy.

There is no doubt that well written and constantly updated PPs can be advantageous for an organisation. They can foster stability and continuity, maintain the direction of an organisation and ensure that there will be uniformity and consistency in decisions and in operational procedures. Moreover, PPs can clarify responsibilities, assist in the evaluation of employees' performance and establish accountability. I believe that in order to develop PPs it is necessary to solicit feedback from relevant individuals, study similar PPs, present recommendations to relevant individuals for feedback and get the PPs approved. In addition, as correctly stated by SOLS (1999) staff members must have a major role in policy writing and the writing of a policy must be a collaborative effort with each partner offering his/her particular experience and/or expertise. Moreover, in developing policies it is necessary to take into account the situations to which the policies will apply, their impact and implications and their costs and effects.

As regards the parts of PPs, I argue that each PP should contain the title and the issuing date, date the policy takes effect, details of who the PP applies to and a description of the actual PP. Details of when the policy applies, conditions, restrictions, definitions, any necessary links (e.g. links to related PPs, guidelines and forms) should be provided within the description of the PP. In addition, details of who should be contacted for interpretations and resolutions of problems related to a PP and details of who has authority to approve exceptions related to a PP should also be provided. Any exclusions (e.g. a list of any individuals that are excluded from a PP) and any supersedes notification should only appear when necessary at the beginning of a PP. Moreover, I believe that it is not necessary for each PP to provide its rationale. If PPs' users have a major role in the development of PPs, this will enable them to understand the rationale of each PP and will make the writing of a rationale for each PP unnecessary. Even if

some PPs' users (e.g. new employees) have not participated in the development of PPs, time must be spent on other aspects of developing PPs rather than on writing a rationale for each PP or writing details about how much time it takes to carry out a particular procedure. The writing of PPs must not be too bureaucratic!

The structure of PPs is very important. PPs with a good and flexible structure can allow users to quickly focus on the aspect of policy or procedure relevant to their decision/task at hand. Such PPs can also be kept up-to-date more easily since out of date parts can easily be identified and revised. Headings, labels that introduce key points, icons that point out critical information and provision of examples are some of the things that can be used in order to develop easy to understand PPs. Moreover, the language used in PPs is of equal importance as their structure. PPs must be written so that they can be understood by their users who most probably are going to be a wide audience. The text of PPs must have qualities, such as being clear, unambiguous, concise, simple, easy-to-read, user-friendly and consistent, and provide examples. In addition, PPs must be complete i.e. encompass all applicable situations. Additionally, I believe that it is very important to conduct regular PP reviews. Finally, in addition to writing and getting the necessary approvals, PPs' writers should develop support and training options for the users who will be attempting to adhere to these PPs.

2.3   Literature on relevant faculty issues

2.3.1   Quality in higher education

Martens and Prosser (1998) argue that the issues of quality assessment, assurance and enhancement received a lot of attention within Australia and worldwide during the late 1980s and 1990s. They further argue that in the early 1990s, the quality assurance of teaching in Australia was being transformed from a procedure that was carried out from time to time by individual staff members via a students' feedback questionnaire, to a routine procedure carried out by a department as part of its ongoing monitoring and review processes which is now becoming institutionalised in order to respond to accountability and quality assurance pressures. The need for quality assurance was caused by university revenue shortfalls, expenditure pressures and public suspicion on whether HEIs are operating efficiently.

HEIs exist in a world of accountability, which is evidenced by mounting pressures exerted on them by both external and internal forces (Azad, 1994). Declining resources, increasing operating costs, growing institutional size and complexities, and ever-increasing fiscal conservatism of state and federal legislators are among many challenges facing these entities. In the face of this situation, administrators are forced to evaluate the operational effectiveness and efficiency of their respective institutions. Education institutions are obliged to cope with the change for survival given the increasing challenges in the environment (Kwan, 1996).

Despite the fact that what constitutes high quality teaching and learning is of vital importance in the development of quality assurance systems, this issue is not often explicitly addressed. High quality teaching is about focusing on how and what students are learning, and how this can be improved (Martens and Prosser, 1998). In order to achieve quality of student learning one needs to examine the aspects of how the course is designed, and how the course is taught and assessed. Martens and Prosser (1998) argue that quality assurance of teaching and learning should be based on ensuring that the course as a whole, and not just in terms of how individual faculty members are performing, is contributing to the improvement of student learning over time.

To develop a quality assurance system it is necessary to base performance measures on a set of objectives which are linked to the mission of the HEI and its vision for the future. To establish the necessary performance measures it is necessary to define the customers of the HEI and their requirements and the level that the HEI needs to satisfy (Al-Turki and Duffuaa, 2003). This stimulates internal quality improvement and external benchmarking. A HEI's evaluation must measure things HEIs can influence, improve or change. Such evaluation must compare outputs (research output, graduates etc.) to inputs (faculty, resources, equipment etc.).

Sohail *et al.* (2006) provide a real-life example as to how the development of model PPs can assist in the application of a quality assurance system in a HEI. They have critically examined the redesigning and reorganising of the business activities of a private HE college with the aim to fully meet its objectives of providing high quality education, total customer satisfaction and continuous improvement in all aspects of services. They concluded that organisations can succeed if they are customer-focused and market-driven in their external relations, and process-focused and team-oriented in their internal operations. The fundamental rethinking of the processes in the college led to improvement in its productivity. According to Sohail *et al.* (2006) the processes need to be continuously improved by:

- simplifying the existing procedures before implementing them; or
- involving innovation and creativity, either by creating new procedures or by referring to the external best practices as a guideline; or
- identifying root causes and proposing some improvement procedures.

Finally, they suggest that after the procedures are developed they need to be continuously monitored.

In order to develop PPs related to quality assurance in a HEI one needs to define who the HEIs' customers are. The question of "customer" in a HEI setting is problematic. This issue poses all kinds of dilemmas, such as if HEIs give students, as their customers, what they want this may not lead to higher quality education. This is based on the assumption that a satisfied student is one who merely gets good grades (short-term satisfaction) as opposed to actually learning and growing (long-term gain). Faculty

and administrators believe that they know what the students need, whereas students, especially in the early stages of their education, may not know what is best for them. In attempting to answer the question who is the customer of HEIs, Michael *et al.* (1997) state that many HEIs believe that their customer consists of either the student or employer or both. They define customer of HE as:

> "the customer of higher education is the student as a consumer of knowledge and services, the future employer or graduate school as a consumer of the student product, and society as a whole as taxpayers and beneficiaries of the educational operations of the institution." (p. 109).

Moreover, Chadwick (1995) argues that the students' role is ambiguous and multifaceted. On the one hand students might be viewed as "customers" or even as partners in the teaching and learning process, but on the other, if the emphasis is on drop-out or completion statistics, they may be considered as the products of HE.

According to Kwan (1996) in a HEI it is difficult to define a certain quality standard for the output. For manufacturing firms, quality outputs are those which can satisfy the requirements of the customers. In education, there are many customers, namely the students themselves, the parents, the faculty members, the institution's administration, the potential employers and the society. In education one problem is the fact that there may be conflicting interests amongst the different customers. Moreover, Kwan (1996) points out that for manufacturing firms, profit is the commonly used indicator for measuring effectiveness whereas the mission of education is relatively long term and there is no single indicator, such as profit that reflects the effectiveness of achieving its objectives.

Helms *et al.* (2001) argue that the measurement of quality of the faculty's teaching, research and service, is more difficult than the measurement of quality in a manufacturing organisation. Moreover, the evaluation of student performance is also a problem. Similarly, Kwan (1996) wonders whether the educators should award the relative progression in students' learning or the absolute learning outcome only.

The teaching and learning processes are not the same as assembly lines. According to Kwan (1996) they are interactive processes between teachers and students, and therefore

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the procedures in the processes cannot be preset as those for an assembly line. As far as inputs are concerned, those of educational institutions are subject to enormous variability. Unlike factories, in many occasions educational institutions cannot control the quality of input (students) and this adds to the difficulty of controlling the quality of output (Kwan, 1996).

The connection of the aim of this research, which is the development of faculty PPs, with quality assurance in HE is best expressed by the view of Sohail *et al.* (2006) who argue that one of the things organisations must do in order to develop a quality assurance system and succeed is to be process-focused and continuously improve and monitor their procedures. The PPs to be developed need to achieve the strategic objective of AC for higher quality education and greater customer satisfaction. To enhance quality one needs to look at the aspects of how the course is designed, and how the course is taught and assessed as correctly pointed out by Martens and Prosser (1998). According to them quality education is not only about faculty evaluation. The PPs to be developed should therefore look at aspects, such as course outlines and assessment of students and not only faculty evaluation if they will achieve higher quality education and greater customer satisfaction.

In the recent decades the HE environment has become more competitive and HEIs are required to be more accountable and to work on lower budgets. These pressures exerted on HEIs led them to look at quality assessment, assurance and enhancement. I believe that the complex nature of HEIs and the differences between HE and other industries make the application of a quality assurance programme in a HEI difficult but I do believe that, with the necessary willingness and preparation, the difficulties described above can be overcome. Despite the many problems in applying quality assurance systems in HE, I believe that measures of performance are needed to assess whether HEIs meet their set objectives and foster an environment of continuous improvement. I think that adopting a more customer focused philosophy and seeing students as customers, is extremely important for HEIs. It is even more important in the case of private HEIs, such as AC, that are mainly dependent financially upon the tuition fees paid by their students. Finally, Harris (1994) advocates that through staff training and development students are served better. Since HEIs are organisations offering services rather than selling products the staff members' approach, skills and knowledge play a

vital role in satisfying HEIs' customers. I totally agree with Harris that with faculty professional development students can be served better and this can lead to greater student satisfaction. Therefore, the PPs to be developed need to look at the issue of faculty development.

I understand that to define the customer or customers of HEIs is problematic. I am of the opinion that HEIs have a number of customers, such as the students and the students' prospective employers but the main customer is the student. Seeing the students as the customers of HEIs does not mean giving all students good grades. I believe that the majority of students appreciate high quality teaching and learning even if they do not receive high grades, as long as they feel that they are assessed fairly. Finally, students may not be able to assess fully the quality of education they receive but at least they can assess certain aspects of it, such as a faculty member's communication ability in the classroom. Therefore, they should be asked to evaluate only those aspects that are capable to evaluate. The existence of many customers in education does not necessarily mean that there are conflicting interests amongst the different customers. All customers are looking for high quality education and HEIs, focusing on this, should not leave any of the customers unsatisfied.

Furthermore, the absence of a single indicator of overall performance and the difficulties in assessing aspects in HE may make the measuring of overall performance of a HEI more difficult than measuring the performance of a manufacturing firm. HEIs need to find suitable ways to measure their performance in terms of faculty members' teaching, research and service according to each institution's mission. The interactive element of the educational process and the variability of HEIs' inputs (quality of students) indeed impose additional difficulties in measuring the teaching and learning performance. In order, to overcome these problems institutions must measure their performance subject to the quality of the students they take. The quality of the students may be measured by taking into account the grades the students received during the final year of their secondary school.

Quality assurance programmes are very much related to the performance assessment of employees. According to Helms *et al.* (2001) quality assurance systems traditionally link rewards with performance, the latter being determined by the customers. They

argue that the implementation of quality standards in HE has a long way to go before meeting students' expectations or addressing teaching, research and service quality. Addressing faculty evaluation and the concept of faculty tenure (these issues are discussed in the following sections) may be a logical beginning. HE will be forced to follow the global movement towards accountability and tenure will probably be revised.

2.3.2   Faculty evaluation

Literature on accountability in HEIs shows that because of changing environment and calls for more accountability to the various HE stakeholders, HEIs are deeply concerned about changing their strategies and ways of operating in order to increase accountability (more specifically faculty accountability), increase productivity and achieve better performance. The search for accountability is not unique to HEIs since many non-academic organisations in various industries have been dealing with this issue for years. Different HE stakeholders expect HEIs to provide more knowledge generation, more technological innovations and more applied research. Tax payers want to see that their money is used efficiently. All this makes it necessary to bring transparency into academic institutions. Helms et al. (2001) argue that accountability is important for HEIs especially in the performance of employees.

The call for faculty accountability has been heard even more loudly in recent years as HE stakeholders and others (e.g. journalists) have demanded more or better accountability for faculty members. Roger Doost, a professor at Clemson University in United States of America (USA), presented the University's attempts for faculty accountability (Doost, 1997). Clemson University's attempts for faculty accountability have been initiated after the publication of an article criticising professors for teaching an average of ten hours a week, lacking productivity and accountability and spending no more than four hours a week on research. The article also argues that at least 45 per cent of professors have not published any article within a two-year period. Realising that the lack of accountability for university professors was a public perception, Clemson University's legislators asked for better accountability for university professors. Similarly, Bilimoria (1999) advocates that HEIs face increased external scrutiny and pressure to improve teaching accountability and continued criticism of students' preparation for the real world of organisations.

According to Holmes and McElwee (1995) the HE sector in the United Kingdom (UK) is facing unprecedented and increasing levels of market accountability precipitated by the legislative processes of subsequent administrations. In addition, they argue that linked to their new responsibilities and freedoms management in HEIs is becoming increasingly "businesslike". Similarly, Kreysing (2002) states that since the early 1990s there has been an ongoing debate over the necessary reform of the HE system in Germany. He further states that reforming the organisational and decision-making structures has played an important role in this debate. Many problems, such as the quality of research and teaching, can be solved by changing the decision-making structure and enhancing the competition between universities. The two main aspects of this tendency towards deregulation are for the state authorities to increase the financial autonomy of universities and reduce their involvement in institutional internal management by moving to an output-oriented management policy with a stronger performance evaluation. This would lead to a greater autonomy for the universities while the universities would have to reorganise their internal decision-making structures to be able to use this new autonomy in an effective way. To achieve the necessary reorganisation the concept of "controlled autonomy" must be applied (Kreysing, 2002). This means that the power of the people at the top management positions of a university (president, vice-presidents and chancellors) must be strengthened. In state universities in Germany such people had little influence on the different departments. The decision-making competence of such people must be strengthened in times of scarce resources and ever-increasing societal demands on the university. Only if such people have more power they would be able to overcome the particularistic interests of the university departments, which stand in the way of a strategic reorganisation.

Faculty accountability can be achieved if the work performance of faculty members is evaluated so that it can be measured and compared. Badri and Abdulla (2004) report that: "Faculty evaluation basically entails the comparison of the actual achievements of a faculty member, materialised over a certain period of time, with predetermined standards." (p. 226). Likewise, Katz and Coleman (2001) argue that central to the idea of evaluation is the notion that comparisons can be made of faculty members' work either directly with the work of other faculty members or through criterion referencing.

Ovando (1994) points out that evaluation of teaching is the process which collects information to determine whether or not successful teaching has occurred.

Faculty evaluation systems can be seen as having two important aspects. The first is the fact that they provide information, such as feedback to faculty members themselves or providing information on faculty performance to administrators and/or others. The importance of evaluating the teaching of academics lies in the fact that this evaluation can provide academics with feedback that can help to improve and guide their training and professional development (Andreu *et al.*, 2006). Feedback has emerged as a means to facilitate teaching performance. Faculty members are interested in feedback which provides recognition of effective teaching and it identifies areas that need to improve. Faculty members need to develop a clear understanding of the characteristics and the potential of feedback for instructional effectiveness purposes. Evaluation systems provide information about the actual outcomes of teaching and learning. Ovando (1994) advocates that according to the purpose of evaluation three types can be identified: diagnostic (determines the presence, or absence, of knowledge, experiences, skills and values); formative (determines the need for adjustment, or modification); and summative (determines how successful the overall teaching was).

The second important aspect of faculty evaluation systems is the fact that in many occasions the information they provide is used in rewards decisions, such as tenure, promotion and salary increases. Rewards are a critical element of any organisation for motivating employees. In order to be motivated, employees must value the rewards and they must see that these rewards are distributed fairly. The main objectives of reward programmes are: to attract qualified people to join the organisation; to keep employees coming to work; and to motivate employees to achieve high levels of performance. Bilimoria (1999) points out that the assessment and development of teaching should be closely tied to faculty rewards. Moreover, Katz and Coleman (2001) argue that the introduction of academic ranks in HEIs is a reward system to motivate the staff. Similarly, Simon and Soliman (2003) state that the desired objective of faculty members' evaluation in HEIs should be to ensure that students are well served and that faculty members are fairly rewarded for teaching excellence.

Characteristics of effective faculty evaluation systems

In order for a faculty evaluation system to be effective it needs to fulfil certain criteria and to have certain characteristics. It is important that information is collected from various sources. Ngware and Ndirangu (2005) point out that multiple evaluation tools that evaluate teaching from a variety of viewpoints (e.g. self-evaluation, peer evaluation and students' evaluation of teaching) are likely to provide comprehensive and reliable information that may improve the quality of teaching and learning in HEIs. Likewise, Ovando (1994) argues that effective evaluation systems, for the purpose of providing constructive feedback, seek input from professors themselves (self-assessment), administrators and students. In order for feedback for teaching to be facilitated, according to Ovando (1994), a climate of trust and respect must be set, expectations of performance must be clarified and significant information from students and others must be gathered. Moreover, each comment or piece of information must be reviewed and acknowledged, teaching must be adjusted as needed by introducing modification or using new strategies and the effectiveness of modifications must be evaluated. Feedback should be relevant, timely, factual, helpful, confidential, respectful, tailored to specific needs and encouraging. Finally, those who are in a position to provide feedback can increase the effectiveness of it by: reducing the inherent negative reactions associated with evaluation of performance; focusing on the behaviour and keeping comments as impersonal as possible; collecting descriptive data while observing actual performance, offering support and optimism; establishing regular mechanisms to offer feedback and using point scales to rate performance; using written statements highlighting achievements; and giving specific suggestions and praising faculty performance.

A successful faculty evaluation for rewarding faculty members needs to adopt explicit criteria, concerning what is required from faculty, along with transparent procedures as to how these criteria are actually used to reach final decisions. The absence of a simple methodology to combine the diverse factors effectively in arriving at a consistent decision is a source of conflict and controversy (Badri and Abdulla, 2004). It is important that the decision-making process is rational, consistent and defensible. The information provided by a faculty evaluation system should be such that it will be used to enhance the evaluative process. In addition, Bowers (1989, cited in Weidman and

May, 1994) suggests that there should be strong faculty involvement in and consensus about the design for any faculty evaluation system.

Moreover, it is important that a faculty evaluation system is based on faculty output and accomplishments rather than input time. Modern thoughts agree with this as they see that the essence of what we do lies in our output and what we achieve rather than the efforts we have spent. Such an evaluation system can satisfy the administration's concern of how faculty time was spent and would indicate faculty's accomplishments in each area. According to Doost (1997) a faculty evaluation system based on input time upsets faculty since it does not attempt to discover what faculty accomplishes. Faculty members believe that a minute by minute accounting of time does not seem to be either desirable or necessary for any purpose. On the contrary, they believe that accountability in terms of what they do (output) and why they do it (outcome) is totally justifiable and desirable both for internal and external audiences. Such a system can serve as a valid and defensible basis for allocation of faculty costs among teaching, research and service efforts so that arbitrary cost allocations are avoided (Doost, 1997). Likewise, Emery *et al.* (2003) argue that the evaluation of faculty members must be based on outcomes. They argue that: "no one has taught anything, unless someone has learned something." (p. 45).

To assess teaching effectiveness, the following three distinct areas of teaching should be evaluated: content expertise; instructional design skills; and instructional delivery skills (Finch *et al.*, 1997). A properly structured evaluation system should address each of these areas in a systematic manner. The evaluation of content expertise is necessary to ensure that a faculty member is teaching appropriate and relevant information. An evaluation of content expertise should include activities which the faculty member has undertaken to increase subject knowledge, such as attendance at seminars and textbook preparation. Peer review of syllabi can also be used in this evaluation process. The review will ensure that appropriate material is being covered. The review of instructional design skills includes the review of textbooks, tests, assignments, outside readings, audio-visual equipment usage, cases and computer applications. Finch *et al.* (1997) argue that new faculty members have probably had little if any training in proper test construction, and are basically left to experiment through trial and error. The evaluation of instructional delivery skills can benefit faculty members particularly those

faculty members early in their careers. Most new faculty members may have had no training in effective communication skills. Effective communication skills mean voice tone variation, time and resource management, overhead projection usage, clarity of material presentation, whiteboard management and humour. An evaluation of instructional delivery skills should include videotaping of classes, peer and department head classroom observations and maybe anonymous student interviews.

An efficient faculty evaluation system needs to evaluate faculty members according to the duties they carry out and their responsibilities. If it is not possible to evaluate all aspects of what faculty members do then it is necessary to evaluate the most important things they do. There seems to be a consensus among various researchers that the main areas faculty members are concerned with are teaching, research and service to their HEI. Lee (2003) advocates that the main areas of HEIs' activity are: teaching, research and service. Likewise, Katz and Coleman (2001) argue that faculty members divide their professional time among activities related to research and teaching and the evaluation system needs to evaluate the faculty members' different roles they are expected to maintain. Similarly, Badri and Abdulla (2004) note that each HEI carries out a certain mission related to research, teaching and service and faculty members need to satisfy certain minimum achievements along the different dimensions of these three areas. In like manner, Simon and Soliman (2003) state that university professors are mainly evaluated in three areas: teaching, research and services. Finally, Helms *et al.* (2001) share the same opinion as the rest of the scholars above. They argue that faculty at most universities across the USA are evaluated on the basis of their performance in three major areas: teaching; research; and service.

Of course the emphasis placed on these areas varies from one institution to another. Many universities place higher emphasis on research because the HEI itself is ranked based on the research achievements of its faculty or because the research grants they receive are seen as a vital source of income. It is therefore natural for such institutions to want to embed in their faculty evaluation systems a higher weight for research evaluation. Other HEIs, such as HE colleges which have teaching as their main focus, are expected to embed a higher weight in the evaluation of teaching performance of their faculty members. Some institutions may place a higher weight on the quality of teaching, or on research, or on the contributions of the academics to the institution (Ali

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et al., 1996). Szeto and Wright (2003) point out that a faculty evaluation system must allow the teaching/research balance to be managed. Colleges must adjust the weight to be assigned to teaching or to research by taking into account reality. They further point out that a college may opt for weights that focus overwhelmingly on research, while a second may adopt a more teaching-centred approach.

According to Simon and Soliman (2003) research and services are usually evaluated by committees whereas teaching effectiveness is usually evaluated by students. They argue that many researchers have examined faculty rewards, such as salary increments, tenure and promotion in HEIs, and their link to each of the evaluation areas. Some researchers have found that there was no significant relationship between teaching and faculty rewards. It was found that faculty services to a HEI had little impact on faculty rewards. On the other hand, researchers have found that there was a strong relationship between faculty rewards and their research productivity.

Doost (1997) describes a faculty evaluation system which was designed by his HEI. The system sought to quantify the work of faculty in terms of teaching, research, service and administration. It measures the faculty teaching efforts by taking into account the number of courses taught, whether a course was taught before by the same faculty member, the number of students in the class and the level of the course. The system also attempts to measure the faculty efforts in the area of service. Faculty members are required to list any committee assignments as well as any other professional activities, such as attending conferences and seminars. In addition, the system requires departmental heads and others spending a portion of their time in administration duties to list their major administrative duties. The system is also based on the fact that the unaccounted percentage of a professor's time should go towards research. According to this system professors are required to provide a list of their funded and unfunded research accomplishments separately. The system accounts for the relative value of faculty accomplishments according to the expected input time of each area. More specifically, the system is based on that: each 3-hour course should take between 8% and 12% of a professor's total time; normally service should not take more than 20% of a professor's total time. Finally, the system is based on the fact that departmental heads will not spend more than 25% of their total time in administration.

Difficulties in applying faculty evaluation

Faculty evaluation and awards systems are never problem or obstacle-free. The offering awards in HEIs, no matter what the nature of the awards is, can be a complex and judgmental process (Badri and Abdulla, 2004). Some of the obstacles that may arise are: difficulty in defining the ideal profile of an effective faculty member; design of the correct assessment method and selection of the ideal assessor; lack of resources to implement the process; problems related to the participants' perception that an assessment procedure is used as a means of control; and lack of credibility of any interviews (Andreu *et al.*, 2006). While evaluation of employees in any setting is not an easy and straightforward issue, it is even more difficult with regard to university faculty because of a number of intangibles and hard-to-quantify factors. Doost (1997) argues that: "university accountability is far different from factory control which boils down to counting the number of widgets produced." (p. 100). Exploration, scholarship, research, teaching and learning requires peace of mind, genuine administrative support, autonomy, understanding and flexibility. Finally, it is extremely difficult to design and implement a performance evaluation system that is accepted as fair and just by all subordinates.

One of the dilemmas that may be faced when dealing with faculty evaluation is whether to leave it entirely in the hands of faculty or whether to have administrators assessing faculty members. Martens and Prosser (1998) state that academic institutions can leave quality in the hands of peers and self-evaluation procedures, with the risk of obtaining unreliable, imprecise and uneven information. Alternatively, quality can rely on external management control, comparable statistical data and public reporting with the risk of losing the trust and commitment of faculty members and thereby making the system ineffectual.

Scholars generally agree that the HE environment has changed. It is now more competitive and the various HE stakeholders demand more or better accountability. HEIs are concerned about this and are looking to find ways to become more accountable, particularly in terms of their faculty members' performance. The organisational and decision-making structure plays an important role in the accountability issue as pointed out by Kreysing (2002). I believe in the autonomy of

HEIs. HEIs, whether public or private, must be left to work autonomously and then be accountable, towards those they need to be accountable to, for how they performed and how effectively they have utilised their autonomy. I believe that only if people at the top management positions of HEIs have increased power the "autonomous-based" operation of HEIs can work effectively. Those people at the top management will know that HEIs are accountable for the HEIs' doings and that it is the management's responsibility to make its HEI achieve its objectives. Only if the management has sufficient power can it influence everyone working at HEIs towards achieving the institutions' objectives.

Despite the difficulties in applying faculty evaluation I believe that faculty evaluation, like all personnel evaluations in any industry, is extremely important. A faculty evaluation system must provide faculty members with useful feedback, motivate them continuously and make them seek to improve themselves. Feedback should not only identify areas that need to improve but also recognise effective teaching. Recognising effective teaching, especially if this recognition is actually realised through rewards and remuneration, can motivate employees. Employees' motivation and rewards are critical elements of any organisation. The link between faculty evaluation and faculty rewards and remuneration is vital. If no such link exists then it is unlikely that a faculty evaluation system will motivate faculty members to perform better.

A faculty evaluation system must be fair and comprehensive, especially if it is designed to provide information which is used in rewards decisions. An effective faculty evaluation system must fulfil certain criteria in order to be effective. I find the criteria set by Ovando (1994) and other scholars mentioned above effective. A faculty evaluation system can only be effective if it receives input from various sources (including the faculty members being evaluated), if it adopts explicit criteria and transparent procedures which must be well known to all interested parties, and if it is continuously monitored. The decisions made following a faculty evaluation must be rational and consistent in order to enhance a climate of trust upon the evaluation system. In addition, I share the same view with Emery *et al.* (2003) and other scholars that a faculty evaluation system must be based on faculty accomplishments rather than on input time. Moreover, there is no doubt that faculty members' professional time mainly falls under the following areas: teaching, research and service to the institution. I embrace the view of Katz and Coleman (2001) that faculty members must be evaluated

based on the different roles they are expected to maintain. The allocation of the time they spend in each of these areas along with the emphasis each HEI wants to give to these areas, should guide as to the correct assessment weight to be assigned by the evaluation system to each of these areas.

Faculty evaluation and awards systems are never problem-free. Yet, I believe, that those HEIs that will carefully take into account all the guidelines for preparing an effective faculty evaluation system mentioned above will minimise the chances of failure of such a system. If the criteria and procedures of an evaluation system are clarified and explained to interested parties, particularly to those who will be evaluated, then no one will have any negative perception (e.g. that the system is not producing fair and consistent outcomes and that the system's purpose is to be used as a means of control) in respect to the system. In addition, it is true that a faculty evaluation system entails the measurement of a number of intangibles and hard-to-quantify factors. However, I believe, that those assigned to prepare such a system thoroughly need to find ways to quantify as many factors as possible. Moreover, in the previous section of the literature review I argued that the management of HEIs must have sufficient power to lead HEIs to achieve their objectives. Since faculty evaluation plays an important role in HEIs achieving their objectives then I believe that the management of HEIs should get involved in the design of the faculty evaluation system. Its involvement will aim to design the evaluation system in such a way that faculty will work towards achieving the HEIs' objectives. As long as explicit criteria and well agreed procedures are used, then who the assessors of faculty will be must be of a secondary issue. Of course, all evaluations tend to be subjective to some extent but a properly designed evaluation system will minimise the degree of subjectivity. I think that the evaluation of faculty should be left in the hands of those people (administrators, faculty members or both) the HEIs' top management believes are capable of providing reliable, accurate and fair information. The management of HEIs may get involved in the evaluation of faculty if this can align faculty and HEIs' objectives better.

2.3.3 Evaluation of teaching effectiveness

I have argued before that an effective and comprehensive evaluation system needs to collect information from various sources and through a variety of procedures. There is

no doubt that a broader assessment process provides a more complete picture about the one being assessed because various points of view are taken into account. Such sources could be the students, peers, administrators, other independent and qualified individuals and finally the faculty members themselves (being assessed through self-evaluation reports). Katz and Coleman (2001) argue that the evaluation of teaching can be conducted by students, colleagues, administrators and by the faculty members themselves. According to Doost (1997) student recommendations, peer evaluations may serve as outcome measures with regard to teaching effectiveness. Helms *et al.* (2001) state that if faculty is evaluated through a number of ways, such as self-evaluations, student evaluations and peer evaluations, then overall university performance will increase. Finch *et al.* (1997) suggest that although students do not have the ability to evaluate the content of a course they can serve as evaluators to judge teaching design and delivery methods.

In addition to evaluations by students, a faculty evaluation system needs to rely upon additional measurement instruments, such as peer evaluations, in-class evaluations by an independent and qualified third-party, documentations through a teaching portfolio, review of teaching materials and/or content and rigour, and former student interviews (Crumbley and Fliedner, 2002). Of course, the collection of data from many sources may be more time consuming but, for HEIs in general and for those HEIs which place more importance upon quality teaching in particular, the dividends from enhanced student learning would be worth the effort. Allowing input into the evaluation process from various sources and breaking down evaluation into distinct areas of teaching effectiveness will eventually lead to more effective teaching, more productive faculty and more satisfied graduates better prepared to compete and succeed in life (Finch *et al.*, 1997).

2.3.3.1 Peer-to-peer assessment and self-assessment

Peer-to-peer classroom performance assessment (i.e. teaching staff visiting their colleagues and assessing their performance in the classroom) and self-assessment are useful assessment techniques for teaching. Andreu *et al.* (2006) consider the self-reflection process that takes into account the suggestions and recommendations of the assessors as a part of the peer-to-peer assessment. They argue that clear assessment

objectives, methodologies and criteria, tendency to implement the improvements suggested, and the application and monitoring of the assessment technique for some time are needed for the technique to be useful. Finch *et al.* (1997) argue that peers are the best judges of content, delivery and teaching design. Content can be assessed through the review of course syllabi, tests and other materials, and design can be assessed through the review of syllabi, library research projects, projects and others. Delivery can be assessed through classroom observations. In addition, the administration of an institution must have a role in evaluation. Administrators can serve as secondary reviewers and use similar methods as those used by peers. However, Eisenbach and Curry (1999) state that classroom visits may be a frightening experience for many faculty members. They further state that faculty members must recognise and address any personal fears before any helpful peer coaching can occur. Finally, the technique of self-assessment is also a useful technique, as it confers autonomy and responsibility on the assessment process itself (Andreu *et al.*, 2006). The self-assessment technique becomes more and more efficient when repeated periodically.

2.3.3.2 Faculty portfolio

A faculty portfolio may include anything related to a faculty member's teaching, such as quizzes used, team projects used, descriptions of instructional improvement activities, articles published on teaching, teaching slides used and many others. According to Finch *et al.* (1997) the preparation of a faculty portfolio can serve as a very useful evaluation instrument. Appropriate evaluators can assess faculty portfolios and judge teaching improvement.

2.3.3.3 Students' evaluation of teaching

The use of students' evaluation of teaching questionnaires (SETQs) has become routine at most HEIs. Students are asked to complete SETQs for their classes at most HEIs throughout the world. SETQs have been seen as a convenient instrument for evaluation of teaching at HEIs. HEIs' administrators happily embraced SETQs years ago because they were supposed to be able to offer a convenient way for assessing faculty. The perceived promise and simplicity of SETQs have ensured their popular use for many years now. A current practice among HEIs in the USA is for the administration to use

students' evaluation of teaching (SET) as part of the faculty member's evaluation (Emery *et al.*, 2003). Similarly, McKone (1999) advocates that SET is a major part of the faculty evaluation process at most HEIs in North America. Likewise, Martens and Prosser (1998) point out that many systems for quality assurance of teaching and learning developed in Australia incorporate the use of SET as the main source of information.

SETQs are widely used for a variety of reasons. They are used to provide feedback concerning faculty members' teaching, and strengths and weaknesses of a course. They are also used in decisions concerning faculty salary increases, retention, promotion, pre-tenure reviews and post-tenure reviews. Crumbley *et al.* (2001) note that SET serves many purposes, such as making personnel decisions, allocating faculty resources, diagnosing and improving teaching performance, and choosing courses and faculty members.

The literature concerning SET argues that SET is often the most influential information in promotion and tenure decisions at HEIs focused on teaching. Traditionally evaluations of teaching effectiveness are heavily dependent on students' evaluations taken at the end of each semester (Finch *et al.*, 1997). The use of SET is an important component of quality management systems in HE (Rowley, 2003). Similarly, Lawrence and McCollough (2001) posit that the end of semester student faculty evaluations have become the primary means to make instructors accountable to students.

The high degree of influence of SET in measuring teaching effectiveness, together with the fact that many important personnel decisions are based on SET, have made many researchers study the concept of SEf. Olds and Crumbley (2003) advocate that administrators' reliance upon SET is an important and sensitive issue facing today's HE faculty and administrators. Rowley (2003) points out that much of relevant research has been conducted in the USA and Australia, where SET often informs decisions on tenure and promotion.

Research literature indicates that despite the wide use of SET for many years and the support it enjoys from many faculty members and administrators at HEIs there is considerable disagreement as to whether SETQs are effective instruments for assessing

faculty effectiveness and teaching quality. Similarly, Rowley (2003) argues that despite the recognised significance of SETQs to gather data on student perceptions of teaching and learning, there is a considerable level of disagreement as to their value. He points out that research indicates that SET is not the only possible instrument for evaluating teaching effectiveness, and it is certainly not the best instrument for evaluating it and should not be used alone. Moreover, because of the possible existence of biasing factors in SET, there is a need to supplement it with other measures of teaching effectiveness (Badri *et al.*, 2006). The obvious inefficiency in evaluation systems which are heavily based on students' evaluations is a lack of any opportunity for teaching development and the single criterion aspect of them (Finch *et al.*, 1997). SETQs often fail to capture the faculty member's ability to foster the creation of learning and to serve as a tool for improving teaching. It is argued that most SET focuses on students' perceptions of a faculty member rather than on learning.

There is a considerable concern as to whether the data produced by SETQs is reliable enough so that one can base important decisions on such data. In order to use students' evaluations to measure teaching effectiveness and then link teaching effectiveness to faculty rewards one needs to find out if students' evaluations actually reflect the true performance of the faculty (Simon and Soliman, 2003). Similarly, Crumbley *et al.* (2001) argue that both public and private institutions utilise external and internal audits, but few seem concerned with the relevance, reliability, comparability and neutrality of the data used to evaluate teaching. In other areas where stakeholders rely on financial and other statistical information, they are deeply concerned with the characteristics of the data they use. Because administrative decisions often cannot change information on which such decisions are made it should be of proved validity. According to them not only has the validity of student ratings not been substantiated, but also more current empirical evidence has shown that SET is misleading and/or invalid. Many universities publish SET results and once SET data is disclosed, stakeholders are confronted with the potential dangers of bias, misinterpretation and inaccuracy.

Finally, literature notes that there is diverse practice among HEIs as to how they design, operate and use SETQs. Despite the long and established tradition of use of SETQs, practice in this area remains diverse (Rowley, 2003). Crumbley *et al.* (2001) argue that currently most HEIs have different SET practices. They suggest that there must be a

body of theory that is generally accepted and universally practised so that SET can be comparable between HEIs.

Arguments in favour of SET

Those in favour of using SET for evaluating a faculty member's performance argue that SETQs is the major instrument that provides feedback from students. In an environment in which it is becoming increasingly important to listen to students and to understand and influence their motivation towards learning, effective student feedback mechanisms are increasingly important. Jackson *et al.* (1999) conclude that with the increased emphasis on the accountability of faculty members' performance in the classroom, student evaluations are a valuable, viable and necessary indicator of teaching effectiveness. If the SETQs are asking the right questions then they can provide valid feedback and enable students' opinions to be communicated (Rowley, 2003). Likewise, Crumbley and Fliedner (2002) conclude that SET is capable of providing faculty members with useful feedback for improving teaching. Others stress that the convenience in obtaining SET data and the absence of an alternative way in obtaining feedback from students makes SETQs a valuable instrument. Most HEIs have been evaluating teaching effectiveness by using students' evaluations since they are convenient to obtain (Simon and Soliman, 2003). Finally, Rowley (2003) posits that whatever the limitations of SETQs are, they are better than nothing.

Arguments against SET

There are many arguments against the use of SET. Some scholars argue that SET is invalid since students cannot adequately evaluate teaching. Others argue that students' assessment of faculty staff does not exclusively depend on the effectiveness of the teaching-learning process and the faculty staff behaviour. They state that a number of variables other than the faculty member's performance and the content of the course affect SET. For example, it is argued that those who teach elective courses rather than specialised or compulsory courses receive higher SET scores. Moreover, those against the use of SET argue that the timing of SETQs is inappropriate and that certain practical difficulties make SETQs incapable of providing valid information. Finally, the use of SET is accused of leading to anti-learning behaviours by faculty and that it often serves

as a disincentive to introducing rigour. For example, it is argued that those faculty members who are known to be the easier graders receive higher SET scores. All these concerns make those who are arguing against SET raise questions as to whether SET must be used for faculty evaluations, tenure decisions, or post-tenure reviews.

Those opposing to the use of SETQs question whether students have the capacity to evaluate teaching (Rowley, 2003). Students might be in a better position to evaluate courses two to three years after they have graduated from the course. Crumbley and Fliedner (2002) conclude that the majority of administrators believe that students are not qualified to judge many areas of teaching skills.

Badri *et al.* (2006) investigated the effect of many factors on SET. They have found out that class size brings about significant bias to the overall SET ratings although they have found no indication that students give more favourable rating to small class sizes. Their study confirmed that second and fourth year courses tend to draw higher SET scores. As regards to academic discipline their findings suggest that academic discipline affects SET ratings, for example slightly higher evaluations were found in ratings of accounting courses. As far as courses' timing is concerned, their results indicate that courses offered early in the day are associated with higher SET scores. Moreover, they have found out that student gender affects SET. According to Badri *et al.* (2006) very poor students and excellent students provide higher evaluations than average students. In addition, they have found out that if students feel that they are treated fairly by the faculty member, their GPA will not affect their evaluation of teaching. Rowley (2003) advocates that looking at the validity of SETQs many writers suggest that course characteristics (course electivity, level of course, subject area and workload), tutor characteristics (rank, experience, reputation, research skill, gender, physical appearance) and student characteristics (expected grade, ethnic background, gender and age) may affect evaluation outcomes.

Similarly, Crumbley and Fliedner (2002) point out that a number of variables which cannot be controlled by faculty members, such as class size, class time, nature of course (required course, elective course, postgraduate level, undergraduate level, lower-level or upper-level), course in student's specialisation, student average grade, academic rank of faculty members, may affect SET scores. They argue that there may be many potential

sources of bias in student ratings. Badri *et al.* (2006) conclude that the comparison of individual SET ratings, regardless of other factors, such as student self-reported GPA and expected grade, course level and timing, class size, and student gender, might not be fair. Ignoring these other factors may bias or make the validity of SET as a means of faculty evaluation questionable. More effort should be directed toward ensuring a more careful interpretation of student ratings in faculty personnel decisions.

According to Rowley (2003) it is strange that students are asked to assess, for example, achievement of learning outcomes since they are asked to provide their feedback before the end of a module. It is also practically difficult sometimes to distribute SETQs to all students registered in a course, on a particular day, as all students may not be present on that day.

A major argument against the use of SETQs in personnel decisions is that it leads to anti-learning. Human nature suggests that if faculty members do not give students high grades then students may not evaluate them highly on an anonymous questionnaire. If a faculty member is to choose his/her teaching styles, grading difficulty and course content, he/she may prefer the choices that are expected to result in higher SET ratings since SET ratings are used to rate the faculty member's performance evaluation and eventually affect his/her career. Unless a HEI has all regulated classes (common examinations) the use of SETQs will result in severe grade inflation over time because of the natural behaviour of the faculty member and students (Crumbley *et al.*, 2001). Many of the students will select those courses where there are more chances of receiving a higher grade. Other students will penalise faculty members for grading hard. As a result, a significant number of faculty members engage in anti-learning techniques which cause grade inflation. Crumbley and Fliedner (2002) conclude that faculty members can manipulate student responses on SETQs and therefore these questionnaires should not be used for administrative decision-making purposes. Likewise, the findings of Badri *et al.* (2006) suggest that the expected grade positively affects SET ratings. Students who were assigned higher expected grades gave higher SET ratings to faculty members compared to students who were assigned lower expected grades.

Crumbley *et al.* (2001) surveyed student perceptions to provide some evidence of inherent weaknesses in the use of SET to measure and report teaching effectiveness accurately. Their study provides further evidence that the use of SET for personnel decisions is inappropriate. They argue that students will punish faculty members who engage in a number of well-known learning/teaching techniques and that this fact encourages faculty members to increase SET scores by sacrificing the learning process. Using SET data in performance evaluation cannot accurately measure student learning. Crumbley *et al.* (2001) have found out that 42 percent of the students will punish a faculty member for embarrassing them because they have not prepared their homework or prepared for class. Grading hard, giving pop quizzes and significant homework should not be penalised in a performance evaluation. Dysfunctional behaviours developed due to the use of SET for personnel decisions need to be addressed so as to maintain credibility in the grading system, to better align performance with rewards and to safeguard the integrity of the learning process.

If SET is used as the only criterion for faculty evaluation then students become the primary determinant of a faculty member's success or failure in his/her academic career. In many HEIs, SET has the potential to maintain or destroy a faculty member's career. This is the case especially at HEIs that focus on teaching rather than research, where higher quality teaching effectiveness is required. Emery *et al.* (2003) advocate that when SET is used in isolation, as it frequently is, and without alternative or collaborative measures, students have the power to affect a faculty member's career to a great extent. This along with the demands on the faculty members for increasing course loads, student enrolments and student satisfaction may lead to an overall reduction in teaching quality in the long-term. An important question here is whether SET encourages faculty members to teach their students with future employers in mind, or whether it encourages faculty members to teach with their own evaluations in mind.

In a performance measurement system judged by student evaluations, faculty members may behave in the classroom in such ways as to construct a favourable image of them. A faculty member's grading policy and course rigour may be significant factors in determining student responses on student faculty evaluations. If a faculty member can choose his/her teaching style, grading difficulty and course content, he/she may prefer those choices that are expected to yield the higher student faculty evaluation scores. As

noted by Olds and Crumbley (2003) many faculty SET enhancement choices have the potential to be anti-learning, resulting in grade inflation, course work deflation and purposeful interventions by a faculty member inside and outside the classroom with the intention of increasing SET scores.

Emery *et al.* (2003) have performed a literature review of student evaluations as a measure of teaching effectiveness. They have concluded that faculty members that see performance evaluations as popularity contests affecting their career will treat their students as customers rather than products. The customers of HEIs' products (e.g. students' employers) would not feel happy if they knew that faculty members have sacrificed rigour for popularity and self-protection. Crumbley and Fliedner (2002) have examined, from the administrators' point of view, the effectiveness of SET as an instrument for evaluating faculty members. They have also examined whether SET lead to dysfunctional behaviour by faculty members to improve SET. They have concluded that administrators believe that it is possible for faculty members to engage in dysfunctional behaviour aiming at improving SET. They have also reported that many administrators are aware that this may happen however they seem satisfied with the existence and use of SET and they are not willing to replace the current evaluation system with an alternative evaluation system.

Students' feelings regarding SET

The majority of research on the topic of SET dealt with whether SET must be used for faculty personnel decision making, such as pay increases, retention and promotion. A number of studies have focused on the validity of SET and their use as a measure of teaching effectiveness. Limited research, though, focused on what students feel regarding SET. According to Ahmadi *et al.* (2001) students seem confused about the purpose and value of SET questionnaires. Some students fill them out as quickly as possible feeling that what they write will not make any difference. Other students write many comments with the hope that their comments will make a difference. The authors argue that faculty members believe that only students who either really like a course or really dislike a course write comments in SET questionnaires. Consequently, faculty members feel that the opinions of the silent majority of students are not captured despite the fact that they are the most valuable.

Ahmadi *et al.* (2001) have assessed the views of students towards faculty evaluations at a HEI. They have examined what students consider important and how they perceive the evaluation process works. Attention has been placed on issues, such as students' objectivity and seriousness when answering questions. They have concluded that a large majority of the students argue that they are objective and serious when filling out SETQs. The majority of the students argue that the SET must affect faculty members' advancement and salary increases but they do not feel that they actually have any effect. Most of the students indicate that they do not rate faculty members any higher than the faculty members deserve. Courses with no homework and faculty members known for giving easier examinations do not get higher scores. In addition, Ahmadi's *et al.* (2001) findings show that students do not have any gender bias. Moreover, students argue that the faculty's future teaching performance must improve based on SET results. SET are perceived to be important and necessary and must be carried out every semester for every course. The students' written comments are considered to be much more valuable than the standard questions of the questionnaire.

Characteristics of a comprehensive and efficient SET

When designing an efficient SET system the objectives of such a system must be clearly defined. If SET ratings are used only to provide feedback to faculty members, then they do not need to be validated. On the other hand, if rewards and penalties are to be assigned, it is necessary that the ratings measure what they purport to measure. If SET is used in personnel decisions, then administrators should develop better instruments to measure teaching performance or correct raw student ratings to remove the effects of non-teaching bias. Credibility of SET rests on its reliability and neutrality. SET must be trustworthy if it is to be useful. Emery *et al.* (2003) understand the need to make personnel decisions and that SET must be part of that decision process and they therefore recommend the following in order to improve the use of SET:

- Multiple sources of data must be used since SET cannot evaluate certain areas of teaching effectiveness, such as command of subject matter, appropriateness of course content and objectives. Other useful sources for teaching effectiveness

measurement could be the faculty member's portfolio, students' achievements and peer evaluations.

- SETQs must be based on achievements rather than satisfaction. For example students must be asked how much they have learned rather than how well the faculty members know the subject matter.

- Faculty members must be rated against a standard rather than against all faculty members' average. Using a five-point likert scale faculty members' performance must be considered satisfactory when they score at least 2.5 and not when they score at least all faculty members' average seore.

- In SETQs students must be required to comment on ratings less than satisfactory. This will enable the assessment of the credibility of negative ratings.

- Students must be trained to evaluate faculty members through a seminar. Supervisors must also be trained to give constructive feedback to faculty members to prevent a reduction in motivation.

Olds and Crumbley (2003) aimed to determine whether students' perceptions of the performance of a faculty member are affected based on whether they receive six tests or three tests in a course. Several other factors were controlled as much as possible to ensure that any differences in examination performance would be the result of examination frequency. They conclude that more frequent testing may provide several benefits to the students and the faculty members at little additional cost. These benefits include higher scores for some students and better evaluations for the faculty member. I believe that faculty members should assess their students more frequently when their HEI heavily bases personnel decisions on SET data. Given the importance that many HEIs place on SET and considering that more frequent testing will not diminish learning but it may improve it in some cases, higher SET scores alone might provide sufficient justification for administering tests more frequently. This is an ethical way faculty members can improve their SET scorings.

Simon and Soliman (2003) have conducted an empirical study involving 328 students at a major university. They have developed an alternative approach to the traditional one of measuring a professor's performance using student evaluations. They have utilised a survey methodology using questionnaires to conduct the study. The research subjects

were presented with the survey instrument twice: at the first class meeting and at the last class meeting of the semester. The study has analysed the changes in students' perceptions and understanding of the course material from the beginning to the end of the course. Simon and Soliman (2003) argue that this alternative approach provides HEIs with a tool with which they are able to pinpoint effective teaching staff.

When SETQs are not carefully constructed, they may be statistically unreliable and invalid. Rowley (2003) argues that the design of SETQs is a political process since one can design a SETQ for a positive outcome and therefore the design of SETQs should not be left to individual tutors. She further argues that too little consideration is given to the questionnaire design. Rowley (2003) has proposed some guidelines for the design of SETQs and the processes associated with data collection, analysis and use. According to Rowley (2003) to design a SETQ appropriately one needs to look at the following issues: the objectives of the evaluation process; whether standard questionnaires can be developed to serve a range of purposes; what issues should be covered by the questions; and how should data be collected, analysed and used.

In terms of the objectives of the evaluation process it is worth noting that there might be conflicting objectives. If for example a HEI wants to use SETQs data to generate publicly available performance indicators, it will be keen to ensure as positive feedback as possible. This, though, may not be consistent if the HEI aims to receive useful and objective suggestions that will be used to improve teaching performance. Looking at the second issue, the use of a fully tested standard questionnaire will provide considerable benefits, such as comparability and objectivity. On the other hand, a standard questionnaire may fail to evaluate specific learning outcomes of certain courses. Concerning the questions to include in a SETQ, Rowley (2003) argues that a key issue is whether the questions should be designed to collect qualitative or quantitative data or both. Finally, in terms of data collection, analysis and use she argues that any procedures associated with the use of the SETQs data should be transparent to students, and data protection and privacy should be respected.

SETQs are widely used by many HEIs to provide feedback concerning faculty members' teaching and also to take decisions concerning faculty rewards. SET is an important component of faculty evaluation. As correctly pointed out by Olds and

Crumbley (2003) reliance upon SET is an important and sensitive issue facing today's HEIs. SET is a subtle issue since it affects the career of a faculty member (when SETQs' scores are used to take faculty reward decisions). Literature indicates that there is a considerable disagreement as to whether SETQs are effective instruments for assessing faculty effectiveness. I believe that HEIs need to devise such mechanisms to make sure that the data produced by SETQs is reliable and valid enough before they can base their important decisions on it. Moreover, I do not think that it is a problem if different SET practices exist among HEIs. The most important thing is for SET to produce reliable and valid data no matter whether different institutions have different SET systems in place.

I agree that a number of variables other than the faculty member's performance and the content of the course affect SET. Administrators and faculty members need to design a SET system that will overcome such biases. If for example, it is found that those who teach elective courses rather than specialised or compulsory courses receive higher SET scores then the assessment weight assigned in such cases must be lower than the weight assigned to SETQs' scores provided for faculty members teaching specialised courses. The fact that students are asked to evaluate faculty members towards the end of a semester rather than after the end of a semester does not create any problem as long as students are asked to evaluate issues, which are able to evaluate, according to when they are asked to complete SETQs. Moreover, if a SETQ is not the only instrument to evaluate faculty members then the use of SET has fewer chances to lead to anti-learning behaviours by faculty. When preparing a SET system HEIs need to take into account all the guidelines provided above concerning the designing of an efficient SET system. An efficient SET system will not raise any questions as to whether SET must be used for faculty evaluations, tenure decisions, or post-tenure reviews.

Despite the arguments against SET I believe that SET must be used in the evaluation of faculty members' performance which in turn must be used in taking faculty reward decisions. It is important to use data produced by SET in faculty evaluation since students, as I have argued before, are the main customer of HEIs. Whatever the limitations of SETQs are, they are better than nothing. Getting students' opinion is extremely important. Despite this, SET data must not be the only instrument used for evaluating teaching effectiveness due to the possible existence of biasing factors in

SET. Another reason why SET data must not be used in isolation is the fact that students are not capable of evaluating all aspects of teaching. This makes the use of other sources necessary. I feel that an effective and comprehensive evaluation system needs to collect data from various sources. Students must be asked to evaluate those aspects of teaching they are capable of evaluating (e.g. Does the faculty member return marked assignments promptly? Does he/she have good communication skills?). Administrators can look at how well faculty members follow administration requirements or procedures. Peers or senior academics can look at aspects, such as how well a faculty member teaches in the classroom through classroom observations. In addition, they can look at teaching issues of high importance which cannot be evaluated entirely or properly by students, such as teaching delivery and design, quality of coursework and examinations.

Moreover, I find the evaluation of faculty portfolios essential. I believe that the design, quality and variety of teaching slides and other teaching instruments affect the degree of students' satisfaction. Peers or senior academics can therefore be asked to evaluate faculty portfolios. Faculty members can also evaluate themselves through self-evaluation reports. The faculty members' self-evaluation should not directly affect their evaluation. If faculty members can directly affect their evaluation through any self-evaluation scores then this may lead to the faculty evaluation system producing an unfair overall score. Some faculty members would purposely self-evaluate themselves higher than they should since the faculty evaluation would affect their remuneration and promotion. In my opinion, self-evaluations can serve two purposes. Firstly, the self-assessment process is a very useful exercise as it may give the opportunity to those being assessed to actually understand what they did wrong or where they need to improve. Secondly, any self-assessment reports need to be read by those assessing faculty members in order to clarify certain issues they may be unclear before they actually finalise their own assessment.

2.3.4 Evaluation of research productivity

In the nineteenth century there was a shift in universities from only providing students with broad education to becoming research-universities. This shift brought a change in the criteria used in assessing faculty productivity. Before the shift a university could

assess the accomplishments of its faculty by judging how much their students learned. After the shift emphasis was given to the research accomplishments of the faculty.

The classification of HEIs by the Carnegie Foundation for the Advancement of Teaching published in 1971 led many universities to make placing their name on the top of this classification a priority (Butler, 2001). The main criterion of this classification was research accomplishments. The effects of this goal, set by the universities, was the establishment of PPs for evaluating faculty for tenure and promotion that were mainly based on securing federal funding, publication of original research in peer reviewed publications, and producing doctoral graduates. According to Ali *et al.* (1996) many academic institutions have developed their own criteria to evaluate research, by tailoring the criteria to reflect the institutional emphasis. In some institutions, faculty assessors have recommended to their faculty which journals to publish their research articles in, if they are to be considered for tenure or promotion. Faculty members who apply for promotion are usually turned down if they cannot demonstrate some kind of research activity (Katz and Coleman, 2001). The interest in research is therefore likely to increase in the following years as faculty members look for promotion in addition to internal satisfaction derived from the research activity. Similarly, Carr-Chellman (2006) argues that research and scholarship are given very heavy weight in most tenure decisions. In like manner, Moore *et al.* (2001) conclude that the quality of research plays a major role in determining a faculty member's reputation and hence, relative salary at research-oriented universities.

Despite the tendency for HEIs to place more emphasis on research, Butler (2001) advocates that the teaching of undergraduates should play a bigger role in the ranking of either institutions or faculty members. Moreover, Comm and Mathaisel (2003) state that the current faculty evaluation systems encourage the publishing of difficult to understand research articles over the responding to the needs of students and society. Similarly Bailey *et al.* (1997) argue that business schools have been sharply criticised for institutional cultures and rewards systems that promote research at the expense of teaching.

Promotion to lower academic ranks depends on research output, excellence in teaching and participation in academic administration, whereas promotion to professorship tends

to be based on research excellence (Oshagbemi, 2000). Katz and Coleman (2001) studied the effects of the 1979 reform concerning colleges of education in Israel. The reform included professional advancement of teacher educators through the creation of four academic ranks. Engagement in research activity was one of the criteria for moving up the hierarchy from one position to the next. According to their findings, respondents believe that their research activity is most appreciated by colleagues, then by management and least by students. In addition, faculty members believe that research work can contribute to their professional growth and the improvement of their professional status. They have found out that most experienced academics are not optimistic about the impact of research on their career prospects.

In developing a faculty evaluation system a HEI needs to establish a "sub-system" that will efficiently measure research. Butler (2001) argues that a historical characteristic of academic institutions is that the evaluation of teaching accomplishments is often considered to be more difficult than the evaluation of research contributions. He argues that research contributions may be more easily evaluated because there are more things to count, such as the number of grants, research expenditures and the number of papers published. Each of these research related variables can be multiplied by a quality factor. He argues that it may not be a straight-forward issue to define the quality factor to use but such quality factors can be defined since academics certainly know the quality of the journals in which articles are published. Other scholars as we will see below disagree with Butler's statement that evaluating research is a not a difficult task since there are a number of concerns and issues to be examined related to evaluating research. So what are the issues one needs to take into account when developing a system that will evaluate research?

A research assessment system must be based on the quality of output and the benefits derived from the research endeavours of faculty members to the HEI. Faculty members should provide a list of scholarly work undertaken, continued, or completed rather than indicating the number of hours spent on research. Moreover, academics dealing with high quality research need to be given time off from other commitments or duties in order to practically be able to spend more time in research. The time off benefit given to faculty members will act as a motive so that more faculty members engage in research and so that faculty members already doing research engage in more research. Comm

and Mathaisel (2003) have looked at the issues of faculty workload and compensation in order to determine if they might be used to improve the academic quality of faculty. They distributed a questionnaire to faculty members working at a small, private HEI. Based on the results of the questionnaire's responses they suggest that to encourage publishing, the administration must reduce the teaching load of the faculty who publish referee journal articles in order that they increase their research productivity. Similarly, Maske *et al.* (2003) conclude that the number of articles published by a faculty member varies with his/her teaching load.

There are certainly many journal quality rankings developed by a number of academic or other research organisations. These rankings can be used in such a research evaluation system as they categorise journals according to their quality. Prior to using any such rankings, assessors must be aware of the variables employed in establishing such rankings and the variables' limitations. Usually, in establishing journal rankings the following variables are used: citation analysis; peer analysis; circulation; and coverage in indexing or abstracting services. Authors often cite other authors' works. The more frequently an article is cited, the greater of importance it is. In citation-based analysis, the focus is on the number of times a particular article/author has been cited in other publications. The results from citation analyses of journals have often been used to rank journals and evaluate a faculty member for research performance, promotion, tenure and salary increase. The highest the category of journals in which a faculty member publishes the better it is for him/her. Citation studies have been commonly used as a tool to define the quality and ranking of individual journals. Ali *et al.* (1996) advocate that citation analysis relates to the frequency of citation to the articles found in a journal although this does not necessary indicate the quality of the journal.

Kumar and Kwon (2004) have provided a new research methodology in using citations studies. Their methodology aims to minimise citation bias, such as citations from author's own work (self-citation), repeated citations of the same study, and single and multiple authorship. They have assigned a weight on each citation to adjust the total number of citations by the number of authors, number of repeated citations of the same article and self-selection process of author's own work. For example if an author cites an article multiple times, less weight is assigned to reduce self-selection bias. In addition, if an author cites his/her own work several times, the weight is again reduced

to minimise self-serving practice. Based on the findings of their study, Kumar and Kwon (2004) argue that citation–based studies carry a bias in that the number of citations from a publication may get influenced by factors, such as the number of pages of an article in the publication (some journals restrict each article to a certain number of pages, whereas others, such as special issues, may not) and the number of issues in a year (most publications have four issues per year, but others may have two issues). In order to minimise the volume bias, the total weight given to each of the journals was standardised by the weight of the total number of citations. Their approach regarding volume bias has shown that the size (volume) of journals had an impact on the ranking of some journals.

Peer analysis is another variable employed in establishing journal rankings. Peer analysis refers to ratings provided by academics and professionals within a discipline. For the peer analysis Ali *et al.* (1996) note that professional society publications tend to receive a higher rating since they are more widely read because the assessors receive society journals personally. However, such journals are not better than the scholarly journals in that particular discipline. As for the circulation variable, they argue that circulation figures do not mean much academically. Finally, they argue that the coverage in indexing or abstracting services can also incorporate bias because quarterly journals usually contain more articles than semi-annual or annual journals, thus inflating the rating of the journal.

Ali *et al.* (1996) developed a system that allows faculty assessors to evaluate the quality of a research article and the quality of a journal. Some questions used by this system were given more points than others in order to provide a weighting of the importance of the issue in relation to other issues. A research article's quality is assessed according to variables, such as: originality of research; appropriateness of research methodology and various tests applied; writing style, interpretation and presentation of results; adequacy of figures, charts and other illustrations; adequacy of references; authorship of articles (whether it is single authored, co-authored, or multiple authored); format type (whether it is original research, review paper, analysis paper, or historical account paper); nature of the paper (whether it is full length paper, technical note/research note, or short communication); and paper length. The quality of a journal is based on variables, such as: clarity of the journal's purpose; journal's age; number of papers per issue in relation

to the journal's discipline; type of articles the journal carries; journal's reputation; editor's affiliation; editor's reputation; editorial board; publisher; refereeing policy; circulation; coverage of indexes/abstracts; weighting by the number of indexes/abstracts; perception of the journal; manuscript submission fee; and impact factor.

Those appointed to evaluate academics for promotion and tenure struggle with a number of issues in reaching fair, valid and reliable decisions. Many evaluators raise questions relating to what methods can be used to determine whether one journal is of more importance than another journal. The determinants of the quality of a journal article are the quality of the article itself and the reputation and status of the journal. It is of course believed that quality research articles tend to get published in highly reputable journals. This, though, can be applied for well-established disciplines since for emerging disciplines journals may contain quality research articles which cannot be evaluated based on the journal's rating. Such articles must be evaluated by competent peers who have substantial knowledge of their discipline and the expertise to evaluate the article's quality. Ali *et al.* (1996) argue that the many newly specialised journals within a discipline make the process of evaluation of research publications more difficult.

I have argued before that research is one of the three major activity areas of faculty members. Due to this fact and since research is gaining momentum over teaching in terms of faculty evaluation, HEIs need to establish a system that will efficiently measure the research accomplishments of their faculty members. Such a system must be based on comparing research accomplishments with established research requirements. Research accomplishments must be assigned an agreed weighting factor, taking into account the quality and degree of difficulty of different research accomplishments. In addition, the weighting factor must be based on the impact the particular research accomplishment has on the HEI. For example, HEIs that are evaluated based on faculty research accomplishments should give higher weights to those research accomplishments that are highly valued by the HEIs' evaluators. Moreover, I believe that it is not necessary for an evaluation system to look at the many variables, discussed above, that can be taken into account to define a research article's quality. It is sufficient if a faculty evaluation system takes into account the ranking of the journal in which the particular article was published.

PPs on research accomplishments and faculty promotion may specify what research accomplishments are necessary for a faculty member to get promoted to a specific rank. I understand that certain issues sometimes need to be dealt with a degree of flexibility and decisions on issues, such as promotion are dealt by committees which usually decide based on broad criteria. I do feel though that there should be a basis, upon which decisions are made. Any employee of an organisation, including faculty members, needs to know, as accurately as possible, what is expected from him/her to do in order that his/her performance is considered to be satisfactory and to get promoted. Finally, I believe that faculty evaluation systems must be designed in such a way as not to promote research at the expense of teaching. Teaching, especially at HEIs offering mainly undergraduate programmes of study, should be given a higher weight than research in the overall faculty evaluation system.

2.3.5   Faculty tenure

Faculty tenure is defined as the permanency of employment up to the age of retirement offered to faculty members in HEIs (Wicks, 2004). Tenure is not a guarantee of a job for life under all circumstances. Tenure does not protect if the faculty member engages in misconduct. According to Helms *et al.* (2001) tenure ensures that a full-time faculty member will not be dismissed without adequate cause after a specified probationary period. Likewise, Wicks (2004) argues that tenure may protect academics from capricious sanctioning.

The dominant view of the necessity of the concept of tenure for academics is to protect their academic freedom. Tierney (2004) advocates that the concept of academic freedom pertains to the right of faculty members to enjoy considerable autonomy in their research and teaching. He further advocates that the assumption that drives academic freedom is that the public benefits when faculty members are able to search for truth without interference and they are able to report their findings regardless of what those findings may be. Wicks (2004) argues that the roots of protecting academic freedom lead back to Plato's championing of academic freedom. Faculty tenure's original aim was to protect academic freedom which is a precondition of teaching and/or advancing knowledge. The creation of a tenured status early in the twentieth century suggests the

need for a kind of safeguard that allows researchers and faculty to pursue their work without any interference. The purpose of faculty tenure is to ensure that faculty will teach and carry out research subject only to high standards of professional competence. Traditionally, tenure has been in place to protect academic freedom so senior faculty may publish innovative and controversial research findings (Helms *et al.*, 2001). Tenure ensures that faculty members can feel free to conduct research on their own terms regardless of what the administration may feel about it.

It is believed that the concept of tenure benefits universities through facilitating recruitment, selection and retention of academics. According to Bender and Heywood (2006) tenure should be viewed as a valuable job attribute within academia. The job security associated with tenure is an important motive for one to join the academic sector. Without it there is a real risk that researchers and professors will pursue other careers that may provide higher salaries and more opportunities for advancement. The need for tenure is frequently discussed in economic terms. Given the competitive labour market, individuals would choose higher paying private sector jobs. Due to the existence of tenure, universities are therefore able to recruit and retain high quality personnel. As universities become increasingly resource-constrained, the existence of the tenure concept seems to be vital for universities since faculty compensation would necessarily rise in the absence of the tenure concept. The rise in faculty salaries would lead to higher tuition fees, larger class sizes and fewer course offerings. All these would then lead to lower quality HE and restricted access to it. Morris *et al.* (2004) argue that worldwide relatively few HEIs are in a position to compete with commercial organisations in terms of pay rates. However, education institutions can compete in other non financial areas, such as: greater job security provided through tenure; possibly more objective, rational and transparent promotional policies; and more autonomy. It can therefore be argued that tenure benefits universities financially. Wick's (2004) examination of the cases of two Canadian academics, though, have made him conclude that faculty members do not trade-off job security for lower salaries and that wealth maximisation is not the sole motive behind individual career choice. Despite Wick's findings from his very limited sample of two academics I believe that the provision of job security through the concept of tenure is considered by many academics as a great advantage over other possibly higher paying positions in the private sector.

Arguments against tenure

Despite its advantages the system of faculty tenure has been highly debated and disputed. Helms *et al.* (2001) advocate that tenure has been a controversial issue since its inception in United States HEIs. Critics of faculty tenure argue that it:

- does not serve the purpose for which it was established (i.e. enhance and protect academic freedom) and it is no longer necessary to defend academic freedom;
- decreases productivity and encourages laziness;
- makes discipline difficult to apply;
- eliminates performance improvements;
- diminishes academic quality; and
- is incompatible with enhancing quality in education.

They further argue that the system of tenure needs to be revised or abolished. The major arguments against faculty tenure are analysed below.

Wicks (2004) examined the concept of faculty tenure as it operates in North American Universities in terms of its nature, role, purpose and consequences. He argues that faculty tenure is supposed to ensure that faculty members are not dismissed or demoted based on their academic pursuits. He questions, though, the need of tenure to protect academic freedom since the freedom of speech embodied in the American Constitution and the freedom of expression in the Canadian Charter of Rights guarantee academic freedom. Moreover, he wonders how free academics are today that tenure and academic freedom are in place. He argues that researchers are permitted to publish their findings, no matter how unpleasant they may be, but they may never see another research grant from the funding organisation or they may lose access to the expensive laboratory equipment necessary to conduct future research if their findings are unpleasant for the funding or sponsoring organisation.

Moreover, Wicks (2004) argues that since untenured faculty members need to meet certain requirements, such as a good number of publications before they are granted tenure then their work becomes subject to evaluation, comparison and classification.

According to him, by being vulnerable to formal and informal control, the untenured faculty is in the position to obey rules set by the management. Therefore, the existence of tenure places faculty under close scrutiny, discourages academic freedom and increases managerial control. Wicks (2004) argues that the efficiency and effectiveness of tenure is questionable.

While tenure originally was designed as a protection of the academic freedom, it has been transformed into an employment security mechanism and is seen as such by most faculty members. Critics of faculty tenure argue that tenured faculty members are less productive since they would not be penalised when their performance is substandard. Post-tenure reviews aim to provide feedback to faculty members rather than to penalise them. The administration of a HEI has no way out if a faculty member is performing badly. Any of the following can be considered as bad performance: a faculty member continually receives poor student evaluations; he/she stops publishing and researching entirely; he/she pursues research that is not beneficial for students or practitioners but rather empirical research for his/her own sake; he/she stops performing service activities, or fails to serve on institution's committees; and when a faculty member spends the most of his/her time on outside consulting and only minimal time on teaching and assisting students. The existence of tenure means that universities cannot do much when a faculty member is performing badly except maybe for denying a salary rise. Helms *et al.* (2001) argue that many tenured faculty members who spend the majority of their time on outside consulting are quite happy with their remuneration and would be willing to exchange a small pay rise for spending less time at the university. In addition, they argue that tenure is believed to make faculty focus on research while excluding an emphasis on students. Moreover, in contrast to the situation in a business firm, where a manager may penalise or even dismiss those who do not perform adequately, such action is virtually impossible in HE if the presumed target is a faculty member who holds an academic tenure (Koch, 2003).

According to Dnes and Garoupa (2005) tenure is a constraint to administrators and limits their discretion. Hughes and Tomkiewicz (1994) have examined whether the application of discipline to tenured faculty members is possible due to the critical nature of such positions and the rather unique staff policies that govern the administration of tenured faculty members. They argue that such positions do not prohibit the application

of discipline but discipline may be difficult to apply. Although discipline actions, such as: observe; encourage; train; reprimand; reduce pay; and terminate employment are available to academic institutions access to such actions may be restricted or even prohibited. These prohibitions and restrictions are due to practical problems, contractual obligations and faculty members' participation in the governance of an institution.

According to Hughes and Tomkiewicz (1994) observation activities may be limited by shared governance and encouragement actions may be constrained if it is believed that such actions may be used as the basis for non-renewal of a faculty member's employment contract, the denial of promotion or the refusal to grant tenure. As for training faculty members, academic institutions may not have the budget to train faculty so this disciplinary action may be impractical. Even if a budget is available then other faculty members will have to carry out the duties of the faculty members being trained. Disciplinary actions, such as reprimand or decrease pay must adhere to due procedures. In some institutions such procedures (e.g. internal hearings and any associated appeals of hearing outcomes) are such a burdensome and time-intense that most likely no behavioural change must be expected. In addition, annual pay is usually specified in contracts and therefore a decreasing pay action may be prohibited by contract law. Moreover, the very strong academic tradition of confidentiality of evaluation, promotion, tenure and salary activities usually means that the "managers" in HE (administrators) cannot utilise or publicise the circumstances of an individual faculty member (Koch, 2003).

Finally, termination of employment is extremely difficult due to contract provisions (e.g. in some contracts the employment period is specified), terms of notice requirements (i.e. after a set number of years, the faculty is generally provided a minimum notice of one year) and due procedures requirements. All the above disciplinary action's barriers make institutions select a disciplinary action that has the fewest barriers to implementation rather than the appropriate one. In searching for the action with few or no barriers academic institutions may decide to take no action in respect to unsatisfactory performance by tenured faculty. It is also possible that the same academic institutions may decide not to renew the contracts of poor performing faculty members believing that this is the only feasible action under the circumstances.

In the absence of tenure or under different circumstances maybe it would be possible to find a way to make such faculty members improve their performance.

Academic institutions' boards favour changes in the tenure system while faculty unions are strongly opposing any changes since they argue that tenure provides the necessary job security that allows faculty members to perform at a certain educational quality level (Helms *et al.*, 2001). Worldwide, some academic institutions are rapidly increasing the number of faculty positions that do not award tenure. According to Helms *et al.* (2001) in 1998 the Japanese Education Ministry introduced a limited tenure system because they felt the old system of tenure encouraged laziness. Wicks (2004) argues that in the UK tenure has disappeared as faculty work on five-year contracts that coincide with the Government's Research Assessment Exercise that measures and ranks public universities based on scholarly publications.

Calls made by university trustees and administrators in the USA for more accountability among faculty see tenure as slowing their plans for change (Helms *et al.*, 2001). Business professionals believe that tenure eliminates performance improvements. Times have changed and the quality movement has stepped into every industry including HE. Helms *et al.* (2001) point out that tenure must be either changed or abolished. Some junior faculty argue that they find the tenure process not based on quality of teaching, research or service. For the sake of quality faculty argue that universities should at least establish some form or review of tenured faculty. Some faculty members view tenure as early retirement from a productive academic life. Many education stakeholders, such as tax payers and students feel that tenure is no longer necessary to defend academic freedom. Others feel it diminishes academic quality and it is incompatible with enhancing quality in education.

The extensive discussion of tenure has resulted in many academic institutions seriously considering or making changes, such as: periodic faculty reviews, cuts in pay due to poor performance, longer probationary periods, rights to fire a tenured faculty member for continuous bad performance and even the complete abolishment of tenure (Helms *et al.*, 2001). Post-tenure review programmes support the quality doctrine which nowadays helps organisations to increase productivity, reduce costs, boost market share, and ensure their survival and growth. Most post-tenure reviews take place every three to

seven years and usually stress the need for faculty development and do not re-evaluate tenure. Tenure was created to protect academic freedom and not to guarantee life-time employment for continually poor performing faculty members.

According to the reviewed literature the dominant view of the necessity of the concept of tenure for academics is to protect their academic freedom which is a precondition of teaching and/or advancing knowledge. Despite tenure's benefits analysed above, I think that this concept needs to change in order for universities to be able to survive in the new era of HE. I believe that faculty members who have fulfilled certain set criteria (such as achievement of specific research accomplishments, achievement of high teaching performance for a number of years) must be given a tenure status. Tenured faculty members must enjoy certain benefits, which untenured faculty members cannot enjoy. The tenure status will differentiate them from untenured faculty members and will definitely motivate untenured faculty members to achieve tenure. Yet, tenure needs to change. Under no circumstances tenure must mean "permanency of employment up to the age of retirement" or "a guarantee of a job for life under all circumstances". The administration of a HEI must be able to penalise those faculty members who perform badly. The application of discipline to tenured faculty members must be possible. One may point out that faculty members who do not perform well will still be indirectly penalised by not getting promoted to higher ranks. I believe that the traditional life-time job guarantee tenure concept may not work, even in the presence of a performance-based promotion system, in the cases of academics who are either not interested in getting a promotion or who hold the highest rank.

HEIs need to adopt a faculty evaluation and reward system that will allow periodic faculty reviews for both tenured and untenured faculty members, provision of no salary increases due to poor performance and the right to fire a tenured faculty member for continuous bad performance. The "weakening" of the tenure concept should under no circumstances mean that faculty members must not enjoy academic freedom. All HEIs must adopt the necessary PPs that will protect academic freedom. Finally, I believe that this different tenure concept will still benefit universities through facilitating recruitment, selection and retention of academics but maybe not as much as if tenure meant life-time guarantee of a job under all circumstances. I argue that a different tenure concept that means a guarantee of a job for life, provided that academics do not

perform badly, will still provide an important motive for potential academics to join the academic sector. I believe that the additional benefits from a different tenure concept can outweigh any negative impact this concept may have on the recruiting and retention of academics by HEIs.

2.3.6   Faculty remuneration

Remuneration in academic institutions, as well as, in other sectors of the economy is considered a very important issue. It is one of the important determinants of employees' job satisfaction. Many service organisations rely on the commitment of their employees and low employees' job satisfaction can be detrimental to organisations. Oshagbemi (2000) argues that several studies have shown that out of the various aspects of job satisfaction (such as pay, work itself, promotion, co-workers and supervisor) pay and promotion (which is related to pay since it leads to increased pay) are considered the most important ones. Likewise, Morris *et al.* (2004) state that pay and promotion procedures and policies matter to organisations and their employees. Such PPs shape employees' perceptions of fairness and justice and hence their commitment to the organisation. Pay and promotion policies are key issues that affect the commitment of employees. According to Morris *et al.* (2004) if faculty members cannot get a higher salary from one organisation, then, through career mobility, they may get it through another.

The importance of pay satisfaction lies in the behavioural outcomes that accompany pay dissatisfaction, such as absenteeism, influence on turnover decisions and productivity. Comm and Mathaisel (2003) argue that unsatisfactory faculty workload and compensation lead to lower academic quality for students. Besides the negative behavioural outcomes of pay dissatisfaction, high employee turnover leads to the incurrence of a number of additional costs. Comm and Mathaisel (2003) further argue that there are a number of indirect costs associated with higher employee turnover, such as higher training costs, recruiting, learning curve inefficiencies and a decrease in the number of customers.

Employees' benefits influence job satisfaction and job satisfaction is strongly related to employee turnover. Job satisfaction can also influence customers' perceptions of the

quality of the service offered. The commitment of staff is a major factor in determining the future success of an organisation. In HE, the success of HEIs in having graduates of the highest calibre depends on the commitment of their faculty members. Rewards are part of the exchange when employees put forth effort to facilitate the advancement of organisational objectives (Morris *et al.*, 2004). Policies aimed at reducing employee turnover must be based on giving employees economic and psychological reasons to stay. Faculty commitment enhances performance, which, in turn improves academic quality. Employee job satisfaction is as important as customer satisfaction. Comm and Mathaisel (2003) advocate that a well-rounded and satisfied faculty will certainly help to achieve higher quality education.

Research indicates that faculty members are generally dissatisfied with their remuneration and with the PPs related to their pay. They are satisfied with the autonomy and authority inherent in their job but they are less satisfied with their salary and benefits (Comm and Mathaisel, 2003). Oshagbemi (2000) has studied the correlates of pay satisfaction among 554 UK academics. The study has shown that less than 30 per cent of university academics were satisfied with their pay, about 54 per cent indicated that they were dissatisfied and about 16 per cent reported indifference. Morris *et al.* (2004) have explored the effects of a specific set of pay and promotional policies within the Malaysian tertiary educational sector. Pay and promotion policies have been identified as potentially problematic in Malaysian HE for many years. Malaysian HEIs have suffered from high academic staff turnover. One of the principal causes of this turnover has been the low employee commitment. Their findings suggest that the respondents were dissatisfied about their pay and promotional policies and that the dissatisfaction accounted for the increased staff turnover rates. Moreover, Oshagbemi (2000) argues that academics are dissatisfied with their pay due to the procedures for determining salary increases among other reasons.

Since faculty pay and job satisfaction are so important what can HEIs do in order to have committed faculty members that would work towards maintaining high quality education and keeping students happy? Comm and Mathaisel (2003) argue that HEIs must offer competitive levels of compensation to their faculty and recognise their achievements in order to attract and retain effective and committed faculty. They further argue that any successful remuneration policy must rest upon reliable procedures for

assessing faculty performance. Such assessments must occur regularly and be clearly explained to faculty members by their assessors. Incentives and disincentives frequently are less strong and even invisible in academe. The prevalence in academe of "across the board", automatic salary increments implies that the range of behaviour modification tools available to academic managers generally is less than that available to other managers (Koch, 2003). Siegall and Worth (2001) argue that for a merit pay system to result in positive outcomes, administrators should work along with faculty, through consensus decision making and open communication, in order to establish such a system. Similarly, Morris *et al.* (2004) argue that pay systems are unlikely to enhance commitment if employees have little say in the systems' design and implementation. Moreover, they advocate that the limited success of initiatives for enhancing employee commitment and satisfaction within state sector organisations and the global trends towards more direct forms of control within the state sector highlight that it is necessary to develop new models for organising work and rewards within such organisations. Such models must balance the need for effective services provision with financial sustainability and must reconcile wider social needs with best practices of human resource management.

Remuneration is one of the important determinants of employees' job satisfaction. Employees are committed employees if they are satisfied jobwise. Many service organisations rely on the commitment of their employees, consequently employee job dissatisfaction can be detrimental to organisations. High employee turnover leads to negative employee behavioural outcomes and to the incurrence of a number of additional costs. The commitment of staff is a major factor in determining the future success of an organisation. According to the reviewed literature academics are dissatisfied with their pay. In addition, they are dissatisfied with the procedures for determining salary increases. HEIs must offer competitive levels of compensation to their faculty and recognise their accomplishments in order to attract and retain effective and committed faculty. However, I do not think that HEIs are able to offer higher levels of compensation, especially nowadays that most HEIs are experiencing budget restrictions. I do believe, though, that HEIs need to establish reward PPs, such as faculty remuneration and promotion PPs that are based on faculty work performance. Such PPs, provided they are based on explicit criteria, can enhance faculty members' job satisfaction. If faculty remuneration and promotion are not based on faculty

performance then this will not motivate faculty members as Koch (2003) very well puts it. HEIs must recognise and reward faculty achievements.

2.4   Faculty policies and procedures of other HEIs

After reviewing twelve faculty handbooks and guides that accommodated faculty PPs of ten HEIs I provide below an account of my review emphasising the common, interesting or unique aspects of these faculty handbooks, as well as the important aspects of the faculty PPs (especially the crucial ones, such as faculty evaluation, ranks, promotion and tenure) employed by the particular HEIs.

Most faculty handbooks present the mission and the objectives of the HEI, as well as some other general information about the institution, such as the history of the institution, its accreditation status and details concerning its programmes of study. The majority of the faculty handbooks provide information regarding how the institution is governed i.e. they present the administrative posts they have along with the different bodies, such as councils, committees, boards and senates. Some faculty handbooks go deeper in terms of how they are governed explaining who the members of these bodies are and what their rights, duties and responsibilities are. In addition, they explain how and when members are nominated and/or elected. They describe how these bodies operate particularly in terms of how they carry out their meetings, when there is a quorum and when a motion becomes effective. Moreover, most faculty handbooks provide their PPs on various issues, such as: governance of the institution as a place of work (e.g. equal employment opportunity, harassment, employee relations, communication, employee safety and smoking policy); faculty search and appointment; faculty employment classifications (e.g. full-time posts, adjunct posts); academic ranks; faculty performance evaluation; salary recommendations; promotion; remuneration; payroll issues; termination of employment (e.g. resignation, dismissal, retirement); duties and responsibilities (e.g. teaching load, working hours, codes of conduct); rights and privileges (e.g. leave, fringe benefits, tenure, professional development, appeals and grievances).

The order of presenting the PPs varies among faculty handbooks. Certain PPs are viewed in a different manner by different HEIs e.g. the academic freedom in some faculty handbooks is presented as a faculty benefit and in other ones as a workplace policy. Some of them emphasise certain issues while other ones place emphasis on different issues. Some handbooks are much more comprehensive than others. Some of

them do not provide any personnel-related PPs applicable to all employees of the institution (teaching and not teaching employees). Such PPs are provided in a separate employee handbook which applies to all their employees. Some handbooks include in their appendices a number of forms which are referred to in the main text. The provision of forms in the actual handbook helps the reader to understand a PP better.

Two faculty handbooks consist of many independent faculty PPs bound together with a table of contents at the beginning. In these two cases PPs are presented in alphabetical order. Robert Morris College Human Resources Policy Guide 2002-2003 (RMC, 2002b) presents a number of faculty PPs in alphabetical order. Each policy starts with a description of its purpose, it then explains to whom the policy applies or when the policy must be followed or applied (scope/eligibility), then follows the actual policy and finally any related procedure. No other handbook presents its policies in such a way. The policies are well-structured and easy to read. Moreover, faculty handbooks for part-time (adjunct) faculty provide PPs written in a more concise and less detailed manner. Some handbooks provide the title of a PP along the web address where the complete text of the PP can be found rather than providing the complete text of the PP in the handbook itself.

Eight handbooks describe how the faculty evaluation is carried out. Capitol College Faculty Handbook (CC, 2003a) states that information used in faculty evaluation is collected from various sources. The evaluation system is based on an annual faculty goal-setting plan. The plan is developed based on the goals, objectives and outcomes of the faculty member's department. After the plan is developed the department chairperson and the faculty member meet at least once a term to monitor the progress of the plan. The meetings allow the faculty members to make adjustments in their plans. At the end of the academic year, the faculty member and the department chairperson determine the overall success of the plan. According to CC (2003a) the faculty evaluation system does not take into account research accomplishments of faculty members. Capitol College Adjunct Faculty Handbook (CC, 2003b) states that the college requires all faculty members to have students evaluate their teaching. Peer evaluation for adjunct professors is also a possibility. Peer evaluation may be invited by the instructor or prompted by student complaints, but only after the instructor is notified that a visitation will take place.

Illinois Central College Part-time Faculty Handbook 2002-2003 (ICC, 2002) mentions that part-time faculty members are evaluated at least once annually through classroom visitations by their department chair or a designated representative. A written evaluation is prepared, discussed with the part-time faculty member and placed in the faculty member's personnel file. All part-time instructors are required to use a student assessment form in at least one class per year. According to Northwestern University Faculty Handbook (NW, 2001) the substance of any evaluation of a faculty member's performance in teaching, research, or service is made available to the faculty member upon request. The evaluation is used for purposes of setting salaries, granting promotion and tenure, reassigning duties, as well as laboratory space or other research facilities.

Robert Morris College Faculty Handbook 2002-2003 (RMC, 2002a) presents a faculty performance appraisal system that leads to a specific overall rating based on which faculty rewards are decided, something which was not found in the rest of the handbooks. It states that the evaluation of faculty performance is critical to the college's ability to retain the type of faculty needed to deliver quality education. Faculty members are evaluated annually in five critical areas: expertise in one's field; educational methodology; customer satisfaction; daily operations; and contribution to the college. For each area, faculty members receive one of three ratings: exceeded expectations; met expectations; or below expectations. Faculty members who exceed expectations in at least 3 areas and do not receive a "below expectations" rating in any area they receive an overall "exceeded expectations" rating. Faculty members receive an overall "met expectations" rating if they have met expectations in at least 3 out of 5 areas. Faculty members who receive a "below expectations" rating in 3 or more areas receive an overall "below expectations" rating. Faculty members receive annual performance rewards based on the rating of their overall performance evaluation. Performance rewards are determined annually based upon the institution's performance of the previous fiscal year. These are a percentage of the previous year's annual salary. During 2002-2003 the percentage of those who exceeded expectations was 7%, of those who met expectations 6% and of those whose performance was below expectations 0%.

RMC (2002a) mentions that a critical component of the performance evaluation process is employee self-evaluation. Employees are encouraged to submit their self-review to

their respective supervisor prior to the annual review date so that he/she can have the opportunity to consider the self-review as part of the performance evaluation process. The employee self-review should discuss his/her accomplishments, both planned and unplanned, and the performance outcomes in light of the performance expectations and criteria. The self-review should also discuss professional development goals for the next year. Moreover, RMC (2002a) states that student course evaluations provide an opportunity for faculty to receive valuable feedback from students on teaching performance, course content and the learning environment. Course evaluations are completed every quarter and are made available to faculty members.

According to Texas A and M International University Faculty Handbook 2005-2006 (TAMIU, 2005) each college of the university establishes procedures and criteria for evaluating faculty performance and development on a regular basis. Non-tenured faculty are evaluated yearly and tenured faculty are evaluated once every five years. The areas of evaluation are academic preparation, experience, teaching, service and scholarship. College evaluation procedures must include, among other things, a provision for the faculty member to receive a written evaluation, review the evaluation and respond to it in writing. Each college must specify the criteria to be used in evaluating academic preparation, experience, teaching, service and scholarship and describe the kinds of evidence to be considered in the evaluation. Moreover, University of Arkansas Faculty Handbook (UOA, 2005) states that the SET effectiveness serves two related but distinctly separate objectives. The first relates directly to the instructor's own effort to teach effectively. The second pertains to administrative decisions regarding salary, promotion and tenure. While evaluation by others – such as peers and recent alumni – is valuable and its use is encouraged as a means of broadening the basis for judgment, the perceptions of current students are an essential consideration in any administrative review of teaching effectiveness.

Radford University Teaching and Research Faculty Handbook (RU, 2004) presents an efficient and a comprehensive faculty evaluation system. It states that faculty evaluations form the basis for reward, provide feedback and aid faculty development. The evaluation process is the basis for decisions regarding reappointment, merit pay, tenure and promotion. Effective evaluations are based on clearly stated job-related criteria, encourage behaviour which leads to the achievement of institutional objectives

and clearly relate to the reward system (merit pay, promotion, tenure and reappointment). Faculty members are evaluated in three areas: teaching; professional contributions (research); and university service. The university expects faculty to make contributions in all three areas. RU (2004) suggests that a weighted average of the three categories shall be used to determine the overall evaluation of each faculty member. The range of acceptable weights for each category is: 40% - 75% for teaching; 15% - 40% for professional contributions; and 5% - 30% for university service. The sum of the weights must equal 100%. The minimal weights allowable for teaching and university service of faculty members who have reassigned time for university service must equal their reassigned time. Faculty who receive reassigned time for research must have at least 30% of their evaluation in the category of professional contributions. Faculty who have reassigned time for administrative work must have at least 25% of their evaluations in the category of university service. Assessors must assign a rating in each of the three evaluation categories, as follows: 4.5 - 5 Outstanding, 3.5 - 4.49 Above Expectations, 3 - 3.49 Meets Expectations, 2.5 - 2.99 Meets Expectations Minimally, 2 - 2.49 Below Expectations, Below 2 Poor. The weighted sum of the ratings assigned to each of the three evaluation categories is the faculty member's overall evaluation rating. A tenured faculty member whose overall evaluation rating falls below 3 or whose teaching rating falls below 3 is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.

Troy State University Faculty Handbook (TSU, 2001) states that the university evaluates its faculty members based on three areas: teaching; scholarly and creative activities; and service. The weight one can assign to these three areas is: 60% - 80% for teaching; 10% - 30% for scholarly and creative activities; and 10% - 30% for service. A unique aspect of this handbook is the fact that faculty members are awarded points for scholarly/creative activities contributions in three categories, as follows: 4 points for Published-Refereed (e.g. journal article, book or monograph and book chapter); 2 points for Refereed (e.g. paper published in proceedings of conference, book review published in refereed periodical and published teaching material, such as an instructor's manual); and 1 point for Peer-Reviewed (e.g. abstract published in proceedings of a conference, new distance learning course developed and approved, and consulting work product). Although TSU (2001) states that salary increases are granted for exemplary

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performance in the areas of evaluation it does not explicitly explain how exactly this is done.

University of South Carolina Beaufort Faculty Orientation Handbook (USCB, 2005) states that the annual faculty evaluation requires a faculty member to turn in a packet of materials that demonstrate his/her performance in the following areas and weights: 50% for Teaching and Advisement (faculty members must be able to communicate the current knowledge of an academic field in formal classroom and teaching laboratory settings), 12.5% for Professional Activities (one of the responsibilities of faculty members is active participation in their chosen discipline), 12.5% for Research and Scholarship (contribution to the discovery of new knowledge, development of new pedagogy, and other forms of creative activity are essential to a scholar), 12.5% for University Service (one of faculty obligations is active involvement in college affairs, service on campus and university committees, and advisement of student organisations) and 12.5% for Public Service (faculty members are responsible to provide service to the community and participation in community organisations). In terms of research and scholarship USCB (2005) states that research and other creative activities are often difficult to measure but faculty members are asked to include in their packet materials that explain or give evidence of accomplishments, such as published books, articles in refereed professional journals and research grants awarded. Finally, USCB (2005) mentions that the student evaluation process is an integral part of the university's faculty review and, as such, is taken very seriously.

Faculty evaluation PPs found in the above handbooks seem to agree on the areas of evaluation. These are teaching, research and service. In most faculty evaluation systems information used in the evaluation is collected from various sources (students, peers, self-evaluation and administrators) and the evaluation systems are based on faculty output and accomplishments rather than input time. In addition, decisions on tenure and promotion do not rely heavily on student evaluations of teaching. Most systems have explicit criteria but the faculty evaluation procedures do not seem to be clearly defined in most handbooks. Some systems have weights for the different areas of evaluation and HEIs place different weights to teaching and research based on the degree they focus on teaching. Colleges focusing on undergraduate teaching evaluate their faculty members, heavily or wholly, based on their teaching performance rather than research

performance. Moreover, although a number of handbooks mention that faculty evaluations are linked to rewards decisions, such as award of tenure, promotion and salary increase, details of this linkage are not provided. Only RMC (2002a) links faculty evaluations to salary increases in a very clear way. In most systems, faculty evaluations do not lead to a specific overall score of a faculty member's performance, something which can be helpful in linking faculty evaluation to rewards decisions. Finally, with the exemption of TSU (2001) all other handbooks do not have a system to provide scores for research accomplishments. If research accomplishments are not measured in numerical terms it will be difficult to link faculty members' research performance to a score-based faculty evaluation system.

Six handbooks provide details concerning their faculty ranks. Most of these handbooks mention that the available ranks are instructor, assistant professor, associate professor and professor. These are also defined in many handbooks as the traditional or regular ranks. The handbooks provide their requirements for each faculty rank. These requirements are usually academic qualifications, teaching/research/work experience and research accomplishments. Despite the fact that these handbooks provide details as to the requirements a faculty member needs to fulfil in order to be appointed to each rank, they fail to describe in detail how exactly these requirements can be fulfilled. For example when they state that excellence in teaching is required they could link this with an attainment of a minimum score in the evaluation of a faculty member's teaching. Likewise, when the handbooks mention that excellence in scholarship is required they could link this with a minimum scholarship output (e.g. 1 article published in a refereed journal).

CC (2003a) has no research requirements for any of its ranks as it is a college which focuses on teaching. NW (2001) mentions that beyond the four traditional ranks the university maintains the ranks of associate, college lecturer, senior lecturer and lecturer. According to RU (2004) service is among the ranks' requirements. For the ranks of assistant professor and higher a terminal rather than doctoral degree in the discipline/field in which the faculty member will be employed is required. Of course for many fields the prevailing terminal degree is the doctorate but there are a few fields for which the prevailing terminal degree is not the doctorate. According to TAMIU (2005) a master's degree is required for the rank of instructor whereas for all other ranks an

earned doctorate or equivalent terminal degree is required. In terms of scholarship for some ranks faculty members are required to have demonstrated competence and productivity in scholarly or creative activities related to the faculty members' discipline. TAMIU (2005) fails to specify what the specific scholarship requirements are for a faculty member to demonstrate such competence and productivity. According to TSU (2001) a master's degree or earned doctorate is required for the rank of instructor whereas for the rest of the ranks an earned doctorate or an appropriate professional degree is required.

Five handbooks provide details of their faculty promotion PPs. In most cases faculty promotion is based upon fulfilment of the minimum criteria for appointment to the specific academic rank, especially academic qualifications, and good performance mainly in the areas of teaching and research. Despite this link of faculty promotion to performance the handbooks do not seem to state what level of performance (e.g. a score of 75% or more in teaching, a specific number of published articles in refereed journals) is necessary for a faculty member to be promoted to each rank. In addition, these handbooks do not provide many details as to how exactly faculty members can demonstrate fulfilment of promotion criteria. For example, CC (2003a) only states that department chairpersons notify the academic dean in writing of recommendations for promotions to a new rank for faculty based on the faculty ranks' requirements and faculty members' performance. In addition, NW (2001) only mentions that procedures concerning promotion and tenure vary from school to school within the university. In all cases, promotion and tenure procedures call for faculty committee evaluation and recommendation. The individual's record is carefully considered with regard to teaching, research accomplishments and potential service, and the relative quality of his/her academic and professional achievements as a whole.

According to RU (2004) the minimum criteria for promotion are primarily concerned with the degree held and the years of service at the university. Although the university has a very good faculty evaluation system in place this does not seem to be linked to the faculty promotion PPs. Moreover, TAMIU (2005) states that faculty seeking promotion must demonstrate achievements in the areas of teaching, service and scholarship. Promotion to an academic rank is based on past and anticipated success in performance, accomplishments and leadership in the following five areas: academic preparation,

experience, teaching, service and scholarship. Finally, according to TSU (2001) promotion is not automatic, nor is it based primarily upon seniority. Promotion to a higher rank is based upon a number of criteria, such as fulfilment of the minimum qualifications defined in the academic ranks' requirements, teaching effectiveness, teaching experience, service to the university, research and creative work, professional competence and activities, and service to the community.

Six handbooks describe their PPs on probation and tenure in a detailed manner. According to NW (2001) tenure signifies an appointment for an indefinite period. Service in the regular faculty ranks is counted as part of the probationary period, by the end of which a decision about granting tenure is made. Decisions regarding tenure are generally made in the sixth year of full-time paid service in a regular faculty rank. The academic year following the tenure review is either the faculty member's first year with tenure or the terminal year on the faculty. Faculty members are subject to removal for serious misconduct or neglect of duty. A faculty member may request to be considered for tenure at any time, but the consideration for tenure takes place no later than during the final year of the probationary period. RMC (2002b) states that employment is for an indefinite period terminable at the will of either the college or an employee. Employment may be terminated for one of the following reasons:

1. Absence without notice for three consecutive days.
2. Failure to return to work from a leave of absence by the agreed upon return date.
3. Acceptance of employment elsewhere or the active pursuit of employment while on a leave of absence.
4. Failure to report for military service or training within 90 days after being placed on military leave of absence or not returning to work after being rejected for military service.
5. Absence of a part-time or temporary employee for more than a two-week period and inability to return to work (effective the last workday of the two-week period). Such an employee is eligible for rehire.

RU (2004) mentions that faculty members are only eligible for tenure at the conclusion of a probationary period. The probationary period is six years. When applying for tenure, faculty members shall provide documentation of their contributions in the areas

of teaching, professional contributions and university service. It is possible for the university to initiate sanction or dismissal procedures because of incompetent performance on the part of the faculty member. All faculty members are expected to fulfil their professional obligations, to maintain professional and ethical standards befitting their profession, and to uphold the rules and policies of the university and law. A faculty member failing to comply with the above may be considered subject either to sanctions or, in extreme cases, to termination for cause. According to TAMIU (2005) tenure means the entitlement of a faculty member to continue in an appointed academic position unless dismissed for adequate cause. Professional incompetence, continuing or substantial neglect of professional responsibilities, moral turpitude, unprofessional conduct, and bona fide financial exigency or the phasing out of institutional programmes requiring reduction of faculty constitute adequate causes for dismissal of a tenured faculty member. To be eligible to apply for tenure, a faculty member must be a full-time employee and should hold the academic rank of associate professor or above. Beginning with appointment to the rank of full-time assistant professor or above, the probationary period for a faculty member does not exceed seven years of full-time service at the university. All tenure track faculty members must come under tenure consideration no later than the sixth year of the service at the university. A faculty member who believes his/her teaching, scholarship and service record merits early tenure may apply for it during the fifth year of service towards tenure.

According to TSU (2001) tenure is granted to experienced faculty members to ensure their continuance in academic positions. The probationary period shall not exceed seven years of continuous full-time teaching for the university (six years for the rank of instructor). Untenured faculty members may not be reappointed for reasons, such as cancellation of or change in a programme, declining enrolment, financial exigency, excessive staffing, lack of excellence in teaching, inadequate service, failure to follow established PPs of the university and failure to acquire tenure during the mandatory review period. The university has the right to dismiss a tenured faculty member for adequate cause. Adequate cause shall include, but is not necessarily limited to, the following: professional incompetence, continued neglect of academic duties, serious personal misconduct, deliberate and severe violation of the rights and freedoms of fellow faculty members, administrators or students, repeated failure to follow the established PPs of the university, or conviction of a felony. University of Rochester

Faculty Handbook (UOR, 2004) states that the key promotion is to tenure. The principal factors considered are teaching, scholarly or artistic work, and service to the university. The maximum term of service at the rank of instructor and assistant professor may not exceed five and seven years respectively. Appointments at the rank of associate professor may be with or without tenure. Appointments at the rank of associate professor without tenure are for periods not exceeding five years. Appointments as professor carry tenure. Faculty members on an appointment of two years or less must be notified in writing, five or twelve months before the appointment expires, whether or not they are to be reappointed. Tenure may be revoked and term contracts may be abrogated by the university for cause, academic cause, or bona fide financial exigency of the university. Cause shall be restricted to physical or mental incompetence or moral conduct unbefitting the position. Academic cause shall be defined as the failure by a member of the faculty to discharge responsibly his/her fundamental obligations as a teacher, colleague and member of the wider community of scholars.

There seems to be a consensus among faculty handbooks in terms of tenure. Faculty members are only eligible for tenure at the conclusion of a probationary period of about 6 to 7 years provided that certain conditions are met, such as adequate performance. In all handbooks tenure does not mean permanency of employment for life under all circumstances. The employment of tenured faculty members can be terminated for reasons, such as professional incompetence, continuing or substantial neglect of professional responsibilities, moral turpitude, unprofessional conduct, violation of the rules and polices of the institution or law, and bona fide financial exigency. An important difference between tenured and untenured faculty members lies in the fact that the service of untenured faculty members may be terminated for additional and in some cases less important reasons. Such reasons are: cancellation of or change in a programme, declining enrolment, excessive staffing, lack of excellence in teaching, and failure to acquire tenure during the mandatory review period. RMC (2002b) seems to go one step further. It does not offer tenure to its faculty members but operates on the basis that employment is for an indefinite period terminable at the will of either the college or the employee.

According to CC (2003a) salary adjustments for faculty are based on faculty evaluations and are recommended by the appropriate department chairperson. Likewise, RU (2004)

mentions that in those years in which merit increases in salary are available, the department chair makes salary merit increase recommendations on the basis of each faculty member's evaluation for the previous academic year and the funds available to the department for salary increments. Only these two handbooks mention that salary increases are based on faculty evaluations and even so they do not explain how exactly faculty performance is linked to faculty remuneration. Unless there is a clear connection between a fair faculty performance evaluation system and faculty remuneration it is unlikely that faculty members will be motivated to perform better. As far as overtime teaching is concerned CC (2003a) states that faculty members who teach extra courses are compensated at the same rate as adjunct faculty. Similarly, RMC (2002a) mentions that faculty may be asked to teach additional courses. Faculty can choose to accept this additional responsibility on a voluntary basis and will be paid additional compensation that is in direct proportion to their base salary.

There is an agreement among handbooks as far as the teaching load of faculty members is concerned. Faculty members are expected to teach about 12 to 15 hours per semester but their teaching load can be reduced when they have additional responsibilities, or engage in major assignments, professional development, professional contribution, or supervision of students. There is no distinction between faculty ranks in terms of the teaching load. Unlike the case of teaching load none of the handbooks provide any PPs on faculty members' research load. CC (2003a) states that a normal teaching load per academic year consists of 24 to 26 semester credits evenly distributed over the fall and spring semesters. According to RMC (2002a) the traditional teaching schedule includes three quarters with four courses and one reduced quarter of three courses, for a total of 15 courses per year. Faculty may teach less than the traditional teaching schedule because of additional responsibilities, assignments, or professional development. RU (2004) states that for faculty members with responsibilities for advising, university service and expectations of professional contributions, the normal teaching load is twelve hours per week per semester. For faculty who have no significant responsibilities other than teaching, the normal teaching load is fifteen hours per week per semester.

According to TAMIU (2005) faculty members may declare their choice of teaching-intensive track or research-intensive track at the beginning of any or all of the five-year periods which frame the university's periods of review after a faculty member is granted

tenure. Those who opt for the teaching-intensive track carry a teaching load not to exceed the equivalent of 12 hours per semester and are not required to publish research in a refereed forum. However, in addition to compiling outstanding reviews of their teaching by students, peers and their chair, they are required to demonstrate their commitment to excellence in teaching by attending regional and/or national conferences, participating in the internal activities of their department and submitting a yearly professional portfolio evaluation. Faculty members, who opt for the research-intensive track, need to submit to their chairs a research plan for the five-year period. Such faculty members have a course load that does not exceed the equivalent of 9 hours per semester and need to devote to research activities roughly the amount of time in a semester that an additional class assignment would have required.

One interesting aspect of the PPs on teaching load is the fact that HEIs have established teaching load equivalencies for a number of activities carried out by faculty members. According to UOA (2005) the basic element of faculty work assignments is a work unit, which is based on the contact and preparation time for one class hour (50 minutes) per week for a semester of an equivalent amount of time for other kinds of scheduled activity. A minimum of twelve work units per semester constitutes the typical work assignment of a full-time faculty member. TSU (2001) states that the normal full-time teaching load of a faculty member in any rank in most academic units is 22 to 26 semester hours per academic year, with the standard being 12 hours per semester. Faculty members receive teaching credit hours for activities, such as supervision of three students in internship (1 hour) and independent study supervision for six students (1 hour). TAMIU (2005) has in place a very interesting system concerning faculty workload. It states that the full-time teaching assignment is 12 Semester Credit Hour Equivalents per semester. TAMIU (2005) calculates the Equivalent Teaching Load Credit i.e. the workload of each faculty based on the product of all the following:

- the number of hours of each course taught;
- the enrolment factor (1 if 59 or less students, 1.1 if between 60-69 students etc.); and
- the weight factor (1 if undergraduate teaching, 0.667 if undergraduate teaching in a laboratory, 1.5 if post-graduate teaching and 1 if post-graduate teaching in a laboratory).

In addition, TAMIU (2005) states that the university provides Equivalent Teaching Load Credits to faculty members for being a member or the chair of various committees, for new course preparation, for curriculum revision or development, for being a department administrator or a multi-section coordinator, for class related contact, for professional development, for research and for committee assignments.

Five handbooks provide details as to what is expected from faculty members to do in terms of research. Faculty handbooks provide some rather general guidelines as to the faculty members' requirements to research rather than defining what exactly faculty members' research accomplishments must be. NW (2001) states that, because of the many scholarly and professional enterprises represented at the university, the university cannot provide guidelines common to all forms of faculty productivity. Faculty members are expected to be active and productive in the creative, artistic, scholarly, and research pursuits appropriate to their respective fields. The university's responsibility in this aspect of faculty activities is the provision of adequate facilities and resources to support faculty and student research and other creative efforts. The university recognises that faculty time devoted to research, scholarship, and artistic endeavours is of vital importance in promoting the university's central goals of excellent scholarship, stimulating teaching, and a vigorous, creative academic community.

Moreover, TAMIU (2005) mentions that the university accepts the fundamental obligation to maintain a faculty that is professionally creative and productive. Faculty members are encouraged and rewarded for a sustained professional growth achieved through creative investigation and the publication of their research. RU (2004) states that the university expects faculty members to continue their professional development through a number of activities including research and scholarly writing. Similarly, UOA (2005) mentions that tenured and tenure-track faculty members are expected to engage in research, scholarship or other creative activity as a substantial part of their assigned work at the university. Depending upon the unit, this effort can be up to 50% or more of the academic year assigned workload and 100% of the summer assigned workload.

Four handbooks provide PPs on faculty development. These PPs concentrate on the financial supports available to faculty members for professional development. CC

(2003a) states that the college covers 100% of the costs for professional development events attended by its faculty. Similarly, ICC (2002) mentions that part-time faculty members are entitled to one tuition-free credit class for each semester taught at the institution, as long as they take the class within a year of the semester in which they teach. In addition, the college sponsors orientation and recognition programmes, seminars, workshops, and other activities for all its faculty members. Moreover, RMC (2002a) states that the college provides support for professional development through professional organisational memberships, certifications, workshops and conferences, as well as the tuition assistance and tuition waiver programmes. Finally, USCB (2005) describes in detail the university's grant application procedure.

All handbooks describe faculty duties to a greater or lesser extent. TAMIU (2005) states that faculty recognised duties include classroom teaching, scholarly study, basic and applied research, professional development, student advising and counselling, course and curriculum development, continuing education, public service, assistance in the administration of the academic programme and similar academic activities. TSU (2001) mentions that part of faculty members' duties is to meet any deadlines set. Eight handbooks describe in some detail what the teaching duty entails. ICC (2002) describes what faculty members need to do during first class meeting for example to introduce themselves, to distribute a course outline (syllabus) and present the objectives of the course. RMC (2002a) states that part of the teaching duty is for faculty members to inform students of the college's attendance policy and of students' academic progress and to conduct a class for the entire class period.

While ten handbooks mention that faculty members need to maintain office hours only eight of them mention that student advisement is one of faculty members' duties. In addition, no handbook states that faculty members need to maintain a faculty portfolio. Five faculty handbooks see the preparation of a course outline as one of the faculty members' duties. CC (2003b) states that faculty is required to provide a comprehensive outline for each course taught. The outline must explain course requirements, grading policies, attendance expectations and policies regarding academic integrity. Similarly, ICC (2002) mentions that faculty members are required to provide a lot of information in their course outlines including their office hours, required reading material, attendance policy, policy on tardiness, grading issues, policy on late or missed

coursework and estimates of time and effort required of students for success in the course.

Ten faculty handbooks emphasise what faculty members' duties are in terms of assessment of students. Specifically, the handbooks provide information on how faculty members should tackle issues, such as invigilating examinations, grading, incomplete grades, withdrawal grades, completion of grade rosters, turning in final grades, changing grades, grade appeals and academic dishonesty. Only one handbook provides information on independent study supervision.

Three handbooks state that one of faculty members' duties is the participation in committees. While one handbook mentions that faculty members are required to participate in faculty meetings no handbook states that faculty members are required to carry out academic work, such as writing curricula and syllabi. Four handbooks state that faculty members are required to participate in college activities, such as the graduation ceremony. Finally, only TSU (2001) sees professional development as a faculty duty. It mentions that each faculty member needs to maintain his/her competence by keeping abreast of the developments in his/her own field and in other fields related to his/her own.

ICC (2002) places much emphasis on providing PPs on teaching. It provides PPs on what to do during the first class meeting, on lecturing, discussion in class, questioning students, stimulating students, demonstrating issues to students, cooperative learning and other PPs concerning delivering instruction. ICC (2002) also provides PPs related to evaluating learning, such as preparing effective tests (in terms of reliability and validity) and grading tests. The rest of the handbooks place little emphasis on these issues probably because it is thought that such issues are already known to faculty members. I believe that ICC (2002) does well to provide these PPs since the handbook is used by part-time faculty members who may not necessarily have teaching as their main career and may find these PPs very useful.

Six handbooks provide their policy on academic freedom which is more or less the same for all institutions. Three handbooks provide a good description of their faculty selection PPs. None of the handbooks provide details regarding the working

schedule/time commitments (number of morning and afternoon hours) of faculty members during the different periods of the year. Some mention is made by TSU (2001) which states that full-time faculty members are normally expected to be on campus during a portion of every day when their classes are scheduled.

2.5   Relevant legislation and other official guidelines

Law and regulations

The law upon which PTEIs are operating, entitled "Law for Institutions of Tertiary Education of 1996 - A Law to Regulate the Establishment, Control and Operation of Institutions of Tertiary Education" (Law, 1996), requires that at least 70% of the faculty members teaching in a programme of study must have a higher qualification than the qualification of the programme they are teaching in. For example at least 70% of the faculty members teaching in a bachelor's degree programme must have a master's or a doctoral degree and at least 70% of the faculty members teaching in a master's degree programme must have a doctoral degree. Law (1996) also requires that faculty members teaching in postgraduate programmes must have published research work. Some of the faculty members teaching in each programme of study must have a doctoral degree. If this is not academically possible for a programme of study (e.g. vocational programmes such as Secretarial Studies) then the Cyprus Minister of Education and Culture may rule that this article of the law does not apply.

The regulations governing accredited programmes of study, entitled "The Private Institutions of Tertiary Education (Criteria and Standards of Educational Evaluation-Accreditation of Programmes of Study) Regulations of 1996 – Law for Institutions of Tertiary Education" (Regulations, 1996), require that each PTEI must follow a transparent procedure for recruiting and appointing its faculty. The faculty recruitment and appointment procedure must include identifying those candidates who have the necessary qualifications, ascertaining the validity of their qualifications through the provision of appropriate evidence and inviting for a personal interview those who seem to be the most qualified for the vacant position(s). Prior to any appointment, the PTEI must ensure that the applicant is fluent in the language of instruction to be used in his/her teaching. These regulations further require that in order to attract and retain capable faculty members, it is necessary that the PTEI offers adequate salaries and other benefits to its faculty members. In order for the remuneration of the faculty to be considered satisfactory it must include an annual salary review based on clearly defined criteria for salary increments according to each faculty member's rank. The PTEI must make contributions on behalf of its faculty to a provident and a medical plan.

Moreover, Regulations (1996) require that the PTEI must adopt and communicate to all its faculty members a statement of the principles of academic freedom assuring freedom of teaching, research and publications. PTEIs must define all faculty terms of employment. PTEIs must have clear cut policies concerning the duties and terms of employment of faculty members. Such policies must be published and distributed to the members of the faculty. In case a PTEI has faculty ranks, its policy on promotions, termination of employment notice, probation and termination of employment must be clearly set out in one of its official publications. PTEIs must provide faculty members the opportunities for professional development and must be able to demonstrate that such development is taking place. Such opportunities consist of leave of absence for study or research, additional graduate work in one's field, participation in specialised meetings and in-service training.

Additionally, Regulations (1996) state that the primary responsibility for the improvement of a programme of study must rest with the faculty. The extent of participation and the jurisdiction of the faculty in academic affairs must be clearly set out and must be published in an official publication of the institution. Faculty members must be able to conduct much of their business through committees and/or councils. PTEIs must establish policies that lead to the assignment of a reasonable work load for faculty members, according to each one's faculty rank. The teaching load, academic advising, committee work, research and community service are all part of the work load of a faculty member. PTEIs must conduct evaluations of the performance of individual faculty members. The evaluation system used must have criteria on which the performance evaluation of individual faculty members will be based and these criteria must be made known to all concerned. PTEIs must have guidelines as to how the faculty performance evaluation results will be used. Finally, every PTEI must set out and make known its policy on the employment of part-time faculty. PTEIs are responsible for the proper guidance, supervisions and evaluation of part-time faculty members.

The Law and Regulations can be criticised for containing articles which are open to different interpretations and for not providing detailed guidance on a number of important faculty issues. For example, neither the Law nor the Regulations specify the

maximum number of teaching hours faculty members have to carry out. In addition, no specific guidelines are provided as to what constitutes adequate salaries for faculty members. What a PTEI may see as an adequate salary may not be seen so by accreditation teams. The fact that the Law and Regulations do not provide detailed guidelines on certain faculty issues means that PTEIs are left to make their own interpretations of certain articles of the Law or Regulations. On the one hand, this allows PTEIs a certain degree of flexibility but on the other hand, it provides PTEIs with no specific guidance on how to tackle certain issues. AC had to use the trial and error method in order to "reach" the proper interpretation of certain articles of the Law and Regulations. AC established certain PPs based on its own interpretation of the Law and Regulations, and subsequently it had to revise them, following the receipt of an accreditation visit report which pointed out that the particular PPs had to be revised in order to be fully compliant with the Law and Regulations.

CCEEA annual report and circular

CCEEA annual report (CCEEA, 2002) states that PTEIs must establish an appropriate faculty selection policy. It suggests that PTEIs must always advertise the vacant position in the press and that the decision for appointment of a faculty member must be taken by a committee, in which other faculty members must participate, rather than the owner of a PTEI. CCEEA (2002) suggests that all faculty members teaching at PTEIs must have at least a bachelor's degree. Faculty members at the rank of Associate Professor or Professor must have a doctoral degree. Faculty members teaching in 1-year vocational programmes of study leading to the award of a certificate do not need to have a bachelor's degree. PTEIs must establish faculty ranks based on the faculty members' research work and years of service. There is a need for uniformity among PTEIs in terms of the establishment of faculty ranks. CCEEA annual report suggests the use of the following five faculty ranks: Professor, Associate Professor, Assistant Professor, Lecturer and Instructor.

CCEEA circular (CCEEA, 2004) states that PTEIs must appoint one faculty member to be responsible for the running of each accredited programme of study. Bachelor degree and postgraduate programmes must also have a second responsible person. Faculty members given this responsibility must be at the rank of the Professor or Associate

Professor and have relevant qualifications to the programme of study they are responsible for.

According to CCEEA annual report faculty members teaching in undergraduate programmes, such as 2-year diplomas and 3-year higher diplomas must have at least a bachelor's degree. The report fails to deal with the fact that this is not possible for vocational programmes, such as Secretarial Studies where faculty members usually have relevant and sufficient undergraduate qualifications, such as a diploma or a higher diploma in Secretarial Studies. I believe that CCEEA (2002) should require that faculty members teaching in undergraduate programmes of a lower level than a bachelor's degree (e.g. certificate, diploma or higher diploma) possess an appropriate terminal degree. Finally, CCEEA (2002) correctly points out that there is a need for uniformity among PTEIs in terms of the establishment of faculty ranks, but it does not mention how this uniformity may be achieved since PTEIs are establishing their policies entirely independently from each other.

Accreditation reports and letters sent to AC following an accreditation visit

The November 2000 report written by the accreditation team for the Business Administration programmes of study wrote that a research climate emphasising the necessity for publication in recognised international journals needed to be fostered. There appears to be an unduly rigid requirement for six years service (with Doctorate of Philosophy) or eight years (with master's degree) prior to promotion to Associate Professor. Similarly, six years of service are strictly required prior to promotion to Professor, giving a minimum of twelve years of service required for promotion from Assistant Professor to Professor. Better quality control mechanisms should be in place. For example, the student evaluations should be summarised and considered by a committee. The relevant faculty should be informed and, if necessary, appropriate action should be taken.

The CMEC letter dated 22 March 2001 forwarding recommendations from CCEEA to AC pointed out that the selection of a faculty member should not be made solely by the owner of the College, research activity carried out by faculty members of AC had to be increased and a faculty promotion policy had to be established based on the faculty

members' research work, academic work and years of service. Finally, AC had to establish a policy to encourage faculty members to participate in seminars, workshops, lectures and short training programmes.

The February 2002 report written by the accreditation team for the Hotel Management programmes of study pointed out that the successful development of ongoing research activities requires institutional support, such as appropriate reduction in teaching load, exposure to international conferences and coaching in research methodologies.

The CMEC letter dated 2 July 2002 forwarding recommendations from CCEEA to AC required that the teaching load of faculty members had to be further reduced, motives and financial support for the promotion of faculty members had to be provided, faculty remuneration had to be improved and the research activity of faculty members had to be increased.

The CMEC letter dated 22 August 2003 forwarding recommendations from CCEEA to AC required that AC must provide opportunities for professional development and promotion to its faculty members especially in knowledge areas affected by new technologies. The College must reduce teaching load of faculty members so that they have more time available for teaching preparation and professional development that will lead to their promotion. AC must establish a policy which will encourage faculty members' participation in seminars, workshops, lectures and short training courses. The College must reduce teaching load of faculty members so that they have more time available for carrying out research, personal development and other activities related to their teaching.

The November 2003 report written by the accreditation team for the Marketing programmes of study wrote that the research output produced was not adequate yet. Some faculty still have teaching loads of fifteen hours per week. AC should consider making further reductions to encourage further improvement in research output. There is no clear and precise scheme that encourages research activities by providing financial or other incentives.

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CMEC letters sent to AC, following accreditation visits, do nothing more than pointing to the articles of the regulations CCEEA felt AC had to observe. Thus, these letters offer no additional guidelines or clarifications. CCEEA accreditation reports provide HEIs with relatively detailed guidelines as to what they need to do in order to improve or be issued accreditation. The timing of these reports is problematic since they are sent after accreditation teams visit a HEI i.e. when the accreditation procedure is half way through. This means that the elimination of any weaknesses HEIs may have can only be seen and verified by accreditation teams when they visit a HEI to conduct a subsequent accreditation. HEIs can only use these relatively detailed guidelines to cure their weaknesses and meet the accreditation requirements of programmes for which they apply for accreditation subsequently.

CHAPTER 3

METHODOLOGY

3.1   Conceptual issues and research approach

Many researchers attempt to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge? Practically this means: how can one develop theories or models that are better than competing theories (Heylighen, 1993)? Epistemology is the science and study of knowledge. It is the branch of philosophy that studies knowledge. Epistemologies differ between individuals and therefore there are divergent views of the knowledge creation process, influenced by the social and cultural contexts as well as by the ontology of individuals or groups of individuals (Marr *et al.*, 2003).

An ancient and most influential concept in management thought is the idea of rationality (Rutgers, 1999). Rationality is a fundamental concept of how we understand reality. The practice of rationality implies that actions are analysed as means or functions of some alleged organisational goal. Many managers follow a rationality concept, also known as technical rationality concept, to develop their models. This concept focuses on the most efficient or cost-effective means to achieve a specific end. Thus, to the extent that rationality is concerned with critically evaluating actions, the technical rationality concept tends to focus on the 'hows' of an action, rather than its 'whys'. Managers take the course of action which will optimally achieve their desired ends in any situation, the choice of ends being given. Technical rationality is distinguished from philosophies that propose to use reason to prescribe the ultimate goals. Technical rationality uses reason only as a tool to reach the goals, not to say which goals are right.

In philosophy, rationality and reason are the key methods used to analyse the data gathered. In management, a decision or situation is often called rational if it is in some sense optimal, and managers or organisations are often called rational if they tend to act

somehow optimally in pursuit of their goals. Thus, one speaks, for example, of a rational allocation of resources, or of a rational corporate strategy. In this concept of rationality, the individual's goals or motives are taken for granted and not made subject to criticism. A rational management concept simply refers to the success of goal attainment, whatever those goals may be.

Knowing that AC strategic objectives have been already specified and the purpose of this research was to achieve these objectives I aimed to develop the necessary strategy-supportive faculty PPs that would achieve the set objectives and not to examine if AC objectives were right! Rylander and Peppard (2003) posit that a strategy needs to be reviewed and modified regularly based on changing conditions in the environment. Although I agree that the strategic objectives of any organisation must be reviewed from time to time and revised when necessary, any reviewing or revision of AC strategic objectives was beyond the scope of this research. I decided to adopt a rational management concept to achieve the aims of this research. I assumed that everyone at AC had rational desires and beliefs and would act rationally on them. As for the research approach, I chose to employ the action research (AR) approach to develop the faculty PPs. I arrived at this decision having considered the positive and negative elements of other research approaches that are used by practitioners-researchers, such as the soft systems methodology, case study, experiments, surveys, and ethnography. I chose AR because it was the most suitable and useful approach for developing faculty PPs at AC. In section 3.2 I provide my rationale for employing AR. This research is a qualitative piece of research that collected and analysed both primary and secondary data.

There are many definitions of AR that emphasise different aspects which particular authors think are important. In addition, different action researchers have described the process of AR in different ways – some as cycles of reflective action, some as flow diagrams and some as spirals of action (McNiff *et al.*, 1996).

AR is a spiral of cycles of action and research consisting of four major moments: plan, act, observe and reflect (Zuber-Skerritt, 1992; Carr and Kemmis, 1983). Likewise, Kemmis and McTaggart (1982) point out that to do AR means:

- to develop a plan of action in order to improve what is already happening;
- to act in order to implement the plan;
- to observe the effects of action in the context in which it occurs; and
- to reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

Classical AR starts from the idea that if you want to understand something well you should try changing it, and this is most frequently adopted in organisation development (Easterby-Smith *et al.*, 1991). Similarly, Gill and Johnson (2003) argue that AR involves a planned intervention by a researcher into some natural social setting, such as an organisation. The effects of that intervention are then monitored and evaluated with the aim of understanding whether or not that action has produced the expected outcome. Likewise, Carr and Kemmis (1983) advocate that AR is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the logic and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. The reflective practitioners examine, reformulate and test their tacit knowledge and understandings of their practice (Schon, 1983). This tacit knowledge is embedded in practice. Finally, McNiff *et al.* (1996) argue that:

> "To be action research, there must be praxis rather than practice. Praxis is informed, committed action that gives rise to knowledge rather than just successful action. It is informed because other people's views are taken into account. It is committed and intentional in terms of values that have been examined and can be argued. It leads to knowledge from and about educational practice." (p. 8).

AR has four characteristics: its practical nature; its focus on change; the involvement of a cyclical process; and its concern with participation (Denscombe, 1998, cited in Costello, 2003). AR focuses on the real problem and attempts to solve it in a very real way. AR is a methodology of learning and knowing through action and experience. It is a learning process, an ongoing spiral of cycles of enquiry consisting of systematic planning, acting, observing and reflecting. The whole idea of AR is to change a situation and monitor results. It is a dynamic rather than a static process of experiential learning i.e. the process whereby knowledge is produced through the transformation of experience. In most of its forms it is also participative (among other reasons, change is usually easier to achieve when those affected by the change are involved). AR must

consist of a group process of rational reflection generating a critique of the social setting in which the group's members operate. The aim of AR is not only the improvement of individual learning and individual professional development, but also the improvement of the social context in which this individual professional development takes place. This aim can be achieved through participation and collaboration in rational reflection and critical discussion, strategic action orientation and cycles of planning, acting, observing and reflecting.

Figure 1 provides a description of the AR process adopted in this research.

Figure 1 - Action research process adopted in this research

INTERVIEWS	→	DEVELOPMENT OF PROPOSED PPs		DEVELOPMENT OF PROPOSED PPs	→	FOCUS GROUPS
↑		↓		↑		↓
LITERATURE REVIEW		FOCUS GROUPS		INTERVIEWS		FINALISATION AND APPROVAL OF PPs
↑		↓		↑		↓
PROFESSIONAL PRACTICE		FINALISATION AND APPROVAL OF PPs	→	PROFESSIONAL PRACTICE		PROFESSIONAL PRACTICE
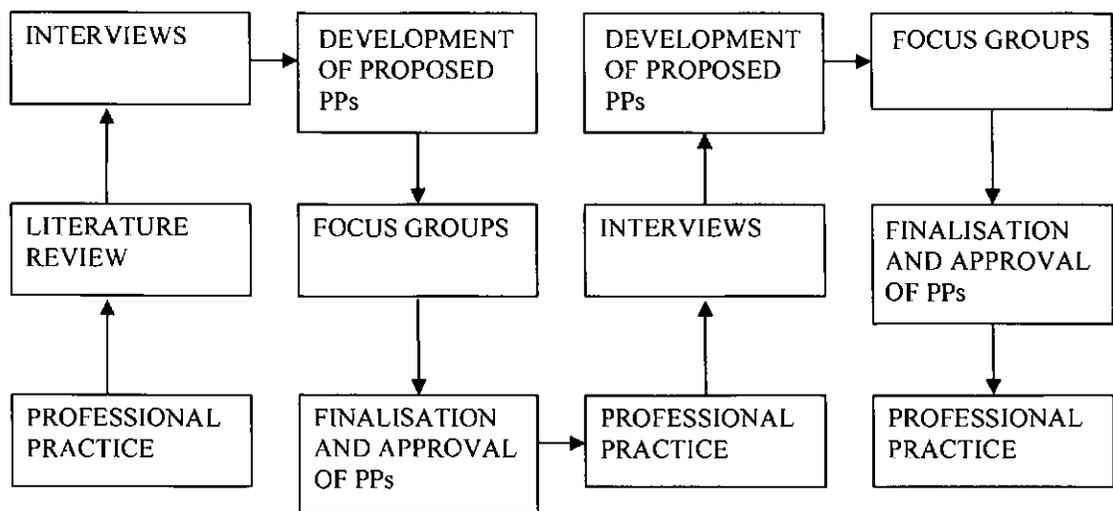
3.2   Rationale for employing action research

After reading about AR from various sources and considering the objectives of this research I developed a rationale as to why AR was the most appropriate research approach. I believed that this approach was going to meet the research needs as well as the business needs of AC. I felt that AR was a suitable approach for achieving the aim and objectives of this research and answering my research questions. I did not feel that the disadvantages of AR were a threat to the suitability of this research approach. Moreover, I believed that the advantages of AR would be fully utilised in my working environment. My rationale for employing AR is outlined below.

Suitability of action research to be used in a work situation

This research project was about introducing change to and improving practice. More specifically, it was about developing PPs at AC since the existing ones were incompatible with AC plans for improvement. It was, therefore, necessary to employ a dynamic and a practical approach that is suitable to a work situation. According to Bell (1993), the practical, problem-solving nature of AR makes it an attractive approach to practitioner-researchers who have identified a problem in their work place and see the benefit of investigating it and, if possible, of improving practice. Gill and Johnson (2003) argue that:

> "action research is clearly an important approach to research in business and management, particularly given its declared aim of serving both the practical concerns of managers and simultaneously generalizing and adding to theory." (p. 94).

AR is particularly suitable to work based projects as it focuses on the researcher as a practitioner who is seeking to improve situations found at work. Blaxter *et al.* (2003) point out that: "action research is well suited to the needs of people conducting research in their workplaces, and who have a focus on improving aspects of their own and their colleagues' practices." (p. 67).

Suitability of action research for a Higher Education Institution

Another reason why 1 chose AR to be used in this research is its suitability for a HEI and in particular for PPs development. Carr and Kemmis (1983) argue that in education, AR has been employed in policy development and other areas, such as curriculum development, professional development, school improvement programmes and systems planning development. They further argue that participants in these development processes are increasingly choosing AR as a way of participating in decision-making about development.

According to Winter *et al.* (1989) practitioner action-research is equally relevant to work in schools, colleges of further education, HEIs and to many other professional contexts. The authors looked at the use of AR in schools, colleges and HEIs and they

suggest that AR may be used in many issues, such as in exploring ways of introducing staff appraisal processes, proper monitoring and evaluating responses to student feedback, and increasing the provision of distance learning courses created by the reduction of funding for full-time courses.

Professional practice improvement

The use of AR could bring change and improvement in a work situation. This characteristic of AR is very much in line with the aim of this research where we planned to develop new and improve existing PPs with the aim to improve current practice at AC. Zuber-Skerritt (1996) states that: "Action research has been established as an appropriate research paradigm for educational, professional, managerial and organisational development . . ." (p. 3). In addition, McNiff *et al.* (1996) argue that:

> "We believe that well-conducted action research can lead to your own personal development, to better professional practice, to improvements in the institution in which you work, and to your making a contribution to the good order of society." (p. 8).

Winter *et al.* (1989) advocate that AR enables practitioners to respond constructively to the rapidly changing series of issues which structure professional work, as a result of historical changes and government policies. The speed with which these changes occur and the speed with which new policy directives are produced require the creative and innovative professionalism evoked by AR. They suggest that without AR managerial directives would generate a combination of massive organisational confusion, low morale and a number of useless policy documents. They further argue that any new process introduced for the first time will not be completely successful and it will need continuous evaluation and development.

Participatory nature of action research

A lot of authors have focused on the participatory aspect of AR. Whyte (1991) argues that participatory action research (PAR) has scientific and practical value. He advocates that in PAR, some of the people in the organisation or community under study participate actively with the professional researcher throughout the research process.

PAR, therefore, contrasts sharply with the conventional model of pure research, in which members of organisations and communities are treated as passive subjects. PAR is applied research, but it also contrasts sharply with the most common type of applied research, in which researchers serve as professional experts, designing the project, gathering the data, interpreting the findings and recommending action to the client organisation. In PAR, some of the members of the organisation being studied are actively engaged in the quest for information and ideas to guide their future actions.

Gill and Johnson (2003) argue that: "in action research the researcher's intervention and collaboration with organisational members in order to introduce change is an intrinsic part of the research design." (p. 72). Blaxter *et al.* (2003) state that: "action research lends itself to the direct involvement and collaboration of those whom it is designed to benefit." (p. 68). AR is usually qualitative and participative as it requires that the researcher involves as many individuals working at an organisation as possible in the process of change. Easterby-Smith *et al.* (1991) argue that the 'New paradigm' research stresses the importance of establishing collaboration between researcher and researched, leading to the development of shared understandings and this is most easily done when working with individuals or small groups.

The participatory characteristic of AR has two disadvantages: the fact that it is difficult to apply when there is not a set group of people and the fact that AR is said to rely on the 'goodwill' of some participants. For this research these disadvantages have not been an issue since the required set group of people, that was going to provide the necessary information and cooperation for the research, existed. In addition, the organisational culture of AC was such that staff members welcomed this research and they happily participated in it and provided all necessary information for the research to be carried out successfully.

I decided to employ AR knowing that I had to work with others. I could have chosen to do the research on my own and maybe collect the opinions of others rather than engaging myself with them but I considered the participatory nature of AR as a great advantage. Staff members of AC who participated in this research would not feel left out. I expected that when changes would be put into effect AC faculty members would more easily and quickly adjust to the changes since they had taken part in developing

the changes. Whyte (1991) points out that broader participation can lead to stronger consensus for change and sounder models. Models arrived at through broader participation are likely to integrate the interests of more stakeholders. Participation also promotes continual adjustment and reinvention because there is greater overlap in the research participants involved in the planning, execution, experience, evaluation and modification of the organisational innovations. Carr and Kemmis (1983) state that:

> "There are two essential aims of all action research: to *improve* and to *involve*. Action research aims at improvement in three areas: firstly, the improvement of a *practice*; secondly, the improvement of the *understanding* of the practice by its practitioners; and thirdly, the improvement of the *situation* in which the practice takes place. The aim of *involvement* stands shoulder to shoulder with the aim of *improvement*." (p. 165).

Staff members' and personal development

Another reason why I chose AR was that employing AR would lead to the development of those AC staff members participating in this research as well as myself. Easterby-Smith *et al.* (1991) state that: "Because of the collaborative features of action research, participants (the researcher and the researched) are likely to learn a lot from the process itself . . ." (p. 8). They further argue that most people spend a lot of time trying to make sense of everyday experiences, whether at work or in their personal lives. Managers are in some respects paid to determine actions in vague circumstances, to create order out of confusion. In this context research can be seen as a way of speeding up the process of understanding, and hence it should lead not only to a better understanding of management, but also to a better understanding for managers about how best to go about their work.

My action research experience

I had been using AR as a problem solving approach at AC for many years. Therefore, another reason for choosing AR was because I believed that my experience in using AR would prove invaluable for carrying out my intended research. McNiff *et al.* (1996) advocate that many practitioners claim that they already do AR since they often reflect on their practice and change it in the light of what they learn. They further advocate that

the informal, personal enquiries undertaken by good practitioners are a sound basis for the more rigorous methods used by full-fledged action researchers.

3.3   Data collection techniques

For this research I used a mixture of deskwork and fieldwork and I collected and analysed qualitative data. After considering various research techniques for data collection I decided to review relevant literature, conduct personal interviews and carry out focus groups (FGs). These techniques were the most suitable ones for my research. Considerable attention was given to finding those appropriate methods of collecting data that would enable me to monitor the current practice at AC. Zuber-Skerritt (1996) argue that: "Data gathering . . . involves gathering information that will tell us more than, as practitioners, we usually know – for example, . . . making permanent records instead of relying upon memory, and collating detailed statements from people whose general opinions we usually take for granted." (p. 15).

3.3.1   Literature review

Hart (1998) defines literature review as:

"The selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed." (p. 13).

Blaxter *et al.* (2003) argue that: "all research projects involve, to a greater or lesser extent, the use and analysis of documents. Researchers are expected to read, understand and analyse critically the writings of others . . ." (p. 167). Stringer (1999) states that: "researchers can obtain a great deal of significant information by reviewing documents in the research context." (p. 73). Hart (1998) advocates that a review of the literature is important because without it one will not acquire an understanding of his/her topic, of what has already been done on it, how it has been researched and what the key issues are. One will be expected to show that he/she understands previous research on his/her topic. This amounts to showing that he/she has understood the main theories in the

subject area and how they have been applied and developed, as well as the main criticisms that have been made of work on the topic.

According to Blaxter *et al.* (2003) when using documents for research one needs to consider the conditions of their production, for example, why and when was the document produced/written and for whom. For this research I reviewed and analysed many relevant documents by taking into account what Blaxter *et al.* (2003) point out in terms of the production conditions of a document. Consequently, I reviewed and analysed the following documents:

- Strategic management literature;
- Literature on developing PPs;
- Literature on relevant faculty issues.
- Faculty PPs of other HEIs;
- Relevant legislation and other official guidelines (policy focused documents); and
- AC documents related to faculty PPs (organisationally based documents).

The review and analysis of all the above documents helped me to advance my knowledge concerning the PPs to be developed and to develop the content of the PPs. Below I describe how I conducted the literature study, what documents exactly I read and what my reading led to.

Literature on strategic management

I made a literature search to find previous research work on strategic management. This search led me to find and read journal articles and books on strategic management. In Chapter 2 - Literature Review (section 2.1) I provide an analysis of the literature I reviewed. The reading done informed me what strategic management is and it clarified the link between strategic management and PPs. It also gave me a good foundation as to the development of strategic management as a discipline and what the differing viewpoints held by strategic management scholars are. Finally, it enabled me to clarify what my stance would be towards AC strategic objectives in terms of this research (see section 3.1).

Literature on developing policies and procedures

I made an internet search to find literature related to developing PPs which led me to find and read a number of guides on how to write effective PPs. Some of these guides were in fact written by people who had actually developed PPs in HEIs. I was informed about what a policy is, what a procedure is and what PPs' characteristics and differences are and most importantly that PPs can be kept unified. Moreover, I was informed that the details of any related steps or processes related to a policy can be described within the policy itself, something that was actually adopted in the case of the PPs developed during this project. I managed to develop a clear rationale as to why PPs are important for an organisation and to understand their advantages. I learned about the process and the stages of developing efficient PPs (e.g. looking at the impact and implications of the PPs' introduction prior to their adoption, identifying potential difficulties and barriers in developing and implementing PPs). In addition, I learned about what the possible parts/components of PPs are and what characteristics they must have in order for them to serve their purpose well enough. This helped me decide which components to "adopt" and which to "reject" for the development of the PPs at AC. With the reviewed literature I was able to identify the activities that had to be carried out following the adoption of PPs, such as regular and timely reviews and dissemination of PPs, in order for them to be effective and to understand the importance of such activities. The reading I did alerted me to the fact that the environment of an organisation changes as time goes by, therefore, PPs must be revised accordingly. Finally, I realised the role of staff members in the development of PPs and its importance. An analysis of the literature reviewed regarding developing PPs can be found in the literature review chapter (section 2.2).

Literature on relevant faculty issues

I made a literature search to find previous research work related to faculty issues that was relevant to this research project. More specifically, I developed a list of about 40 terms or key words (such as faculty evaluation, faculty tenure, faculty remuneration etc.) that were relevant to the faculty PPs to be developed. The list was developed based on AC documents, legislation and other official guidelines and PPs of other HEIs which

I reviewed. I used these terms and key words to make an online search in thousands of online full text journal articles. I also used these terms and key words to make an online search in the library catalogues of the University of Cyprus and Middlesex University and a search in the library catalogue of AC. This search led me to find and read many journal articles and books that described previous research relevant to my research. In Chapter 2 - Literature Review (section 2.3) I provide an analysis of the reviewed literature. The reading I did gave me a good foundation as to how different people viewed faculty issues, what theories had been developed in terms of faculty issues, what were the faculty related issues debated and what the aims and findings of related research were.

Through the reading of the research work related to a number of faculty issues I learned about the HE environment and the increased need for quality enhancement as well as the reasons why there is such an increased need. I realised that HEIs can use PPs to enhance HE quality and how quality can be enhanced. I saw the link between quality enhancement and faculty accountability and evaluation and the difficulties of measuring HE quality as opposed to measuring quality in other industries. Moreover, I was able to understand that the students' role in HEIs is a multifaceted one and that HEIs need to be cautious when seeing students as customers of HEIs. A HEI must be careful, when acting with the aim to achieve greater students' satisfaction, not to "sacrifice" the quality of education for the sake of simply satisfying students.

I found out that in the HE environment there is a move towards faculty accountability. I saw what faculty evaluation can serve for and what its desired objectives must be. I was informed about the characteristics of effective faculty evaluation systems, the areas that must be evaluated in faculty evaluation as well as what faculty evaluation entails and the benefits of faculty evaluation. I realised the link between faculty evaluation and the main focus of HEIs (i.e. teaching or research) as well as the link between faculty duties and evaluation. Moreover, the reading done informed me of the difficulties in applying faculty evaluation. Finally, I was able to understand the reasons why a faculty evaluation system must be designed in such a way as to allow a degree of flexibility.

Through the reading I did I learned about the development, popularity, importance and use of SET. I was able to identify the advantages and weaknesses of using SET and I

realised that SETQs need to be used with caution in a faculty evaluation system. I was also able to identify the characteristics SETQs' data must have in order to be utilised and the conditions under which SETQs must be used in a faculty evaluation system. In addition, I saw potential factors that may introduce bias in SET and the characteristics of a comprehensive and efficient SET.

As regards research productivity with the literature I reviewed, I was able to see the importance of research for faculty tenure, promotion and remuneration and the need for developing a system for evaluating research accomplishments. I learned about the issues one needs to take into account when developing a system that will evaluate research and the difficulties one may encounter when developing a system to evaluate research output. Additionally, I clarified the link between teaching load and research. Moreover, the reviewed literature on tenure informed me of the reasons for the emergence of tenure and the opposite views that exist concerning the concept of tenure. In addition, I saw the advantages and disadvantages of tenure for HEIs. As regards the issue of faculty remuneration, I was able to see more clearly the link between employees' remuneration (i.e. pay rise and promotion) and employees' job satisfaction and commitment, and identify the disadvantages faced by an organisation due to employees' pay dissatisfaction. Moreover, I managed to clarify the link between education quality, and faculty commitment and job satisfaction. Finally, I was able to see the importance of having a merit pay system in order to enhance faculty commitment.

Faculty policies and procedures of other HEIs

To achieve my research aim it was necessary to analyse the faculty related PPs other HEIs have employed. Therefore, I searched the internet and found many faculty handbooks, faculty manuals and faculty policy guides that accommodated faculty PPs of other HEIs aiming to get ideas on developing AC faculty PPs. I downloaded and printed out many such faculty handbooks and briefly reviewed them in order to decide which faculty handbooks to study in detail and use in my research. I decided to study in detail faculty handbooks of ten HEIs (12 handbooks in total, two institutions had two handbooks each) assuming that ten handbooks was a sufficient number that would allow me to make an in-depth investigation into the faculty PPs of other HEIs. Below I provide a list of the 12 handbooks I studied:

- Capitol College Adjunct Faculty Handbook
- Capitol College Faculty Handbook
- Illinois Central College Part-time Faculty Handbook
- Northwestern University Faculty Handbook
- Radford University Teaching and Research Faculty Handbook
- Robert Morris College Faculty Handbook 2002-2003
- Robert Morris College Human Resources Policy Guide 2002-2003
- Texas A and M International University Faculty Handbook
- Troy State University Faculty Handbook
- University of Arkansas Faculty Handbook
- University of Rochester Faculty Handbook
- University of South Carolina Beaufort Faculty Orientation Handbook

I made the selection of the handbooks based on the degree of comprehensiveness of their content and relevance. In terms of relevance I decided to study mainly faculty handbooks of American HEIs or HEIs offering education based on the American HE system, since AC is following the American system of education and since the recommendations provided by the CCEEA for a number of issues, such as academic ranks, were based on the American HE system. Moreover, since AC is a small HEI compared to most American HEIs, I intentionally included in these faculty handbooks, faculty handbooks of three relatively small HEIs (colleges). I felt that it was important to study handbooks of both large and small HEIs. Finally, in this sample of faculty handbooks I included two handbooks for part-time (adjunct) faculty, since some of the PPs to be developed would concern part-time faculty members.

The review pertaining to PPs within HEIs gave me insights into what kind of PPs other HEIs have and how these PPs could fit into AC. The study enabled me to identify examples of good PPs, key themes and patterns and compare and contrast them with AC PPs as well as to identify the areas where AC lacked PPs and which existing AC PPs needed to be improved/revised. Moreover, I saw what improvements/revisions had to be made and how AC existing PPs could be improved. By looking at faculty PPs established by other HEIs I could see some real examples of innovative approaches to

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various faculty issues and I was able to get good ideas on developing innovative PPs at AC.

By reading faculty handbooks of other HEIs I saw how they approach important faculty issues, such as faculty evaluation, ranks, promotion, probation, tenure, termination of employment, remuneration, teaching load, development, duties, selection and academic freedom. I was informed how the issues raised in section 2.3 of the literature review (literature on relevant faculty issues) are tackled in practice. More specifically, I became aware of the details (e.g. evaluation areas, criteria, sources of information to be used for evaluation and how the evaluation is actually conducted) of the different evaluation systems that HEIs employ. I was able to identify the link between tenure and promotion and SET. In addition, I was informed about faculty ranks, the requirements of each rank and the criteria for promotion the particular HEIs have. Moreover, the reading of handbooks informed me of the procedures involved in the award of tenure and promotion by the particular HEIs. Finally, I saw faculty members' teaching load at the particular HEIs and the fact that HEIs reduce the teaching load of faculty members when they get involved in certain activities. In Chapter 2 – Literature Review (section 2.4) you may find an analysis of my reading.

Relevant legislation and other official guidelines

I thoroughly read all legislation along with its amendments relevant to this research project which comprises of the following:

- The law for institutions of tertiary education. This law, established in 1996, regulates the establishment, control and operation of institutions of tertiary education. The law was last amended in 2004.
- The regulations for the private institutions of tertiary education (criteria and standards of educational evaluation-accreditation of programmes of study). These regulations, established in 1996, provide guidelines as to what is necessary for PfEIs to do in order to obtain educational evaluation-accreditation for their programmes of study. There have been no amendments in these regulations since their establishment.

In addition, apart from the above legislation I went through a number of official policies relevant to this research found in circulars and other publications issued from time to time by the CMEC and the CCEEA. I also read all the reports and letters sent to AC since January 2000 by various accreditation teams and CCEEA following accreditation visits to AC. I only reviewed the reports and letters sent to AC in the year 2000 and after as the reports before the year 2000 provided out of date information.

The study of relevant legislation and official guidelines set by the CMEC and CCEEA led me to identify the legal requirements in terms of faculty qualifications, research publications, remuneration, terms of employment, duties, promotion, termination of employment, probation, professional development, teaching load, evaluation, recruiting and appointing, participation and jurisdiction of the faculty in academic affairs, criteria for appointment to different ranks and academic freedom. The reading of relevant legislation and official guidelines informed me of the issues I needed to be aware of when developing AC PPs, as all the PPs developed needed to be compatible with all relevant legislation and official guidelines. Moreover, it helped me to set the boundaries and benchmarks for the PPs to be developed. In Chapter 2 – Literature Review (section 2.5) you may find an account of my reading.

AC documents related to faculty policies and procedures

I reviewed existing AC documents that accommodated faculty PPs or that were related to faculty PPs. I believe that it was essential to review existing AC PPs in order to develop the new PPs. Carr and Kemmis (1983) argue that: "New policies and practices are products of their history." (p. 195). More specifically, I read AC faculty handbook 2002 (this was the most recent AC faculty handbook), AC bulletin, AC internal regulations (approved by CMEC in July 2005) and many memos and guidelines given out to faculty members during the last four years. By studying the organisationally based documents I was informed about the details of AC existing PPs and what the situation was in terms of faculty PPs.

By reviewing the AC documents mentioned above I was informed about AC PPs on issues, such as faculty duties, evaluation (instruments, procedures, areas, how it was actually conducted), ranks, development, department heads' duties, and academic

freedom. In addition, I got a lot of information on AC council and committees (membership, responsibilities and procedures), student's rights and responsibilities and academic regulations. This allowed me to see where AC faculty PPs stood in terms of fulfilling the requirements of the relevant legislation and other official guidelines. Additionally, I was able to compare and contrast AC faculty PPs with the reviewed PPs of other HEIs. By comparing and contrasting them I managed to identify the areas where AC lacked PPs and which existing AC PPs needed to be improved/revised. Finally, I got ideas and insights on what improvements/revisions had to be made and how AC existing PPs could be improved/revised.

3.3.2   Interviews

Easterby-Smith *et al.* (1991) argue that: "the most fundamental of all qualitative methods is that of in-depth interviewing." (p. 71). They further argue that interviews can be highly formalised and structured or they can be similar to a free-ranging conversation. Although interviewing is often claimed to be 'the best' method of gathering information, its complexity can sometimes be underestimated. A major disadvantage of interviewing is the fact that it is time consuming. Easterby-Smith *et al.* (1991) suggest that interviewing sometimes is used only when the use of other methods is not appropriate. For example, if a researcher wishes to obtain answers to a number of fairly simple questions then a questionnaire might well be more appropriate.

Bell (1993) states that: "The way in which a response is made (the tone of voice, facial expression, hesitation, etc.) can provide information that a written response would conceal." (p. 91). In addition, Tuckman (1988) advocates that interviewing makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs).

The use of interviewing, although time consuming, was nevertheless an appropriate and an essential data collection technique for this research project. Some aspects of my research could only be implemented by collecting primary data from inside the organisation and interviewing staff members of the organisation was a very appropriate data collection technique for obtaining such data. I felt that one or more questionnaires

would not have been able to replace the personal interviews I conducted as, in many occasions, during the interviews I asked questions that required a good deal of thought and interviewees' responses needed to be explored and clarified. In addition, the use of interviewing as opposed to the use of questionnaires gave me the opportunity to identify non-verbal clues which were present, for example, in the inflection of the voice or facial expressions, and these prompted me to ask secondary questions.

For my research I conducted individual face to face interviews to collect data from twenty-one faculty members (including the Head of the Business Department, the Head of the Hospitality and Catering Department and the Head of the Computer Science Department) and one administration staff member that dealt with issues that concerned faculty members. The way the interviews were conducted had the characteristics of both semi-structured and unstructured interviews. Dawson (2002) states that:

> "in semi-structured interviews the researcher wants the interview to remain flexible so that other important information can still arise. For this type of interview, the researcher produces an interview schedule. This may be a list of specific questions or a list of topics to be discussed." (p. 29).

The use of interviews with the characteristics of semi-structured and unstructured (open) interviews allowing a degree of flexibility served perfectly the needs of my research. The unstructured interviews allowed my interviewees to discuss anything they liked. I found this interview style to be useful for revealing various issues the interviewees were concerned with and this provided me with opportunities for further investigation and research. McNiff *et al.* (1996) emphasise that: ". . . within action research, because of the principle of 'collaborative intent' interviews are more likely to be informal discussions in which the researcher is aiming to influence the interviewee to become a collaborator." (p. 101). Bryman (1988) states that unstructured interviewing, in which the researcher provides minimal guidance and allows considerable latitude for interviewees, is a favoured technique for qualitative research. The open interviews, as McNiff *et al.* (1996) advocate, have a starting point and an objective but no set agenda of questions. They point out that the interviewer would be free to follow where the interviewee led, as long as it was within the general framework.

I documented all my interviews by typing notes during the interview in my laptop computer and also audio-recorded all my interviews using a digital voice recorder. I felt that the direct entering of data into my laptop would save me time and I considered the use of a laptop as a key aid in qualitative data handling and analysis. Blaxter *et al.* (2003) state that: "note-taking gives you an instant record of the key points of an interview and do not need to worry about initial sorting, categorising and analysis of the data collected." (p. 173). At the beginning of each interview I let my interviewees know that I was audio-recording the interview. McNiff *et al.* (1996) point out that: "Tape recorders are probably the most popular piece of equipment for action researchers." (p. 103). All the recordings were stored in my laptop and in a number of occasions I played back my recordings in order to clarify what it was actually said during an interview. Once the notes from the interviews were finalised I asked my interviewees to check them for accuracy.

Finally, I placed particular attention to ethical issues (see also section 3.8) related to the interviewing process. At the start of each interview I spent a few minutes explaining to my interviewees what the interview was about. I explained to them that complete confidentiality could be maintained if this is requested and I did not mislead or deceive my interviewees in any way in order to get them to convey information. During the interviews I listened to my interviewees actively and showed them that I was interested and I valued what they were saying. In many occasions, I used verbal cues to encourage my interviewees to talk freely.

Before conducting any interviews I read from a number of sources about the technique of interviewing and I organised and prepared the interviews as efficiently as possible. Reading about the technique of interviewing made me aware of the major issues involved in interviewing and thus such issues were taken into account during interviewing. Below I provide an account of the relevant guidelines and issues I observed while interviewing.

One major issue in interviewing is that of bias. During interviewing many factors can influence the interviewee's responses such as, as Borg (1981) points out, the eagerness of the respondent to please the interviewer or the tendency of the interviewer to seek out the answers that support his predetermined ideas. Kitwood (1977, cited in Cohen *et al.,*

2003) advocates that one conception of the interview is that of a transaction which inevitably has bias, which is to be recognised and controlled. Interviewing is a highly subjective technique and therefore there is always the danger of bias (Bell, 1993). Being aware of this issue I conducted the interviews in such a way that the interviewees' responses were not affected by my authority as the director of AC. 1 made the interviewees feel as comfortable as possible and made them provide honest and sincere responses to my questions. My previous experience on conducting internal interviews made me feel confident that 1 could collect unbiased information. Finally, in order to ensure that I would collect unbiased data 1 avoided using any leading questions.

According to Stringer (1999) researchers should take a neutral stance throughout interviewing and neither affirm nor dispute, verbally or nonverbally, the information that emerges. Researchers should remain keenly attentive, recording responses as accurately as possible. It is essential that they capture the participants' own terms and concepts. Questions should be carefully formulated to ensure that participants are given maximum opportunity to present events and phenomena in their own terms and to follow agendas of their own choice. Researchers should be particularly wary of leading questions that derive from their own preconceptions. Moreover, Dawson (2002) argues that:

"researchers have to be able to establish rapport with the participant – they have to be trusted if someone is to reveal intimate life information. This can be difficult and takes tact, diplomacy and perseverance. Also, some people find it very difficult to remain quiet while another person talks, sometimes for hours on end. Researchers need to remain alert, recognising important information and probing for more detail. They need to know how to tactfully steer someone back from totally irrelevant digressions." (p. 28).

According to Dillon (1990) the practice of questioning requires effortful thought and disciplined behaviour. Researchers need to discipline their questioning behaviour in favour of purpose in circumstance. Researchers need to take thoughtful and disciplined action before, during and after asking questions. The three major steps in questioning are: preparing the questions, putting the questions and considering the answers. Preparation is the most practical thing researchers can do to use questions rightly. The researchers' first step is to recall and specify the purposes of their questions to themselves. This will enable them to know why they are asking and which questions to

ask. Having figured out the purposes, they then need to configure the questions. Dillon (1990) suggests that the researcher should literally write the questions down on a piece of paper and rehearse the questions. Next he suggests that the researcher needs to arrange his/her questions in an order that he/she judges suitable.

According to Bell (1993) analysing responses and wording the questions is difficult. Dillon (1990) argues that the manner (such as tone, voice, diction, inflection, attitude and pace) of putting questions is very important. Every one of these is particular not only to each different field of practice but also to individual circumstances of practice in any field. No one way of putting questions is appropriate for all, even for most, circumstances of practice. The only generalisation that is useful is to put questions with interest in the answer. Dillon (1990) states that:

"Although answering is an act of the respondent, it requires intense activity of the questioner. Signal qualities of the answer depend on what the questioner is doing. At issue here are the actions of the questioner during the moment of answering. How to act during the answer? How to react to the answer? How to act upon the answer once given?" (p. 172).

Finally, Dillon (1990) argues that:

"Reflection completes the act of questioning that begins in preparing the question to ask. It is a practical matter of comparing question-answer against purpose. Reflection answers two questions: how did the questions work? Which next questions might work better?" (p. 173).

Concluding, I would like to say that despite the disadvantages of interviewing I believe that it was an invaluable and a unique technique in terms of the quality of the data I collected. Bell (1993) suggests that despite the difficulties of interviewing it is a method that can yield rich information. Blaxter *et al.* (2003) stress that: "interviewing can be a very useful technique for collecting data which would probably not be accessible using techniques, such as observation or questionnaires." (p. 172).

3.3.3   Focus groups

FGs involve organised discussions with selected groups of individuals to gain information about their views and experiences on a topic. Dawson (2002) argues that:

"The focus group is facilitated by a moderator who asks questions, probes for more detail, makes sure the discussion does not digress and tries to ensure that everyone has an input and that no one person dominates the discussion." (p. 76). Gibbs (1997) points out that:

"The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys." (p. 2).

I organised and conducted a total of 24 FGs for implementing this research project. During FGs meetings I acted as the moderator. My experience from heading many meetings and discussions at AC, where a number of people had taken part, helped me very much to moderate FG discussions successfully.

FGs provided a rich source of information. The main aim of these FGs was to discuss in detail the issues related to the proposed PPs and collect relevant data. Prior to conducting my first FG I read from a number of sources about this data collection technique. My reading made me aware of the major issues involved in FGs and these issues were taken into account during FGs. Below, I provide an account of the relevant guidelines I followed while conducting FGs which are in line with what Dawson and others advocates.

According to Dawson (2002) a moderator:

- must spend time helping participants to relax;
- should explain the purpose of the group, what is expected of participants and what will happen to the results;
- must negotiate a length for the discussion and ask that everyone respects this;
- must assure the participants about anonymity and confidentiality, asking also that they respect this and do not pass on what has been said in the group to third parties;
- should listen carefully to everything people say, acknowledging that he/she is listening by making good eye contact and taking notes;

- should make sure that no one person dominates the discussion as this will influence the data collected; and
- needs to try to get as many opinions as possible having in mind that some people may need gentle persuasion to make a contribution.

Easterby-Smith *et al.* (1991) provide further guidelines as to how FGs must be conducted. They argue that the skill of the interviewer both as an initiator and facilitator is of vital importance. In addition, they argue that care needs to be taken in choosing the venue for discussion. Ideally, it should take place in surroundings within which the participants feel relaxed.

According to Gibbs (1997) although FG research has many advantages, as with all research methods there are limitations. He suggests the following three limitations:

- The moderator has less control over the data produced than in one-to-one interviewing as he/she has to allow participants to talk to each other, ask questions and express doubts and opinions.
- Individuals may not express their own definitive individual view since they are speaking in a specific context and within a specific culture.
- Sometimes FGs can be difficult to assemble because people may not trust others with sensitive or personal information.

The organisational culture at AC was such that the FG participants freely expressed their views and opinions and the FG meetings were carried out successfully. In addition, AC organisational culture did not hinder the assembly of the necessary FGs which were needed for this research. Finally, the careful planning and moderating of the FGs facilitated me to overcome all the above limitations of this research technique.

3.4   Data analysis

The data I collected via my reading, interviewing and FGs needed to be analysed in order to enable me to "make sense" of the data and to develop the PPs developed. According to Riley (1990) data is raw information in any form, before it has been

analysed. In order to analyse the data a researcher collects, it has to be accessible and manageable. She states that: "This means identifying topics within your data; putting it into a form where you can mess about with it without destroying it; organising, labelling or indexing it so that you can find particular sections whenever you need them." (p. 19). Open University (1993) mentions that 'unstructured data' is central to qualitative research and that 'qualitative data' and 'unstructured data' are often treated as synonyms. It further mentions that: "The most obvious difference between analysing unstructured and structured data is that, whereas the latter come ready coded, the former do not." (p. 14). There is no set of rules, no simple recipe that one can follow in analysing qualitative data, which will always be appropriate and guarantee good results.

There are many approaches to data analysis (Ely *et al.*, 1997). The important thing about it is not so much which approach the researcher follows but what he/she does in order to document carefully the reasons for the choices and to be consistent in the use of it. There are many right approaches and many researchers combine more than one approach to their analysis. I feel that analysing data is a reflective activity which never ends, since cumulative experiences can inspire new insights. Qualitative research is holistic. Even if data is 'segmented', yet the connection to the whole must be maintained. The data segments are categorised in a way derived from the data itself. Coding by topic is often a useful way to start. Identifying similarities and differences may be the main way to categorise data.

The first step in my analysis was the categorisation of the data I collected during the literature review stage of the project in one of the categories generated. The data collected from the interviewing of faculty members (first cycle of interviews) were then categorised and generated the findings from the interviews. Following these categorisations I analysed the data and findings categorised and prepared the proposed PPs to be discussed during the FG meetings. The FG detailed discussions with faculty members that took place following the preparation of the proposed PPs (first cycle of FGs) generated more data. The data found in my FGs' notes was then categorised and generated the findings from the FGs. The analyses of this data and findings led to the development of the PPs that were put into practice following the first AR cycle. For the finalisation of the PPs, where necessary, I also referred to the documents I studied and the notes I had taken during the interviews. Moreover, the interviewing of faculty

members and the administration and finance officer generated more data (second cycle of interviews). The separate pieces of data found in the notes of my interviews were firstly categorised and generated the interviews' findings. The analysis of the interviews' findings led to the development of the proposed PPs to be discussed during the second cycle of FG meetings. The conduct of the second cycle of FGs led to the collection of more data that was also categorised to generate the FGs' findings. Finally, the analysis of these findings led to the development of the final PPs. For the finalisation of these PPs, where necessary, I also referred to the documents I studied and the notes I had taken during the two cycles of interviews and the first cycle of FGs.

Prior to categorising any data I had developed a list of categories from the ideas I originally had in my mind. More specifically, I had developed a list of PPs' categories (e.g. faculty ranks, evaluation and promotion) that I believed it was necessary to collect data about. Of course this list was expanded and refined from the experience I gained during the course of literature review, interviewing and FGs. For example, I initially thought that it was necessary to have only one category about faculty development. From the experience I gained, I realised that it was necessary to have two faculty development categories. All the data concerning what a HEI offers to its faculty members for their professional development would fall under one category and all the data concerning what faculty members must do in order to develop themselves professionally must fall under another category. In addition, my experience led me to understand that this latter category should actually be classified as a sub-category of the "faculty duties" category. Another example is the fact that the faculty selection category was not included in the initial list of categories. Following my reading of the relevant legislation and other official guidelines and seeing how important was the issue of faculty selection to CCEEA I realised that I needed to collect data concerning faculty selection. Finally, it was only after the conduct of the first round of interviews that I understood that I needed to add in my list of categories a category namely "working schedule".

In order to categorise my data, I noted down the category to which the data I collected related to. I made annotations in the margins of the documents I read (where possible), my interview notes and my notes from the FGs' discussions. The annotations specified the category to which the particular data belonged to. Where making annotations was

not possible I wrote down notes as to the categories the different sections of the documents belonged to. I categorised each section and sometimes paragraph or sentence in one category. At first not all the data was assigned to categories because the categories to which certain data was assigned were generated at a later stage. In addition, initially some of the data I collected were categorised under more than one category. Although this was acceptable at first, later on with the expansion and refining of the list of categories, I wanted eventually all the data I collected to fall under only one of the categories generated.

As I collected more and more data I generated more categories. After a certain point I rarely generated any additional category and all the data collected thereafter was assigned to one of the categories already generated. I generated many categories even if some of the categories did not seem to be directly related to achieving the research aim. This less focused approach in the category-generating process enabled me to see features of the data that might have been otherwise overlooked. From time to time as the list of categories was getting longer I "went back" and categorised any initially uncategorised data. I did this "going back" for a number of times until all data collected was grouped together and categorised in one of the categories generated. The categories and sub-categories which were generated are the PPs' titles and sub-titles found in the second volume of this research report containing the PPs developed.

Glaser and Strauss (1967) advocate that since most sociologists who work extensively with qualitative data rely on interviews, it may be useful to weigh that data against data found in documents. To analyse my data I closely read all the data I collected through the literature review, interviews and FGs and the findings generated and compared and contrasted all the items of the data and findings that had been assigned to the same category. I looked-out for similarities and differences, recurrent patterns, key features, items of particular interest, significant aspects and stable characteristics. For example, one of the interview findings was the need to establish PPs concerning the provision of a subsidy to faculty members aiming to get a doctoral degree. Although nothing like this was found through the literature review the particular interview finding was considered a significant one. The idea of providing a subsidy for doctoral studies was adopted because accreditation teams were in favour of this. In addition, once the literature review stage was over, I felt that establishing PPs about faculty ranks that would have

only the four popular ranks was sufficient. During the interviews it was found that having only the four popular ranks would not be sufficient and therefore it was necessary to establish more faculty ranks. In the PPs developed seven ranks were established.

The data analysis enabled me to identify the need for generating sub-categories and further categorising the data and findings. In addition, it enabled me to clarify what the categories that emerged really stood for and identify relations amongst categories (e.g. the relation between faculty evaluation and promotion, remuneration and ranks). The data analysis also led to some data and findings reassigned to a category. For example, following the data analysis I realised that categories, such as academic freedom, probation and tenure, termination of employment should be classified as sub-categories of the "faculty terms of service" category. Finally, the fact that I carried out some of the analysis of data and findings before gathering further data enabled the gathering of further data to take its direction from provisional analyses.

I triangulated my findings and the data I collected from the different sources. I interpreted and analysed my data and findings to achieve the research aim of this project. The employment of three data collection techniques allowed inferences or 'leads' drawn from one data source to be corroborated or followed up by another. The validity of the conclusions of this research was enhanced because of the use of three data collection techniques. Winter *et al.* (1989) argue that when several different data collection methods are used, each one partly overcomes its own limitations by functioning as a point of comparison with another. If several different methods agree on one interpretation this fact gives grounds for preferring this interpretation to another interpretation which is only suggested by one method of investigation. They point out that normally at least three methods or points of view are needed for the comparisons and contrasts to be illuminating, and to allow conclusions to be drawn. Finally, they advocate that: ". . . three-way comparisons are less likely to lead to simple polarized oppositions which merely move back and forth without allowing for resolution." (p. 22).

The aim of this research was to develop PPs to achieve AC strategic objectives. To meet the research aim it was necessary to accomplish the research objectives of this project.

Table 2 demonstrates how the data collection techniques and data analysis were used in order to accomplish the research objectives of this project.

Table 2 - How the data collection and analysis accomplished the research objectives

Research objective	Data collection and analysis
Become aware of and understand all current AC faculty PPs.	This was achieved through the review and analysis of organisationally based documents describing existing AC faculty PPs.
Identify for which faculty issues AC is lacking PPs and which existing PPs need to be improved/revised or made redundant.	This was achieved through reviewing, analysing and then comparing with existing AC faculty PPs of all the following: • faculty PPs of other HEIs, • relevant legislation and other official guidelines set by CMEC and CCEEA, • literature on relevant faculty issues, and • notes drawn from the interviews and FGs.
Implement the improvements/revisions necessary to take place for existing faculty PPs.	This was achieved by developing the PPs found in volume II of this research report. This development was a product of the analysis of the data drawn from the reviewing of documents, interviews and FG meetings.
Where necessary any faculty PPs developed must be in line with the CCEEA's requirements and with any relevant laws and regulations and policies set by the CMEC and DHTE.	The review and analysis of the relevant legislation and other official guidelines set by the CMEC and CCEEA set the boundaries and benchmarks needed to be taken into account when preparing the new PPs. In addition, the interviewing, especially of faculty members with accreditation experience, generated useful

	additional information the analysis of which enhanced the compatibility of the PPs with all CCEEA's requirements.
Faculty PPs must enhance the quality of education offered and lead to greater customer satisfaction.	This was achieved through the review and analysis of literature on quality in HE. In addition, the interviews and FGs generated additional data relevant to enhancing the quality of education offered and customer satisfaction.
Faculty PPs must improve AC operational efficiency and productivity.	The analysis of data collected through the review of literature on relevant faculty issues (such as faculty evaluation) and the review of faculty PPs of other HEIs on issues, such as faculty evaluation and the interviews' and FGs' data relevant to improving productivity led to developing PPs that improved productivity. In addition, the analysis of all the data collected through the three data collection techniques led to the development of PPs that improved operational efficiency.
Faculty PPs should be developed by taking into account that they will be serving the needs of full-time and part-time faculty members.	This was achieved by reviewing and analysing faculty PPs of other HEIs concerning full-time and part-time faculty members. In addition, it was achieved by interviewing both full-time and part-time faculty members and by analysing and taking into account their thoughts, opinions and requests. Finally, it was achieved by having full-time and part-time faculty members participating in the FGs.

Faculty PPs should be developed by taking into account that they will be serving the needs of newly appointed as well as experienced faculty members.	This was achieved by reviewing and analysing faculty PPs of other HEIs concerning newly appointed faculty members. In addition, it was achieved by interviewing both newly appointed and experienced faculty members and by analysing and taking into account their thoughts, opinions and requests. Finally, it was achieved by having newly appointed and experienced faculty members participating in the FGs.
New PPs should be written in an effective (e.g. simple language, easy to follow) way.	This was achieved through the review and analysis of guidelines for developing and writing PPs effectively and by applying the principles found in these guidelines when developing the PPs.

3.5 Project activity

In order to carry out the research project as efficiently as possible I had to plan the activities well in advance. I decided upon the appropriate order of the activities to be carried out and the availability of the research participants (most part-time faculty members would not be around the College during the summer months etc.). Below I provide a description and an analysis of the stages of this project.

3.5.1 Stage 1 – Literature review

Although some of the study of literature for this project was done simultaneously with the rest of the stages of this project, the bulk of my reading took place during this first stage of the project activity. It was necessary to do this background study at first as I wanted to inform myself on a number of issues. The literature review, therefore, helped me to identify plenty of relevant information from different sources. The study of documents enabled me to set the basis for the PPs that needed to be developed. In general, the literature review gave me very good foundations for the rest of the activities of the research project. It refined my thinking in terms of my research and prepared me

for carrying out the interviews and FG discussions better. Additionally it helped me to formulate the questions to be asked during the interviews and to define the topics to be covered during FG discussions. The reviewing of documents was a vital part of this research project. Throughout this stage I focused upon themes and dilemmas arising from a cumulative understanding of issues related to the developing of faculty PPs. In section 3.3.1 I describe what my literature review entailed.

Prior to completing the stage I of the project activity and prior to having anyone participating in this project I organised a meeting with the staff members that I wanted to invite to participate in the interviews and FGs. During the meeting I informed staff members that I was planning to undertake a research project and explained to them what the research project was all about. During the meeting I described to them the stages involved in this project and informed them that I was intending to conduct individual face to face interviews and FGs to collect data. Moreover, I informed them that their participation in this project was necessary and I explained to them what it was necessary for them to do (how to prepare for the interviews) in case they decided to participate in this research. I requested that they prepare to answer the following questions: Which of AC existing faculty PPs need improving and why? Which AC existing faculty PPs need to be made redundant and why? and For which faculty issues AC is lacking PPs? During the meeting staff members asked me to send them via email documents of AC which contained current faculty PPs, such as the AC faculty handbook and a number of internal memos. In addition, I agreed a deadline with the participants that gave them about one and a half month to prepare. Towards the end of the meeting I handed out to everyone who attended the meeting an internal memo about the research (see **Appendix 1**) along with an informed consent form which I had particularly prepared for this project (see **Appendix 2**). Finally, I explained to them that they were not obliged to participate in this project if they did not wish to do so but those who wished to participate needed to provide their consent for participating in this project by completing and signing the informed consent form. Bell (1993) states that: "Permission to carry out an investigation must always be sought at an early stage." (p. 52).

I requested the participation of 12 faculty members. The criteria for choosing the faculty members were their years of service at AC (it was thought that the longer experience they had with AC the more valuable information they could provide but at the same

time I wanted to have in this group of participants newly appointed as well as experienced faculty members), their qualifications (it was important to have participants with all levels of qualifications ranging from higher diplomas to doctoral degrees), their employment status (full-time and part-time faculty members) and the departments they belonged to as I wanted to have faculty members coming from all departments of the College. A few days following the meeting I was happy to see that all faculty members decided to participate in the project and they all provided me with a signed informed consent form. All faculty members agreed to participate in both the interviews and FGs.

3.5.2   Stage 2 – Interviewing staff members

Following the initial meeting I had with staff members I was pleasantly surprised to see that some faculty members had taken initiatives that enhanced and assisted the project activity. For example one of the faculty members designed a form to make the preparation of staff members for this research easier. The form consisted of a table that contained titles of many AC faculty PPs. This faculty member suggested that research participants may use it to write their comments regarding current AC faculty PPs in a systematic way. He also mentioned that they may delete, add or edit any of the titles appearing in the form. The form was forwarded to all research participants along with this faculty member's comments as to how to use it. Another faculty member conducted his own research prior to being interviewed. He read from a number of faculty handbooks of international universities found on the internet and compared and contrasted the PPs other HEIs had with those of AC. Other faculty members had sent me detailed comments and suggestions prior to being interviewed. This helped me to understand and process their comments better.

During stage 2 I interviewed 12 faculty members in person (see also section 3.3.2). The interviews lasted between ½ hour and 1½ hour and they were conducted in one of the conference rooms of AC. The interviews were recorded using a digital voice recorder while at the same time I was taking notes on a laptop. The interviews had characteristics of both the semi-structured and unstructured interviews and this allowed my interviewees to discuss PPs freely. During the interviews, the interviewees analysed current practice and current PPs and they then suggested and discussed things they wanted to change. In particular, they discussed which faculty PPs needed improvements

and made their suggestions; which faculty PPs needed to be made redundant and the reasons for recommending this; faculty areas for which there was a lack of PPs and what their suggestions were in terms of the PPs to be introduced.

The time of one and a half month that faculty members were given to prepare for the interviews was proved a sufficient period of time. Different staff members collected data on the PPs of interest to them and suggested possible revisions and improvements that could be applied to these PPs in the light of the data they collected. Many staff members have read PPs of other HEIs and provided me with useful suggestions based on their readings and experience at AC and elsewhere. Some of the faculty members that previously worked at other HEIs in Cyprus had in fact given me a lot of important feedback as to the PPs of other HEIs in Cyprus. In Chapter 4 – Findings I provide an analysis of my findings from the interviews of staff members.

3.5.3   Stage 3 – Development of Proposed Faculty PPs

Following the interviewing stage focus was shifted to the development of proposed PPs. I analysed the data obtained through the interviews and through the literature review and prepared proposed PPs that were then taken to FGs for discussion. I distinguished faculty issues into crucial and non-crucial ones. Crucial faculty issues were the ones which affected the workload, career or pay of faculty members, such as teaching and research load, research credits, faculty promotion, faculty evaluation, faculty ranks and faculty remuneration. All other faculty issues were considered non-crucial. The proposed faculty PPs to be taken to FGs varied in the degree of completeness as follows:

- For the non-crucial faculty issues, which had a high degree of agreement between the data collected from the literature review and from the interviews, I prepared PPs that were completed fully or to a great extent. The high degree of agreement enabled me to complete these PPs fully or to a great extent. The existence of such an agreement meant that these PPs would normally be accepted fairly easily and not lead to any debates during the FGs.

- For the non-crucial faculty issues, with a low degree of agreement between the data collected from the literature review and that collected from the interviews

and/or for the crucial ones 1 either prepared partly completed PPs or various alternative PPs. For such PPs to be completed, several issues needed to be clarified and discussed beforehand during the FGs. The various alternative faculty PPs were designed in order to allow participants to discuss them and finally agree on one of them.

3.5.4   Stage 4 – Focus Group Discussions regarding Faculty PPs

During this stage of the project activity a total of 15 FG meetings were organised and conducted in one of the conference rooms of AC (see also section 3.3.3). The FGs consisted of between 4 and 9 participants and lasted between ½ hour and 2½ hours. Initially, 9 FGs were organised. The rest were organised after realising that certain faculty PPs needed further discussions prior to being finalised and approved. As was expected, non-crucial PPs prepared through a high degree of consensus between the data collected from my readings and that collected from the interviews were approved relatively easily without requiring very long discussions or more than one FG meeting. Crucial faculty PPs or non-crucial faculty PPs prepared through a low degree of agreement required long discussions or more than one FG meeting prior to being finalised and approved.

1 invited appropriate faculty members to attend these FG meetings according to their experience and duties. For example, for the proposed faculty performance evaluation PPs, 1 invited the three department heads of AC who would be responsible for the evaluation of faculty members' performance. For the proposed faculty promotion PPs, I invited all full-time faculty members participating in this research, since this was an area that concerned mainly full-time faculty members. For the PPs concerning the research requirements of faculty members only those faculty members participating in this project with a doctoral or a master's degree were invited as these were the faculty members required to carry out research. The proposed faculty PPs were given to FG participants well in advance prior to the relevant FG meeting. This gave the chance to the participants in the FG discussions to relate the proposals directly to themselves and their experiences and to form a personal opinion for each and every PP.

The FGs acted as a forum to discuss, alter and approve or disapprove the proposed faculty PPs. During each FG session the discussion concerning each PP consisted of the following stages:

1. clarify the proposed PP;
2. explain the alternative PPs and their possible constraints before deciding on the particular proposed PP;
3. discuss the proposed PP; and
4. decide whether to accept, reject or further revise the proposed PP.

During the FG discussions I functioned as a stimulus for AC staff (provoking reflection); as a resource (providing ideas and information whenever it seemed helpful); and as a constraint (limiting the scope of enquiries by relating individual staff suggestions to what it was feasible under the relevant legislation and official guidelines). For many important issues I readily offered my own ideas for discussion, with data to back them up, and invited comments. I constantly asked my colleagues to substantiate their opinions and aimed at consensus and joint decision making. Where there were problems I always looked for ways to help. During the FG meetings I received constructive criticism concerning the proposed PPs which was used for developing my and the research participants' thinking further. Everyone was actively and creatively involved in the process of generating a solution to a problem. The PPs were discussed and clarified until all FG participants obtained a clear understanding of them.

An effective way of learning, developing or getting to know things is through active problem-solving and discussion, especially when confronted with new problems and when there is not one right answer, but several possible solutions. During the FG meeting sessions I facilitated many discussions. During these discussions the FG participants gained insights and understood, through constructive dialogue with their colleagues and me, many of the issues involved with the proposed PPs and then they further formed their own opinions about the PPs' proposals under review. Moreover, the FG meetings held helped me to discern faculty staff attitudes (such as preferences, worries and issues raised) concerning the many faculty crucial issues discussed, namely faculty evaluation procedures and promotion. During the FGs I was taking notes thus

recording the participants' opinions, comments, suggestions, disagreements and feelings. This guided me to revise the proposed PPs further so that they would be understandable, acceptable and applicable.

During the FGs all proposed faculty PPs were discussed in detail and useful and relevant data was collected. Based on the analysis of this data I revised the faculty PPs until they satisfied all or the majority of the participants. To be able to finalise the faculty PPs and to get them approved beyond the FGs it was necessary to have a number of unofficial meetings and telephone conversations, and exchange a number of emails with the research participants. The aim of these activities was to clarify issues, whenever it was necessary, and to reach a consensus.

3.5.5   Stage 5 – Finalisation, Approval and Launch of Faculty PPs

The analysis of all the qualitative data collected from the literature review, the interviews and the FGs discussions built a strong direction for the development of the PPs. Following the FGs all faculty PPs were finalised. For the finalisation of the PPs, when necessary, I referred to the documents I studied and the notes I had taken during the interviews and FG meetings. The finalised PPs were then taken to the academic committee for approval. Following the PPs' approval I organised a meeting with all faculty members of AC to present the new PPs. During the meeting all PPs were explained through a PowerPoint presentation. During this meeting I had to answer a number of questions and clarify issues. In addition, I explained to faculty members that they would have the chance to evaluate these PPs once they were put into practice and provide me with their comments and suggestions for further revisions. The PPs were then put into practice.

3.5.6   Stage 6 – Interviewing staff members

Prior to the second round of interviews I organised a meeting to inform staff members who had already participated in this research what it was necessary for them to do during the second cycle of AR. In addition, during the same meeting I informed staff members who I invited to participate in the research for the first time what the research was about, what they were expected to do and asked them to confirm their engagement

in this research project by signing the informed consent form as I had done before. I explained to these participants that they were not obliged to participate in this research if they did not wish to do so.

In the second round of interviews 18 staff members (17 faculty members and one administration and finance officer) were invited to participate in the research (see also section 3.3.2). The administration and finance officer, I invited to participate, was a staff member that could provide valuable information and opinions from the administration perspective concerning the faculty PPs to be developed. Out of these 18 staff members 8 were interviewed during the first round of interviews thus making a total of 22 staff members interviewed. 17 of the 18 staff members that were invited to participate accepted to participate in both the interviews and FGs and 1 accepted to participate only in the interviews. I intentionally invited staff members to participate for the first time as I wanted to get the opinions and suggestions of a greater sample.

The interviews were conducted along the lines of the first round of interviews with the following exceptions:

- Staff members were much more prepared in the second round than in the first round of interviews. Almost all faculty members provided me with their written comments and suggestions prior to their interview. This was due to the experience they had gained through the first round of interviews. They were more confident in terms of what they were required to do in order to prepare for the interviews. Even those of them who were interviewed for the first time were generally more prepared compared to the first round of interviews as they had discussed the forthcoming interview procedure with those staff members that had been interviewed before.

- Since the interviewees had experienced the effects of the PPs (developed during the first AR cycle), the changes introduced and any associated problems, they were asked to reflect on their experiences and observations and provide me with their suggestions for further improvements. Additionally, they were asked to inform me how successful the changes introduced were.

3.5.7   Stage 7 – Development of Proposed Faculty PPs

Following the second round of interviews 1 analysed the data I obtained from them and prepared proposed PPs that were then taken to the second round of FGs for discussion. The development of the proposed faculty PPs of the second cycle was done along the lines of the first cycle. The focus of this second round shifted from developing many new faculty PPs or making in-depth revisions of existing faculty PPs to making many relatively minor revisions to those developed during the first cycle and to developing a few new non-crucial ones. The new non-crucial faculty PPs were developed through a high degree of agreement between the data collected from literature review and the interviews. Much emphasis was placed on many details of the faculty PPs, developed during the first AR cycle, as the second round of interviews provided many useful comments regarding these PPs. Naturally, many research participants following their experience of seeing how the PPs, developed during the first AR cycle, worked in practice they provided many constructive comments that helped to improve these PPs.

3.5.8   Stage 8 – Focus Group Discussions regarding Faculty PPs

During this stage of the project activity a total of 9 FG meetings were organised (see also section 3.3.3). The FGs consisted of between 5 and 9 participants and lasted between 1 hour and 2½ hours. Initially, 6 FGs were organised. The rest were organised after seeing that certain faculty PPs needed further discussions prior to being finalised and approved. The second round of FGs was conducted in the same way as the first round with the exception that the emphasis was now on further revising PPs that were put into practice, following the first AR cycle, and discussing and developing a few new non-crucial ones.

3.5.9   Stage 9 – Finalisation, Approval and Launch of Revised Faculty PPs

Following the FGs all faculty PPs were finalised based on the data collected from the literature review, the interviews and the FGs. For the finalisation of the PPs, when necessary, I referred to the documents I had studied and the notes I had taken during both rounds of interviews and FG meetings. The finalised PPs were then taken to the academic committee for approval. After these PPs were approved, they were then put

into practice and uploaded to the AC intranet. I then organised a meeting with all faculty members of AC to present the new PPs and the intranet. During the meeting all PPs were explained through a PowerPoint presentation. During this meeting I had to answer a number of questions and clarify issues. In addition, I requested faculty members to evaluate these PPs constantly and to provide me continuously with their comments and suggestions for further revisions. Finally, a few weeks after the uploading of the PPs to the intranet, I organised a meeting with faculty members to examine the impact of the online PPs.

3.6   Procedures engaged in the development of crucial PPs

This section describes also an important part of the project activity. In particular it describes the procedures engaged in developing crucial PPs. Some parts of the procedures described below were carried out in the first cycle of AR and some in the second. It is more meaningful to describe this project activity in a separate section rather than section 3.5 where the project activity is separated into stages of the two cycles.

3.6.1   Research Credits

Seeing that the conduct of research was one of the essential criteria for accreditation we decided to establish PPs that would motivate faculty members to increase their research accomplishments. To achieve this it was necessary to define the research requirements of faculty members and to find a way to measure research accomplishments. In addition, it was necessary to develop PPs that would link research accomplishments to salary increases and promotion. Below, I describe the steps taken to develop a system that would measure the value of the research accomplishments of faculty members.

Firstly, I had provided faculty members with a list of research/scholar accomplishments and asked them to provide me with similar lists. My list included such items as an article published in a refereed journal, a publication of a book and a presentation of a paper at a conference. Once everyone provided me with his/her list of research/scholar accomplishments I made a list that included all the items mentioned in their lists. The participants prepared their lists of research accomplishments based on their own experience and on similar lists found in websites of other HEIs. During FG meetings we

finalised the list by deleting items the majority felt that they should not be included in the final list and by adding a few items that were not initially mentioned. Finally, all research accomplishments were categorised in four groups.

Once the list was finalised we decided that it was necessary to assign a value that would be called "research credits", to each one of the research/scholar accomplishments. We did this by assigning 100 research credits to the "article published in a ranked (Category C or D) refereed journal listed in a Journal Rating/Ranking/Quality List" and deciding that this would be our reference item to which all the rest of the items had to be compared in order to assign the number of research credits each one would carry. The comparisons were made in terms of the degree of difficulty needed to achieve the particular research/scholar accomplishment and its value to AC (in terms of accreditation). The degree of difficulty was decided by the faculty members who participated in the FGs. They had experiences from various research accomplishments and they were therefore the most appropriate ones to define the effort needed to achieve a particular research accomplishment. As for the value of a research accomplishment to AC it was explained to participants that since the CCEEA is the competent authority to accredit PTEIs' programmes of study, the most valuable research accomplishments for AC were those that were highly valued by CCEEA. I along with faculty members who participated in accreditation discussions explained to all FGs participants that accreditation teams consider published articles in refereed journals and funded research projects (won through a competition) as the most valuable research accomplishments. For example, it was decided to assign 200 research credits to the "article published in a high ranked (Category A or B) refereed journal listed in a Journal Rating/Ranking/Quality List" as the majority of the FGs participants believed that the value of such research accomplishment was twice as much compared to the value of the reference item. Using this method we assigned a number of research credits to all the items on our list.

We decided that in order to distinguish high ranked journals from lower ranked journals we would use already established journal rankings. Then it was necessary to decide about certain other issues that would make the system work. For example, we decided to assign 90% of the research credits corresponding to a published journal article when a manuscript was accepted for publication, since it sometimes would take a lot of time

(usually 6 months to two years) to publish an article in a journal from the time the manuscript was accepted for publication. We decided that an article accepted for publication was almost equally good as an article published and in this way faculty members would be able to claim their research credits earlier. We also decided that any credits received initially related to a particular research accomplishment had to be deducted from the number of research credits obtained once the particular research accomplishment was finally achieved in order to avoid the double counting of research credits. For example, the credits awarded when an article has been accepted for publication must be deducted from the credits to be awarded when the same article is published.

Moreover, since the value, funding amount and duration of funded research projects varied, we decided to assign a number of research credits for every £1.000 received by a faculty member who contributed to the research either as a researcher or as a coordinator. In addition, since the content of books varied tremendously we decided to assign research credits according to the book's content. For example, a research oriented book must receive more credits than a textbook. Also, a book published by a well-known international publisher must receive more credits than a book published by a less well-known publisher. Finally, we decided for research accomplishments prepared by more than one author to multiply the number of credits corresponding to the particular research accomplishment by the percentage of contribution of the faculty member involved towards the particular research accomplishment. The product of this multiplication would then be multiplied by 125% as we decided that we wanted to encourage faculty members to cooperate with other academics (especially more experienced ones) to produce high quality research output. Also, the additional 25% was provided as we decided that co-authorship required more effort than single-authored work.

3.6.2   Faculty ranks

In developing our PPs regarding faculty ranks we firstly decided that we needed to establish the minimum requirements for each rank. We defined what the requirements for each faculty rank would be in terms of academic qualifications, experience (for example industry, teaching and research) and research credits. We decided that faculty

members possessing different levels of academic qualifications (i.e. an undergraduate qualification, a master's and a doctoral degree) could not have access to the same faculty ranks. For example faculty members with undergraduate qualifications may only have access to the ranks of Instructor and Senior Instructor, those with master's degrees can only have access to the ranks of Lecturer and Senior Lecturer and those with doctoral degrees can only have access to the ranks of Assistant Professor, Associate Professor and Professor. We agreed that the fact that those with a lower academic qualification could not have access to the faculty ranks accessible by those with a higher qualification would ease the development of a number of PPs, such as faculty promotion and faculty remuneration. Our decisions concerning the faculty ranks' requirements in terms of academic qualifications were based on CCEEA guidelines. Moreover, a table was established which presented the faculty ranks in one column and the corresponding minimum requirements in another column.

Finally, once the minimum requirements for each faculty rank were established certain other issues were also decided, such as:

- whether any appointments to ranks would be limited by the number of positions determined by the College council;
- which faculty ranks would be first entry positions; and
- which ones would be promotion positions.

3.6.3   Teaching and research load

In deciding what the teaching and research load for each academic rank would be the following were taken into account:

- AC concern for assigning a financially meaningful teaching load (extremely low teaching loads would not fit into AC budget);
- AC concern that since research was of vital importance for CCEEA the PPs to be developed must encourage as many faculty members as possible to conduct at least some research;
- The teaching load requirements of other HEIs based in Cyprus; and

- The requirements of CCEEA.

CCEEA expects that:

- Faculty members who possess doctoral degrees and carry out research must not teach more than 12 hours per semester.
- Faculty members carrying out research to a significant extent must have a lower teaching load than those faculty members not involved in research to a significant extent.
- Faculty members with major administrative duties, such as being a Department Head need to have a teaching load relief.
- Faculty members possessing a doctoral degree *must* conduct research whereas those who possess a master's degree *may* conduct research.
- Faculty members who do not possess any postgraduate qualifications are not expected to conduct any research.
- Faculty members in higher faculty ranks must produce higher quality research or achieve more research accomplishments than faculty members in lower faculty ranks.

In order to develop PPs that would take all the above issues into account we decided to establish the following tracks: "research" track, "less research" track and "no research" track. Faculty members in the rank of a Lecturer or higher may choose between the "research" track and the "less research" track. Faculty members holding ranks lower than that of a Lecturer would be placed on the "no research" track. It was then decided to devise a table to provide the number of teaching hours faculty members were required to teach and the number of research credits they were required to gain according to all available ranks (except the ranks of Instructor and Senior Instructor). It was decided that Assistant Professors (the first rank doctoral degree holders were appointed to) following the "research" track would be required to teach 12 hours per semester during Fall and Spring semesters and 6 hours during Summer semester, and would be required to achieve 100 research credits. The teaching hours and research credits requirements of the rank of Assistant Professor were used as the basis. Using this as our basis we decided on the number of teaching hours and research credits for the rest

of the faculty ranks and devised a table that presented the teaching and research load for the various faculty ranks. In deciding the research credits requirements for each rank, faculty members were asked to award an appropriate number of research credits to themselves, based on their last year's research accomplishments, according to the already established PPs concerning research credits. This was a very useful exercise as it provided us with a very good idea as to how many research credits it was more or less possible for them to gain in a year.

In order to encourage faculty members to follow the "research" track it was then decided that faculty members on the "less research" track would receive a 30 credits relief from their research credits requirements but would be required to teach an additional 3 hours in every Fall and Spring semesters. Faculty members at ranks lower than that of a Lecturer consisted of faculty members possessing no postgraduate qualification and mainly teaching technical/vocational courses, such as secretarial and cooking. For such faculty members it was decided that they would not be required to conduct any research but would have to carry out a higher teaching load than that of a Lecturer.

Moreover, it was decided that faculty members needed to declare the track they would follow prior to 30 June of each year since the College administration needed to know their teaching hours' requirements in order to decide the number of courses they would teach in the following academic year. Since from past experience it was sometimes necessary to assign additional courses to faculty members to teach (for example due to unpredicted demand for an additional section of a course) it was decided that any teaching in excess of the total yearly load would be considered as overtime. On the other hand, the College administration would have the right to assign major administrative duties to faculty members allocated a lesser teaching load than the required one. In addition, it was decided to offer a teaching load relief of 6 hours per academic year to those faculty members acting as Department Heads.

Finally, knowing that during the summer period faculty members have more time to get involved with research it was necessary to tackle the issue of what the research requirements would be for faculty members whose employment starts in September or October (thus they are not employed during the previous Summer period). For such

faculty members it was decided to reduce the research credits requirements by 50% after concluding with the research participants that 50% of the yearly time they spend on research is spent during the summer period.

3.6.4 Probation and tenure, termination of employment and academic freedom

In developing our policy on tenure we took into account that the dominant view of the necessity of the concept of tenure for academics is to protect their academic freedom. We, therefore, decided that provided that, a policy on academic freedom was established that would truly protect the faculty members' academic freedom, the tenure policy should not mean "permanency of employment up to the age of retirement" or "a guarantee of a job for life under all circumstances". The administration of a HEI must be able to penalise those faculty members who perform badly and the application of discipline to tenured faculty members must be possible. It was further decided that we needed to adopt a faculty evaluation system that would allow annual faculty reviews for both tenured and untenured faculty members, no salary rises for faculty members performing poorly and the right to fire a tenured faculty member for continuous bad performance. Moreover, the College must have the right to make a faculty member redundant if a programme of study was ceased or materially restructured. In addition, it was decided that tenured faculty members must only be dismissed for reasons set out in the Termination of Employment Law (inadequate performance, non-compliance with the rules and regulations of the College or the agreed terms of employment, or for disciplinary reasons or redundancy) whereas the employment of untenured faculty members may be terminated once their probation period is over. This would differentiate tenured faculty members from untenured ones and will motivate the latter to achieve tenure. The policies on probation and tenure, termination of employment and academic freedom were developed based on the above decisions.

3.6.5 Faculty evaluation

We decided to develop a performance-based faculty compensation system. The new system needed to reward output and the evaluation needed to be measured through a number of instruments and procedures. The steps taken in developing the PPs related to faculty evaluation are described below.

Firstly, it was necessary to define the evaluation period. We decided that the faculty overall performance evaluation must be conducted on an annual basis despite the fact that it may be necessary for certain parts of the evaluation to be carried out more than once a year. Moreover, we decided that faculty members must be evaluated based on how well they had performed in their duties. So it was necessary to develop an evaluation system that would take into account the already defined faculty duties. In addition, it was decided that the PPs must make it clear to faculty members that the faculty evaluation results would be used in making decisions regarding salary rise and promotion.

The next step was to decide what the evaluation areas would be. As is the case with most HEIs we decided that the three evaluation areas would be teaching, research and college service. In addition, we decided that under the college service area faculty members' skills must be evaluated. Once the evaluation areas were established we then decided what the evaluation criteria or duties to be evaluated would be within each area. I initially suggested a list of criteria. After brainstorming and discussing we agreed on the final list of criteria. The establishment of these criteria was essential to the successful faculty performance assessment. For the research area we simply decided that faculty members needed to gain the required number of research credits.

It was necessary for the system to determine the linkages between faculty performance and compensation. For this reason we decided that in the overall evaluation each faculty must receive a weighted average score which would then be translated into a descriptive term as follows: "Above Expectations" if the total score is over 75% and "Met Expectations" if the total score is between 50% and 75% (provided there is no area score below 50%) or "Met Expectations" if the total score is over 75% and "Below Expectations" if the total score is between 50% and 75% (provided there is an area score below 50%), and "Below Expectations" if the total score is below 50%. The whole evaluation system was prepared with this decision in mind. Finally, a faculty member's evaluation according to the descriptive term he/she received, would determine his/her compensation.

The next step was to define the different possibilities for a faculty member at AC i.e. in terms of the tracks available, the fact that some faculty members acted as Department Heads and the fact that a number of faculty members taught up to 6 hours per week. The different possibilities were determined in terms of the above since:

- The varying degrees of research output required by the tracks needed to be incorporated in the weights assigned to each evaluation area.
- Department Heads were required to carry out additional administrative duties therefore it was decided that they must have a higher weight in the college service and skills area.
- It was decided that faculty members teaching up to 6 hours per week did not need to be evaluated in research or college service.

We reached an agreement on six different possibilities and we then established the weights for each possibility in terms of the evaluation areas. The weights for each possibility were based on the workloads faculty members had across the teaching, research and service dimensions of the College.

The next step was to develop measures of appropriate performance in each of these areas i.e. establish the procedures and instruments to be used for the evaluation of faculty members. We needed to devise methods to evaluate the quality of practice with respect to the criteria in question. We decided to follow what many scholars had recommended i.e. that a faculty evaluation system needed to rely upon a number of measurement instruments, such as peer evaluations, self-evaluations and student evaluations. We, therefore, decided that our system would use the following procedures for evaluating a faculty member's performance in the area of teaching:

- Faculty self-evaluation.
- Classroom observations conducted by Department Heads to observe the way teaching is being carried out by a faculty member.
- A meeting following the classroom observation between the faculty member and the Department Head involved.

- Department Heads' evaluation of the course outlines and final examination question papers prepared by faculty members (We decided that both the course outline and final examination question paper constituted very important elements within the teaching area).

- Department Heads' evaluation of the faculty portfolio (The faculty portfolio consists of items, such as overhead slides and/or PowerPoint presentations used in teaching, lecture notes and assessment instruments used).

- Students' evaluation of faculty members.

Self-evaluation

We decided that it was important that faculty members provide their opinion about their performance (self-evaluation). We, therefore, introduced a procedure in the system which required faculty members to complete a faculty self-evaluation and suggestions report that would allow them to describe their performance on a number of issues during the evaluation period.

Classroom observation

An important aspect of the classroom observation procedure was the development of the classroom observation form that contained the items to be observed and evaluated during a classroom observation and the issues to be discussed during the after classroom observation meeting.

Students' evaluation of faculty members

During the recent years, towards the end of each semester, students were asked to fill out a Student Faculty Evaluation form for every course taught during the semester. The evaluation scores were then processed by a computer and the following statistical results were produced:

a) Course Average: The average percentage scored by the faculty member in the course in question.

b) Tutor Average: The average percentage scored by the faculty member in all the courses he/she taught during the semester.

c) Semester Average: The average percentage scored by all faculty members in all the courses they taught during the semester.

For all the above, three average scores were produced for each individual evaluation question, found on the Student Faculty Evaluation Form. A total average of all the evaluation questions was indicated at the bottom of the statistical results.

Despite the fact that students' faculty evaluation scores usually have biases, we decided that it was very important for such scores to be incorporated into our faculty evaluation PPs as they mainly revealed how happy students were with their faculty members. One bias we discovered during the years we had been having students' faculty evaluation was that faculty members teaching in classes with few students tend to get higher evaluation scores simply because students were afraid to give low marks since their tutor would know who gave them low scores.

When developing the students' faculty evaluation PPs we considered the students' faculty evaluation scores of the previous two years. We looked at both individual scores obtained by faculty members and also the average scores of all faculty members during a semester (semester averages). Looking at these past scores we concluded that it would be meaningless if faculty members' average scores were taken into account without any adjustment. Considering that the semester scores for the previous two years were between 89% and 93% and that faculty members who received negative written comments on the evaluation forms achieved averages just below the semester average rather than low percentages per se we decided that the score used for a faculty member's evaluation must be adjusted as shown below if it was to have any meaning at all:

Score Used for Faculty Evaluation = 50% + [(TA – SA) X 50% / (100 – SA)]

Where: TA: Tutor Total Average Score in all the courses he/she taught

SA: Semester Total Average Score

We also decided that students in preparatory English language courses must not be asked to fill out a Student Faculty Evaluation questionnaire as they were not able to understand the meaning of some of the questions found on the questionnaire. In deciding what weights to use in the overall evaluation of the teaching area we firstly defined the only two possible cases (i.e. faculty members being evaluated by students and faculty members not being evaluated by students as they only taught preparatory courses) and we then agreed on the weights, for each one of these cases, in terms of classroom observations, other academic matters (course outlines, final examination question papers and faculty portfolio) and students' evaluation. In establishing the weights we decided that whether a faculty member was evaluated by students or not the ratio of the weights between classroom observations and other academic matters must be 70% to 30%.

Research output

Having assigned a number of research credits to each research accomplishment, we decided that we needed to establish a formula according to which those faculty members who gained a number of research credits that equalled the number of their required research credits should be considered as having met expectations. If the number of research credits they gained was more/less, then the faculty member's performance would be considered as above/below expectations. We, therefore, established the following formula for evaluating a faculty member's performance in respect to research accomplishments:

Total Score = RCA * 100 / (RCR * 2)

Where: RCA: research credits awarded
RCR: research credits requirements

After deciding about the formula to be used we needed to tackle the following problem. Faculty overall evaluations would be carried out annually yet sometimes faculty members may not publish anything in one year but publish 3 journal articles in the following year based on the work carried out during the year of no research accomplishments. In addition, faculty members argued that sometimes it would take a lot of time for high ranked journals to reply as to whether an article would be accepted

for publication and even when they would do so their procedures for publication would take a long time. According to the above formula faculty members would be penalised during the year when no research accomplishments were achieved despite the fact that they had conducted research that would be realised during the forthcoming year. To solve the problem we, therefore, decided that faculty members must be allowed to claim research credits for research output they had not yet produced but were expecting to produce during the following evaluation year (e.g. a journal article not published yet but expected to be published during the following evaluation year). Such research credits would be called expected research credits. Faculty members would be allowed to claim expected research credits based on certain conditions. At the same time it was decided that any expected research credits awarded during the previous evaluation year would be deducted from the number of research credits awarded.

College service and skills

As far as the college service and skills evaluation is concerned it was decided that it would be conducted through a college service and skills form. Such a form was then carefully designed to contain all the skills and the items to be evaluated concerning a faculty member's performance in respect to college service. Finally, it was decided that certain items found on the form would only apply to Department Heads evaluation.

3.6.6   Faculty promotion

In establishing our PPs related to faculty promotion we firstly decided what the criteria for promotion would be. We ended up with a list of ten criteria. The next step was to decide which promotion pathways were possible. For example, it was decided that promotion from the rank of Instructor or Senior Instructor to Senior Lecturer was not possible as we wanted faculty members at the rank of Instructor or Senior Instructor to be promoted to the rank of Lecturer first and then to the rank of Senior Lecturer. Likewise, we decided that only Associate Professors could be promoted to Professors. Finally, it was necessary to link the promotion pathways to the established criteria. We, therefore, decided which of the ten criteria applied for each one of the promotion pathways. Not all ten criteria should be applied to all the pathways. For example, only promotion to Senior Lecturer, Associate Professor or Professor had research output as a

criterion. For all promotion pathways it was decided that the criterion of the minimum academic qualifications, as described in the faculty ranks PPs, would apply. Finally, we decided to set a minimum number of years one would be expected to serve in a rank prior to being considered for promotion.

Moreover, in developing our faculty promotion PPs we clarified how one could demonstrate that the criteria for promotion had been fulfilled. For example, faculty members were asked to demonstrate that the criterion of high competency in teaching had been fulfilled through the completed faculty overall evaluation forms. Finally, we prepared a table that presented all the promotion pathways in one column and all the criteria, corresponding to each pathway, in another column.

3.6.7   Faculty remuneration

In establishing our PPs related to faculty remuneration it was decided that pay must be based on good performance and a matrix pay scheme needed to be developed. As a result of the annual assessment, faculty members must do one of the following: stay at the same pay point, move vertically within a salary scale (thus gaining a pay increase), move horizontally to a higher faculty rank, or diagonally (thus gaining a promotion and a pay increase). It was decided that general annual across-the-board pay increases are not fair and would not motivate faculty members. Faculty members must earn a pay rise rather than simply get it and good performance must be awarded a higher pay rise.

The fact that according to the established faculty ranks' requirements faculty members possessing different levels of academic qualifications could not have access to the same faculty ranks eased the process of establishing appropriate salary scales for faculty members.

In order to establish the salary scales it was necessary to decide what the starting and ending salaries would be for each faculty rank. This was based on the following:

- Faculty members' academic qualifications requirement of each rank;
- Salaries offered by other HEIs based in Cyprus; and

- Salaries offered by organisations based in Cyprus to individuals with similar qualifications.

Once the starting and ending salaries for each faculty rank were decided, the salary increments for each rank needed to be devised. It was, therefore, decided that the salary increments defined in the salary scales must be such that they would allow the evaluation system to award faculty members according to their performance. The only way to do this was to establish small salary increments (for example increments of 1% each) so those that performed poorly would get no or a smaller salary rise (for example 1 or 2 increments) compared to those who performed well. In addition, those who performed well would get a bigger salary rise (for example 4 increments). On the contrary, a system that uses bigger salary increments (for example increments of 4% each) can still provide a 4% salary increase to those who perform well but can not offer a 1 or 2% increase to those who do not perform well. Then based on the 1% increments we established a table showing the salary scales for each faculty rank. Ending salaries were adjusted, where necessary, to match the nearest figure according to the salary increments calculations.

Furthermore, the following additional issues were agreed:

- The increments to be provided would be based on faculty members' performance evaluation unless there were disciplinary issues. Beyond salary increments faculty members whose performance exceeded expectations may receive a bonus payment.
- The time when the increments and bonuses could become effective.
- The time and way changes in salaries, following a promotion, would apply.
- The different treatment applied to faculty members who started their employment on or after 1 January rather than in September or October.

Finally, overtime pay rates for faculty members who taught overtime hours were established for all the faculty ranks, taking into account that reasonable rates must be provided based on those provided by other HEIs in Cyprus.

3.7   Insider researcher and objectivity issues

Reading about AR and research carried out at work by practitioners made me aware of the issues involved in carrying out research as an insider-researcher: issues that arise from my dual role, issues related to the research environment, issues around the objectivity of the research and issues related to the access to resources.

I had been clarifying the distinct role of the researcher throughout the research process, although I did not feel that the duality of my role would be potentially conflicting. I focused on the tasks of each role and organised my time and activities in such a way that both roles could co-exist. Being the director of AC gave me the necessary authority and autonomy to carry out the proposed research. My research role did not affect the good relations I had with my staff negatively. On the contrary, I felt that all team work activities had actually improved the team spirit at AC.

The organisational culture and other organisational characteristics of AC were such that this research was welcomed and I did not face any constraints. The fact that I had been using AR for solving many issues and problems and introducing change to the College throughout the last ten years definitely helped in terms of this research being "accepted" by staff members. The organisation was used to the idea of collecting data, analysing it in order to produce a useful outcome.

Insider researchers are required to be reflexive during their research. Reflexivity is work which includes self-criticism. Cohen *et al.* (2003) point out that: "the participants as practitioners and researchers need to apply to themselves the same critical scrutiny that they are applying to others and to the research." (p. 239). Open University (1993) advocates that an important aspect of reflexivity is that the process, by which the data and findings were produced, should be made sufficiently explicit for a reader to make a reasonable assessment of the credibility of the findings. Hammersley and Atkinson (1995) state that the notion of reflexivity is central to AR, because the researchers are also the participants and practitioners in the AR – they are part of the social world that they are studying.

I was particularly concerned about the issue of reflexivity especially because of my position (see also sections 3.3.2 and 3.3.3). I knew that generally it is difficult to collect unbiased information from employees if you are their boss. Therefore, I applied self-criticism on all activities related to this research and I was reflexive throughout my research. I often self-evaluated my research in terms of its objectivity and took corrective measures where needed. Moreover, I was aware that when interviewing or conducting FG meetings with staff members of the College, they may feel they need to respond or act in a way that I wanted to hear or see because of my position. My awareness of this together with my first hand and extensive experience concerning the operations, the research subject and the staff of the College enabled me to assess and enhance the objectivity of the answers provided. I was particularly careful with the phrasing of the questions during the interviews and FGs. For example, I never phrased questions in a way that they would lead to a particular answer and I continuously reminded research participants that they should feel free to provide their opinion on all the matters discussed and whatever their answers would be they would have no negative consequences, whatsoever. Another example of enhancing the objectivity of this research is the fact that I asked my interviewees to check my interview notes for accuracy once they were finalised.

I understood that all researchers may be influenced by external factors. I, therefore, needed to be aware of any preconceptions or biases that I may already have had about certain issues and used a reflexive way of thinking to overcome any such biases. In addition, I was aware that as a researcher-worker I may be less objective as I was close to the subject of my research. For this reason, I requested the input and involvement of staff members of the College who were able to contribute to the objectivity of this research. Collaboration with the others for this research was both essential and beneficial.

Finally, a very important aspect of any research is to be able to have access to the various resources necessary for the research to be carried out. In order to be able to conduct this research it was necessary to have access to all the following resources:

- access to a number of AC documents;

- access to related Cyprus' legislation and official guidelines set by the CMEC and the CCEEA;

- access to PPs of other HEIs (found on the internet);

- access to AC staff members (prior to commencing this research I had informally made a request to the relevant staff members of my intention to interview them or have them participate in FGs in order to assist me with my research and they assured me of their support and commitment towards my research); and

- possession of the enthusiasm, time and effort commitment, and computer skills to complete the research.

3.8   Ethical issues

According to Zuber-Skerritt (1996) the principles for AR fieldwork include making sure that the relevant persons, committees and authorities have been consulted and that the principles guiding the work are accepted in advance by all. All participants must be allowed to influence the work and the wishes of those who do not wish to participate must be respected. In addition, the development of the work must remain visible and open to suggestions from others. Similarly, McNiff *et al.* (1996) advocate that the researcher needs to get permission from the people who will take part in the research. They suggest that the researcher should not reveal anything of a personal or compromising nature and if any sensitive information will be used then permission should be granted by the originator. The real names of people or places should not be revealed unless specific permission has been granted. In addition, they state that research participants are comfortable with their participation in the research and that they are always in full command of their own involvement in the research. Participants should be aware that if they wish to withdraw they may do so. Finally, they argue that the researcher needs to let all interested parties know what the researcher is doing from the start. Dawson (2002) argues that:

"researchers should be open and honest about who they are and what they're doing. People can then make an informed choice about whether they take part in a project. It is their prerogative to refuse – nobody should be forced, bullied or cajoled into doing something they don't want to do." (p. 148).

When research is undertaken in our own working environment the interviewing process is particularly problematic because the degree of disclosure entailed by the research changes the nature of the relationships. Potter (2002) suggests that the researcher needs to promise his/her informants anonymity (that what they say to the researcher will not be used in a way which could identify them) even if it is professionally inconvenient to do so. He further suggests that the position of the research should be made clear to the informants. Any element of the collaboration between the researcher and the research participants should be made explicit to the participants (the researcher should, for example, state whether there will be time for collaboration or what he/she proposes to do about the outcome of the feedback process etc.).

I believe that action researchers need to have a good grasp of the ethical considerations of AR prior to conducting it and pay attention to the ethical principles during their AR. I took into account a range of issues so that my research would not be detrimental to anybody or anything and I followed all the ethical principles described above. All the PPs developed were approved by the academic committee. Even if these PPs were a product of this research project rather than a product of AC normal activities they were approved in the usual way. Research participants provided their suggestions about the PPs in many occasions. In fact, the PPs were co-developed by the participants and me. Moreover, the research did not deal with any sensitive information and nothing of a personal nature was revealed. The real names of people were not revealed. Finally, I continuously explained to participants what I was doing in terms of the research and clarified to them that they could withdrew at any point if they wanted to do so without having to face any consequences.

The major ethical consideration for the implementation of this research project was the need to obtain the consent of the staff members that were going to be interviewed or participate in a FG meeting. I, therefore, informed them that the purpose of the interviews and FGs was to collect information for research purposes and asked for their consent. I made sure that no-one felt that he/she was obliged to respond and contribute to my research if he/she did not wish to do so, even if he/she was asked by the director. I, therefore, circulated an internal memo about the research (see **appendix 1**), along with an informed consent form (see **appendix 2**) well in advance of any interviews or

FG meetings to those staff members I wanted them to take part in an interview or participate in a FG, asking them whether or not they wished to do so.

For this research I agreed with the staff members, who were interviewed or participated in a FG, how I would use the information and that I would also provide them the opportunity to verify the accuracy of the information I had recorded. Moreover, knowing that the implementation of my research would require staff members of the College to devote some time (e.g. time for being interviewed, time for participating in FG meetings) I organised the tasks concerning the implementation of the research in such a way that they did not upset the operations of the College or cause any inconvenience to the staff members involved. For example, interviews and FGs took place during normal working hours as I did not want to take up any of the participants' personal time. In addition, the conduct of interviews and FGs never took more than the agreed maximum time. Valuing highly AC staff members' time and showing respect to the fact that they had to carry out scheduled tasks and duties was one of my principles maintained throughout this research.

CHAPTER 4

FINDINGS

This chapter contains the findings of the research. It presents the findings in the order the data was elicited (i.e. first round of interviews and then first round of FGs) and in the order the questions were asked during interviews. It continues with an analysis of the responses. The analysis for each issue is presented separately. The number of interviewees that responded for each issue is also provided. This number may not match the number of bullet points presented since some interviewees may have provided similar responses (and thus their responses are presented in the same bullet point) and/or because some interviewees provided responses which are presented in more than one bullet point. Finally, those sentences shown in quotation marks are interviewees' statements.

4.1   First round of interviews

Twelve faculty members were interviewed during the first round of interviews. Five of them had worked in other colleges in Cyprus before and provided me with useful feedback about the PPs of these colleges. Seven of them had participated in meetings with accreditation teams and they were therefore able to provide detailed information about the requirements of the accreditation teams. English language faculty members, among other things, looked at English language issues found in existing PPs. As expected, the interviewees' responses were affected by the experiences and duties of each one of them. Finally, these faculty members interviewed were also carriers of viewpoints of some of the faculty members not interviewed.

Interviewees' general comments

Below there is an account of the interviewees' general comments regarding PPs:

- A number of PPs contain out of date information (One interviewee mentioned: "the current PPs often refer to the Director of Academic Affairs, a position that was made redundant some time before").

- There needs to be a distinction between PPs applying to full-time and PPs applying to part-time faculty members (One interviewee said: "a number of PPs do not apply to part-time faculty members but this fact is not clarified anywhere").

- It needs to be clarified which PPs apply to old and which PPs apply to new faculty members.

- PPs need to enhance the quality of education offered and serve students better. For example, PPs that request faculty members to return marked students' coursework promptly can serve students better. In addition, PPs that request faculty members to give adequate attention to the presentation of material and handouts in the classroom or to develop themselves professionally can improve the quality of education offered.

- Faculty members have difficulties in accessing the PPs since these PPs are not found in a single document. The fact that a number of AC publications and memos accommodate PPs is confusing. The receipt of memos describing the changes decided for PPs found in one or more of the AC publications is inconvenient.

- PPs need to be consistent in the use of the key words. In some cases key words are written in title case and in others are not.

- Some PPs contain grammatical errors that need to be corrected.

- PPs need to be short and concise.

- Some PPs are not clear enough. They need to be written more clearly.

During the first round of interviews, the twelve interviewees were asked to answer three broad questions. Below there are the questions asked regarding PPs followed by an analysis of the responses given to these three questions about the different issues examined:

Question 1 - Which of AC existing faculty PPs need improving and why

Faculty terms of service - Academic freedom

Five interviewees responded that AC policy on academic freedom needed to be revised. These are their responses:

- "Although AC has a policy on academic freedom this has to be revised so that it clearly states what faculty members are entitled to do and what they are restricted to doing in terms of teaching and research."

- A clear policy on academic freedom needs to be developed, since it is one of the very important requirements set by accreditation teams.

- According to the accreditation regulations colleges are required to adopt and communicate to all their faculty members a statement of the principles of academic freedom assuring freedom of teaching, research and publications.

- "The current academic freedom policy states that it adheres in principle to the American Association of University Professors' Statement on Academic Freedom. PPs need to be based on a European statement on academic freedom rather than an American one."

Faculty development

Eight interviewees responded that AC had to revise its existing PPs on faculty development. These are their responses:

- AC needs to establish PPs concerning the provision of subsidies to faculty members aiming to get a doctoral degree, since accreditation teams are very much in favour of such PPs.

- At one college in Cyprus they had PPs on providing a subsidy for doctoral degree studies. The amount of subsidy was based on the number of completed years of full-time service of the faculty member. After the faculty member obtained his/her doctoral degree he/she was required to work on a full-time basis at the college for a period equal to the number of years for which he/she received the subsidy.

- According to the accreditation regulations colleges are required to facilitate faculty members' professional development through the provision of leave of absence for research, further studies and participation in conferences, as well as other events.

- "AC needs to introduce a procedure of external examiners. This can enhance faculty development."

- "AC needs to review its faculty development PPs and omit any ones which are not applied in practice. For example, PPs must not state that membership fees to professional organisations are subsidised since this does not happen in practice."

- AC needs to have more detailed PPs on faculty development.

Faculty ranks

Eleven interviewees responded that AC needed to revise its PPs on faculty ranks. This is an account of their responses:

- Detailed requirements of faculty ranks need to be established.

- AC faculty members with very different academic qualifications possess the same rank. AC has to expand its existing faculty ranks to cover all its faculty members. For example, those with master's degrees start with the rank of Lecturer and so do those with undergraduate diplomas. This would be problematic when attempting to establish salary scales, as all these faculty members with varying academic qualifications would more or less have to be paid the same since they hold the same rank.

- The requirements of the relevant law and regulations favour the establishment of faculty ranks in a way that each rank cannot be accessed by faculty members with different levels of qualifications.

- At one college in Cyprus beyond the four popular faculty ranks (Lecturer, Assistant Professor, Associate Professor and Professor) they had the ranks of Instructor, Senior Instructor and Senior Lecturer. The ranks of Instructor and Senior Instructor were assigned to those faculty members teaching vocational courses. A master's degree must be the minimum academic qualification required

for the rank of Lecturer and the doctoral degree must be the minimum academic qualification required for the rank of Assistant Professor.

- At another college in Cyprus they only had the four popular ranks. Only holders of a master's degree could have access to the rank of Lecturer and those with a master's degree could have access to all the ranks to Associate Professor.

Faculty evaluation

All twelve interviewees responded that AC had to improve its existing PPs on faculty evaluation. These are their responses:

- Accreditation regulations require colleges to have an annual salary review based on clearly defined criteria for salary increments according to each faculty member's rank. We need to revise existing PPs by taking this into account.

- "We need to establish a faculty evaluation system that will link faculty members' performance to salary rises and promotion. Existing faculty performance evaluation PPs are not linked to salary rises and promotion."

- "It is necessary to develop faculty evaluation PPs that will produce an overall faculty evaluation score which will affect salary rises and promotion. The existing system produces only a number of scores, for example classroom observation score and student instructor evaluation score but no overall score."

- The existing PPs are to some extent out of date. For example they mention that classroom observation is conducted by the Director of Academic Affairs whereas this position has been made redundant some time before.

- Professional development and public service are two of the criteria of the existing PPs on faculty evaluation. Both these criteria are hard to quantify and therefore it is difficult to assess faculty members in them.

- According to the accreditation regulations colleges are required to conduct faculty performance evaluations where all evaluation criteria must be made known to all concerned parties. In addition, AC must have PPs as to how faculty performance evaluation results will be utilised.

- Faculty members need to know exactly how they are assessed. The current faculty evaluation PPs are not clear enough.

- The current faculty performance evaluation PPs require faculty members to submit their curriculum vitae every year although this is an unnecessary requirement.

- Certain questions found in the classroom observation form do not apply to English language courses.

- The existing faculty evaluation system needs to be revised in order to assess important aspects of the teaching process, such as the quality of a course outline and the quality of a final examination question paper. These can be assessed by Department Heads.

- The faculty evaluation PPs need to specify in which week of the semester the student faculty evaluation will be made.

- "The student faculty evaluation questionnaires must be handed out to students during the 10th or 11th week of the semester and not during the 12th week since more students are likely to be present in classes."

- "Students of English preparatory courses must not be asked to complete student faculty evaluation questionnaires since they do not entirely understand what the questions are asking."

- The student faculty evaluation questionnaire must be revised in order to have positive and negative questions.

- Faculty PPs need to clarify what the purpose of the faculty evaluation is (for example, to provide feedback to faculty members).

Faculty duties - Teaehing

Three interviewees responded that AC had to revise its PPs on the teaching duty of faculty members. These are their responses:

- The existing PPs wrongly state that faculty members are expected to teach the material set on the course outline, as it is the course syllabus that faculty members need to follow.

- Teaching duty PPs need to define the days and times faculty members may teach.

Faculty duties - Office hours and student advisement, and Students' advisors

Eight interviewees responded that AC had to improve its existing PPs on the office hours and student advisement duties. These are their responses:

- Student advisement PPs need to be rephrased in order to describe accurately what faculty members are expected to do during student advisement. The current PPs are not clear enough.

- "Faculty members need to be aware that the registration of students into courses is carried out by students' advisors."

- Faculty members must be required to maintain records of their discussions with students when they visit them during their office hours.

- Part-time faculty members too must maintain office hours.

- The current PPs require that faculty members cannot have 4 consecutive office hours (one of them has to be in the afternoon). There should be no restrictions as to the timing of office hours.

- Faculty members must have office hours according to the number of their teaching hours.

Faculty duties - Course outline

Five interviewees responded that it was necessary to improve AC existing PPs on course outline. These are their responses:

- The course outline is a very important part of the teaching process and it is very important that the College develops up to date guidelines as to how faculty members must prepare a course outline properly. A number of faculty members, particularly new ones, do not know how to prepare a course outline. Many use the trial and error method going back and forth to their Department Heads until they get it right. Guidelines on course outlines would save the time of both the faculty members and the Department Heads. Such guidelines must outline the presentation specifications of a course outline (for example, specify the margins and fonts to be used).

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- The existing course outline PPs do not inform faculty members of the issues they need to be aware of when preparing a course outline in terms of the assessment weight to be used. This information is only available in the assessment of students' PPs.

- "The course outline PPs must advise faculty members to look at past semesters' course outlines of the same and other courses before preparing their own."

- "In the existing PPs faculty members are asked to consult the Director of Academic Affairs regarding the preparation of their course outlines. Since this position has been made redundant faculty members must be asked to consult their Department Heads instead."

- It is necessary to establish rather flexible guidelines for course outlines.

Faculty duties - Assessment of students

All twelve interviewees responded that AC had to improve its existing PPs on assessment of students. These are their responses:

- The current PPs are focused on the final examinations. Very few things are said about other assessment means, such as the mid-term examination, tests and homework assignments.

- The final examination is a vital part of the assessment process and it is very important that the College prepares guidelines as to how faculty members, particularly new ones, should prepare a final examination question paper properly. Many use the trial and error method going back and forth to their Department Heads until they get it right. Guidelines on final examination papers would save the time of both the faculty members and the Department Heads.

- "The revised PPs need to require faculty members to mark all students' coursework adequately (indicating in writing students' errors) and return it to students promptly."

- Faculty members must make a current evaluation of their students' progress throughout a semester available to them. This can be achieved by allowing students to inspect their marked scripts and homework.

- "There are no guidelines as to what faculty members must do with the big number of marked students' coursework at the end of a semester. Some faculty members throw them away once the semester is over while others throw them away a few months later."

- Faculty members should be required to submit a selection of high quality projects and assignments to the College administration. Very often accreditation teams ask to see such projects and assignments.

- As for examinations (other than the final examination) and tests faculty members need to have guidelines concerning some issues that may be problematic. For example, some times the room allocated for a particular course is big enough in terms of teaching but not big enough in terms of testing since students cannot sit next to each other when they are examined.

- "There are no guidelines as to what faculty members must do when a student misses a mid-term examination or a test."

- Faculty members need to be provided with detailed guidelines as to how to deal with academic dishonesty in coursework and final examinations.

- "Students need to be required to use the Harvard Referencing System and faculty members need to know what to do when a piece of coursework has been plagiarised."

- Final examination PPs must advise faculty members to look at past semesters' final examinations of the same and other courses. In addition, faculty members must be asked to consult their Department Head if they need assistance in preparing their final examination.

- The revised PPs need to state that faculty members invigilating an examination must check students' identity cards.

- Invigilators need to be provided with more guidelines as to what to do and what not to do during an examination, for example, that they are not allowed to mark examination scripts while invigilating in an examination.

- Faculty members need to be provided with guidelines as to when some letter grades, such as "W" (withdrawal) and "I" (incomplete) are awarded. In addition, faculty members need to be aware that in completing a grade roster only integer numbers are accepted rounded to the nearest unit and that they must not reveal final letter grades to students or to any unauthorised individual.

- "PPs need to be revised so that they explain to faculty members what the letter grades "W", "AU", "I" and "TR" stand for and provide any necessary information regarding these letter grades."

- We need to establish a grade appeal procedure.

- PPs on students' assessment must become more concise. The existing PPs sometimes use text which is too long.

- "The College needs to establish PPs on whether examination question papers must be left with students following an examination or not."

- Mid-term examination question papers must be given back to students along with mid-term examination scripts.

- "Final examination papers should not be left with students as sometimes faculty members may use parts of past examination papers when developing a new examination paper."

- Final examination question papers must be returned to students after final examinations. This will force faculty members to prepare very different examination papers each semester/year.

- "Faculty members must be allowed an additional 24 to 48 hours period to submit the grade roster."

- Answer books must not reveal the name of the student as this sometimes influences the grading of the student.

- There should be such a sitting arrangement during an examination that students of the same nationality do not sit together or low academic standard students do not sit next to high academic standard students. Invigilators must have the right to ask students to change seats.

- "Students must not be allowed to go to the toilet during an examination since they may read from cheating papers while they are in the toilet."

- Tutors must be asked to provide College administration all coursework marks and not only the overall coursework mark.

- The requirement for submitting model answers of final examinations to the College administration must allow faculty members to provide handwritten answers or photocopies of the final examination highlighting those parts which contain the answer.

- We need to have PPs stating what faculty members should exactly do when students have used unfair means in an examination.

- The existing PPs use the phrase "answer paper" whereas for some time students have been providing their answers to examination questions in answer books.

Faculty duties - Make-up examinations of final examinations missed

Four interviewees responded that it was necessary to improve AC existing PPs on make-up examinations. This is an account of their responses:

- The existing PPs state that a make-up examination may be provided when students miss an examination. PPs need to clarify whether make-up examinations apply to both mid-term and final examinations. Make-up examination must only be provided in the case of missed final examinations.

- Unlike what the existing PPs state now, it is preferable that students contact an administration officer instead of directly contacting their tutor when they want to apply for a make-up examination. The revised PPs need to clarify whose responsibility it is to organise a make-up examination once it is approved.

- The current PPs need to be revised in order to clarify to faculty members that no make-up examination should take place unless the College administration knows about it.

Question 2 - Which AC existing faculty PPs need to be made redundant and why

All twelve interviewees responded that no PPs needed to be made redundant.

Question 3 - For which faculty issues AC is lacking PPs

Faculty terms of service - Working schedule

Four interviewees responded that AC lacked PPs concerning the working schedule of faculty members. These are their responses:

- Faculty members are somehow confused as to how many hours they need to be present at the College during the different periods of the year (e.g. Christmas period, Easter period, weeks between semesters, Summer period, examination periods).

- There is a need to have PPs regarding faculty members' commitments (e.g. invigilate in examinations, register students into courses) during the different periods of the calendar year.

- "Although there is a policy regarding the number of office hours of faculty members, during teaching periods, there is no such policy for the rest of the periods of the calendar year."

- At one college in Cyprus faculty members were required to be present at the college for 30 hours per week including 5 office hours. These faculty members were not required to be present at the college during Christmas and Easter periods.

- At another college in Cyprus faculty members were required to provide a minimum of 4 office hours.

Faculty terms of service - Teaching and research load

Nine interviewees responded that AC lacked PPs concerning the teaching and research load of faculty members. These are their responses:

- AC has no official PPs regarding the teaching load of faculty members holding different ranks. The current practice is: faculty members holding a doctoral degree are generally required to teach 12 hours per week, faculty members not holding a doctoral degree teaching academic courses are generally required to teach 18 hours per week and faculty members teaching vocational courses are required to teach 24 hours per week.

- "It is necessary to define the research requirements of faculty members holding different ranks."

- Accreditation teams require a lower teaching load for those faculty members involved in research and for those faculty members having substantial administrative duties, such as Department Heads.

- Accreditation regulations require colleges to assign a reasonable work load to faculty members, according to their rank.

- At one college in Cyprus faculty members were generally required to teach 12 hours per week provided that they committed themselves to engage in appropriate and systematic scholarly and/or professional activities throughout the academic year. Faculty members who did not participate in such activities they were expected to teach 15 hours per week.

- At another college in Cyprus faculty members at the rank of Senior Instructor, Lecturer and Senior Lecturer were required to teach 18 hours per week. Those at the rank of Assistant Professor and Associate Professor 15 hours and those at the rank of Professor 12 hours. For faculty members involved in research this teaching load was reduced by 3 hours. Moreover, faculty members teaching technical subjects were required to teach up to 25 hours per week.

Faculty terms of service - Research credits

Four interviewees responded that AC lacked PPs on measuring the research accomplishments of its faculty members. These are their responses:

- Since the conduct of research is one of the important criteria for accreditation it is necessary for the College to develop PPs to motivate faculty members to increase their research accomplishments. In order to achieve this it is necessary to find a way to measure research accomplishments and to define the research requirements of faculty members.

- In one college in Cyprus the conduct of research was seen as an important activity but they did not have a system to measure the quality and value of a research accomplishment.

- "It is necessary to develop PPs that will link research accomplishments to salary increases and promotion."

- One recommendation from accreditation teams was that AC needs to establish policies to encourage research activities by providing financial or other incentives.

- A university abroad has a system to measure the value of different research accomplishments. AC needs to adopt such a system.

Faculty terms of service - Probation and tenure and Termination of employment

Seven interviewees responded that AC lacked a policy on probation, tenure and termination of employment. These are their responses:

- AC needs to develop a policy on tenure as this will provide additional motivation to faculty members and it will reduce faculty personnel turnover.

- "We need to establish a policy on tenure since most HEIs have a system of tenure."

- "It is normal for a HEI to test a faculty member for some time before it provides him/her with a tenure status but AC needs to set clear cut requirements and time frames as to how and when a faculty member may be awarded tenure."

- At one college in Cyprus faculty members were hired on a two year probation period during which they were evaluated by the college. These faculty members were offered tenure once the two year probation period had elapsed and certain conditions were met, such as satisfactory performance. Tenured faculty can be dismissed from the college for reasons, such as inadequate performance, failure to comply with the rules and regulations of the college, disciplinary offence or redundancy, whereas untenured faculty members may be dismissed at any time at the sole discretion of the college.

- At another college in Cyprus faculty members are employed on a probationary period of two years. Faculty members can be dismissed even after the probationary period for certain reasons, such as redundancy and failure of competence.

- According to the accreditation regulations colleges are required to establish a policy on probation which must be published and communicated to interested parties.

Faculty remuneration

Ten respondents stated that AC needed to establish PPs regarding faculty remuneration. These are their responses:

- "AC needs to establish salary scales for its faculty members."

- One college in Cyprus had salary scales for all its faculty ranks and each year it provided one increment associated with the faculty member's rank to all its faculty members unless there were disciplinary reasons. When faculty members were promoted to a higher rank they got a salary increase which was not less than the increment associated with their previous one. This other college had overtime rates for its faculty members. AC needs to develop PPs regarding overtime pay to faculty members who will teach beyond their maximum teaching load.

- General annual across-the-board salary increases are not fair and do not motivate faculty members. Salary rises must be provided based on a faculty member's performance.

- According to the accreditation regulations colleges are required to offer adequate salaries to their faculty members in order to attract and retain highly qualified and competent faculty members.

Faculty selection

Five interviewees responded that AC lacked a policy on faculty selection. These are their responses:

- "Although AC has been recruiting faculty members for a number of years it does not have any written PPs as to how the faculty selection should take place."

- According to the accreditation regulations colleges are required to follow a transparent procedure for recruiting and appointing their faculty.

- AC needs to establish a faculty selection procedure that will be compatible with accreditation requirements. Faculty members at AC are mainly selected by the College director who happens to be the owner of the College, whereas accreditation teams require that the decision for appointment of a faculty member must be taken by a committee, in which other faculty members must participate.

- Another college in Cyprus had detailed PPs on faculty selection. This college required that candidates needed to demonstrate their teaching skills through a presentation. The college had detailed guidelines as to how a candidate's

presentation is assessed and what are the procedures following a candidate's presentation. Finally, at this college the decisions for faculty selection were made by a committee.

- AC needs to establish PPs that fully describe how the faculty selection must be conducted (e.g. candidates are required to give a presentation).

Faculty promotion

Eleven respondents stated that AC needed to establish PPs regarding faculty promotion. These are their responses:

- The establishment of PPs regarding faculty promotion would motivate faculty members to perform better.
- "The faculty promotion criteria need to be based on faculty members' evaluation and duties."
- "Faculty promotion is considered a very important issue by accreditation teams and AC needs to establish PPs on faculty promotion since the College is involved with the accreditation process."
- Accreditation teams require that AC faculty members' promotion must be based on their research work, academic work and years of service.
- The criteria for promotion need to differ according to the promotion pathway. For example faculty members' research accomplishment must not be one of the criteria for promotion in the lower ranks.
- "The faculty promotion PPs need to define how fulfilment of the promotional criteria can be demonstrated so that no misunderstandings will occur."
- In one college in Cyprus they had faculty promotion PPs which were based on faculty performance appraisal.
- Another college in Cyprus had different criteria for all the possible promotion pathways. In particular, performance in scholarly publications was not a criterion for the promotion of Lecturer to Assistant Professor, whereas for the promotion of Assistant Professor to Associate Professor and for the promotion of Associate Professor to Professor scholarly publications was one of the criteria.

- AC needs to establish a faculty promotion policy clarifying the minimum requirements for promotion from one rank to another.

Faculty duties

All twelve interviewees responded that AC needed to make additions to its existing PPs on faculty duties. These are their responses:

- "Faculty members need to have as one of their duties the acquaintance and compliance with College regulations and the compliance with any set deadlines."
- One of the faculty members' duties must be to maintain a faculty portfolio, which is a collection of their work, such as overhead slides and lecture notes. This portfolio can be assessed and can add to their evaluation.
- "Although faculty members are expected to supervise independent study projects conducted by students no mention is made in the existing PPs regarding faculty duties."
- Certain duties which faculty members are expected to carry out are not included in the official list of duties. Such duties consist of participating in committees and carrying out committee work, participating in faculty meetings and carrying out academic work, and attending college activities.
- Faculty duties' PPs related to committee work must provide some basic information about the committees of the College.
- "The carrying out of research and professional development must be included in the list of faculty duties."
- The faculty development duty PPs must recommend faculty members to establish contact with academics from other institutions (home and abroad) as this is a form a faculty development.
- According to the accreditation regulations colleges are required to define all faculty terms of employment and duties which must be published and distributed to faculty members.
- PPs need to state that it is recommended that part-time faculty members participate in college activities.

- "Faculty members must be aware that they may get involved in accreditation procedures and should know what these procedures entail."

- "Part-time faculty members must be required to participate in faculty meetings of their department."

- "Part of a faculty member's academic work is to search, evaluate and recommend main textbooks and other material for courses."

- Faculty members must be required to have meetings headed by their Department Heads to develop new and revise existing syllabi of courses and develop new and revise existing curricula of programmes of study.

- All faculty members must be required to attend college activities. The presence of as many faculty members as possible motivates students. Faculty members need to offer assistance related to college activities.

4.2   First round of focus groups

The FGs did not produce as many findings as the interviews, since faculty members who had participated in FGs had been previously interviewed and most of their suggestions had already been provided during the interviews. In addition, the FGs were used as a means to work out the proposed PPs, which had already incorporated many of the suggestions provided during the interviews, rather than producing many new suggestions. The participants in FGs were provided with the proposed PPs prior to the FG discussions, therefore, they had the time to study them and come prepared for discussing the PPs.

During the FG meetings the content of the proposed PPs was generally found satisfactory and acceptable. The participants agreed that the structure of the proposed PPs was practical and efficient and thus it was accepted. Each policy contained related procedures within it so PPs were kept unified. Each PP contained the title and the issuing date, details of who the PP applied to and a description of the actual PP. Details of when the policy applied, conditions, restrictions, definitions, any necessary links (such as links to related PPs, guidelines and forms) were provided within the description of the actual PP. In addition, details of who should be contacted for interpretations and resolutions of problems related to a PP and details of who had authority to approve

exceptions were provided in the introduction section of all the PPs. Moreover, it was agreed that any exclusions (e.g. a list of any individuals that were excluded from a PP) and any supersedes notification must only appear when necessary at the beginning below the details of who the PP applied to. Finally, it was agreed that it was not necessary for each PP to provide its rationale. The findings produced by the FGs are seen below:

Faculty development

- Although one participant argued that the subsidy for doctorate studies must be given to faculty members who completed four years of full-time service rather than only two years the majority felt that the proposed policy of only two years should remain as it was since it would motivate more faculty members to pursue doctoral degree studies.

- A system of external examiners would definitely enhance faculty development but the majority of the participants were in favour of focusing on other faculty development activities.

Faculty ranks

- One participant suggested renaming the ranks of Instructor and Senior Instructor to Assistant Lecturer and Associate Lecturer respectively. The majority of the participants felt that this was not essential.

- One participant suggested reducing the experience requirement for Senior Lecturers from 8 to 7 years and another one suggested reducing it to 5 years. The majority felt that such changes were not essential and that they would not benefit faculty members in any way.

- Another participant suggested reducing the experience requirement for Professors from 12 to 10 years. The majority argued that faculty members needed to have sufficient experience prior to becoming full Professors and that the requirement should remain as it was.

- One participant suggested that: "more flexibility must be introduced in the system of faculty ranks. For example, faculty members should be able to be promoted to

the rank of Professor without having a doctoral degree." It was explained to this participant that although such a system would be more flexible it would overall damage the College as it would be incompatible with CCEEA requirements.

Faculty evaluation

- The student faculty evaluation form needs to ask students to provide written comments beyond just asking students to score faculty members in a number of issues.

- The formula for calculating the student faculty evaluation score to be used for faculty evaluation must be based on the semester average rather than the ranking of faculty members in terms of the score achieved. In this way the whole procedure would be transparent.

- The suggestion that the student faculty evaluation questionnaire should contain both positive and negative questions was rejected by the majority of the participants as they felt that this would confuse students.

Faculty duties - Teaching

- One participant suggested that: "PPs must state that in case a faculty member cannot cover the whole syllabus for reasons not within his/her control then he/she should cover the most important parts of the syllabus." The majority of the participants however agreed that PPs should not state something like this as they would probably encourage some faculty members not to cover the whole syllabus.

Faculty duties - Office hours and student advisement, and Students' advisors

- One participant suggested that: "there should be no restrictions as to the timing of office hours." The majority of faculty members said that the proposed PPs requesting faculty members to basically have both morning and afternoon office hours were reasonable and should not change.

Faculty duties - Course outline

- Although one of the participants claimed that it was necessary to establish more flexible guidelines for course outlines the majority argued that the proposed guidelines were found to be extremely helpful rather than restricting.

Faculty duties - Assessment of students

- Two participants argued that students should be allowed to take away the final examination question paper when they leave the examination room. Another participant said that: "final examination question papers can be returned to students after all final examinations are over. This will force faculty members to prepare very different examination papers each semester/year." The majority of the participants agreed that the policy should remain as it was and students must not be allowed to get the question paper.

- Although most faculty members said that they would like to have an additional 24 to 48 hours to submit the grade roster they agreed that the policy should remain unchanged after it was explained to them that the delay in the submission of grade rosters would be very problematic for the College administration.

- Although two participants mentioned that students must not be allowed to go to the toilet during an examination since they may read from cheating papers while they are in the toilet the majority agreed that we cannot disallow students to go to the toilet.

- Despite the fact that one of the participants suggested that the answer books must not reveal the name of the student as this may influence the grading of the student the majority agreed that this was not necessary.

- Some of the participants argued that during examinations invigilators should arrange that students of the same nationality do not sit together or low academic standard students do not sit next to high academic standard students. These measures were proposed in order to discourage cheating in the examinations. The majority of the participants agreed that invigilators must have the right to ask students to change seats.

- One participant argued that faculty members must be asked to provide College administration all coursework marks and not only the overall coursework mark. The majority of the participants agreed that this would impose an unnecessary burden on faculty members and rejected the suggestion.

Faculty terms of service – Teaching and research load

- Although one participant argued that the teaching load of Assistant Professors, Associate Professors and Professors must be further reduced the majority felt that the teaching loads according to the proposed PPs were in line with other colleges in Cyprus and CCEEA recommendations.

- One participant mentioned that: "the teaching load of Instructors and Senior Instructors leaves no time for them to conduct any research." Everybody agreed with this statement but the majority argued that faculty members appointed to these ranks were those teaching vocational courses who were not expected to conduct research anyway.

Faculty terms of service – Research credits

- The majority of the participants argued that certain research accomplishments should carry more research credits. We, therefore, decided to increase the research credits as follows: for an article published in a high ranked refereed journal from 100 to 200, for an article published in a low ranked refereed journal from 60 to 100, for an article published in a non refereed journal from 40 to 50 and for an article published in the College in-house journal from 20 to 30.

- The majority of the participants agreed that research accomplishments related to conferences must be valued in terms of research credits based on whether they were international or national.

Although the proposed PPs for research credits generally satisfied the participants, they were also, as expected, criticised. Participants argued that:

- The list of research accomplishments may not be comprehensive. Perhaps, other scholarly accomplishments, such as organising a conference, heading a conference and reviewing journal articles and conference papers need to be added to the established list.

- The research accomplishments defined in our list may worth more or less research credits.

- "It is difficult to define the number of credits assigned to certain research accomplishments, such as a research oriented book which requires a massive effort."

- A paper published in the proceedings of a high quality conference may worth more research credits as it sometimes requires a high degree of effort (even more than publishing an article in a journal).

- The research credits assigned to research accomplishments related to conferences must be based on the acceptance rate of a particular conference (low acceptance rate must provide more research credits). The real acceptance rate of a conference, though, is sometimes difficult to obtain.

- AC should establish its own tailor-made rankings of journals, which would be based on AC needs and objectives, rather than relying on rankings established by others. In addition, by using already established ranking lists the College may face the problem of seeing that one journal may posses a high ranking in one list and a lower ranking in another list.

Faculty promotion

- Although one participant argued that: "the faculty promotion criteria of community service, and membership and participation in professional or learned societies must be highly recommended but not mandatory criteria" the majority agreed that such criteria must be mandatory. The policy must not change since these criteria are only applied for promotion to the rank of Professor.

4.3   Second round of interviews

During the second round of interviews eighteen staff members (seventeen faculty members and one administrator) were interviewed. Six faculty members had worked in other colleges in Cyprus and provided useful feedback about the PPs of these colleges. Six of the faculty members interviewed had participated in meetings with accreditation teams and they therefore provided information about the requirements of accreditation teams. English language faculty members among other things looked at English language issues of existing PPs. As expected the interviewees' responses were affected by each interviewee's experiences and duties. The new faculty members interviewed who had not seen the previous PPs did not "appreciate" the quality of the revised PPs as much as the old faculty members. During this round of interviews I obtained better and more concise responses due to the experience gained by some of the faculty members from the first round of interviews. Finally, the viewpoints of some of the faculty members who did not participate in the interviews were provided through those faculty members who were interviewed.

Interviewees' general comments

The interviewees responded that the PPs generally were successful to a great extent but some further revisions and additions were necessary. In addition, they responded that the PPs developed provided guidance to AC staff members on how to tackle issues for which these PPs had been established. The PPs created a framework based on which, staff members of the College could take informed actions and decisions. The PPs fostered stability and continuity and enhanced uniformity and consistency in decisions and procedures. Staff members also commented that the new PPs had provided them with the tools they needed to simplify college processes and had provided a basis for individual accountability. The simplification of college processes and the enhancement of accountability improved operational efficiency and productivity. In addition, they claimed that the revised PPs led to higher quality education and greater students' satisfaction as they served students better. One interviewee said that the revised PPs were very comprehensive. These are their responses:

- Some PPs need to be more concise. They contain unnecessary details. Some PPs are too detailed and not practical. PPs need to have more graphs, charts and guidelines in point form rather than long text.

- "The revised PPs are better organised and more user-friendly for the faculty members of the College."

- AC has to have online PPs rather than PPs provided in various publications. Online PPs need to provide access to the forms referred to in the PPs.

- There are certain grammatical and other errors in the revised PPs.

- PPs should make use of the phrase "he/she" when referring to the third person rather than only "he".

During this round of interviews, interviewees were asked to answer the same three broad questions. Below there are the questions asked and an analysis of the responses to these questions:

Question 1 - Which of AC existing faculty PPs need improving and why

Faculty development

Five interviewees responded that faculty development PPs needed to be revised. These are their responses:

- Faculty members must be informed about faculty development opportunities, such as seminars.

- AC needs to give faculty members credits for faculty development activities (seminars attended, additional qualifications) in order to motivate them to participate in such activities.

Faculty ranks

Three interviewees responded that faculty ranks' PPs needed to be revised. These are their responses:

- "The available positions for each rank have to be specified. For example faculty members need to know how many Associate Professors and Professors we can have at the College."

- AC needs to specify the number of research credits required for each faculty rank since we now have a system that measures research accomplishments. Those faculty members that will collect the number of credits required and fulfil the rest of the promotion requirements should be promoted to the particular rank.

- "We need to specify which faculty ranks are first entry positions and which ones are promotion positions."

Faculty evaluation

Five interviewees responded that PPs on faculty evaluation needed to be revised. These are their responses:

- "The PPs on faculty evaluation must require only one classroom observation per year instead of one per semester for experienced faculty members."

- Classroom observations for faculty evaluation are unnecessary to be carried out in every semester especially for experienced faculty members. Classroom observations should be carried out every semester for the first two years (during the faculty member's probation period) and then every two years once the probation period is over.

- "Faculty members must not be penalised if they do not cover the whole syllabus of a course if it is not their fault."

- Sometimes it takes a lot of time to publish an article in high ranked journals. According to the current faculty evaluation system faculty members would be penalised if during a year they have achieved no research accomplishments even if they have worked hard on preparing articles that would be published the following year. Faculty evaluation PPs need to be revised so that they will not penalise such cases.

Faculty duties - Office hours and student advisement, and Students' advisors

Five interviewees responded that the PPs concerning office hours needed to be revised. These are their responses:

- "Office hours' PPs need to be revised in such a way that they serve evening students better. For example, faculty members teaching during evening hours must be required to provide some of their office hours during evening hours."

- The PPs need to state that faculty members are required to provide advice to students who are not their advisees whenever need arises.

- Faculty members must be required to maintain records of the important issues they discuss with students during their office hours.

- Faculty members with less than 6 teaching hours per week need to also have office hours (even one hour every two weeks).

- "Faculty members must be required to place an announcement outside their office in case they need to change their office hours on a specific date."

Faculty duties - Course outline

Five interviewees responded that the course outline PPs needed to be revised. These are their responses:

- Course outlines must be submitted to Department Heads in electronic format so that if there are minor mistakes Department Heads can correct them after discussing them with the faculty member involved rather than requesting the faculty member to resend the corrected course outline. This will make the whole process much easier and quicker.

- "Faculty members should be required to suggest only recent textbooks in the additional reading section of their course outlines."

- The section of the schedule in the course outlines must be less detailed. For example, it should not require the inclusion of activities and details of their assessment that will be carried out during each week of the semester. It should simply require the syllabus to be covered each week during the semester.

- "The College must follow a more flexible approach to certain teaching issues, such as the preparation of a course outline and avoid restricting faculty members."

Faculty duties - Assessment of students

Fourteen interviewees responded that we needed to revise the assessment of students' PPs. These are their responses:

- It is necessary to establish referencing guidelines to be given out to students.
- "It is necessary to establish detailed PPs on preparing students' projects. These PPs will, for example, provide a sample cover page, tell the student what the structure of the project to be carried out maybe, the referencing system to be used and of course what exactly is required of the student to do."
- "Faculty members need to have more detailed PPs as to what they should do when a student is found cheating in an assessment."
- "We need to have PPs for students who miss tests or mid-term examinations."
- AC needs to adopt more flexible guidelines for final examinations question papers.
- We need to establish PPs to guide faculty members as to what they must do when the classroom allocated for a mid-term or any other examination or test has not enough space to accommodate the students. In such cases a bigger classroom may be provided and an additional invigilator may be assigned.
- In some universities students have the choice of taking the examinations during the current examination period or during the next one. Students can be allowed to miss an examination as long as they inform the College in writing, by a predefined date, that they wish to skip the examination during the forthcoming examination period but wish to take it during the next examination period. If a student misses a final examination without a valid reason, the letter grade F must be assigned to him/her. If a student misses a mid-term examination without a valid excuse he/she should receive no marks in respect to the mid-term examination.
- "We need to establish more detailed PPs on plagiarism."
- Final examination question papers must be submitted to the administration and finance officer in electronic format and then the administration and finance officer

must forward them to Department Heads in electronic format. In this way Department Heads can correct minor mistakes after discussing them with the faculty member involved, rather than requesting the faculty member to resend the examination papers. This will make the whole process much easier and quicker.

- "Assessment of students PPs should state that mobile phones must be muted or switched off and left at the front desk of the examination room during final examinations."

- "Assessment of students PPs need to clarify that the mid-term examination date is set by the faculty member. Some new faculty members are not aware of this fact."

- Assessment of students PPs need to require that student identity cards must be checked in all examination-type assessments.

- "It is not a good idea for faculty members to decide themselves and take action on their own about cases of students involved in plagiarism. It may be better if a committee or some other faculty member along with the faculty member involved decide about the penalty to be assigned to such students."

- "Final examination guidelines must allow a greater percentage for objective questions in an examination question paper. Perhaps up to 50-60% for low level courses and up to 30-40% for more advanced ones."

Faculty terms of service - Teaching and research load

Eighteen interviewees argued that our PPs on teaching and research load needed to be revised. This is his response:

- "New faculty members are usually employed in September. Since the overall faculty evaluations take place in June we need to have lower research credits requirements for such faculty members as they were not employed during the previous Summer period and they therefore had less time available to conduct research."

Faculty terms of service - Research credits

Six interviewees responded that we needed to revise the research credits PPs. These are their responses:

- Sometimes it takes a long time to publish an article in a journal from the time the manuscript is accepted for publication. We need to find a way to award research credits to faculty members for the acceptance of their manuscript for publication.
- "The number of research credits assigned to funded research projects must be based on the amount of funding as it is more or less based on the value and degree of difficulty of the project."
- We need to find a way to deal with multiple authored research accomplishments. Faculty members must receive research credits according to their percentage contribution, although sometimes it is difficult to express, in percentages, the contribution of a faculty member in co-authored work.

Faculty remuneration

Two interviewees responded that we needed to revise the faculty remuneration PPs. This is their response:

- We need to have fewer but bigger salary increments.

Faculty selection

One interviewee responded that AC needed to revise its PPs on faculty selection. This is his response:

- "AC needs to revise its established PPs in order to provide guidelines for assessing a candidate's presentation which takes place during the faculty selection procedure."

Faculty promotion

Two interviewees argued that our PPs on faculty promotion needed to be revised. These are their responses:

- "We need to clarify how faculty members can demonstrate that they have fulfilled the different criteria for promotion."
- "We need to set a minimum number of years a faculty member must serve in one rank before being promoted to another."

Faculty duties

Six interviewees responded that we needed to revise the faculty duties PPs. Below I present the responses provided by the staff members interviewed:

- We need to clarify to faculty members that part of their duties is the preparation and participation in meetings related to the accreditation of college programmes of study.
- "Independent studies may be assessed better through an examination, rather than a project. PPs need to be developed regarding this issue."
- The professional development duty needs to be specific and clear.
- The faculty development duty PPs must request new faculty members to sit in classes for a number of hours and observe how their more experienced colleagues teach. This is a form of faculty development.
- Activities, such as faculty members giving out seminars for best teaching practice to their colleagues constitute faculty development. The faculty development duty PPs must be revised so that they recommend such activities.
- "The faculty portfolio, faculty members are required to present to Department Heads in order to be evaluated, does not need to have many things. It should contain a few things, such as lecture slides. One can understand what a faculty member is doing by seeing a few things."
- "Faculty members need to be aware that one of their duties is to write recommendation letters to their students or ex-students."

Question 2 - Which AC existing faculty PPs need to be made redundant and why

All eighteen staff members responded that no PPs needed to be made redundant.

Question 3 - For which faculty issues AC is lacking PPs

No staff member, out of the eighteen staff members interviewed, responded that AC lacked PPs on any issue.

4.4   Second round of focus groups

The FGs did not produce as many findings as the interviews since the staff members who had participated in FGs had been previously interviewed and most of their suggestions had already been provided during the interviews. In addition, the FGs were used as a means to work out the proposed PPs, which had already incorporated many of the suggestions provided during the interviews, rather than produce many new suggestions. The participants in FGs were provided with the proposed PPs prior to the FG discussions, therefore, they had the time to study them and come prepared for discussing them. During the FGs it was seen that the proposed PPs were generally found to be satisfactory and accepted. Moreover, the participants commented that they had been reading and using PPs much more than they used to do before because the PPs could be more easily understood since staff members had participated in and contributed to their development and since PPs were now written in a simple, clear and concise language. Additionally, they commented that the interviews, the FGs and the PPs themselves had made them increase their awareness about a variety of topics, as well as their self-awareness and self-criticism. Finally, the interviews and FGs made staff members increase their communication skills and reflect on their own practice which eventually improved as they sharpened their understanding of the problems and effects of each PP.

The PP on academic freedom clarified what faculty members are entitled to and what they are not entitled to do in terms of academic freedom. The PPs on probation, tenure and termination of employment informed faculty members what some of their basic

terms of service are. The PPs on research credits and teaching and research load made explicit to faculty members what they are required to do in terms of research and how many hours of teaching they are required to teach. The PP on working schedule informed faculty members of their time commitments throughout the calendar year. The faculty duties' PPs generally made explicit the rights and duties of AC faculty members and facilitated faculty members' work. Beyond this, the PPs on teaching, faculty portfolio, office hours and student advisement, students' advisors, course outline, assessment of students, and independent study supervision led to higher quality education and greater customer satisfaction since students were served better. In addition, the PPs on faculty ranks, evaluation, promotion and remuneration made explicit to faculty members what the requirements of each faculty rank are, how their performance is evaluated, how they can get promoted and when salary rises and bonuses are provided. The PPs on faculty selection informed faculty members how the faculty selection is carried out and what the role of old faculty members is in this process. The faculty development PPs informed faculty members of their rights in terms of their professional development, such as the receipt of a subsidy for participating in professional development activities and of their responsibilities in terms of their professional development.

The participants in FGs argued that all faculty members were aware that salary increases were awarded on a merit basis, based on the outcome of the annual faculty evaluation. Faculty members commented that they realised that promotion is directly related to the level of a faculty member's performance and accomplishments identified by the faculty evaluation. They further commented that since the PPs of the first round of interviews and FGs were put into practice faculty members were motivated to perform better and this resulted in increasing their work productivity in general and their research productivity in particular. More specifically the per-faculty member average research activity and output increased since the introduction of these PPs. This increased motivation led to faculty members' improved performance which in turn led to higher quality education. The faculty evaluation PPs were identifying reasonably well how faculty members were performing and this fact made faculty members feel accountable for what they do. The participants also commented that the PPs resulted in higher employee commitment and lower employee turnover. They further commented that the PPs enhanced faculty members' development. Finally, the proposed PPs

fulfilled all the requirements of the CCEEA and of any relevant laws or regulations set by the CMEC and DHTE. Additional findings produced by the FGs are reported below:

Faculty development

- The majority of the respondents agreed that spending time and effort on developing a system of assigning credits for faculty development activities was probably not worth it.

Faculty ranks

- Although one participant suggested that: "it is necessary for AC to specify the number of available positions for the ranks of Associate Professor and Professor" the majority agreed that this was not essential, after it had been explained to them that this could only be decided by the College council.

Faculty evaluation

- The majority agreed that classroom observations should be conducted every semester for all faculty members without exception.

Faculty duties - Office hours and student advisement, and students' advisors

- The majority of the participants agreed that faculty members with less than 6 teaching hours per week did not have to have office hours. They could meet with students before or after classes or by appointment.
- "The student advisement duties and the students' advisors' duties must be better organised. Some duties which need to be carried out by faculty members during their office hours are presented as students' advisors' duties."
- "We need to establish detailed guidelines as to when a student needs to study for a course by independent study and what his/her advisors must do in such cases."

Faculty duties - Course outline

- One participant argued that: "the course outline guidelines were rather restrictive. He felt that the College should have some more flexible guidelines." The majority of the participants rejected this suggestion arguing that the proposed guidelines were seen as helping faculty members, especially new ones, rather than restricting them.

- One participant said that: "some parts of the course outline, such as the section on the schedule must not be so detailed." The majority of the participants agreed that all the details required by the PPs to be provided in the course outline were necessary.

Faculty duties - Assessment of students

- Although one of the participants argued that: "students must be allowed to postpone taking an examination", the majority of the participants agreed that developing PPs to allow this would be highly problematic.

- The majority of the participants argued that the new PPs need to clarify for which academic work referencing must be applied. They added that proper referencing must definitely be applied for Master in Business Administration theses and for independent study projects.

- We need to establish PPs on how plagiarism must be penalised.

- Although one participant suggested that: "invigilators needed to check student identity cards in all examinations", the majority of the participants agreed that this should only take place in the case of final examinations. They argued that it was impossible, especially in courses with a big number of students, to check student identity cards since in most examinations other than the final examination there was only one invigilator.

- Two participants suggested that it was better if penalties for plagiarism were decided by a committee rather than by the tutor involved alone. The majority of the participants argued that this would cause many delays and that it would be impractical for a committee to meet each time a case of plagiarism arose. They agreed that the penalties must be decided by the individual tutor alone but the

student must have the right to appeal the tutor's decision to the Department Head and then to the disciplinary committee.

- Although one of the participants argued that: "there should be no restriction as to the percentage objective questions used in final examination question papers", the majority agreed that the policy of up to 30-40% must remain as it was, since it was compatible with the recommendations of accreditation teams.

- "The PPs need to provide tips about identifying plagiarism."

- The majority of the participants agreed that mobile phones must be switched off and left at the side of the desk along with student identity cards during final examinations. In addition, they decided that in examinations needing a calculator, only calculators which give no print-out, have no word display facilities, are silent and are cordless could be used. Finally, it was decided that students could not borrow calculators from one another.

- The majority of the participants decided that the number of words required for an independent study project of 3 credits must be reduced to 7 - 9,000 words, no 6-credit independent study projects must be allowed and the number of words required for the Master in Business Administration thesis must be reduced to 15 - 18,000 words. In addition, they decided that a project proposal and an oral presentation of a project are compulsory only in the case of the Master in Business Administration theses.

- "We need to establish PPs to guide faculty members how to penalise students when they miss their homework submission deadlines."

- "AC needs to establish PPs to guide faculty members how to discourage students' cheating in examinations."

- PPs need to point out to faculty members that they need to distinguish incorrect referencing from plagiarism.

Faculty terms of service - Teaching and research load

The majority of the participants decided to increase the number of research credits required by faculty members at the rank of Professor from 140 to 200 as they believed that this was a more appropriate requirement.

Faculty terms of service - Research credits

The majority decided to increase the number of research credits provided to researchers doing funded research from three to five for every £1.000 they receive. The majority also decided that coordinators of funded research must get two credits for every £1.000 researchers of funded research (coordinated by them) receive.

Faculty remuneration

- The majority of the participants agreed that if the faculty salary scales had fewer but bigger salary increments the whole system, which was linked with faculty performance evaluation, would become inflexible.

Faculty duties

- Faculty members must be required to familiarise themselves with the publications of the College.
- "We need to establish detailed PPs concerning the supervision of independent studies."
- Although one of the participants argued that: "independent studies may be assessed better through an examination, rather than a project", the majority of the participants said that the PPs should remain unchanged. Independent studies must be assessed through a project unless they relate to a course, such as a mathematics, where an assessment through an examination is more appropriate.
- The faculty development duty PPs must request new faculty members to sit in classes for a number of hours and observe how their more experienced colleagues teach. This is a form of faculty development.
- Although one of the participants pointed out that: "the faculty portfolio does not need to contain many things", the majority of the participants agreed that it was necessary for the portfolio to contain all the things mentioned in the faculty portfolio PPs.

4.5   Meeting after the PPs were uploaded to the intranet

A few weeks after the uploading of the PPs to the intranet, 1 organised a meeting with faculty members to examine the impact of the online PPs. The participants in the meeting commented that the online PPs in contrast to the printing of PPs in documents and memos proved to be extremely beneficial for the following reasons:

- The intranet, the only place where PPs can be found, always provided up to date information since PPs administrators could replace a PP with its revised version easily and timely.

- The use of online PPs made it much easier for staff members to find the required information and take informed decisions. It also made them read and apply/use PPs much more than they used to do before.

- The introduction of online PPs reduced the College printing costs. PPs' users printed from the intranet only those PPs they needed and did not have to reprint a PP unless it had been revised.

- The use of online PPs enabled the College to meet its changing needs and to adapt to new environments due to the ability to update and disseminate PPs rapidly.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The aim of this research was to develop model faculty PPs that would achieve AC strategic objectives for AC fulfilment of CCEEA's requirements, full compatibility with the relevant law and regulations and any policies set by the CMEC and DHTE, higher quality education, greater customer satisfaction and improved operational efficiency and productivity. The aim was accomplished by reviewing the relevant literature, interviewing AC staff members (mainly faculty) and conducting FGs in which AC faculty members participated.

To achieve the research aim I thoroughly reviewed and analysed strategic management literature; literature on developing PPs; literature on a number of faculty issues, such as quality in HE, evaluation of faculty, of teaching effectiveness, of research productivity, tenure and remuneration; faculty PPs of other HEIs; relevant legislation and other official guidelines; and AC documents related to faculty PPs. Moreover, the interviews and FGs were successful in providing accurate information and were effective in rigorously representing the voices of faculty members. Although only twenty-one faculty members of the College participated in this project the viewpoints of many more faculty members were also provided through them. The analysis of the data found from the literature review, the interviews and the FGs led to the development of faculty PPs on the following issues: academic freedom, probation and tenure, termination of employment, research credits, teaching and research load, working schedule, duties, ranks, evaluation, promotion, remuneration, selection and development. These PPs are the outcome of this research project.

This report is significant because it contributes to the understanding of the importance of organisations having PPs in general and the importance of the particular PPs developed. In addition, it contributes to the understanding that developing PPs can lead to the achievement of an organisation's strategic objectives and that PPs are practical

realisations of strategic management decisions. Moreover, there are many considerations that affect the formulation of faculty PPs in HEIs. The extent and diversity of roles of HEIs are such that formulating PPs in order to adequately address the divergent and changing needs of all those who would be affected by such PPs can be a complex task. What is attempted by this project is to voice a concern that such PPs are not only essential, but they must be formulated by HEIs themselves in order to preserve their integrity and to protect the rights and responsibilities of all the pertinent parties. Issues, such as faculty duties, evaluation, promotion, remuneration can be best addressed through proper formulation of PPs. This report implicates the need to develop PPs. Finally, it will hopefully facilitate and encourage the formulation of more or the revision of existing PPs within HEIs and within other organisations.

5.1   Conclusions

This section presents the conclusions drawn from this research project.

5.1.1   PPs developed in general

The PPs developed achieved AC strategic objectives for fulfilment of CCEEA's requirements, full compatibility with the relevant law and regulations and any policies set by the CMEC and DHTE, higher quality education, greater customer satisfaction and improved operational efficiency and productivity. This research has demonstrated that properly developed strategy-supportive PPs are practical realisations of strategic management decisions.

The PPs developed informed AC faculty members about the issues for which they were developed. In addition, they made explicit to faculty members their basic terms of service, their rights and duties and facilitated their work. They clarified to them what they are required to do. For example, the development of PPs on research credits and research load made faculty members aware of what kind of research accomplishments are considered most valuable by CCEEA and also of what is expected from them to do in terms of research. Moreover, the PPs developed related to issues, such as teaching duty, faculty portfolio, student advisement, course outline, assessment of students, faculty development and evaluation led to higher quality education and greater customer

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satisfaction since students were served better. In addition they provided a basis for individual accountability. Finally, they motivated faculty members to perform better and thus increase their productivity in general and their research productivity in particular. This increased motivation led to faculty members' improved performance which in turn led to higher quality education.

The PPs developed provided guidance to AC staff members, who were the primary audience of this research, on how to tackle issues for which these PPs were established. The PPs created a framework for action. Based on this framework, staff members of the College could take informed actions and decisions. The PPs fostered stability and continuity and enhanced uniformity and consistency in decisions and procedures. The development of PPs helped the College to operate more efficiently and productively since they eliminated previously existing: unnecessary difficulties, created by the lack of knowledge on how to deal with certain issues due to the absence of a relevant PP; and unnecessary procedures as well as duplication of procedures. In addition, the PPs led to more efficiency and productivity since a number of mistakes were being easily identified and corrected. Staff members commented that: "the new PPs have provided us with the tools we needed to simplify College processes".

5.1.2   Improvement of faculty members' work-related behaviour

The development of the crucial faculty PPs (research credits, ranks, teaching and research load, tenure, academic freedom, evaluation, promotion, remuneration and duties) had a positive impact on faculty members' work-related behaviour. More specifically it:

- led to greater faculty members' motivation;
- resulted in lower employee turnover;
- led to greater employee commitment;
- resulted in more research accomplishments;
- led to greater faculty members' accountability; and
- enhanced faculty members' development.

The established faculty remuneration and promotion PPs are linked with faculty evaluation PPs. Faculty evaluation is based on the assessment of the individual performance of faculty members and in turn faculty performance and productivity is reflected directly in annual salary increases and promotion. The established faculty PPs allow for a clear and consistent assignment of merit pay increases. The evaluation of faculty performance and productivity is based on evidence and accomplishments in the areas of teaching, research and service. Faculty members who have performed above expectations receive a bonus along with their salary increase or receive a higher salary increase than what they would receive if their performance only has met expectations. Therefore, the PPs developed reward highly productive faculty members. Faculty members know these linkages and they are therefore motivated to achieve a performance as high as possible across the three areas and increase their productivity as much as possible. The faculty evaluation PPs managed to encourage faculty members to be more efficient and productive. These PPs gave incentives to faculty members to improve individual and organisational performance and created a new performance-based culture.

The existence of PPs on promotion and ranks made faculty members' career paths very transparent. These together with the reasons mentioned above led to lower employee turnover and greater employee commitment. Moreover, the development of PPs on research credits and teaching and research load along with the PPs on the evaluation of faculty accomplishments in research led faculty members to achieve more research accomplishments.

The faculty evaluation PPs ensure consistent and fair evaluation of faculty performance. They provide a comparable basis against which to judge accomplishments of faculty members. These PPs assess faculty members' performance and accomplishments in most of their duties and responsibilities. There is a consensus among faculty members that the faculty evaluation PPs are identifying reasonably well how faculty members are performing and this has made faculty members feel accountable for what they do at the College. The PPs developed enhanced faculty accountability and assisted in the assessment of faculty performance by clarifying the duties they have to carry out.

Faculty evaluation is also used as a basis for faculty development, since it identifies any weaknesses in their performance and enables them to take steps to improve. The faculty evaluation PPs require that faculty members meet with their Department Heads and College Director and discuss their strengths and weaknesses. The PPs on faculty development enhanced faculty members' development since they clarified how faculty development could be achieved and what faculty members were required to do to develop professionally.

5.1.3   Benefits of online PPs

Prior to the development of online PPs, PPs could be found in a number of AC documents and memos. The use of these documents and memos to accommodate PPs proved to be problematic because:

- the documents contained out of date PPs;
- PPs' users found it difficult to access the required information because PPs were included in various documents and loose memos rather than a single document; and
- the reprinting of documents and the printing of memos in order to provide users of PPs with up to date information proved to be a costly operation.

The creation of a website (intranet) to host all the PPs online in contrast to printing them in documents and memos proved to be extremely beneficial for the following reasons:

- **Up to date information** - Updating PPs placed in the College intranet meant that PPs' administrators could replace a PP with its revised version at once by replacing it once!
- **Ease of access** - The use of online PPs made it extremely easier for PPs' users to find the required information and to take informed decisions. PPs' users knew that they could find all PPs in a single place, the intranet, and did not have to go through a number of documents and memos before they found the required PP.
- **Costless** - The introduction of this system of online PPs reduced the College printing costs. PPs' users printed out only those PPs they needed from the intranet and did not have to reprint a PP unless it had been revised.

- **Responsiveness** - The use of online PPs enabled the College to meet its changing needs and to adapt to new environments due to the ability to update and disseminate PPs rapidly.

5.1.4 Increased usage of PPs

Staff members were reading and applying/using PPs much more than they used to do before. The main reasons that led to the increased usage of PPs were the following:

- The PPs could be more easily understood since staff members participated in and contributed to the development of these PPs.
- The PPs could be more easily understood because they were written in a simple, clear and concise language.
- The PPs could be found online which meant ease of access.

5.1.5 Professional development of College staff members

Throughout this project AC staff members (the participants of this research) read from different sources and provided me with their comments and suggestions on PPs. When the final PPs were developed staff members read them and asked for any clarifications or additional information. The project developed AC staff members professionally in different ways. The interviews and FGs processes in particular proved to be a learning experience for the staff members of AC. The project made them more knowledgeable about the College PPs. It also made them reflect on their own practice which eventually improved as they sharpened their understandings of the problems and effects of each PP. Moreover, it increased the freedom of AC staff members to adopt a critical stance towards various arising issues. The project made them increase their awareness about a variety of topics, as well as their self-awareness and self-criticism. Finally, the staff members increased their communication skills.

5.1.6   Own development

This project, beyond achieving improvements in professional practice, it also contributed to my own development. Not only did it have an impact on others but also on me. I feel that I had also been an audience of this research. My continuous dealing with the participants of this research, my doctoral degree supervisors as well as others who either officially or unofficially discussed or critiqued this research made me improve and develop a number of skills.

This research made me recognise and understand better through a very real way that people think and act in different ways, come from different backgrounds and hold different values. In many occasions AC staff members who participated in this project saw things differently from me. In addition, the project taught me to avoid dominating discussions with my staff members but to allow them to express their opinions, ideas and thoughts more freely. Furthermore, it made me become a better listener, a value that sometimes is far more essential than being a good talker.

This research improved my management skills. The carrying out of this AR required arranging and moderating meetings, setting and meeting deadlines and connecting with other people. This study increased my ability to gear my managing of AC in a way that staff would work more productively and efficiently. In addition, one of the main principles of AR was that it required me to work as part of a team. This research made me become a more open and cooperative person. Through this research I improved my collaborative skills. I improved my ability to accept diversity and handle conflict in a polite way. Finally, it improved my abilities to adopt behaviours conducive to effecting change.

Through this AR project I learned about myself and about others in order to improve my practice and that of others. This project made me improve my intrapersonal skills. It made me understand better that life is a process of constant learning. In addition, it made me want to search for the right answer and not to believe that I have the right answer all the time. Finally, this project made me understand the practice of faculty members better and this resulted in my increased appreciation of AC staff member's abilities. Faculty members conveyed an overall sense of concern for the College and

their students. Their commitment to do whatever it took to enhance the learning process was evident throughout the research.

This research made me improve my style of language in speaking and writing. I understood better that it is the responsibility of the person writing something or talking to explain clearly what he/she has to say and not expect others to try to interpret what is on his/her mind. This is an important concept if an author or a speaker wants to educate others. In order to lead an audience easily one needs to make clear sense by avoiding using difficult words and language that is biased. The role of conversation in collaborative AR is very important. The sharing of knowledge and the growth of understanding occurs through meaning making processes.

This AR involved clarifying and exploring ideas and interpreting information and data. The process of exploration and clarification began when I started collecting data and it continued when I firstly started reviewing the collection of notes and data, prior to writing this report. During the writing stage of the project's report ideas were developed, questions arose, links and interpretations were made, and these developed as I wrote this report. Writing up the report was an act of learning. This is fully compatible with the notion of the active learner who learns by making sense of his/her experience. I believe that the research itself and the writing up of the research report were, in themselves, extremely valuable learning experiences. In addition, by systematically reviewing, describing, interpreting and evaluating the data, I developed a concept of professional self-review.

5.1.7 Employment of action research

AR was a valuable method for tackling the various issues that arose concerning the development of the faculty PPs at the College. AR, through its practical and problem solving nature, managed to succeed in achieving the purpose of this research. It proved a very suitable research approach one can employ in a work situation and more specifically at a HEI. Moreover, the use of AR brought real change and improvement at AC through its processes and through the output of this research project.

The involvement of AC staff in the development of the PPs was a successful strategy. By discussing and agreeing on PPs together with AC staff developed a sense of shared responsibility for following these PPs strictly. The participation of AC staff in the development of these PPs increased their understanding of how AC is operating and improved their personal confidence. The collaborative nature of AR with respect to the development of PPs related to crucial issues, such as faculty evaluation raised faculty members' understanding of the PPs, reduced suspicion and made it easier for the PPs on such issues to be introduced in the College. The staff members' participation aided in creating the needed cohesion and personal involvement in implementing these PPs.

During this project I was able to help AC staff to become change agents working as a team, cooperating in efforts to improve AC operations, as well as themselves. This collaborative project showed that a collaborative AR structure can, by involving staff members of an organisation within the project, enable them to progress in their own different directions at the same time. Finally, my experience in using AR for many years proved to be invaluable for this research project's requirements.

5.1.8   Data collection techniques used

The literature review was an academically enriching experience. It formed the foundation for this research. The review enabled me to acquire sufficient knowledge relevant to the PPs developed. Through the reviewed literature I had assimilated a great deal of knowledge related to the topic of my investigation. The review helped me to identify relationships between ideas and practice, establish the context of the researched topic, relate ideas and theory to applications, discover the important variables relevant to the developed PPs and rationalise the significance of the PPs.

The review of literature made me understand the main theories on faculty issues, such as faculty tenure and evaluation and how they were applied and developed, as well as the main criticisms that had been made on the work of others related to these issues. The reading I did gave me a good foundation on how different people viewed faculty issues and what the aims and findings of related research were. It made me aware of the contributions others had made to the knowledge pool relevant to important faculty issues and it enabled me to comprehend the significance of the work already done by

others. The study of documents enabled me to set the basis for the PPs that needed to be developed.

Through the literature review I learned how to develop PPs properly. In addition, I became aware of the details of AC existing PPs and of the situation in terms of faculty PPs. I was also informed about the issues I needed to be aware of when developing AC PPs, in order that they could be compatible with all relevant legislation and official guidelines. The reading helped me to set the boundaries and benchmarks for the PPs to be developed. The review pertaining to PPs within HEIs gave me insights into what kind of PPs other HEIs had. It enabled me to identify examples of good PPs, key themes and patterns and this helped me to compare and contrast their faculty PPs with AC ones. In addition, it assisted me in identifying the faculty areas where AC lacked PPs and which existing AC faculty PPs needed to be improved/revised. Moreover, it provided me with ideas on what improvements/revisions had to be made and how AC existing PPs could be improved/revised. By looking at faculty PPs established by other HEIs I was equipped with some real examples of innovative approaches to various faculty issues which helped me to come up with ideas on developing innovative PPs at AC.

Although both the interviews and the FGs were very time consuming, they were appropriate and essential data collection techniques that produced invaluable and rich information. The techniques produced insights regarding the way AC staff carried out their duties, the degree they followed PPs and the problems they faced related to PPs. The primary data enabled me to monitor the practice at AC. The substantial amount of data and insight the primary research had produced was a prerequisite for developing the faculty PPs. Finally, I must clarify that although the research approach and data collection techniques used proved to succeed in achieving the aim of this project such an approach or techniques may not work in a different organisation in the way they worked in this case. The way I collaborated with AC staff to bring change and improvement may not work in another organisation of different size or culture.

5.2   Recommendations

This project report provides some knowledge, open to debate and scrutiny, which is founded upon experience, analysis and reflection. An attempt has been made, via this research study and outcome, to provide a framework for future practice in developing PPs in HEIs and organisations in general. Much of the social and educational value of an AR project is in sharing ones' work with others, so that other people can learn from the example of others. This can be true, both in terms of the subject matter and also in terms of the research approach, project activity and data collection techniques. This section presents some recommendations to AC on how to put forward the development of PPs at AC, some recommendations to HEIs and other organisations and some recommendations to CCEEA derived from this research.

5.2.1   Recommendations to staff members of the College

My recommendations to the primary audience of this research, AC staff members, are the following:

- AC must, from time to time, assess the applicability and usefulness of its faculty PPs since the needs, like other aspects of AC and its faculty will change, as time goes by, therefore, revisions, additions and/or deletions of the established PPs will probably be necessary. Special attention should be placed on the crucial PPs, such as faculty evaluation, remuneration and promotion. In the forthcoming years these PPs must be tested whether they provide sufficient motivation for faculty to improve their performance and to increase their productivity. In case sufficient motivation is not provided then the PPs must be revised and tested again. Otherwise alternative motivational strategies must be found so that faculty members are sufficiently motivated to improve their performance and increase their productivity. Moreover, the weights assigned to each area (i.e. teaching, research and college service) must be tested from time to time in order to see whether faculty members are not contributing more than what they should in one area at the expense of another area. Therefore, effective mechanisms have to be permanently in force to identify the gaps between practice's needs and the PPs.

- AC must develop PPs for other parts of the College operations, such as administration, financial and admissions. Once established, these PPs, will also need to be evaluated from time to time in order to see whether they need to be revised.

I recommend that the implementation of the above recommendations takes place by using AR since this research approach was proved to be an efficient and a suitable one for developing PPs. I recommend that the same data collection techniques are used in the future as they have been found to be appropriate techniques for collecting the necessary data that enabled the development of PPs. Finally, for the development of PPs it is important that among the research participants there are staff members, with plenty of experience, who are able to contribute significantly to the development of PPs. Faculty members' participation must be sought when developing faculty PPs since in this way a wide range of faculty needs, concerns and experience in applying the PPs will be reflected in their formulation.

5.2.2 Recommendations to higher education institutions and organisations

Another audience for this research are staff members in academic institutions, as well as organisations in general. This research relates to the improvement of practice in an academic institution but useful lessons can be learned and useful ideas can be developed not only by practitioners in the academic sector but also in other sectors of the economy. I recommend that HEIs and organisations in general determine whether their PPs have been useful for the purpose they have been intended to serve and whether the PPs have been effective in the situations for which they were developed. In addition, HEIs and other organisations need to ask themselves if they have PPs for all their processes, if their PPs are up to date, or they need revisions and if they need to make some of them redundant.

The report provides information and commentary for others who are interested in developing PPs in a HEI or any organisation. The information provided concerning the research approach, data collection techniques and project activity related to this research work can be used as a framework for initial formulation of PPs or it can serve as a re-evaluation tool where PPs already exist. For HEIs and organisations the underlying

structure of the whole or part of this project may seem to be similar to situations with which they are familiar and concerned. This report is thus intended to help the process of learning among staff members of other academic institutions and of organisations in general. Interested practitioners may learn quite a lot by comparing the different experiences described in this report and their own experiences. HEIs and organisations need to draw on the experiences described in this report and adapt them to their specific settings. Any PPs developed must be tailored to suit the individual HEI or organisation and its culture. In addition, HEIs and other organisations are strongly recommended to facilitate discussion, reflection and learning by participants in the developing of PPs so that they can develop their own perspectives and understanding. This way may seem to take more time but in the long run it is a beneficial strategy.

These PPs were developed for AC, nevertheless I believe that many of them may have broader applicability and they can be used, as they are, by other HEIs. Alternatively, the faculty PPs developed can serve as a basis for HEIs to look at when developing their own faculty PPs. They can be utilised as a working model and at the same time institution-specific issues must be addressed by each institution in order to formulate its own faculty PPs.

The development of PPs in academic institutions or organisations in general is strongly recommended. This report can assist staff members of academic institutions and organisations to:

- encourage the development of PPs at HEIs and other organisations,
- enhance understanding of what efficient PPs can achieve and why PPs are important and the drawbacks an organisation may have in the absence of efficient PPs,
- encourage the development of online PPs, and
- enhance understanding of why it is important that PPs are available online.

5.2.3   Recommendations to the CCEEA

Although CCEEA was not one of the intended audiences of this research I believe that this research report can be of use to CCEEA. In my literature review I argue that the law and regulations can be criticised for containing articles which are open to different interpretations and for not providing detailed guidance on a number of important faculty issues. I, therefore, recommend that CCEEA adopt some of the PPs developed by this research or use this project's outcome or methodology as a basis to clarify certain articles found in the law and regulations, and provide detailed guidance as to what is expected from PTEIs to do in order to gain or to maintain accreditation. For example, the research credits system may be used in order to assess the research accomplishments of faculty members at different PTEIs in Cyprus.

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INTERNAL MEMO

TO: Faculty Members   **FROM:**   Marios Americanos

DATE: 2 November 2005   **RESPOND BY:**   9 November 2005

SUBJECT: **PARTICIPATION IN RESEARCH – INFORMED CONSENT FORM**

Dear colleague

This is to inform you that I will be carrying out a research project at the college in order to develop an efficient model of faculty policies and procedures. These policies and procedures will provide informed guidance, concerning the operations of the college, eliminate unnecessary processes and duplication of effort and improve current practice. This will help the college to operate more efficiently and productively.

Participation

In order to implement this research I request the participation of a number of staff members of the college. Participation in this research means that participants will be asked to grant one or more interviews of up to an hour and a half. During the interviews the interviewee will be free to decline to answer any question, to terminate the interview at any time and to require that any section or the whole of the notes taken to be deleted. In addition, staff members will be asked to participate in focus group discussions (meetings) related to the subject of the research. During the meetings notes will be taken.

Use of data

The aim will be eventually to present the findings of the research along with the data collected. If requested so, I will refrain from using data, provided by a participant, which he/she considers sensitive. The participants will be given copies of any publications based on the research.

Confidentiality and anonymity of participants

All information acquired will be treated as confidential. Unless agreed otherwise, references in publications, talks etc to particular jobs, individuals etc will be anonymised and features which might make easy identification will be removed.

I would like to make it clear that you DO NOT have to participate in the above research if you do not wish to do so. If you decide not to participate in the above research, this will have NO negative implications on your job.

I would appreciate if you complete the enclosed form and return it to my mailbox by 9 November 2005.

PARTICIPATION IN RESEARCH
INFORMED CONSENT FORM

Tick one of the boxes below, complete the rest of the required information and return the form to Mr Marios Americanos' mailbox found in the College reception.

I have read the internal memo related to this Informed Consent Form sent to me by Mr Marios Americanos and

☐ I would like to participate in this research. I agree to be interviewed or participate in focus group meetings.

☐ I would like to participate in this research. I agree to be interviewed but I do not wish to participate in focus group meetings.

☐ I would like to participate in this research. I agree to participate in focus group meetings but I do not wish to be interviewed.

☐ I do not want to participate in this research.

....
Name   Signature   Date

DEVELOPMENT OF

POLICIES AND PROCEDURES

IN A HIGHER EDUCATION

INSTITUTION

VOLUME II

Marios Americanos

DOCTOR OF PROFESSIONAL STUDIES

April 2008

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VOLUME II: MODEL POLICIES AND PROCEDURES

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APPENDICES

1 INTRODUCTION

The policies-procedures, found in the intranet, mainly describe the rights, responsibilities and duties of Americanos College staff members. Through them the College wishes to facilitate the work of its staff members. Staff members are required to familiarize themselves with these policies-procedures. They are, therefore, advised to study them thoroughly and consult them whenever necessary.

All the policies-procedures found in the intranet are up to date. Users of the intranet can print any policy-procedure and use the printout whenever necessary. However, each time they would like to use a policy-procedure printout, they must make sure that it is up to date. They can do this by checking if its issuing date is the same as the one of the policy-procedure found in the intranet. Users are also advised to check the issuing date of any forms they are using. The issuing date of a form can be found in its top right corner. Users who have a printout of a policy-procedure do not need to print it out from the intranet again unless it is out of date.

The College Director must be contacted for interpretations or resolutions of problems related to these policies-procedures. He has the authority to approve exemptions related to these policies-procedures.

The term "staff members", refers to both administration and faculty members. The term "tutor" means faculty member and in many occasions the term "semester" refers to the Fall semester, the Spring semester and the Summer *session* unless otherwise stated.

2   FACULTY TERMS OF SERVICE

2.1   Academic freedom

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Americanos College values highly the principle of academic freedom. The College understands that, as a center of learning, it depends upon the free search for truth and the free expression of ideas.

Faculty members of Americanos College are entitled to full freedom in research, within the law, provided their other duties are adequately performed. They are entitled to freedom in the classroom within the scope of achieving the objectives set forth for the course as outlined in the course syllabus.

Faculty members are citizens, members of a scholarly profession and representatives of their institution. When they speak or write as citizens, they will be free from institutional censorship or sanctions. However, because the public may judge their profession and their institution by their statements and behavior, faculty members need at all times to be precise, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the College when they are expressing their opinion unless they are authorized to do so.

Faculty members who feel that their academic freedom has been infringed may make a written request to the College Director that an investigation of their case is made. The request should set forward, in a clear and concise manner, the events and circumstances upon which the charge is based. The College Director may refer the request to the Disciplinary Committee.

2.2   Probation and tenure

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

A faculty member is on probation during the first two years of his/her employment. During this period he/she is evaluated by the College for determining whether he/she suits the College's needs and standards.

A faculty member who has completed two years of employment at the College, his/her performance has been considered satisfactory and he/she has fulfilled any agreed requirements (such as obtaining additional academic qualifications) will be offered tenure. Tenure is decided by the College Director following consultation with the faculty member's Department Head. In certain cases, the College may offer a special contract for a fixed period of time, which may be renewable but does not lead to tenure.

2.3   Termination of employment

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

Dismissal of a faculty member can be decided upon by the College Director for reasons set out in the Termination of Employment Law including inadequate performance, non-compliance with the rules and regulations of the College or the agreed terms of employment, disciplinary offences or redundancy. Disciplinary offences relate to behavior which violates ethical regulations of the College (e.g. sexual harassment) or laws of the Republic of Cyprus. The employment of untenured faculty members may be terminated during their probation period or once their probation period is over. It is clear that if a faculty member is dismissed during the subsistence of the probation period the faculty member cannot claim and will not be entitled to any damages for unfair dismissal.

2.4   Research credits

Issuing date: 8 October 2007
Applies to: Faculty members with research load
Effective dates: From issuing date until replacement

A faculty member will receive research credits for each research output based on the following table and notes:

RESEARCH OUTPUT	Credits
Group A	
1 Article published in a high ranked (Category A or B) refereed journal listed in a Journal Rating/Ranking/Quality List [1,2]	200
2 Article published in a ranked (Category C or D) refereed journal listed in a Journal Rating/Ranking/Quality List [1,2]	100
3 Article published in an unranked refereed journal not listed in a Journal Rating/Ranking/Quality List [1,2]	60
4 Article published in the Cyprus Journal of Sciences [1,2,3]	30
Group B	
5 Proposal submitted for funded research	30
6 Winning a high score (e.g. Research Promotion Foundation >7.5/10) after submitting a proposal for funded research [2]	40
7 Having a proposal for funded research accepted [2]	100
8 Carrying out funded research [4,5]	Notes 4-5
Group C	
9 Paper published in refereed conference proceedings taking place abroad [2]	45
10 Paper published in refereed conference proceedings taking place locally [2]	30
11 Abstract published in refereed conference proceedings taking place abroad	15
12 Abstract published in refereed conference proceedings taking place locally	10
Group D	
13 Article published in popular press (e.g. newspaper, magazine)	5
14 Chapter/Case study published in a book	20
15 Book published [6]	40-100

3

Notes for specific research outputs

1. A manuscript accepted for publication would provide 90% of the related research credits.
2. Any credits received before related to this will be deducted. For example if a faculty member has received a number of research credits in the previous year for the acceptance of the manuscript of this year's publication, such credits will be deducted.
3. The Cyprus Journal of Sciences is an in-house journal. The only reason why less research credits are given for publications in this journal is to encourage our faculty members to publish articles in other journals.
4. Researchers of funded research get five (5) credits for every £1.000 they have received.
5. Coordinators of funded research get two (2) credits for every £1.000 researchers have received.
6. The exact amount of research credits will be decided based on the book's content (whether it is a research oriented book or a textbook), whether the book was published by a well-known international publisher or not.

General Notes

7. The above table provides the basis for assigning research credits. The final decision as to how many research credits will be awarded lies with the research evaluator.
8. Faculty members should aim to promote the College through their research output in every way possible. For example, if possible, where an article is published it should mention that it was written by a faculty member of Americanos College.
9. The responsibility for demonstrating where and when an article, a paper or an abstract was accepted for publication rests with the faculty member.
10. The responsibility for demonstrating whether a journal is ranked in a Journal Rating/Ranking/Quality List rests with the faculty member.
11. The research credits given to a faculty member whose research output was produced in cooperation with others (multiple-authored) will be as follows:

Research Credits Gained = Research Credits (found from the table above) * C * 1.25 (Ignore "* 1.25" if C > 80%)

> C is the percentage of contribution of the particular faculty member for the specific research output. The 25% multiple is provided in order to encourage faculty members to cooperate with other academics (especially more experienced ones) in producing high quality research outputs. It is also provided as a recognition to the fact that multiple-authored research outputs require more effort than single-authored ones. The particular faculty member should submit to the research evaluator a letter signed by all the authors of the particular research output stating what each author's contribution was for the particular research output. To avoid any misunderstandings it is advisable that individuals who decide to co-author a paper, agree from the very beginning and put on paper what the contribution of each individual will be and sign the paper.

4

2.5   Teaching and research load

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

The teaching load of each rank for faculty members on a Research track is shown in the table below. Such faculty members will be expected to produce a research output worth of at least the number of research credits shown in the table below.

Faculty Rank	Fall Semester Hours per week	Spring Semester Hours per week	Summer Session Hours per week *	Total Yearly Load *	Research Credits
Lecturer	15	15	3	429	60
Senior Lecturer	15	15	3	429	60
Assistant Professor	12	12	3	351	100
Associate Professor	12	12	3	351	120
Professor	9	9	3	273	200

* Each semester has 13 weeks whereas the Summer session has $6^1/_2$ weeks of teaching. The Summer session hours indicated above are based on a 13-weeks semester. To reach the total yearly load faculty members can either teach 6 hours per week during the $6^1/_2$-week Summer session or teach additional 3 hours per week during the Fall or Spring semester.

Notes

1. The teaching load of each rank for faculty members on a Less Research track increases by 3 hours for each of the Fall and Spring semesters. Such faculty members will be expected to produce a research output worth of at least the number of research credits shown in the table above reduced by 30 research credits.
2. Instructors and Senior Instructors are not expected to carry out any research but they are expected to have a higher teaching load than the teaching load of a Lecturer on a Less Research track.
3. By 30 June of every year faculty members (except those at the rank of Instructor and Senior Instructor) need to complete and submit to the College Director the Track Declaration form (see **Appendix 1**) declaring whether they would like to follow the Research or Less Research track in the academic year starting in the next Fall semester. In the form they should also provide a brief description of the research they intend to carry out during the next academic year.
4. Any teaching in excess of the total yearly load is considered to be overtime.
5. The teaching load of faculty members teaching technical/vocational courses may be higher than that of a Lecturer on a Less Research track.
6. A faculty member who serves as a Department Head will receive a teaching relief of 6 hours per academic year.
7. The required number of research credits for faculty members who started their employment in September or October of the evaluation year and who are in the first year of their employment is reduced by 50%.
8. In cases where a faculty member is allocated a lesser load than the one specified above then other duties may be assigned, such as teaching short courses or undertaking major administrative work.

2.6   Working schedule

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

Working days for faculty members are considered all days of the year except for the Christmas and Easter Holiday periods, any other official holidays and when faculty members are on a leave. The table below illustrates a faculty member's working schedule (i.e. the total number of weekly hours he/she is required to be present at the College, including teaching and office hours):

Period	Commitments
Final Registration Week	• Maintain at least 30 office hours per week
Fall/Spring Semester Teaching Period	• Teach as scheduled by the College • Be present at the College for at least 30 hours per week • Maintain at least 5 office hours per week
Examination Period	• Invigilate in examinations as scheduled by the College • Be present at the College for at least 30 hours per week • Maintain at least 5 office hours per week
Non Teaching Period	• Be present at the College for at least 30 hours per week 25 of which must be between 08:30 and 13:30 • Maintain at least 5 office hours per week
Summer Period (applicable only for working days)	• Teach as scheduled by the College • Be present at the College for at least 30 hours per week 25 of which must be between 08:30 and 13:30 • Maintain at least 5 office hours per week

The exact dates for the following periods are specified in the academic calendar (see **Appendix 2**):

• Fall/Spring semesters and Summer sessions teaching and examination periods, and
• Christmas and Easter holiday periods.

The Final Registration Week is considered to be the week before classes for each semester or session commence. During this week faculty members are required to provide a minimum of thirty (30) office hours during which they are mainly expected to assist students in the selection of courses and register students into courses. At least ten (10) office hours should be set before 14:00 and at least ten (10) office hours should be set after 15:00.

The Summer period (period between the end of Spring semester and the beginning of Fall semester) is considered to be a Non-teaching period if no teaching is scheduled for a faculty member.

The College understands that for the execution of certain duties (e.g. attending a meeting out of the College) faculty members may have to be out of the College during the hours they are committed to be present at the College. In case a faculty member should be absent from the College during these hours he/she needs to inform the College Director.

Within two working days after a faculty member is given his/her teaching timetable he/she needs to inform the College Director in writing of his/her office hours and of the hours he/she will be present at the College (during the final registration week and during teaching weeks) for approval. In addition, within two working days after a faculty member is given the final examination schedule (showing faculty members' invigilation timetable) he/she needs to inform the College Director in writing of his/her office hours and of the hours he/she will be present at the College (during the final examination period) for approval.

3 FACULTY DUTIES

3.1 Compliance with policies-procedures and familiarization with publications

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members must be fully aware of and comply with the College's standards, established policies-procedures, regulations and guidelines contained in the College intranet and in the College official documents, such as the College Bulletin. In addition, they must familiarize themselves with the publications of the College.

3.2 Academic calendar and deadlines

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members are advised to obtain a copy of the academic calendar (copies are available at the reception). They must get to know when classes commence and end, the holiday periods, and when the final examinations period commences and ends. Memos are regularly placed in their mailboxes. They are required to follow any guidelines and deadlines described in such memos. It is very important that faculty members be aware of and respect all deadlines. Non-adherence to a deadline may prohibit the College's smooth operation. If faculty members have any queries concerning deadlines or memos, they should contact the staff member who set the deadline/sent the memo or their Department Head or the College Director.

3.3 Teaching

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members are responsible for teaching the courses assigned to them appropriately. They are required to:

- teach courses belonging to the curricula of the College and other courses, such as short courses, as scheduled by the College. Normal teaching days are Monday to Friday. There are three teaching zones at the College. The Morning Zone (08:00 – 15:00), the Afternoon Zone (15:00 – 18:00) and the Evening Zone (18:00 – 22:00). The College has the right to schedule classes between Mondays and Fridays from 08:00 to 22:00 and exceptionally during weekends.
- be well-prepared for each class they teach. Faculty members must be properly prepared and should also give adequate attention to the presentation of material and handouts. They must know that teaching requires frequent and oftentimes extensive periods of time for preparation and planning.
- follow the given syllabus of the courses they are assigned to teach.
- teach based on up to date material.
- teach in an understandable way.
- substitute an absent colleague, when a need arises.

- organize teaching and teach according to the objectives of the subject.

3.4   Faculty portfolio

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

A faculty portfolio is a collection of work produced by a faculty member. Just as an artist uses a portfolio of collected works to illustrate his/her talents, a faculty portfolio is designed to demonstrate the faculty member's work. Thus faculty members are required to construct and maintain faculty portfolios in order to highlight and demonstrate their degree of preparation, knowledge and skills in teaching. A portfolio also provides a means for reflection. It offers the opportunity for critiquing one's work and evaluating the effectiveness of his/her teaching and for interpersonal interactions with students and peers. During accreditation audits it may be necessary for faculty members to present some of the items contained in their faculty portfolio, such as samples of marked examination scripts and completed homework. A faculty portfolio should not contain everything a faculty member docs. It must contain carefully selected items that reflect his/her expertise and achievements. A portfolio may include the following:

1.   Overhead slides and/or PowerPoint presentations used in teaching.
2.   Lecture notes or other handouts (journal or newspaper articles, case studies etc) handed out to students.
3.   Examination question papers (tests, quizzes, mid-term and final examinations).
4.   Homework (a project's or an assignment's requirements handed out to students).
5.   Video/audio tapes, photos and other evidence of any important teaching activities or innovations.
6.   Samples of marked scripts (apart from final examination scripts) and completed homework.
7.   Up to date curriculum vitae.
8.   Course outlines.
9.   Evidence of professional development activities (seminars, workshops, conferences and lectures attended; participation in peer consultation and evaluation).
10. Research work.

The evaluation of the faculty portfolio is based on the quality and adequacy of as many of the items 1 to 4 as possible and on the existence of as many of the items 5 to 10 as possible. The faculty portfolio is used as a part of the faculty evaluation process.

3.5   Office hours and student advisement

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members paid by the hour, teaching up to six (6) hours per week, in either the Fall or the Spring semester, should be available to students for advisement either before or after classes or by appointment. Faculty members paid by the hour, teaching more than six (6) hours per week, in either the Fall or the Spring semester, are expected to provide a minimum of two (2) office hours per week. Faculty members paid a monthly salary are expected to provide a minimum of five (5) office hours per week. At least two (2) office hours should be set before 14:00 and at least two (2)

office hours should be set after 15:00 (this is not applicable during the examination periods). Faculty members teaching at least one course during evening hours are required to provide at least one office hour after 17:00. Office hours must not clash with the time available for meetings (if there is a specific time set by the College administration) or breaks. Each office hour session should last for at least 60 minutes.

During office hours faculty members are required to offer students (who are or are not their advisees) advice on academic issues (such as material taught in the classroom, class participation, attendance, class etiquette and expectations, methods of studying, coursework, referencing, research, and other issues related to a student's education), advice on personal matters, advice on career plans and professional guidance. If a faculty member cannot help a student, he/she must refer the student to the Director of Student Affairs. Generally, during their office hours faculty members should give enough time to establishing the professional atmosphere that encourages students to communicate freely, exchange ideas, and flourish professionally and intellectually. If during a faculty member's office hours no students turn up he/she should remain in his/her office and perform other duties (e.g. prepare for classes or carry out research). Faculty members are required to post their office hours outside their office on the small note-board provided. Changes in office hours must be notified promptly on the note-board. Faculty members should maintain records of the students they have seen and the important issues discussed during their office hours.

3.6   Students' advisors

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

Faculty members acting as students' advisors are required to assist students in their selection of courses, register students into courses, and offer students advice. To be able to assist students in the selection of courses, faculty members are expected to keep current with curriculum changes that influence the process of registration into courses. These faculty members must know the College's regulations applicable to students and advise them accordingly.

Students' advisors must be aware that students may take a course by independent study in the following two cases:

- if a course is not being offered in a particular semester; or
- if there is a time clash between two courses that a student has to take.

A student's advisor may consult the College Director when carrying out the process of registration into courses, if he/she believes that a student is eligible to take a course by independent study. If the Director agrees that an independent study is necessary, he/she along with the student's advisor must decide upon the course that needs to be studied independently, the faculty member that can supervise an independent study for the particular course and whether the study will be assessed through a project or an examination. An independent study is normally assessed through a completion of a project. However, mathematical courses taken by independent study are assessed through an examination. The student's advisor must then inform the student that he/she will take a course by independent study and that soon his/her supervisor will contact him/her. The student's advisor does not need to make any entries in the administration system in respect of the independent study.

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3.7   Course outline

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Prior to the commencement of classes faculty members are required to prepare a course outline for each course they will teach according to the Course Outline Guidelines (see **Appendix 3**). In case a faculty member needs further guidance in preparing his/her course outline(s), he/she may consult the Department Head responsible for the particular course(s). Faculty members teaching a course for the first time are advised to look at past semesters' course outlines of the same and other courses prior to preparing their course outline(s). College receptionists can provide faculty members with such course outlines. The course outline should be prepared with as much accuracy as possible and be submitted to the appropriate Department Head, in electronic form, for approval at least two weeks before classes commence. Once the course outline is approved by the Department Head he/she must submit a copy of the course outline to the College administration. The College administration maintains records of all course outlines used.

The aim of the course outline is to give a short description of the course and the topics that will be covered, and explain to students what they are expected to do. Course outlines may state course objectives, levels expected to be achieved, teaching approaches, assessment means to be used and their weight towards the total mark, grading procedures, course bibliography, attendance procedures and dates pertaining to coursework and examinations. All faculty members need to clarify to students, through the course outline, what is expected of them and what their responsibilities are in order to avoid confusion that could negate a student's performance in that course.

In order to maintain academic credibility and consistency in classroom procedures, all faculty members are expected to distribute to the students the course outline for each course they are assigned to teach during the first week of classes. It is the responsibility of faculty members to explain the course outline to students during the first class meeting. It is important that all students obtain a copy of the course outline. Students joining the course after the first week of classes should also be given a course outline. Faculty members are required to follow strictly the course outline handed out to students and consult with their Department Head if there will be any deviations from what has been described in it. Unauthorized deviations from the course outline will be considered as a negative factor for the evaluation of a faculty member.

3.8   Assessment of students

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

The primary purpose of the students' assessment is to check (both for the sake of the student and of the tutor) the student's progress. The assessment of students is considered to be an important part of the College operations. It is separated into three categories: coursework examinations, homework and final examination. Coursework examinations refer to means of assessment, such as mid-term examination, tests, and quizzes, where students usually have to complete in the classroom. Homework refers to means of assessment, such as projects and assignments where students usually have to complete outside the classroom and submit for marking. All assessment means used except for the final examination are considered as coursework. Faculty members are expected to:

- Assess students only on the material that has been covered in class or otherwise assigned for the particular course.
- Safeguard the integrity of an examination or coursework by refraining from revealing to the students any examination questions/answers prior to the examinations or any answers to coursework prior to the submission of the completed coursework by all students.
- Provide sufficient time in their notice for any coursework examinations and for any homework. For example, provide at least a week's notice for a scheduled test and give students at least two weeks to complete a project from the time the requirements of the project are given to them.
- Grade students in a fair and consistent manner and follow all relevant policies, guidelines and procedures irrespective of the pressure they might receive from some students.
- Return the adequately marked coursework and coursework examination scripts to students promptly, indicating wrong answers clearly in writing.
- Make available to students, throughout the semester, a current evaluation of their progress, including student inspection of marked scripts or homework (Communicating students' evaluation to them is very important as it enables them to mark their own progress, see where they stand and improve. It is extremely important that faculty members keep students well informed of their progress. Faculty members must discuss any students' marked work with them.)
- Mark final examination papers adequately and promptly indicating wrong answers in writing.
- Maintain up to one month, following the end of the final examination period of a semester, any coursework completed by students registered in the courses they have been teaching during a semester.
- Be prepared to discuss final examinations with students up to one month following the end of the final examination period of a semester.
- Submit to the College administration all coursework questions/requirements assessment means (just the questions/requirements not the scripts/answers), such as mid-term examination question papers after they have been handed out to students.
- Submit to the College administration, following the end of a semester, a selection of high quality projects and assignments completed by students.
- Keep accurate student records with information regarding grades/marks.
- Be aware that the level of difficulty of questions written in a coursework examination and the level of homework requirements must be appropriate to the level of the particular course. The level of assessment requirements must reflect a satisfactory level of competence. The requirements must be fair and must discriminate between those who know and those who do not know the material.
- Avoid giving out any take-home examinations, as this is not allowed. Open-book examinations may be used with caution where appropriate.
- Use ready-made objective test (e.g. multiple choice) questions rather than design their own as the design of such questions may be extremely difficult.

Faculty members must be aware of all matters concerning grading and if need arises explain to the students anything concerning grading. If a faculty member has any questions or doubts about the grading policies of the College he/she must consult his/her Department Head. A faculty member who has an unclear idea of the College's mission, academic standards of the College and appropriate ways of assessing students' performance must consult the College Director.

3.8.1   Coursework examinations

Preparing a coursework examination

If a tutor teaches more than one section of the same course (e.g. ENG101A and ENG101B) he/she cannot use the same coursework examination for the different sections he/she teaches as these sections are not taught during the same time. If two or more tutors teach different sections of the same course the coursework examinations used must not be the same unless the assessment will take place at the same time and the coursework examinations are compatible with the syllabus covered in all the different sections of the course to be assessed. In such cases the faculty members involved need to coordinate with each other for the preparation of the assessment. True/False, Multiple Choice or Fill in the Gaps questions may be used but faculty members must be aware that for intermediate and advanced courses, usually taken by junior or senior students, the emphasis must be on essay-type and critique-type questions. Faculty members teaching a course for the first time are advised to look at past semesters' mid-term examination question papers of the same and other courses prior to preparing their mid-term examination question paper. The College receptionists can provide faculty members with mid-term examination question papers.

Organizing and invigilating a coursework examination

Mid-term examinations, tests, quizzes take place within the usual teaching time assigned for the teaching of a course. The dates arranged for such assessments to take place are set by the faculty members themselves. Before scheduling a mid-term examination faculty members may take into account when the majority of their students do not have mid-term examinations of other courses. Students can usually provide such information. The objective is to arrange the mid-term examination when students do not to have many mid-term examinations on the same day. Faculty members teaching a course are expected to invigilate their mid-term examinations, tests and quizzes and must be aware that strict invigilation during coursework examinations is necessary. If the number of students registered in a course cannot permit faculty members to sit only one student per two-seat desk or a maximum of two students per three-seat desk in the room where the class takes place they must prepare two versions of their mid-term examinations/tests. In this way tutors can have two students sitting in a two-seat desk or three students sitting in a three-seat desk as long as no student sitting next to each other gets the same version of mid-term examination or test. If a faculty member needs a bigger room to administer a coursework examination he/she should contact the Director of Administration and Finance well in advance. In case a tutor needs assistance with the invigilation of a coursework examination he/she must consult his/her Department Head. If the Department Head decides that it is necessary to assign a second invigilator for the particular examination he/she must request a tutor to do so. If two people are invigilating an examination they must be positioned at different sides of the room. Faculty members are not required to check student identity cards during a coursework examination but they need to act accordingly if they feel that an individual is taking the examination in the place of another student.

Students' absences from coursework examinations

If a student is absent from a coursework examination he/she does not get any marks unless his/her absence is justified. An absence may be justified for serious reasons, such as illness (verified by a doctor's certificate stating clearly that the student was unable to take the examination due to illness). Tutors are advised to read carefully what a doctor's certificate writes (e.g. dates, degree of inability of the student to take the examination). Not all doctors' certificates justify an absence. In addition, tutors are free to consider an absence justified for other reasons according to their

judgment but are generally advised not to be lenient with students. If a student's absence is justified the tutor may decide to add the assessment weight of the missed coursework examination to the final examination weight. Alternatively, the tutor may ask the student to complete additional homework. The assessment weight of the additional homework must be the same as that of the missed coursework examination. No make-up examinations can be provided in the case of coursework examinations.

3.8.2   Homework

Faculty members who wish to ask their students to do homework (such as a project or an assignment) need to provide their students with the requirements of the homework along with a deadline. They also need to inform their students of where they should submit the completed homework. Faculty members can either ask students to submit their completed homework to them during normal teaching hours or office hours or to a College receptionist. Projects or assignments submitted to a College receptionist will be placed in the mailbox of the particular faculty member. A project proposal and an oral presentation of a project are compulsory only in the case of the Master in Business Administration thesis. Homework for different sections of the same course or for different courses must not be the same. All marked essay type homework should be given out to students to see them but should then be collected by tutors during the same class session. Essay type homework must be kept by tutors in order to discourage plagiarism (other students copying parts of other students' homework).

Faculty members are required to hand out the Project Guidelines (**Appendix 5**) to students who are asked to complete a project. In addition, they are required to hand out the Referencing Guidelines (**Appendix 9**) to students who are asked to complete homework that needs referencing. While handing out the College Referencing Guidelines, tutors need to emphasize that using proper referencing and avoiding plagiarism is extremely important. Faculty members are expected to know the College Referencing Guidelines and they are expected to advise students on proper referencing whenever necessary.

Faculty members are required to follow the College Marking Students' Written Work Guidelines (**Appendix 10**). The aim of the criteria is to enable a fairer and a more consistent marking of students' written work. If a student does not submit homework at all he/she does not get any marks. Non submission of completed homework is not justified under any circumstances. Those students who have handed in homework after the set deadline but before the end of the teaching period of the particular semester need to receive 80% of the marks they would have received if they had handed it in before the deadline. For example homework handed in after the deadline will receive only a mark of 72% (90 * 80%) instead of 90%.

3.8.3   Final examination

Completion and submission of the Examination Details form

Faculty members are asked to complete the Examination Details form (**Appendix 12**), providing details, such as duration of the examination, and submit it to the College administration at least four weeks prior to the time the final examinations' period commences. The information provided on the Examination Details form is used for preparing the Final Examination Schedule.

Preparation of a final examination question paper

Faculty members are expected to follow the Final Examination Paper Guidelines (**Appendix 13**) strictly when preparing their final examination paper(s). If they need clarifications for the preparation of a final examination question paper they may consult the Department Head responsible for the particular course. Faculty members preparing a final examination paper for the first time are advised to look at past semesters' final examination question papers of the same and other courses prior to preparing their final examination question paper. College receptionists can provide faculty members with such final examination question papers.

Submission of a final examination question paper and model answers

Faculty members are also required to submit to the College administration the final examination question paper within the set deadline, in electronic form so that minor amendments can easily be made. They are required to submit model answers for each course they teach along with the question paper. Where appropriate, the model answers will be in point-form or photocopies from books or notes where those parts consisting of the answer should be highlighted. Model answers can also be provided handwritten as long as they are legible.

The Final Examination papers are given by the College administration to the appropriate Department Head. The Department Head will ask the faculty member to make corrections or amendments to his/her final examination paper if necessary. Once the final examination paper is finalized it is given to the College administration by the Department Head in order to reproduce it and keep the examination copies in a safe place until the examination day. The final examination cover page is prepared by the College administration to ensure uniformity.

Final examination schedule

At least two weeks before the final examination period commences the final examination schedule is prepared and it is provided to all faculty members. Faculty members are then asked to confirm their agreement with the schedule or to inform the College administration whether there is anything they would like to change in it. Once the schedule is prepared it is posted on the College official notice board along with the Instructions to Students Concerning Examinations (**Appendix 17**).

Advice provided to students regarding final examinations

In the last teaching session of a course faculty members are required to advise students that during examinations they cannot borrow anything from other students and that mobile phones must be switched off. In addition they must point out to students that cheating in examinations is a disciplinary offence and if they are caught cheating they will be penalized. Finally, faculty members must ask students to:

- read the final examination schedule carefully and note down the dates and times of their examinations;
- often look for any announcement posted on the official notice board concerning final examinations, such as changes in the date or time an examination will take place;
- read carefully and adhere to the Instructions to Students Concerning Examinations;
- be outside the examination room about twenty minutes prior to the examination starting time;
- take a calculator in the examination room, according to the Instructions to Students Concerning Examinations, only if for the particular examination a calculator is allowed; and

- take the necessary stationery items they will need for a particular examination (such as a ruler) in the examination room.

Invigilation of a final examination

Faculty members are required to invigilate final examinations according to the final examination schedule. It is the responsibility of each faculty member to know the dates and times of his/her invigilation, as well as to inform the College Director of any circumstances that would prevent them from invigilating at a certain time. Faculty members are usually assigned to invigilate at least the final examinations of the courses they have taught. If two or more invigilators are assigned to invigilate in the same room, one invigilator is appointed as the head invigilator. Invigilators are responsible for the smooth conduct of the final examination they are invigilating. Faculty members assigned to invigilate an examination need to be well aware of the Invigilation Regulations (**Appendix 18**) and to follow them strictly. In case the examination requires the use of any equipment (e.g. computers etc.) the head invigilator must ensure that all equipment to be used in any examination is ready for use (this will have to be verified some days before the examination date).

3.8.4   Letter grades

Assigning a letter grade

Faculty members should take the following steps in order to assign a letter grade:

1. Assign a mark in numerical form for each individual student in each individual assessment.
2. Find the weighted mark for each individual student in each individual assessment by multiplying the pre-defined assessment weight published in the course outline by the individual mark assigned.
3. Add all weighted marks and translate the weighted sum to a letter grade according to the following table:

% Grade	Grade	Grade Meaning	Grade Points per Credit
90-100	A	Excellent	4.00
85-89	B+	Very Good	3.50
80-84	B	Good	3.00
75-79	C+	Above Average	2.50
70-74	C	Average	2.00
65-69	D+	Below Average	1.50
60-64	D	Poor	1.00
Below 60	F	Failure	0.00
	W	Withdrawal	0.00
	I	Incomplete	0.00
	AU	Audit	0.00

Below there is an example showing how a letter grade is calculated:

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Assessment Mean Course Work	Individual Marks %	Assessment Weight %		Weighted Marks %
Test	90	X	10	= 9
Project	60	X	15	= 9
Mid-term Exam	80	X	25	= 20
Total			50	38
Final Exam	80	X	**50**	= 40
Weighted Sum				**78**

The letter grade corresponding to the weighted sum of 78% is C+.

The performance of each student is graded as above. The highest letter grade is "A" and the minimum satisfactory passing letter grade is "C". The lowest passing letter grade is "D". Letter grades are further expressed in Grade Points per credit. Despite the fact that the passing mark is 60% (which corresponds to the letter grade "D" or 1 grade point out of 4) it is strongly recommended that faculty members view the mark of 70% (which corresponds to the letter grade "C" or 2 grade points out of 4) as the actual passing mark and prepare final examination papers and other coursework assessments with this in mind.

Withdrawal grade

After the end of the add/drop period students are entitled to withdraw from the course(s) they are registered for, provided they fill a Withdrawal form (**Appendix 19**) and submit it, not later than the end of the eighth week for the Fall and Spring semesters and not later than the end of the third week for the Summer session, to the Office of Student Affairs. The "W" grade will be assigned on the transcript of a student withdrawing from the College. Until the Withdrawal form is approved, students are considered to be registered students. Students cannot withdraw merely by stopping attendance. Failure to comply with the appropriate procedure will result in "F" grades being assigned on the student's transcript. All withdrawals are subject to the tuition refund policy of the College. If a student has withdrawn from a course the "W" grade is shown in the blank grade roster given to faculty members for completion. In such a case faculty members do not need to assign a grade for such a student as the "W" grade has already been assigned.

Incomplete grade

The "I" grade means incomplete and is assigned by the faculty member only when a student has maintained satisfactory performance in a course but was unable to complete a major portion of the assessment (e.g. mid-term examination, project, final examination) and the reasons given were acceptable by the faculty member. It is the responsibility of the student to bring pertinent information to the faculty member to justify the reasons for the incomplete work and to reach an agreement on the means by which the remaining course requirements will be satisfied. When the "I" grade is awarded, the faculty member awarding the grade must file a written statement, using the Incomplete Grade Assignment form (**Appendix 20**), and include:

a) A description of the extenuating circumstances which justify the "I" grade.
b) The specific conditions that must be met in order to complete the course requirements and have the "I" grade replaced by a regular grade.
c) The length of time in which the student is allowed to complete all requirements.

After consulting with the faculty member, a student is responsible for fulfilling the remaining course requirements before the agreed deadline. In cases where the student is near to graduation this must be taken into account when deciding the deadline. In very special cases, the faculty member may extend the agreed deadline for fulfilling the incomplete work. If a student fails to complete work within the agreed time limit, then the faculty member will calculate the letter grade, taking into account that the student received 0% in the incomplete work. The incomplete grade in a course will be converted automatically to an "F" if a student re-enrols in that course prior to clearing the "I" grade. A student cannot graduate with an "I" on the transcript.

Audit grade

The "AU" grade refers to courses students have been registered for on an Audit basis. Students who wish to get an idea of the material taught in a course without receiving credits or being assessed may choose to audit a course. Faculty members are informed by the College administration if a student is registered for on an Audit basis when a student registers. For such students no assessment should take place and faculty members are not expected to assign any grades on the grade roster for them.

Submission of the grade roster and marked examination scripts

Faculty members are required to submit a completed grade roster for all the courses they have taught in a given semester along with the related final examination marked scripts and completed attendance rosters according to the deadlines set by the College administration. Grade Rosters must be prepared by the faculty members and submitted to a College receptionist, within forty-eight hours from the final examination date along with the marked final examination scripts. The marked final examination scripts must be returned in the appropriate envelope(s) provided. In the case where a faculty member has more than one final examination on a particular day, a twenty-four (24) hour extension is given for each additional course. On the Grade Roster faculty members are required to provide only the total coursework mark (38 in the example above) along with the final examination mark (40 in the example above), the total mark (78 in the example above) and the letter grade (C+ in the example above). The marks obtained in the individual assessment means (9, 9 and 20 in the example above) are not required. Alternatively, faculty members can submit the marks in any way they like (e.g. spreadsheet printout) where all marks obtained in all assessment means are shown as long as the four columns (total coursework mark, final examination mark, total mark and letter grade) are clearly shown. When preparing the Grade Roster faculty members need to have in mind that only integer numbers are accepted (e.g. 42 and not 42.3) rounded to the nearest unit (e.g. 36.5 should appear as 37 and 36.4 should appear as 36) for the three columns of the roster taking a numerical value.

The weight of the various assessment means used must be consistent with the information provided on the course outline. Grade Rosters must be filled by using a black or blue pen, showing clearly all individual results and the corresponding letter grades. If for any reason a faculty member has used different weights for a student than the ones provided on the course outline then the grade roster should be accompanied by a note explaining the weights used, the reasons for using a different weight, and for which students these other weights have been used. Students who have been absent during the final examination should be given a mark of 0% for the final examination.

A faculty member is allowed to make an upgrading of the marks achieved by students in final examinations if he/she feels that the upgrading is necessary since it will result in a fairer letter grade

which will reflect the students' overall performance. In case a faculty member upgrades the marks achieved by students he/she should make sure that the individual marks written in the final examination column on the grade roster and the actual marks written on the examination scripts cover are the same. It is strongly recommended that examiners use a pencil for marking at first and then use a pen to write the final marks.

Once the grade rosters are submitted to the College administration these are entered in the College administration system. Printouts of the Grade Roster are then made from the administration system and are given to the faculty members. Faculty members should verify that the information shown on the grade roster printout is correct, sign it and return it to a College receptionist. If any information is incorrect they need to contact the Administration and Finance officer.

Under no circumstances faculty members should reveal final letter grades (orally, through the internet or any other way) to students or to any other unauthorized person. Letter grades are only given to eligible students on the Student Grade Report by the College administration after having been approved by the Academic Committee.

Approval of letter grades by the academic committee

The Academic Committee meets following the end of each semester. In this meeting the academic committee members approve the letter grades of the semester and decide if a student should be awarded an incomplete grade. The minutes of the meeting make full record of all decisions made and, where appropriate, they make justification for each decision. Grades become final and official only after their approval by the academic committee. They are then given out to eligible students.

3.8.5 Grade appeal procedure

If a student thinks that the final grade he/she has received in a course does not represent a fair evaluation of his/her performance, he/she must try to resolve this matter with the particular tutor. If this does not lead to a resolution, the student may appeal against the grade by completing and submitting to the Office of Student Affairs a Grade Appeal form (**Appendix 21**) within four weeks from the date the student grade reports have been released. The latter will exhaust all possibilities to resolve it individually with the student and the particular tutor and reach a decision.

An appeal must be based on evidence that the faculty member has been unfair in awarding a grade or a legitimate error has been made in the calculation of a student's grade. Disagreement with a tutor's judgment is not a basis for a grade appeal, nor is disagreement with a tutor's grading standards, if such standards have been described in advance to the class and have been applied fairly to all students in the course.

This procedure is only intended to handle disputes that may arise regarding the final examination. When disputes arise regarding the grading of coursework during the semester, the student should contact the tutor immediately rather than wait until the end of the semester. Each grade appeal submitted according to this procedure must be an individual action by an individual student. Grade appeals by one student on behalf of several students or an entire class are not permitted.

3.8.6 Change of grade

Once grades have been submitted on the grade roster no changes are allowed, unless a faculty member completes a Grade Change form (**Appendix 22**). In the Grade Change form the faculty

member requests that the grade must change because a legitimate error has been made in the calculation of a student's grade or as a result of a grade appeal procedure.

3.8.7 Academic dishonesty

Defining academic dishonesty

Academic dishonesty consists of the following acts:

Cheating – Using or attempting to use unauthorized materials, information or study aids in any academic exercise. For example, using books or notes during closed-book examinations, or using examination answers or questions provided by other students, or electronic devices to provide notes or cheat papers, etc.

Fabrication – Unauthorized falsification or invention of any information or citation in an academic exercise. For example, changing collected data to meet the hypothesis, listing a research source that does not exist, listing a quote that does not exist, etc.

Plagiarism – Presenting the words or ideas of another person as one's own in any academic exercise. Examples include, but are not limited to, when a student:

- borrows the words, sentences, ideas, conclusions, and/or examples from a source (a book, an article, another student's paper, etc.) without appropriately acknowledging the source (without clear citing of the source);
- fails to use quotation marks appropriately;
- copies materials from a website and incorporates them into a piece of academic work without citation (also known as copy and paste);
- submits a piece of academic work which has been written by someone other than him/herself;
- submits a piece of academic work prepared in collaboration with another person without the knowledge and prior approval of the tutor (legitimate forms of collaboration, such as collaboration in group projects do not require any approval);
- buys a piece of academic work (papers, projects, essays, assignments, etc.); and
- aids another student in plagiarizing a piece of academic work as defined above.

Interference – Hindering the performance of another student.

Multiple submissions – Submitting the same written work for more than one course for a grade without the knowledge or permission of the faculty member involved.

Complicity – Failing to report incidents of academic dishonesty to the particular faculty member.

Facilitating academic dishonesty – Helping or attempting to help another student to violate academic honesty. Examples include, but are not limited to, giving any individual other than the faculty member your completed assignment, suggesting ways to cheat or plagiarize, sharing test answers or questions with other students.

Penalizing academic dishonesty

Students found guilty of any form of academic dishonesty will subject themselves to sanctions ranging from receiving lower marks than those they would have otherwise received to receiving no

marks for the particular assessment. This applies also to the final examination scripts for which an Examination Rule-Breaking Incident form (**Appendix 23**) has been completed.

Faculty members may at times have to deal with cases of suspected cheating in an examination. In other words, it looks as if the examination scripts of two or more students are identical to some extent although they have not been caught copying from each other. In these cases, faculty members should make a note on the script and subtract certain points from all the scripts in question.

Referencing and plagiarism

Students need to follow the College Referencing Guidelines.

Faculty members must be aware that it is sometimes difficult to identify plagiarism, especially nowadays where one can find anything on the internet, however every reasonable effort and measures must be taken in order to check that a piece of academic work handed in to them has not been plagiarized. They have the right to ask the student to present other evidence, such as notes to prove to them that the project has been prepared by the student and not anyone else. In addition, they may check any references or footnotes to find out whether a piece of academic work has not been plagiarized or to check its accuracy. They must also be aware that nearly perfect pieces of academic work are suspicious. In addition, incomplete or inaccurate footnoting can prompt suspicion of plagiarism.

A faculty member who feels that a piece of academic work has been plagiarized he/she should deduct the number of marks he/she believes will result in a fair grading of the academic work. Plagiarism should be penalized according to the degree of plagiarism. A tutor may decide the number of marks to be reduced on his/her own or he/she may consult his/her Department Head.

If a student wishes to appeal a tutor's ruling of plagiarism (feels that his/her piece of work has not been plagiarized or that the marks deducted were too many) he/she may discuss the issue firstly with the particular faculty member and then (if the student remains unsatisfied with what the faculty member has told him/her) with the Department Head responsible for the particular course. If following the discussion with the Department Head the student still feels that the mark received was unfair he/she can make a written request to the College Director (within four weeks of the date the academic work has been returned to the student) for the issue to be discussed in the Disciplinary Committee meeting. The outcome of the Disciplinary Committee is final.

Faculty members must be able to distinguish incorrect referencing from plagiarism. Incorrect referencing means that simply a student has referred to the sources of the information used to prepare his/her academic work but the referencing was done incorrectly. This does not constitute plagiarism. Incorrect referencing is generally not a serious offence but it must be penalized to some extent especially in projects where a percentage of the overall mark is based on correct referencing. Incorrect referencing must be penalized in the case of the MBA thesis and independent study projects. Supervisors have the responsibility to point out to students how proper referencing is done. In addition, they have the responsibility to bring to the attention of a student when a piece of work is not correctly referenced and ask him/her to make the necessary corrections before he/she submits the project or thesis. Faculty members are requested not to penalize to a great extent students for incorrect referencing in academic works other than the MBA thesis and independent study projects.

3.8.8 Make-up examinations of final examinations missed

A make-up examination is a privilege extended to students who miss a final examination as a result of a medical problem, a personal emergency or other reasons. If a student wishes to have a make-up examination of an examination he/she has missed he/she should inform the Director of Student Affairs. The Director of Student Affairs will then contact the particular faculty member and examine the possibility of his/her granting a make-up examination. If the Director of Student Affairs decides that a make-up examination must be granted then the Director asks the student to fill a Make-up Examination Request form (**Appendix 24**) and submit it to a College receptionist. Once the form is submitted to the College reception the Director of Student Affairs organizes and coordinates the make-up examination. The faculty member involved must prepare a make-up examination for the particular student and submit it to the Director of Student Affairs. After the make-up examination is taken the faculty member must mark the examination script, and submit a coursework mark, a final examination mark, a total mark and a letter grade to the College administration for the particular student. The marks and letter grade should be recorded on the special space provided on the Make-up Examination Request form.

3.9 Independent study supervision

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members are expected to supervise an independent study if they are requested to do so. An independent study is assessed through a completion of a project. Assessment of courses, such as mathematical courses taken by independent study is done through an examination. If a Department Head informs a faculty member that he/she needs to supervise an independent study he/she needs to organize all aspects of the independent study. This is done by obtaining the Independent Study Proposal form (**Appendix 25**), contact the student and proceed as follows:

If the independent study will be assessed by a project:

> The faculty member must decide about the title and the content of the independent study, how the student will work for the project and when and how frequently he/she will meet with the student. Give the student the College Referencing Guidelines and Project Guidelines. Once the independent study project is completed he/she will have to grade it, complete the Independent Study Grading form (**Appendix 26**) and submit it to the College administration. The deadline set for an independent study must be the date when the classes end for the semester during which the student has applied for an independent study. The student is required to complete the project by the set deadline.

If the independent study will be assessed by an examination:

> The faculty member must decide about how the student will work for the examination and when and how frequently he/she will meet with the student. The faculty member must give the student the course syllabus of the course and any other material (such as lecture notes he/she may have for the particular course). The deadline set for an independent study must be the date when the classes end for the semester during which the student has applied for an independent study. The student must fully prepare for the examination by the set deadline. After the deadline and usually during the final examinations period of the College the student will have to take the examination

related to his/her independent study. Once the examination is over the faculty member must mark the script, complete the Independent Study Grading form and submit it to the College administration.

3.10   Research

Issuing date: 8 October 2007
Applies to: Faculty members with research load
Effective dates: From issuing date until replacement

Faculty members with research output obligations are required to achieve research accomplishments of at least the number of research credits according to their teaching and research load.

3.11   College committees and council

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members may be assigned to participate in one or more permanent or ad-hoc committees of the College or in the College council. The function of each committee and of the College council is described in detail in the Internal Regulations of the College. Faculty members are expected to attend all meetings of any committees or council they belong to. In addition, they are expected to show keen interest in the work of committees or council and complete any committee or council assignments.

Minutes are kept for all meetings of the committees and council. All minutes of meetings state the name of committee or council which has met, the academic year and the date the meeting has taken place and describe the decisions taken. All minutes are prepared by the secretary and are signed by the chairperson of the committee and council. Faculty members appointed by the College Director as secretaries are expected to prepare the minutes of the particular committee or council efficiently.

Apart from the Faculty Selection and Ranking Committee and the Faculty Promotion Committee, the College has the following three permanent committees:

3.11.1   Academic committee

The Academic Committee is responsible for a number of academic issues. The Academic Committee consists of the following:

1. Department Head (Chairperson)
2. Department Heads (one serves as Secretary)
3. Director of Student Affairs
4. Director of Administration & Finance
5. Director of Admissions
6. Director of Research Department
7. President of Students' Union

The Department Heads appointed as chairperson and secretary are appointed by the College Director in September of every year and their appointment is valid for the next 12 months.

3.11.2 Administrative committee

The Administrative Committee is responsible for a number of administrative issues. The Administrative Committee consists of the following:

1. College Director (Chairperson)
2. Department Head (Secretary)
3. Director of Student Affairs
4. Director of Administration and Finance
5. Director of Admissions
6. President of Students' Union

The Department Head who is a member of the committee is appointed by the College Director in September of every year and his/her membership is valid for the next 12 months.

3.11.3 Disciplinary committee

The Disciplinary Committee has jurisdiction in all cases involving violations of College regulations. Further, the Committee exercises superintending control if there is probable cause to believe that elementary principles of fairness and justice are being or will be violated. The Disciplinary Committee is empowered to hear cases referred to it by the College Director and the Director of Student Affairs and may:

1. require payment of the cost of any property damaged or stolen;
2. suspend or dismiss a student from the College; and
3. take whatever action it deems necessary to restore order and fairness.

Principles of Discipline

1. The Disciplinary Committee has a general disciplinary authority over all registered students of the College;
2. Students are held responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. Moreover, it is the responsibility of every student to obey and to support the enforcement of the Code of Ethics;
3. Every student is responsible for becoming acquainted with all rules, regulations and policies of the College. The College reserves the right to change its Regulations without prior notification; and
4. Hearings of all offences are governed by the principles of natural justice.

Membership

The Committee consists of the following:

1. Director of Administration & Finance (Chairperson)
2. Department Head (Secretary)
3. Director of Student Affairs
4. Director of Admissions
5. President of Students' Union

The Department Head who is a member of the committee is appointed by the College Director in September of every year and his/her membership is valid for the next 12 months.

3.12   Faculty meetings

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members' meetings aim at tackling any problems of academic or other nature that may arise, coordinating each faculty member's operations, finding ways to achieve the objectives and targets set. Faculty members who feel that their Department Head or the College Director should call a meeting on certain issues must consult with the Department Head or College Director and discuss with him/her the importance of these issues and the reasons for which a meeting should be held. Faculty members are expected to participate in all faculty meetings they are invited to attend.

3.13   Academic work

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members are expected to assist their Department Head and College Director in duties of academic coordination, as well as to inform their Department Head and/or College Director of any academic irregularities that may have been found. They are also expected to get involved with activities, such as search, evaluation and selection of main textbooks, proposing and writing the curricula of new programs of study, revising the curricula of existing ones, proposing and writing course syllabi for new courses, revising existing course syllabi, writing research proposals, faculty selection, etc.

Faculty members are expected to recommend additional books, journals and other library resources for acquisition by the library, whenever they are asked to do so. To do this they must fill out a Book/Journal Request form (copies available from the College reception - **Appendix 27**). Faculty members may be asked, in cooperation with the librarian, to indicate which books must be kept for reference only or for short loan.

Moreover, faculty members are required to get involved in tasks related to the accreditation of the College's programs of study by the Cyprus Council of Educational Evaluation Accreditation. Such tasks entail the preparation of reports, reading material related to the accreditation, collecting information to present during accreditation visits and participating in meetings with accreditation teams.

Finally, faculty members may be required to write recommendation letters for their students or ex-students.

3.14   College activities

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Staff members are expected to attend College activities, such as the graduation ceremony and other College activities even when they are on a leave. They may be assigned to carry out certain duties related to a College activity prior, during or after the College activity. In such a case they are expected to participate actively and constructively in the College activity and carry out the duties assigned. Faculty members are also recommended to initiate social and extra curricular activities. Finally, they are informed about forthcoming College activities through memos placed in mailboxes or through emails. Many of such activities are organized by the Director of Students Affairs, staff members or the students' union.

3.15   Professional development

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

Faculty members are required to keep up with the developments in their areas of expertise and in pedagogical issues. They can achieve this through the following:

- Attend faculty development events, such as seminars and presentations concerning pedagogical issues (e.g. teaching and students' assessment) and their field of expertise.
- Read material (such as books) that is relevant to pedagogical issues (such as teaching, assessing students) and their field of expertise. Such material can be borrowed from the College library.
- Establish links with the business community and other educational institutions.
- Seek opportunities to teach at other academic institutions abroad (this is another form of professional development).
- Sit in classes taught by more experienced faculty members and observe how their colleagues teach (this applies for less experienced faculty members).
- Engage in research (this is another form of professional development).
- Give out seminars on pedagogical issues to other less experienced faculty members (this applies for experienced faculty members).

4   FACULTY RANKS

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

All faculty members are appointed to one of the ranks listed below according to the following minimum requirements:

Faculty Rank	Minimum Requirements
Instructor	Two-year Diploma + adequate relevant industry experience (e.g. as an executive secretary or a chef) or adequate teaching experience or a combination of the two or Bachelor's Degree
Senior Instructor	Two-year Diploma + 8 years of experience (of which at least 3 years should be teaching experience) or Bachelor's Degree + 4 years of experience (of which at least 3 years should be teaching experience)
Lecturer	Master's Degree
Senior Lecturer	Master's Degree + 8 years of teaching and/or research experience + 200 research credits
Assistant Professor	Doctoral Degree
Associate Professor	Doctoral Degree + 7 years of post-doctorate teaching and/or research experience + 600 research credits (400 must be from Group A)
Professor	Doctoral Degree + 12 years of post-doctorate teaching and/or research experience + 2000 research credits (1600 must be from Group A)

Notes

1. The Faculty Selection and Ranking Committee decides about the rank a faculty member is appointed to when an offer for a faculty position is made to a candidate.
2. For the ranks of Associate Professor and Professor, appointments may be limited to the number of positions determined by the College Council.
3. Exceptional cases are subject to the discretion of the Faculty Selection and Ranking Committee (e.g. a faculty member who does not have enough years of experience but has an outstanding research record with many important publications may be considered as an exceptional case).
4. All faculty ranks are first entry and promotion positions.

Exceptions to any of the above can apply in unusual circumstances.

5   FACULTY EVALUATION

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

All faculty members are evaluated annually. The evaluation period is from the end of the spring semester until the end of the following spring semester. The evaluation is based on a faculty member's performance and more specifically how well he/she has executed his/her duties. The evaluation procedure is designed to give feedback on a faculty member's performance by drawing attention to strengths and weaknesses. In addition, the faculty evaluation is used for decisions relating to tenure, remuneration and promotion. The annual faculty evaluations become part of the faculty members' permanent record.

5.1   Areas

The following are the evaluation areas in which faculty members are assessed:

- **Teaching** - Faculty members are assessed based on how well they have carried out their teaching and other teaching related duties.
- **Research** - Faculty members are expected to produce a research output worth of at least the required number of credits (see teaching and research load and research credits policies-procedures).
- **College service and skills** - Faculty members are assessed based on how well they have carried out their duties related to College service and on the skills they possess.

5.2   Procedures

The following procedures are used for the evaluation of faculty members:

5.2.1   Course outline evaluation

Before the beginning of a semester Department Heads are asked to approve course outlines prepared by faculty members. Once a Department Head is provided with a course outline he/she returns the course outline to the particular faculty member with his/her comments as to the corrections that need to be made or confirms his/her approval. When the Department Head receives the first "version" of a course outline he/she evaluates it and records his/her evaluation along with any comments on the Other Academic Matters Evaluation form (**Appendix 28**). The evaluation is based on the extent that the Course Outline Guidelines have been followed. Towards the end of each semester when Department Heads evaluate the final examination question paper they make a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular faculty member and the copy of the form is given to the College Director. Each Department Head will be evaluated by another Department Head as specified by the College Director.

5.2.2   Classroom observation

The Department Head of each department has the right to visit any classroom and observe the way teaching is carried out by a faculty member with or without any prior notice given to him/her. The

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Department Head observes the teaching of each faculty member at least once a semester. The procedure is as follows:

1. He/she observes the teaching of a faculty member and evaluates him/her by completing the Classroom Observation form (**Appendix 29**).
2. He/she then invites the particular faculty member to his/her office and discusses the various aspects of the teaching observed. During the discussion he/she identifies the strengths and weaknesses found in the way the faculty member has carried out his/her teaching. Following the discussion over the strengths and weaknesses, suggestions are made for improving teaching. These suggestions are noted in Section 2 of the Classroom Observation form. In addition, a number of other academic matters (found in the Academic Progress form – **Appendix 30**) are discussed.
3. He/she completes the Academic Progress form based on the discussion and makes oral recommendations to the faculty member. He/she makes one photocopy of the completed Classroom Observation form. The original Classroom Observation form is given to the particular faculty member and the copy is given to the College Director along with the completed Academic Progress form. The forms given to the College Director are kept in the Faculty Personal Files located in the office of the College Director.

Each Department Head will be evaluated by another Department Head as specified by the College Director.

5.2.3   Faculty portfolio evaluation

Portfolios are kept by the faculty members and are presented to Department Heads whenever this is requested by them. The Department Head usually requests faculty members to present to him/her their faculty portfolio during the meeting they will have to discuss the teaching observed by him/her (following the classroom observation). The Department Head may request to evaluate faculty portfolios within two weeks, following the end of the examination period of each semester. Once faculty portfolios are presented to the Department Head he/she discusses the various aspects of the faculty portfolio with the particular faculty member. During the discussion he/she identifies the strengths and weaknesses found in the faculty portfolio and suggests ways in which it can be improved. He/she records his/her evaluation and comments on the Other Academic Matters Evaluation form. Towards the end of each semester, Department Heads evaluate the final examination question papers and make a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular faculty member and the copy is given to the College Director. Each Department Head will be evaluated by another Department Head as specified by the College Director.

5.2.4   Final examination question paper evaluation

Towards the end of a semester Department Heads are asked to approve final examination question papers. Once a Department Head is provided with a final examination question paper he/she returns the final examination question paper to the particular faculty member with his/her comments as to the corrections that need to be made or confirms his/her approval. When the Department Head receives the first "version" of a final examination question paper he/she evaluates it and records his/her evaluation along with any comments on the Other Academic Matters Evaluation form. The evaluation is based on what extent the Final Examination Paper Guidelines were followed. Once Department Heads evaluate the final examination question papers, they make a copy of the completed Other Academic Matters Evaluation form. The original form is given to the particular

faculty member and the copy is given to the College Director. Each Department Head will be evaluated by another Department Head as specified by the College Director.

5.2.5 Students' faculty evaluation

Towards the end of each semester or session (usually in the 11th week of teaching, in every Fall and Spring semester and the 5th week in every summer session), an administration officer visits all classes (except the classes for the English preparatory courses), asks each faculty member to step out of the classroom and asks students to fill out the Students' Faculty Evaluation form (**Appendix 31**). Following the forms' completion, the administration officer collects the forms and asks the faculty member to return to the classroom and continue his/her class session. All forms are then processed and statistical results (Students' Faculty Evaluation Statistics – **Appendix 32**) are produced for every course taught during the semester. The statistical results, shown in the Students' Faculty Evaluation Statistics, are separated into the following three columns:

a) Course Average: The average percentage scored by the faculty member in the particular course.
b) Tutor Average: The average percentage scored by the faculty member in all the courses he/she taught during the semester.
c) Semester Average: The average percentage scored by all faculty members in all the courses they taught during the semester.

For all the above three columns average scores are produced for each individual evaluation question, found on the Students' Faculty Evaluation form. A total average of all the evaluation questions is shown at the bottom of each column. The score used for the faculty member's evaluation is found as follows:

Score Used for Faculty Evaluation = 50% + [(TA – SA) * 50% / (100 – SA)]

Where: TA: Tutor Total Average Score in all the courses he/she taught
        SA: Semester Total Average Score

The score is rounded to the nearest integer number and any negative numbers are shown as zero.

Example: In a particular semester the Semester Total Average Score is 93%. If a faculty member's Tutor Total Average is 97% then the score used for the faculty member evaluation is 50% + [(97 – 93) * 50% / (100 – 93)] = 79% (78.6% rounded to the nearest integer number).

The score to be awarded is calculated and printed on the Students' Faculty Evaluation Statistics. The Students' Faculty Evaluation Statistics are signed by the College Director and stamped with the College stamp. A copy of the statistical reports is kept in the Faculty Personal Files located in the office of the College Director. Each faculty member gets the original of the Students' Faculty Evaluation Statistics for all the courses he/she has taught during the semester soon after the Academic Committee approves the grades of the semester. The College Director reads all comments expressed in words found in the Students' Faculty Evaluation Forms and marks any comments either positive or negative that need to be communicated to the particular faculty member.

During the overall faculty evaluation the College Director meets all faculty members individually to discuss their overall evaluation. During this meeting the College Director discusses the Students'

Faculty Evaluation Statistics and any students' comments with the faculty member and where appropriate he/she suggests remedies so that the faculty member achieves higher average percentages in students' evaluation.

The completed Students' Faculty Evaluation Forms give very useful feedback on the level of acceptance by students and the level and the quality of communication. Faculty members should not be offended and should not react in a negative way by making negative comments to any student. The tutor total average scores which are below the semester total average score and the negative comments reveal feelings. If a faculty member receives such scores or comments he/she should try to find what has caused them so that he/she can achieve higher scores in future students' evaluations. Faculty members need to read between the lines and pay attention to comments expressed in words communicated by the College Director. They should draw their own conclusions and adjust their attitude, behavior, and teaching accordingly.

Students appreciate the following practices and qualities on the part of the faculty member: good preparation, good use of class time, consistency, real interest in their progress, fairness, non-discrimination, keeping the class alive and interesting, use of various appropriate teaching techniques, good communication skills, ability to make himself/herself understood by the majority of students from the first time he/she says something, real life examples and examples from industry, evidence that he/she is familiar and up to date with bibliography, proper appearance, encouraging, finding opportunities to express his/her views and feelings, prompt return of coursework, and strict invigilation during tests.

5.2.6   Research output

Once the Spring semester is over faculty members with research requirements need to complete the Research Output form (**Appendix 33**). By 15 June of each year such faculty members should have a meeting with the Director of Research Department to present to him/her the completed Research Output form along with the necessary supporting evidence. In order to complete the form faculty members should consult the guidelines found in the research credits. The Director of Research Department evaluates the research output of each faculty member and awards the appropriate number of research credits for each research output produced by each one of them. In order to decide the number of research credits to award for a specific research output the Director of Research Department should consult the guidelines found in the Research Credits policy-procedure.

Faculty members are allowed to claim research credits for research output they have not yet produced but expecting to produce during the following evaluation year (e.g. a journal article not published yet but expected to be published during the following evaluation year). Such research credits are called expected research credits. Faculty members are allowed to claim expected research credits if the total number of research credits awarded from actual output is less than the number of their research credits required. The number of research credits awarded (for actual output and expected output) to such faculty members cannot exceed the number of their research credits required. For example, if the required number of research credits for a faculty member is 100 and he/she will be awarded 100 or more research credits for his/her actual output, then he/she cannot claim any expected research credits. If the same faculty member will be awarded 70 research credits for his/her actual output he/she can claim up to 30 research credits for expected research output. Any expected research credits awarded during the previous evaluation year are deducted from the number of research credits awarded.

When assigning the total percentage score, used for the faculty overall evaluation, for his/her research output two things need to be considered. A) the research credits awarded (RCA) to the particular faculty member and b) his/her research credits requirements (RCR). The research credits requirements for faculty members depend upon their rank and the track they have followed as described in the teaching and research load policy-procedure. The total percentage score is found as follows: Total Score = RCA * 100 / (RCR * 2). In case the total percentage score exceeds 100 then the number 100 will be used for the faculty member's overall evaluation.

The Director of Research Department should complete the form, photocopy it and give the original form to the faculty member being evaluated. By 16 June the Director of Research Department should submit all photocopies of the completed Research Output forms to the College Director. If a faculty member serves as the Director of Research Department then his/her research output evaluation will be evaluated in the same way as described above by the College Director.

5.2.7   Faculty self-evaluation and suggestions report

All faculty members prepare a report called Faculty Self-Evaluation and Suggestions Report (**Appendix 34**). The report provides an account of their activities, carried out during the evaluation period, in respect to the following areas:

a. Teaching
b. College Service
c. Skills
d. Professional Development
e. Community Service

Faculty members should also provide in their report suggestions on how things in the above areas can improve. The report is submitted to the College Director by 15 June of each year. The Faculty Self-Evaluation and Suggestions Reports are kept in the faculty personal files located in the office of the College Director.

The report is used for the following purposes:

1. To assist in evaluating a faculty member.
2. To assist the College Director in identifying issues which need improving. The College Director will act accordingly in order to improve the issues raised in the report (e.g. arrange so that certain issues are discussed in academic or administrative committee meetings or College council meetings).

5.2.8   College service and skills evaluation

By 15 June the College Director should complete a College Service and Skills Evaluation form (**Appendix 35**) for faculty members assessed in the College service and skills area. The completion of this form should be based on the following:

1. The outside the classroom activities and behavior of the particular faculty member; and
2. Faculty Self-Evaluation and Suggestions Report.

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In order to evaluate a faculty member the College Director may ask for feedback from the relevant Department Head or College Administrators. Following the completion of the form the College Director makes a copy of the form.

5.2.9   Overall evaluation

By 25 June the College Director completes the Faculty Overall Evaluation form (**Appendix 36**). The form shows the individual scores obtained by the faculty member in each of the areas evaluated. The College Director makes a photocopy of the form and attaches the copies of the following completed forms already in his/her possession in the order specified below:

1. Classroom Observation form(s);
2. Other Academic Matters Evaluation form(s);
3. Students' Faculty Evaluation Statistics;
4. Research Output form; and
5. College Service and Skills Evaluation form.

The score recorded on the Faculty Overall Evaluation form for Classroom Observations, Other Academic Matters and Student Evaluation is the average score achieved in all semesters related to the particular evaluation period. The original Faculty Overall Evaluation form and the original College Service and Skills Evaluation form are given to the particular faculty member.

The performance of each faculty member is evaluated through the above procedures. Each faculty member receives a weighted average score which is then translated to a descriptive term based on the following table:

Total Score			Descriptive Term *
Over 75%	Any area score below 50%?	NO	Above Expectations
		YES	Met Expectations
50-75%	Any area score below 50%?	NO	Met Expectations
		YES	Below Expectations
Below 50%			Below Expectations

*   The performance of faculty members is translated into a descriptive term as follows: "Above Expectations" if the total score is over 75% and "Met Expectations" if the total score is between 50% and 75% (provided there is no area score below 50%) or "Met Expectations" if the total score is over 75% and "Below Expectations" if the total score is between 50% and 75% (provided there is an area score below 50%), and "Below Expectations" if the total score is below 50%.

The weights for each category for the faculty members on a Research or Less Research or No Research track are as follows:

Evaluation Area / Track	Faculty Member *			Head of Department		Faculty Member **
	Research Weight %	Less Research Weight %	No Research Weight %	Research Weight %	Less Research Weight %	
Teaching	55	70	80	45	60	100
Research	25	10	0	25	10	0
College Service and Skills	20	20	20	30	30	0
Total	100	100	100	100	100	100

*   teaching more than 6 hours per week in either the Fall or Spring semester
**   teaching up to 6 hours per week in either the Fall or Spring semester

The numerical value assigned to each of the evaluation areas will be multiplied by the weight for that area. The numerical values obtained for the three evaluation areas will then be added together to determine the faculty member's overall evaluation. Below there is an example of reaching a weighted overall score. A faculty member teaching more than 6 hours per week in either the Fall or Spring semester who is in a Research track is assigned the following scores in the evaluation areas:

Evaluation Area	Score %	Weight %	Weighted Score %
Teaching	60 X	55	33
Research	72 X	25	18
College Service and Skills	60 X	20	12
Weighted Sum			63

The evaluation performance descriptive term corresponding to the weighted sum of 63% is "Met Expectations" since there is no area score below 50%.

6 FACULTY PROMOTION

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

6.1 Criteria

Advancement in rank is not merely a matter of routine or seniority, but it is based primarily on merit. Promotional positions will be filled on the basis of competency, academic qualifications, experience, evidence of excellence in teaching and sustained commitment and dedication to the College. Advancement in rank will depend upon the faculty member meeting the criteria listed below according to the following table:

Promotion Pathway	Criteria
Instructor to Senior Instructor	1 - 6
Instructor to Lecturer	1 - 5
Senior Instructor to Lecturer	1 - 5
Lecturer to Senior Lecturer	1 - 7
Lecturer to Assistant Professor	1 - 5
Senior Lecturer to Assistant Professor	1 - 5
Assistant Professor to Associate Professor	1 - 8
Associate Professor to Professor	1 - 10

Promotion from the rank of Instructor or Senior Instructor to Senior Lecturer is not possible.

1. **Minimum Service** - Faculty members must have served a minimum of three years in their current rank in order to be considered for promotion.
2. **Academic Qualifications** - Fulfilment of the minimum academic qualifications (as described in the faculty ranks). Fulfilment of this criterion should be demonstrated by producing copies of qualifications.
3. **Teaching** - Positive and substantial evidence of high competency in teaching (as demonstrated in the application for promotion and through the completed Faculty Overall Evaluation forms).
4. **Service to the College** in general (as demonstrated in the application for promotion and through the completed Faculty Overall Evaluation forms).
5. **Professional Development** (as demonstrated in the application for promotion and through supporting evidence).
6. **Experience** - Fulfilment of the minimum experience (as described in the faculty ranks). Fulfilment of this criterion should be demonstrated by producing an up to date curriculum vitae and letters from previous employers demonstrating previous experience (if applicable).
7. **Research** output - Acquisition of the minimum number of credits (as described in the faculty ranks). Fulfilment of this criterion should be demonstrated in the application for promotion by providing copies of the completed research output forms).
8. **Existence of Vacancy** - There is a vacant position as determined by the College Council.
9. **Service to the Community** (as demonstrated in the application for promotion and through supporting evidence).
10. **Membership and participation in professional or learned societies** of national or international significance (as demonstrated through supporting evidence).

6.2   Procedure

Faculty members who consider themselves eligible for promotion must submit to the College Director a completed Faculty Application for Promotion form (**Appendix 37**) by 31 May prior to the academic year for which they apply for promotion. Applications received after the above deadline will not be reviewed for that academic year. The application form must be accompanied by all necessary documents (as described in the criteria above) that demonstrate fulfilment of the criteria for appointment to rank and an up to date curriculum vitae inclusive of all the pertinent activities. The faculty member seeking promotion should refer in his/her application (supporting his/her promotion) to the necessary criteria according to the table above. For further details regarding the criteria for promotion faculty members are advised also to consult the Faculty Performance Evaluation along with this section and any related forms.

The College Director will then forward all completed applications to the members of the Faculty Promotion Committee. The members of the committee need to study the completed applications before the first meeting is held. The Committee will then hold one or more meetings in June and/or July. During the meeting or meetings the committee needs to examine the applications and all other related documents and decide for promotion with respect to the relevant criteria. The applicant may be interviewed by the committee if it considers this to be necessary. A written notice of the Faculty Promotion Committee's decision to award or deny a promotion must be given before 15 July to the College Director. The College Director informs the applicant of the committee's decision by 31 July. Promotions become effective on 1 October.

6.2.1   Committee for faculty promotion

Membership

The Committee consists of three members. The College Director, a Department Head and one Academic teaching in an accredited academic institution or teaching in an accredited program of study. At least one of the committee members (except the College Director) should have the same or a higher rank than the one the candidate for promotion is applying for. At least one of the committee members (except the College Director) should have qualifications related to the qualifications of the candidate for promotion. The composition of the committee in terms of the Department Head and the Academic does not have to be the same for the examination of the application of different candidates. The committee is chaired by the College Director. It is the responsibility of the College Director to appoint the members of the committee, promptly before the committee's first meeting.

Meetings

A quorum must consist of all the members of the Committee. A motion, in order to become effective, requires a simple majority vote of the members present. The College Director must send notice of the time, place and agenda to every member of the Committee at least one week in advance of the meeting. Meetings must be held in closed sessions. A record of the agendas must be kept in the office of the College Director.

7   FACULTY REMUNERATION

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

7.1   Salary scales

The monthly gross salary scales (**Appendix 38**) vary with the rank.

A faculty member is assessed each year. If his/her performance is found to have met expectations then he/she will receive a number of increments associated with his/her rank. If his/her performance is found to have exceeded expectations then he/she will receive the same number of increments (as when his/her performance is found to have met expectations) associated with his/her rank and a bonus or he/she will receive a greater number of increments (than the number of increments earned when his/her performance is found to have met expectations) associated with his/her rank. If his/her performance is found to be below expectations then he/she will receive no or fewer increments (compared to the number of increments he/she would earn when his/her performance is found to have met expectations) associated with his/her rank. A faculty member will receive no increments or a bonus if there are disciplinary offences.

Any increments will be effective on 1 October of each year. Any bonuses will be paid on the last working day of October following the academic year for which the performance was found to have exceeded expectations, provided that the faculty member is still employed by the College (e.g. if for the academic year 2007 – 2008 a faculty member's performance was found to have exceeded expectations and it is decided that a bonus will be given to the particular faculty member then such a bonus will be paid on the last working day of October 2008).

A change in the salary due to a change in the rank will only be in effect when the faculty member's promotion becomes effective. Faculty promotions become effective every October. In order to calculate the new salary (including any increments) of a faculty member who has been promoted, we take the nearest salary (equal or higher) to the faculty member's current salary found in the scale of the rank he/she has been promoted to and we add on this new salary the number of increments associated with the faculty member's new rank. For example, an Assistant Professor whose salary in October 2007 was £1.232 was informed of his/her promotion to Associate Professor in July 2008 (the promotion becomes effective in October 2008). If in October 2008 the College decides to provide 4 increments to all faculty members who have met the College's expectations (this faculty member has met the College's expectations) then this faculty member's salary will become £1.283 (£1.233 + 4 increments in the Associate Professor scale).

Where a faculty member is appointed to a post on or after 1 January, he/she will receive no increment in the calendar year of appointment. Example: The salary of a faculty member appointed in January 2008 will be reviewed in October 2009.

7.2   Overtime pay

The gross overtime rates at which faculty members will be paid vary with the faculty member's rank as follows:

Rank	£ / teaching hour
Instructor	8
Senior Instructor	8
Lecturer	10
Senior Lecturer	10
Assistant Professor	12
Associate Professor	13
Professor	15

Faculty members who have taught overtime hours need to submit to a College receptionist, before the end of September, a completed Overtime Teaching Hours form (**Appendix 39**) showing the extra hours taught in the academic year. Cheques to faculty members for the overtime hours they have taught during an academic year are given on the last working day of August or September.

8   FACULTY SELECTION

Issuing date: 8 October 2007
Applies to: Faculty members paid a monthly salary
Effective dates: From issuing date until replacement

8.1   Procedure

The following steps are taken for the recruitment of a faculty member:

1.   The Department Head of the relevant department identifies the need for additional faculty.

2.   The Department Head in consultation with the College Director determine the requirements of the position in terms of qualifications, teaching experience, industry experience, research work and publications.

3.   The College places a job vacancies' advertisement and invites applicants to send their curriculum vitae. The advertisement specifies briefly, the qualifications required of the candidates, the duties of the position and the deadline for submitting applications. The College maintains the curriculum vitae of previous job applicants. The College Director may review the curriculum vitae of previous job applicants and inform applicants with the appropriate qualifications and experience of the details of the vacancy. The applicants are also informed that, if interested, they would need to apply for the vacant position within the deadline shown in the advertisement.

4.   The Department Head in consultation with the College Director establish a short list with the names of those candidates who fulfil the requirements of the position based on the information provided in the candidates' curriculum vitae.

5.   The College Director will have a first interview with all short listed candidates. The first interview aims to meet the candidate and initially assess the candidate's personality and potential (i.e. regarding his/her expected contribution to the teaching and research work of the College) rather than examining in detail his/her suitability for the position. During this first interview the candidate is given the opportunity to ask questions about the College, the courses he/she is expected to teach, the post for which he/she has applied and he/she is provided with information about the faculty's terms of employment. The candidate has the opportunity to express the reasons why he/she is applying for the job, what he/she expects from the specific job and how he/she will contribute to the College in general.

6.   The College Director arranges with all the short listed candidates to attend a second interview. He/she explains to the candidates that during the second interview they need to give a twenty-minute presentation on a topic relevant to the area of the vacant position and to bring along their qualifications (original certificates and copies). The twenty-minute presentation must be conducted as if it is a complete lecture. The College Director and the candidate agree upon the date and time the second interview and presentation will take place.

7.   During the second interview candidates give a presentation on the subject agreed. The members of the Faculty Selection and Ranking Committee attend the presentation. After the end of the presentation the committee members interview the candidate. The purpose of the second interview is to examine in detail the candidate's suitability for the position and to verify the

candidate's qualifications. The candidate is asked to leave a copy of his/her qualifications to the committee.

8. After all candidates have attended the second interview the Faculty Selection and Ranking Committee meets in order to discuss their findings, rank all candidates considered to be appropriate in order, in terms of their suitability for the position.

9. The candidate ranked first is made an offer. The College Director invites the selected candidate and explains to the candidate in concrete terms the terms and conditions of employment.

10. Provided that the candidate accepts the Committee's offer, a contract is signed and employment commences on the agreed date. In case the candidate does not accept the offer, the Committee should make an offer to the next most suitable candidate. In case no successful candidate accepts the Committee's offer then another advertisement is placed inviting more applicants to send their curriculum vitae and the procedure starts again.

8.2   Candidate's presentation

Americanos College attaches great value to the teaching skills of its faculty. Candidates for a teaching position are required to teach a topic relevant to the area of the vacant position in the presence of the Faculty Selection and Ranking Committee. The presentation usually lasts about twenty minutes. During the presentation candidates are expected to behave as if they are in a real class and to treat committee members as if they are genuine students. The College recognises that the atmosphere during the presentation will be different from that of a class of real students and therefore the committee's evaluation takes into consideration the fact that candidates may feel nervous and somehow uncomfortable with their presentation.

Guidelines for assessing a candidate's presentation

The context of the lecture

It is expected that the lecture will be well organized and have a clear focus. The objectives of the lecture must be explicitly made and should be achievable within the twenty-minute presentation.

The teaching style

The College acknowledges that each tutor has his/her own teaching style. It is nevertheless expected that the right combination of pitch, movement within the classroom, use of the board and other teaching aids, discussion with the class, handouts and/or exercises given, will generate and sustain an atmosphere conducive to learning and will arouse and preserve the attention of the class.

The language of instruction

Tutors are expected to have a very good command of the English language and to speak fluently and clearly. They are also expected to be in a position to explain to the class complex concepts in English. The same criteria, but in Greek, is used for tutors in the programs of study taught in Greek.

8.3   Faculty selection and ranking committee

Membership

The Committee consists of the College Director, the Department Head of the relevant department and one member of the faculty with related qualifications to the qualifications required for the position.

Meetings

The Committee must hold a meeting whenever the procedure for faculty selection is activated. A quorum must consist of all the members of the Committee. In order to become effective a motion requires a simple majority vote of the members present. The College Director must send a notice of the time, place and agenda to every member of the Committee in advance of the meeting. Meetings must be held in closed sessions. A record of the agendas must be kept in the office of the College Director.

9 FACULTY DEVELOPMENT

Issuing date: 8 October 2007
Applies to: All faculty members
Effective dates: From issuing date until replacement

The College recognizes that faculty members' development benefits both the College and the faculty members themselves. The College therefore enhances and supports faculty development by:

1. Notifying its faculty members of faculty development events organized in Cyprus and abroad.
2. Offering its faculty the opportunity to continue to stay abreast of developments in their area of expertise and in pedagogical issues through actions, such as providing paid time off in order for its faculty to attend professional development events (e.g. conferences, seminars, workshops and courses). In addition, the College subsidizes wholly or partly the participation fees related to attending a staff development event.
3. Improving its faculty teaching, assessment and research skills through actions, such as organizing special seminars and presentations tailored towards the improvement of their teaching, assessment and research skills.
4. Offering its faculty the opportunity to improve their academic qualifications by providing a subsidy for doctoral studies.
5. Providing educational material and teaching aids to facilitate the improvement of its faculty members' teaching, assessment and research skills and the enrichment of their knowledge in their areas of specialization and interest.
6. Offering its faculty the opportunity to teach at other academic institutions abroad by promoting and organizing such activities and by providing paid time off in order to enable them to engage in such activities.
7. Providing its faculty with the opportunity to engage in research and contribute to the advancement of knowledge in their areas of expertise by reducing their teaching load.
8. Assisting its faculty members in establishing a name for them as acknowledged leaders in their field of study through actions, such as establishing links with the business community and other educational institutions. In all these activities, and as appropriate, the College will make every effort to promote its faculty members and their capabilities.

9.1 Application to attend a professional development event

Procedure

Staff members wishing to receive time off and a grant for attending a professional development event (e.g. conference, seminar, workshop or a course) should complete an Application to Attend a Professional Development Event (**Appendix 40**) and submit it to the College Director along with a copy of the event's documentation (brochure, leaflet, internet printout or e-mail) and a completed Request for Leave form (**Appendix 41**).

Following a staff member's application, the College Director will complete section 2 of the form (provided that he/she approves the staff member's participation in the event) and return a copy of the completed form to the staff member. Section 2 informs the staff member whether he/she has only been granted time off to participate in the event or whether he/she has also been offered a grant. In the case of a negative reply the staff member will be informed orally.

If permission to attend an event has been given to a staff member, he/she needs to reschedule and make up any classes that will be missed due to his/her participation in the event. If a grant has been approved along with the permission to attend an event the staff member can claim his/her grant after the event is over. In order to receive this grant the staff member needs to complete a Reimbursement of Expenses form (**Appendix 42**) and submit it to the finance office, along with a receipt issued to Americanos College for the event's full participation fee and a copy of the approved Application to Attend a Professional Development Event.

9.2   Subsidy for doctoral studies

The amount of subsidy is based on the completed years of full-time service at Americanos College as follows:

Completed Years of Full-time Service	Total Subsidy CYP
2 – 4	1.500
5 – 9	2.250
≥ 10	4.500

If the total amount to be paid to the academic institution (based on the relevant exchange rate on the date the application is examined) is less than the total subsidy the applicant is eligible for, the subsidy paid to the applicant will equal the amount to be paid to the academic institution. The annual subsidy provided to faculty members who fulfil the criteria is found by dividing the total subsidy the applicant is eligible for, according to all the above, by the normal duration of the particular doctoral program.

Criteria

1. Faculty members who have successfully completed two years of full-time service at Americanos College (on the date the application for subsidy for doctoral studies is filed) are eligible to apply for a subsidy for doctoral studies.

2. The applicant should not be a holder of a doctoral degree.

3. Priority for approval of the applications will be based on the needs of the College, or the specific program(s)/department. Approval may be subject to criteria, such as the performance of the applicant, as well as to budgetary constraints.

Conditions of subsidy

1. The maximum number of years a faculty member is eligible to receive the subsidy for doctoral studies is the normal duration of the doctoral program in years provided that:

    a.   he/she submits, along with his/her application for subsidy for doctoral studies (one application per calendar year), evidence to the College Director concerning the progress of his/her studies; and
    b.   he/she continues to be a full-time faculty member at Americanos College.

2. Upon completion of the doctorate the faculty member is required to work on a full-time basis at the College, for a period of three calendar years from the date the doctorate has been earned.

3. If a faculty member leaves the College on his/her own will or if he/she is dismissed by the College for disciplinary reasons before the completion of the three years from the date he/she has earned the doctorate, or before obtaining the doctorate, he/she should refund the total subsidy received to the College.

4. If a faculty member does not earn the doctorate within 6 years from the date he/she commenced his/her doctoral studies he/she should refund the total subsidy received to the College.

Procedure

To receive the subsidy interested applicants should submit, to the College Director, a completed Application for Subsidy for Doctoral Studies (**Appendix 43**) along with the following:

1. original invoice (issued by the academic institution that will award the doctoral degree) concerning the fees that should be paid,
2. original receipt (issued by the academic institution that will award the doctoral degree) for the fees paid by the faculty member,
3. a letter from the academic institution that will award the doctorate describing the progress of the faculty member's doctoral studies (date the doctoral studies have started, expected date of completion, progress being made).

The subsidy for the final year will be paid upon completion of the doctorate. Applications for subsidy (for the years except the final one) should be made within three months from the date shown on the relevant receipt submitted along with the application. Applications for subsidy (for the final year) should be made within three months from the date the doctoral degree has been awarded.

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APPENDICES

08/10/2007

AMERICANOS COLLEGE
TRACK DECLARATION FORM

TO BE COMPLETED BY THE FACULTY MEMBER

Complete the necessary details below declaring the Track you will follow during the following academic year starting from the forthcoming Fall semester. In addition, describe in the space provided the research work you are planning to carry out between June and the end of the forthcoming Spring semester.

FACULTY MEMBER'S DETAILS

Faculty Member's Name	Rank	Track
		☐ Research ☐ Less Research

DETAILS OF RESEARCH WORK PLANNING TO CARRY OUT

Faculty Member's Signature	Date

AMERICANOS COLLEGE

2&3 Omirou Avenue, Eleftheria Square, P.O.Box 22425, 1521 Nicosia, Cyprus, Tel: +357-22661122, Fax: +357-22665458, E-mail: college@ac.ac.cy Website: www.ac.ac.cy

ACADEMIC CALENDAR 2007-2008

Fall Semester 2007 (8 October 2007 – 1 February 2008)

October 2007	Tuesday 2nd	Registration into courses for Fall Semester
	Monday 8th	Classes commence
	Friday 19th	Last day for adding/dropping a course and/or changing sections
November 2007	Friday 30th	Last day for withdrawing from a course
December 2007	Friday 21st	Last working day before Christmas holidays
January 2008	Monday 7th	Opening day after Christmas holidays
	Friday 18th	Classes end
	Monday 21st	Final examinations commence
February 2008	Friday 1st	Final examinations end / End of Fall semester

Spring Semester 2008 (11 February 2008 – 6 June 2008)

February 2008	Monday 4th	Registration into courses for Spring Semester
	Monday 11th	Classes commence
	Friday 22nd	Last day for adding/dropping a course and/or changing sections
March 2008	Monday 10th	Green Monday (Holiday)
	Tuesday 25th	Greek National Day (Holiday)
April 2008	Tuesday 1st	Greek Cypriot National Day (Holiday)
	Friday 4th	Last day for withdrawing from a course
	Friday 18th	Last working day before Easter holidays
May 2008	Thursday 1st	Labor Day
	Monday 5th	Opening day after Easter holidays
	Friday 23rd	Classes end
	Monday 26th	Final examinations commence
June 2008	Friday 6th	Final examinations end / End of Spring Semester

Summer Session 2008 (17 June 2008 – 1 August 2008)

June 2008	Monday 9th	Registration into courses for Summer Session
	Monday 16th	Monday of Pentecost (Holiday)
	Tuesday 17th	Classes commence
	Friday 20th	Last day for adding/dropping a course and/or changing sections
July 2008	Friday 4th	Last day for withdrawing from a course
	Friday 25th	Classes end
	Monday 28th	Final examinations commence
August 2008	Friday 1st	Final examinations end / End of Summer Session

Summer 2008 Intensive English Language Program (1 July 2008 – 16 September 2008)

June 2008	Monday 23rd	Registration into courses for Summer English Program
July 2008	Tuesday 1st	Classes commence
August 2008	Friday 8th	Last working day before Summer holidays
	Monday 18th	Opening day after Summer holidays
September 2008	Friday 12th	Classes end
	Monday 15th	Final examinations commence
	Tuesday 16th	Final examinations end / End of Summer English Program

Course Outline Guidelines
8 October 2007

To prepare a course outline you need to consult the Course Outline Guidelines and the Course Syllabus of the particular course. The main aim of the course outline is to provide students with a short description of the topics that will be covered and explain to students how they will be assessed. A sample course outline can be found in **Appendix 4**.

COURSE OUTLINE PAGE FORMAT

Below you may find the page format used for preparing a course outline:

- Font: Times New Roman
- Size: 12 (use size 14 for course code and title – e.g. **MGT101 PRINCIPLES OF MANAGEMENT**)
- All titles should be in bold capital letters (e.g. **SEMESTER**)
- All subtitles should be in bold lower case letters (e.g. **Books**)
- Page Margins: Top, Bottom, Left and Right - all 2 cm.
- Footer 1.5 cm from edge

Below you may find guidelines on how to prepare a course outline. These guidelines refer to all the sections found in the course outline sample (**Appendix 4**).

SEMESTER

In this section you should provide the semester in which the course will be taught.

FACULTY MEMBER'S DETAILS

In this section you should provide your name, contact details and other details. Do not write any office number if you do not maintain an office at the College. Do not write any office hours if you do not have any office hours. You may write as many of your contact details as you wish but we suggest that you should not write any mobile, home or work telephone number. We strongly suggest though that you provide your email address.

PREREQUISITE(S)

You should copy this from the course syllabus of the course in question.

DESCRIPTION

You should copy this from the course syllabus of the course in question.

OBJECTIVES

You should copy this from the course syllabus of the course in question.

MAIN BOOK

You should write the details (title, author(s) and edition/year) of the main book that will be used for the particular course. These details can be found in the main book. Ignore any main book details shown in the syllabus as they may not be up to date.

ADDITIONAL READING AND OTHER LEARNING RESOURCES

It is not compulsory to have this section in your course outline but it is highly recommended. It is considered a plus to have such a section. In this section you may write the details of any additional books and/or other learning resources you suggest students read or consult. Examples consist of the following:

1. Additional books (it is preferable to suggest textbooks which are as recent as possible);
2. World Wide Web sites can be useful in providing relevant information to the course material;
3. Articles from journals and periodicals maintained on the internet, in the College library or in other libraries; and
4. Other learning resources like videos, DVDs, VCDs, or CDs maintained in the College library or in other libraries.

This section is useful for those students who want to make an in depth study of the course material.

SCHEDULE

In this section you should give a short description of what will be done and/or covered in each week for all the 13 weeks of instruction of the Fall or Spring semester or the 6 weeks of instruction if it is a Summer session based on the content section of the course syllabus. You should indicate when any examinations or other important events (e.g. presentations etc) will take place. It is very important that you indicate the main book's chapters and/or specific pages each topic refers to.

ASSESSMENT

In this section you should clearly indicate the assessment means that will be used for the particular course and their weight. Students may be assessed through a number of assessment means, such as coursework [mid-term examination, project(s), assignment(s), presentation(s), test(s), or quiz(zes)] and the final examination. All assessment means used except for the final examination are considered as coursework assessment. Coursework assessment is carried out before the final examination takes place. In order to decide which assessment means to use and their weight you need to take into account the following:

1. All courses must be assessed at least through a Final Examination and a Mid-term Examination.
2. Most courses are usually assessed through a Final Examination, a Mid-term Examination and one other coursework assessment means.
3. By using as many assessment means as possible students can get a better grasp of the syllabus and you can reach an overall mark which will reflect students overall performance more accurately.
4. Coursework must only be required and/or examined as from week 8 of a semester (or week 4 of a Summer session) onwards.
5. Class attendance or class participation cannot be used as assessment means.

6. In case a group project is used for students' assessment then you must ask students to do a presentation in order to be able to assess each individual student of the group.

7. For advanced courses, usually taken by final year students, it is recommended that you require of students to carry out one or more projects needing some degree of research work.

In order to decide when to schedule an assessment and any assessment's deadlines you are advised to consult the appropriate Academic Calendar which informs you of the vacation periods and holidays.

The weight of the final examination towards the total mark has to be 50% and the total of the weights of the individual coursework assessments means also has to be 50%. Faculty members who feel that it is necessary to use different assessment weights than the above, due to the nature of their course, they need to consult the College Director.

Any necessary details regarding individual assessment means, such as deadlines and assessment criteria can be provided to students together with the requirements of the particular assessment means. Students' assessment must be well articulated and implemented, through all the assessment means.

OTHER INFORMATION

In this section you may provide, if necessary, any other information you feel that should be communicated to students regarding the course. Ignore this section if there is nothing to write.

MGT101 PRINCIPLES OF MANAGEMENT

COURSE OUTLINE

SEMESTER: FALL 2008

FACULTY MEMBER'S DETAILS

NAME: Dr. Charalambos Louca
OFFICE: B505
OFFICE HOURS: Monday: 11:00-12:00, Tuesday/Thursday: 10:30-12:00
EMAIL: charalambos.louca@ac.ac.cy

PREREQUISITE(S): NONE

DESCRIPTION

The course aims to examine the basics of Global Management theory and practice, its evolution and underlying nature. It introduces the students to the basic managerial functions of planning, organizing, staffing, leading and controlling in the contemporary environment.

OBJECTIVES

By the end of the course, students are expected to:

- Acquire a general understanding of the managerial functions of planning, organizing, staffing, leading and controlling;
- Be able to relate the science, theory and principles of management to the practice of management; and
- Be able to demonstrate an ability to exercise the managerial functions in the contemporary competitive environment.

MAIN BOOK

Title: Contemporary Management
Author(s): Gareth R. Jones and Jennifer M. George
Publisher: McGraw-Hill
Edition/Year: Third/2003

ADDITIONAL READING AND OTHER LEARNING RESOURCES

Books

Title: Management
Author(s): John R. Schermerhorn
Publisher: Wiley
Edition/Year: Eighth/2005

Title: Practicing Leadership
Author(s): Arthur Shriberg
Publisher: Wiley
Edition/Year: Third/2005

Web sites

- Journal of Management Homepage: http://www.fsu.edu/~jom
- Journal of Management Studies: http://www.blackwellpublishers.co.uk
- The Business Cases: http://www.businesscases.org

Journals

- Journal of Management
- Management Review
- Academy of Management Journal
- Journal of Management Studies
- Harvard Business Review
- Strategic Management

Periodicals

- Business Week
- The Economist

SCHEDULE

WEEK	TOPICS	ACTIVITIES
1	**Managers and Managing:** The functions of management. Managerial functions at different organizational levels. Managerial skills. The systems approach to management. **Chapter 1**	**Discussion Questions** **Exercises**
2	**The Evolution of Management Theory:** Basic schools of management though: Scientific Management Theory, Administrative Management Theory, Behavioral Management Theory, Management Science Theory and Organizational Environment Theory (The Open-Systems View and Contingency Theory). **Chapter 2**	**Discussion Questions** **Exercises**
3	**Ethics and Culture:** Ethics and Stakeholders. Organizational Culture. Organizational and social responsibility. **Managing the Organizational Environment:** The external and internal environment. **Chapters 3 and 5**	**Discussion Questions** **Exercises** **Case Study:** "Why E-Brokers are Broker and Broker".
4	**Managing the Global Environment:** International Management. The Nature: The Global Task and General Environment. Global Implications and Perspectives; Adapting to Cultural Differences: The	**Discussion Questions** **Exercises**

	Changing Global Environment. Organizing International Business: Choosing a Way to Expand Internationally (Importing and Exporting, Licensing and Franchising, Strategic Alliances and Wholly Owned Foreign Subsidiaries). **Chapter 6**	
5	The Manager as a Decision Maker: The Decision-making process: Steps in the Decision-Making Process. Factors affecting decision-making: Cognitive Biases and Decision Making. Group methods involved in decision-making: Group Decision Making. Promoting Group Creativity. **Chapter 7**	**Discussion Questions** **Exercises** **Project requirements are handed out**
6	**Planning:** The Manager as a Planner and Strategist: The Planning Process. Mission and Goals. Management by Objectives. Formulating Strategy (SWOT Analysis). Formulating Corporate, Business and Functional Level Strategies. **Chapter 8**	**Discussion Questions** **Exercises** **Case Study:** "Ford's Gamble on Luxury: Can It Make Its Portfolio of Acquired Brands Work Together?"
7	Organizing: Designing Organizational Structure. Grouping Tasks into Jobs: Job Design. Grouping Jobs into Functions and Divisions. Coordinating Functions and Divisions. Line and staff positions and authority. Allocating Authority. Responsibility. Centralization versus decentralization. Delegation. Accountability. **Chapter 9**	**Discussion Questions** **Exercises**
8	**Revision. Mid-term Examination.**	
9	**Organizational Control and Culture:** Importance of Organizational Control. The control process. The role of controls. Major control systems: Output Control. Behavioral Control: Direct Control, Bureaucratic Control and Management by Objectives revisited. Quality and Inventory Control, Operations Management: Improving Quality; Improving Efficiency (just-in-time Inventory); and some issues on Operations Management. **Chapters 10 and 18**	**Discussion Questions** **Exercises** **Educational Visit** to "Carlsberg" Industrial Plant.
10	**Human Resource Management:** The staffing process: Strategic Human Resource Management. Planning for HRM. Recruitment and selection process. Development and evaluation. Compensation. Effective work-force relationships. **Chapter 11**	**Discussion Questions** **Exercises** **Case Study:** "Job Security, No. Tall Latte, Yes".

11	**Motivation:** The Nature of Motivation. Expectancy Theory. Need Theories. Equity Theory. Goal-Setting Theory. Learning Theories (Reinforcement Theory). Social Learning Theory. Pay and Motivation. **Chapter 12**	**Discussion Questions** **Exercises** **Project Deadline**
12	**Leadership:** The Nature of Leadership. Trait and Behavior Models of Leadership. Contingency Models of Leadership (Situational Theories). Transformational Leadership. Types of Groups and Teams (Formal and Informal Groups). **The communication process:** Types of managerial communication; Factors affecting communication and Channels of Communication: Communication and Management. Communication Networks. Technological Advances in Communication. Communication Skills for Managers. **Chapters 13, 14 and 15**	**Discussion Questions** **Exercises**
13	**Project Presentations. Revision.**	

ASSESSMENT

Mid-term examination: 30%
Project: 20%
Final examination: 50%

OTHER INFORMATION

Class attendance: Students are expected to attend the classes regularly and be punctual.

Office hours: Students are encouraged and advised to visit their tutor regularly during office hours and discuss promptly any issue that seems to be important for them and their success.

Humane matters: Inform your tutor of any un-expectancies that may occur, which do not allow you to carry out your responsibilities.

Library: Students are advised to visit the library of our College regularly and read articles published in academic journals. Students are advised to study regularly, among other things, the articles published in the Journal of Management, the Journal of Management Studies, the Academy of Management Journal, the Harvard Business Review, and the Journal of Strategic Management.

Project Guidelines
8 October 2007

1. Supervision and deadline

Students who are required to complete an independent study project or a Master's degree thesis or any other major project, being the only assessment instrument for a course (such as CUL402 Project) are allocated a supervisor who provides guidance throughout the execution of the project. Supervisors act as a point of reference throughout the project period, advise on content aspects and generally give you feedback on your progress. **The responsibility for keeping contact with your supervisor is yours not the supervisor's.** In addition it is not the job of the supervisor to write the project for you – IT IS YOUR PIECE OF WORK.

Experience suggests that students who ignore their supervisor until the last minute are often unsuccessful. The very first meeting with your supervisor concerns agreeing on the project's subject matter, content, structure and the planned activity through to conclusion. All further meetings with your supervisor should, if possible, be planned in advance. You must make sure that you arrange regular meetings with your supervisor. Once the project is under way, try to send written material for discussion at meetings to your supervisor in advance so that the meetings can be as useful as possible to you. When you go to see your supervisor you should have prepared a written list of points you wish to discuss. Take notes during the meeting so that you do not forget the advice you were given or the conclusions that were reached.

All projects will have a deadline for submission. Only exceptional circumstances, agreed with the supervisor in advance, will prevent a failure for non-submission by this deadline. In such circumstances, appropriate approval, that needs to be obtained before the submission date, will be required. In order for you to meet the deadline for submission of your project you must schedule your work through a series of self-imposed targets, which you must ensure that you will achieve.

2. Project's word length

The word length of a project (excluding the word length of any parts before the first chapter and any parts after the last chapter) is as follows:

Type of publication	Word length
Independent study project	7,000 – 9,000
Master's degree thesis	15,000 – 18,000
CUL402 Project	at least 6000

Projects often suffer from too much volume and the advice to you is to see the lower word limit, excluding appendices, as a target rather than the higher limit. Excessive length of the project is often a symptom of vague focus and of attempt to disguise inadequate content. This will frequently be penalized by supervisors. Try to adhere to the recommended word length, ensuring your work is relevant and focused on the issues being investigated.

3. Project proposal and oral presentation (applicable to Master's degree theses only)

Only in the case of a Master's degree thesis there is a requirement for a project proposal and for an oral presentation of the project.

Whilst the construction of a formal project proposal might, at first glance, appear to simply delay getting on with the project it can be a valuable method of focusing your thoughts, planning the process and, effectively, speeding up the delivery process. It is recommended that you spend time in preparing a project proposal as properly as possible. This can then become the foundation against which you can measure progress, direct activities and remain focused. It can also form an effective framework against which your final work can be constructed. A project proposal which should be around 1,000 words should address the following:

1. The title of your project (it does not matter if you change the title later on) (maximum 12 words).
2. A short statement of objectives, introducing the key hypothesis/es to be investigated (maximum 100 words).
3. The background of your interest in the topic. Why you are investigating this topic, what has led you to your hypothesis/es and why it is important (maximum 150 words).
4. The methodology you are considering – how you intend to research the topic, what type of data is required to address the issues, where it will come from, how you will gather it and what the implications are. For example, access to the data sources and additional expertise you need to gather (maximum 250 words).
5. Previous progress made or research work/pilot studies undertaken that you plan to include. Perhaps from earlier work of yours (maximum 100 words).
6. Outline of chapters/structure planned to be adopted and what the focus/content of each one will be (maximum 150 words).
7. Details of the timeframe in which you are working and identifying key tasks and timescale in which these tasks have to be completed. A reflection on the implication of not achieving key dates. For example, you need to recognize the implication of missing dates for tasks that need to be completed before other ones can commence (maximum 150 words).
8. References used for preparing the proposal – in the appropriate format as described in the referencing guidelines.

4. Common causes of failure

Some of the most useful things to know about projects are the common pitfalls. Why do some projects go horribly wrong? Here are some of the common causes of failure:

- Choosing/starting the project too late. Start the project as soon as you can. The longer you leave it the harder it is to get motivated, especially when other students seem to be flying ahead.
- Failing to meet your supervisor regularly. If you arrange a meeting with your supervisor, turn up at the agreed time. If you are stuck for any reason and you have no meeting arranged, contact him/her immediately. You gain no sympathy from anyone if you lose contact with your

supervisor and produce a poor project as a result. Your supervisor will be happy to help you but he/she can do nothing if he/she is unaware that you are having trouble.

- Allowing too little time for the report. You should try to produce as much of your report as you can as you go along, even though you may not know in advance its exact structure. The last two weeks of the project should be dedicated to pulling together the material you have accumulated and producing a polished final product.

- Failing to plan a fall-back position if the planned work is not completed on time. Try to plan your project in stages so that if things go wrong at a later stage you have a completed stage to fall back on.

- Trying to satisfy an external customer at the expense of your grades. Do not let any outside interests interfere with your work. The guidance for your project should come from your supervisor and only.

- Over/under ambition. Try to be realistic about what you can achieve in the time available. A good project requires a lot of input from you and should prove to be technically challenging throughout. At the same time, however, it is better to do a small job well than to fail to do a big job at all. Your supervisor will advise you on his/her expectations of the project and this will help you to set your sights accordingly.

5. Project's structure

There are many ways to present the results of your project and the advice is that the structure of the project is one that makes most sense of the work you have done. These guidelines are for guidance only as there is no single best structure for all the projects. There is also no suggested intention that creative approaches would be penalized just because they did not follow some of the advice given here.

All projects require reading from various sources, such as books, journal articles and websites. Students who do primary research (i.e. use questionnaires, interviews, observations to get primary data) are advised to follow Main Text - Structure 1 and students who do not do primary research (they only base their project on secondary data found in material they read) are advised to follow Main Text - Structure 2.

Students writing a Master's degree thesis are expected to do some primary research. Students writing a project other than a Master's degree thesis are not expected to do primary research. The difference in the structures lies in the main text (chapters) of the project.

Main Text - Structure 1

1. Introduction
2. Literature Review
3. Methodology
4. Findings
5. Conclusions and recommendations

Main Text - Structure 2

1. Introduction
2. A number of chapters analyzing the literature (literature review chapter is presented in a number of chapters)
3. Conclusions and recommendations

5.1. Title page

In **Appendix 6** (Independent Study Project Title Page) and **Appendix 7** (Master's Degree Thesis Title Page) you may find a sample of a title page.

5.2. Table of contents page

Include a table of contents so that readers are able to find their way around the document. This is a complete list of headings, subheading, appendices etc. and their respective page numbers. You need to ensure that there is consistency between the table of contents and the headings and subheadings used in the document. All headings in the table of contents should correspond exactly in wording, arrangement, punctuation and capitalization with the headings as they appear in the body of the text. In **Appendix 8** you may find an Example of a Project's Table of Contents Page.

The layout in the table of contents should indicate clearly whether a heading is primary, secondary or tertiary. Any suitable settings (indented headings, bold type, italics and different font sizes) can provide clarity. Another useful way of structuring the chapters and sections of the document is to use a hierarchical decimal system, e.g. 1, 1.1, 1.1.1, 1.1.2 etc. The general advice is to present the document in a format that you are happy with and one that indicates a clear logical ordering of chapters and section headings.

5.3. Acknowledgements

If you wish to make a brief reference to persons or organizations who have assisted in your project, use a separate page to do so.

5.4. Abstract

An important question for any reader is: "in a few words, what is the whole thing about?" This means that at the beginning of your project you need to provide an abstract (summary). This tells the whole story, including the principal findings, in about a page and a half (200-500 words). This should contain a statement of the aims and objectives, the problem or hypothesis, an indication of the methodology used and the main findings and conclusions. You may feel that this "gives the game away" leaving nothing to develop in the paper. Your job is not to keep your reader guessing until the final page. A project is not a detective novel!

5.5. List of Abbreviations

You may conveniently use abbreviations for organizations or phrases referred to frequently in the text, provided that they are included in the List of Abbreviations. It is customary and helpful to name the organization/phrase in full the first time it is referred to, and indicate the abbreviation to be used (see example). This is applicable for an organization/phrase of at least two words.

Example: "The Shanghai Municipal Council (SMC) had a police force since 1854. Over the years the SMC had arrogated to itself more powers and more land, and became a more and more important instrument of control."

5.6. Introduction

The introduction chapter of the project needs to answer three questions:

- What is the issue/problem? In more than two or three words, but probably not more than two or three pages, you need to define the subject of your project and draw some boundaries around it; what it is and what it isn't. The message needs to be clear to your reader, but probably even more crucial it needs to demonstrate that you fully understand the nature and parameters of what you are about.

- Why is the issue/problem important? Basically, "why bother?" Is it just a way of filling your time, or is your project about something that really matters to someone, and, if so, in what way? "Someone" might be your client organization, you, the wider academic/management community, or some combination of all three.

- What is the context in which the research is set? You need to provide enough information about contextual features to give the reader a feeling for the setting of the work. Normally, this will mean a little about the size and business of your research organization(s).

In addition, this chapter should also give the reader some indication of the structure of the project, and the way you set about researching the issues.

5.7. Literature Review

The second chapter would normally consist of your analysis of the literature. Any research project whatever its scale will necessitate reading what has been written on the subject and gathering it together in the form of a critical review. It is necessary to demonstrate some awareness of the current state of knowledge on the subject, its limitations and the way in which the proposed research aims will add to what is known. Remember you are writing a project and so you need to show the breadth and depth of the literature search that has informed your research and the academic debate surrounding the issues considered. One of the criteria for any research project is to demonstrate a critical awareness of background studies and matters relating to the project. In effect you are trying to answer the question: "what is already known about this issue/problem?". There needs to be enough of a literature review to show that useful data already in existence has informed your efforts.

The critical review of the literature should provide the reader with a statement of the accepted wisdom and major questions and issues in the field under consideration. Frequently, literature reviews simply seem to be uncritical catalogues of all that has been found which vaguely relates to the research topic regardless of the merits of the work. What is required is an insightful and critical

evaluation of what is known which leads naturally to a clarification of the gaps in the field and the way in which the proposed research is intended to fill them. Hence, you need to develop an organizing framework or model to enable you to select, order and evaluate the relevant literature.

One feature of literature review might be to show how your understanding of this secondary data has helped you to formulate questions you have used in your primary data collection. Another, not necessarily competing, approach might be to use some "model" as a way of organizing the data. Models may already be in existence as expressions of a particular theory you are using to underpin your work, or they may be created by you as a way of helping the reader to understand what you have done better.

The stage of the literature search needs to be kept under close review in consultation with the learning set so that becoming overly concerned with other researchers' work at the expense of creativity can be avoided. Whilst literature searches and reviews take place early in the research sequence, keeping up to date with the literature on the topic, of course continues throughout the period of the research.

Having set out a theoretical framework through a discussion of the relevant literature, the next logical question is "how might this problem be researched?"

5.8. Research Methodology

The third chapter is a critical evaluation of research methodologies and methods. The discussion should also consider those methodologies and methods rejected as well as those adopted. The aim is to persuade the reader that your approach and the methods chosen are appropriate for the task. You should also be aware of the weaknesses of the methods chosen and be able to comment upon the limitations this may cause.

Normally, you will be concerned with two main types of data. "Secondary data" is already in existence (often in books and journals) and your analysis of this will show that you understand what is already known about the issue. It is not the concern of this chapter to present the secondary data, but rather to explain your rationale for making the selection that you do from the literature available. "Primary data" is gathered by you "live" during the execution of the fieldwork. Again it is not appropriate to set out this data at this stage, but you do need to argue a case for the approach you have selected.

Remember no one methodology is best in all circumstances. You need to briefly review the options which might be used and provide a convincing case for the approach you selected. Most methods of research are grounded in particular views of what organizations are about. You will strengthen your argument by showing that you understand the dominant paradigm underpinning your approach. You also need to discuss the limitations of your methods. All methods are flawed to some extent and you need to show that you are aware of the degree to which the conclusions you reach using your chosen method(s) can be relied upon.

You will also need to discuss the method of data collection including the sample or respondents used and how you intend to analyze and make sense of the data. For example, what statistical techniques will you employ to make sense of quantitative survey data, and/or how do you intend to analyze qualitative data from interviews or observations in order to demonstrate rigor and validity in your analyses?

Having established what contribution the literature has to make to the solution of the problem/issue and which research methodologies to use to enable you to answer your specific research questions, the next question is: "what have you uniquely discovered?"

5.9. Findings

In this chapter you present the findings of your research and you discuss them. You present the data that forms the basis of your investigation, shaped by the way you have thought about it. In other words, you tell your readers the story that has emerged from your findings. Begin this chapter with what you have discovered that is new and then relate your results to what others have found. Evaluate the meaning of your results and explain unexpected results. You should not only describe the data. You need to make connections, and make your reasons apparent for saying that data should be interpreted in one way rather than another.

When discussing your findings try to answer the following questions: What do they mean? How do they fit into the existing body of knowledge? Are they consistent with current theories? Do they give new insights? Do they suggest new theories or mechanisms? Try to distance yourself from your usual perspective and look at your work. Do not just ask yourself what it means in terms of your perspective, but also how other people in the field might see it. Does it have any implications that do not relate to the questions that you set out to answer?

5.10. Conclusions and Recommendations

This chapter deals with conclusions and recommendations and needs to show what can be legitimately deduced from the work you have done, what confidence we can have in those conclusions and what action (if any is appropriate) should be taken as a consequence.

Towards the end of this chapter you may have, in a few paragraphs, some form of review and perhaps a look to the future. This is optional but sometimes a very appropriate thing to do. You may wish to show that you are able to reflect on the progress you have been through and consider aspects that you would change if you were to repeat the exercise. Suggest avenues for future research. Even if you do not present it as such it is good practice to discuss the problems within your study and suggestions for how things could have been differently, etc. Finally, you may spend one or more paragraphs on explaining what the contribution of your project has been to literature (if there is such a contribution).

5.11. References

Read and apply the College referencing guidelines.

5.12. Bibliography

An optional and last section before the appendices is a bibliography - this is distinct from the references section. It is worth noting the difference between the terms references and bibliography. References are a detailed list of the sources, which have been cited in the text of the document. A bibliography is a list of publications which have been consulted read or reviewed, but which have not been cited in the text. You need to stick to the same method for giving publication details as used in the references section.

5.13. Appendices

The last part of the document is the appendices. Each appendix requires a title and each should start on a new page (details to appear in the table of contents). Appendices are not included in the overall word length, but should be kept to a reasonable amount. Appendices should contain material that is relevant to the development of the arguments featured in the body of the text, but would dislocate the flow if included in earlier chapters. Examples of material suitable for inclusion are questionnaires with covering letters, the data on which the findings derived from the field work are based. Reference to appendices should always be made in the body of the project. Appendices should not be used to pad out the project with extraneous material with little relevance to the work as a whole.

6. Project's presentation

The following requirements must be adhered to in the format of the bound project:

- The font size used in the main text (including displayed matters and notes) must be 12 pt.
- The project should be typed/word processed on A4 paper (one side only).
- 1.5 line spacing must be used in the typescript except for indented quotations or footnotes where single spacing must be used.
- The paper must be white and within the range of 70 g/m to 100 g/m.
- The left hand margin should be 3 cm and all other margins must be 2.5 cm.
- Pages must be numbered consecutively throughout the main text including photographs and/or diagrams included as whole pages. The table of contents and pages before the first chapter, which might include, Acknowledgements, Abstract, etc., should be numbered in lower case Roman numerals (i, ii, iii, etc.). Chapter pages and pages following the chapters (such as References, Bibliography and Appendices) should be numbered using normal numerals. Numbering must be centered at the bottom of the document.

Projects

Two copies of the project must be bound and must remain the property of the College but the copyright of the project must be vested in the student. The copies should be bound using simple binding.

- The binding must be of a fixed type so that leaves cannot be removed or replaced; the front and rear covers must be sufficiently rigid to support the weight of the work when standing upright; and
- The title page must use at least 16 pt fonts and be shown on top.

Master's degree theses

Three copies of the project must be bound and must remain the property of the College but the copyright of the project must be vested in the student. The copies should be bound in black with gold lettering as follows:

- The binding must be of a fixed type so that leaves cannot be removed or replaced; the front and rear covers must be sufficiently rigid to support the weight of the work when standing upright; and
- The outside front board (cover) must bear in at least 24 pt font size the project's title, the student's name, the qualification related to the thesis (e.g. Master in Business Administration), the word "Thesis" and the year of submission. The same information, excluding the project's title, must be shown on the spine of the work, reading downwards.

Project title

A project submitted to Americanos College

for the course of

MGT302 Organizational Behavior

under the supervision of

Name of supervisor

by

Student's name

Student's Number: 20053124

Americanos College

Semester

Month Year (when you submit the project)

.

Thesis title

A thesis submitted to Americanos College in partial

fulfilment of the requirements for the degree of

Master in Business Administration

under the supervision of

Name of supervisor

by

Student's name

Student's Number: 20053124

Americanos College

Month Year (when you submit the thesis)

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CHAPTER

APPENDICES

Referencing Guidelines
8 October 2007

INTRODUCTION

Referencing is essential in all academic work, such as essays, reports and dissertations. Referencing is not something you should leave to do at the end of your academic writing. You need to reference as you go along. There is nothing more frustrating than coming to write up your project and find out that you have forgotten to note for example the publisher, the page numbers or the publication year of the publication you have referred to. References (also called "citations") are inserted at points in your writing and lead the reader to the source (e.g. a book) that is the evidence for what you have said.

A reference should contain sufficient information for someone to trace the source in a library. It is very important to be **consistent** and **accurate** when citing references. The same set of rules should be followed every time you cite a reference. **You should acknowledge your source in two places: in the main body of the text and in a reference list at the end of your academic work.** Citations in the text should give the author's name with the year of publication and then all references should be listed in alphabetical order at the end of the academic work. All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarized. You must acknowledge your source every time you refer to someone else's work. Failure to do so amounts to **plagiarism**, which is against the College rules and is a serious offence. These referencing guidelines are based on the Harvard referencing system.

CITATION IN THE TEXT

In the Harvard system cited publications are referred to in one of the forms shown below:

Single author

Bell (1993) states that the practical, problem-solving nature of action research . . .

OR

The practical, problem-solving nature of action research . . . (Bell, 1993).

Two authors

In the book by Gill and Johnson (2003) . . .

More than two authors

Blaxter *et al.* (2001) point out that . . .

In this case you write the last name of the first author accompanied by the phrase "*et al.*" which means "and others" in italics.

More than one citation within a sentence

If more than one citation is referred to within a sentence, list them all in the following form, by year (most recent first) and then alphabetically:

There are indications that passive smoking is potentially threatening to the health . . . (Francome and Marks, 1996; Bunton, 1995; Lupton, 1995)

Quoting in the text

When quoting directly in the text use quotation marks as well as acknowledge the page number of the quotation beyond the author's name and year of publication as shown below. By quotation we mean a passage of an author reproduced in inverted commas in your text.

Quotations of up to 2 lines can be included in the body of the text

Blaxter *et al.* (2001) point out that: "action research is well suited to the needs of people conducting research in their workplaces, and who have a focus on improving aspects of their own and their colleagues' practices." (p. 67).

Longer quotations should be indented in a separate paragraph

Gill and Johnson (2003) argue that:

> "action research is clearly an important approach to research in business and management, particularly given its declared aim of serving both the practical concerns of managers and simultaneously generalizing and adding to theory." (p. 94).

In cases where 1.5 line spacing is used for the text (for example in a thesis) such quotations shown indented in a separate paragraph must be presented in single line spacing.

If part of the quotation is omitted then this can be indicated using three dots:

Weir and Kendrick (1995) state that: "networking is no longer solely within the male domain . . ." (p. 88).

Same year and same author more than once

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets. If Smith, J. has two

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books published in 1975, you need to call one Smith, J. (1975a) and the other Smith, J. (1975b). Every distinct key word/number combination in text citations must have a corresponding entry in the references.

Smith (1975b) states that the practical, problem-solving nature of action research . . .

This applies to both the year shown in the citation in the text and the year shown in the references at the end of the text.

Secondary referencing

Secondary referencing is when you cite the work of an author (primary source) that has been cited in the source (e.g. a book) you have read (secondary source). You should cite both the primary source and the source you have read for example (Fiedler and Chemers, 1974, cited in Douglass, 1996). In this case Fiedler and Chemers is the primary source and Douglass is the source you have read. Secondary referencing should be avoided as much as possible.

LISTING REFERENCES AT THE END OF THE TEXT

References should be listed in alphabetical order by author's name and then by date (earliest first), and then, if more than one item has been published during a specific year by the same author, by letter (1995a, 1995b etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should be in italics.

PRINTED DOCUMENTS

A book by a single author

Author's surname, Author's initial(s). (Publication year). *Book title*. (Book's edition). Publication place: Publisher.

Bell, J. (1993). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. (2nd ed.). Great Britain: Open University Press.

Do not write edition if this is not provided.

A book by more than one author

Blaxter, L., Hughes C. and Tight M. (2003). *How to Research*. (2nd ed.). Great Britain: Open University Press.

An edited book

If a book has an editor or editors, write the editor(s) name instead of author(s) name and put (ed.) or (eds.) after the name(s).

Basford, P., Lynn, A. and Slevin, O. (eds.) (1995). *Theory and practice of nursing: an integrated approach to patient care*. Edinburgh: Campion.

A chapter in a book

Weir, P. (1995). Clinical practice development role: a personal reflection. In: K. Kendrick (ed.) *Innovations in nursing practice*. London: Edward Arnold. pp. 5-22.

An article in a journal/magazine

Author's surname, Author's initial(s). (Publication year). Article title. *Journal title*, Volume number (Issue number), Page number(s).

Allen, A. (1993). Changing theory in nursing practice. *Senior Nurse*, 13 (1), pp. 43-5.

An article in a newspaper

White, M. (1998). £68m to cut NHS waiting lists. *Guardian*, 18 May 1998, p. 8.

If no author's name is given then "Anon" should be used instead.

Anon. (1998). Schemes to boost dental care. *Guardian*, 18 May 1998, p. 8.

A secondary reference

Bell, J. (1993). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. (2ⁿᵈ ed.). Great Britain: Open University Press. Cited in: Blaxter, L., Hughes C. and Tight M. (2003). *How to Research*. (2ⁿᵈ ed.). Great Britain: Open University Press.

INTERNET SOURCES

A website

Author's surname, Author's initial(s). (Publication year). *Title* [online]. Available from: URL [Accessed date].

Example:

Marieb. E. (2000). *Essentials of Human anatomy and Physiology: AWL Companion Web Site* [online]. Available from: http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/ [Accessed 4 July 2001].

- Most web pages are updated on a regular basis. The year of publication is the year the pages were last updated. If you are not sure of the year click on "View and Source" of the internet browser to check when it was last modified. If no publication date is given write (No date).
- The accessed date is when you viewed, downloaded or printed the web page.

Frequently, information is put on the Internet by organizations without citing a specific author. In such cases, ascribe authorship to the smallest identifiable organizational unit or write the title instead.

Example:

The University of Sheffield Library. (2001). *Nursing and Midwifery in the Library and on the Internet* [online]. Available from: http://www.shef.ac.uk/library/subjects/subnurse.html [Accessed 4 July 2001].

- If you cannot identify an author, reference the work by title.

Sheffield Botanical Gardens. (2005). [online]. Available from: http://www.sbg.org.uk [Accessed 4 July 2001].

An article in a journal/magazine found online

Author's surname, Author's initial(s). (Publication year). Article title. *Journal title* [online], Volume number (Issue number), Page number(s). Available from: URL [Accessed date].

Handwashing Liaison Group (1999). Handwashing. *BMJ* [online], 45 (3), pp. 35-40. Available from: http://www.bmj.com/cgi/content/full/318/7185/686 [Accessed 4 July 2001].

- The above is an example of a reference of a journal available in print and online. If an article is available only online do not include the "[online]" in the above reference.
- If no volume, issue or page numbers are available give as much relevant information as you can.

Marking Students' Written Work Guidelines
8 October 2007

Because of the variety of written works, the following criteria for assessing written work need to be seen as a broad guide that has certain flexibility in its application. They are general and can be applied to all assessed written works, such as essays, projects, case studies, assignments and reports. Some criteria may be more applicable to a particular type of coursework than others. For example, the balance between personal/impersonal and subjective/objective may vary according to the subject matter and whether the coursework is based upon personal learning or is a purely academic essay.

Marking criteria

All written work is designed to assess the learning outcomes. The four broad criteria areas for marking written work are as follows:

Overall Structure

There should be a clear structure, i.e. an introduction, a main body and a conclusion:

- the introduction should set the scene and may do some or all of the following: interpret the topic to be investigated; define terms; indicate the direction the work is going to take; outline the scope of the work.
- the main body of the work should demonstrate understanding through the use of material and/or theoretical ideas in relation to the learning outcomes of the related course; there should be a logical progression of arguments/ideas that are expressed in a coherent way with one point/idea linked to the next building towards a conclusion.
- the conclusion should draw together the important points made and round off the work (conclusions in reports often include recommendations for further research or action).

Balance of Narrative, Argument and Analysis

The balance here will vary according to the type of written work, e.g.: a case study might require a lot of description, but there is still the expectation that relevant theory and analysis will be applied to demonstrate understanding of the situation. Therefore, the balance of narrative, argument and analysis should be appropriate to the set task. It should also:

- explore and evaluate all main issues;
- show evidence of critical analysis of ideas/literature etc;
- use evidence to construct an argument;
- be focused and largely free of repetition; and
- demonstrate learning outcomes.

Research and Content

This should:

- include sufficient relevant material from the syllabus;
- use appropriate selection of material/issues/theories/examples;
- contain a balance between personal/impersonal and subjective/objective;
- balance subjective material with material from other sources, particularly relevant theory (could also use: relevant literature, tutor input, student and class discussion); and
- demonstrate learning outcomes.

Research and content may also:

- show evidence of research and wider reading beyond reading lists and material discussed in class; and
- use a variety of different sources.

Clarity of Expression and use of English, References and Appearance

The work should:

- use appropriate English;
- be largely free of spelling, punctuation and grammatical errors;
- use specialist reference sources of evidence within the text;
- include a bibliography acknowledging all sources used in the essay; and
- be typed, according to the instructions given.

Project's marking report

Supervisors need to provide their marking and comments related to a project in a report (see an example in **Appendix 11**). For written work other than projects there is no need for faculty members to prepare a report but they are expected to consult these guidelines.

Comments may be given on the overall impression of the work, on anything that was particularly good/bad, impressive, and/or interesting. Suggestions may also be given for improvements that the student can work on for future assignments.

Marking Framework

Criteria Areas / Marks	90-100%	80-89%	70-79%	60-69%	0-59%	Weight
Overall structure	very clear and logical structure	well-structured	Identifiable structure, would be improved by re-ordering/ addition of material	little or no structure, rambling	no structure, confused	10%
Balance of narrative, argument and analysis	Appropriately balanced, completely relevant argument, full grasp of theory/ideas, applies them convincingly	good balance, relevant argument, good grasp of theory/ideas, able to apply them	unbalanced, broadly relevant argument, some digressions, fairly good grasp of theory/ideas, reasonable attempt to apply them	poor balance, tends towards description, some relevant argument but vital omissions, some grasp of theory/ideas, imperfect attempts to apply them	poor balance, descriptive, barely relevant/irrelevant argument, vague/no understanding of theory/ideas, little/no application	40%
Research and content	clear evidence of wide reading/ research, excellent selection of material, demonstrates critical/creative and independent thought	wide reading/ research, good selection of material, some critical and independent thought	some additional reading/ research beyond what suggested, reasonable selection of relevant material, competent but uninspired	little evidence of reading/research, perfunctory, poor selection of material, no critical thought	little/no evidence of reading, research, content barely/not relevant, no breadth or critical thought, superficial	40%
Clarity of expression, use of English, referencing And appearance	high standard of writing and presentation, writing is fluent and easy to understand, confident use of specialist vocabulary, free of spelling, punctuation and grammatical errors, correctly referenced	well-written and presented, confident use of specialist vocabulary, largely free of spelling, punctuation and grammatical errors, correctly referenced	reasonably well-written and presented, largely free of spelling, punctuation and grammatical errors, correctly referenced	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	10%

PROJECT'S MARKING REPORT

Project title:	A comparison of the marketing mix of two hotels
Course code and title:	HOT301 Hospitality Marketing
Student's Number:	20023275
Student's Name:	Khoda Bhai Jayantilal PATEL
Supervisor:	Ms Anthea Charalambous
Project's deadline:	21 May 2007

Assessment Criteria	Weight %	Mark %	Weighted Mark %
Overall Structure	10	90	9
Balance of Narrative, Argument and Analysis	40	90	36
Research and Content	40	70	28
Clarity of expression, use of English, referencing and appearance	10	60	6
Total	100		79

Comments

- The overall structure of the study is clear.
- However, information about the room types, the spa etc, could have been more effectively placed in the appendices and referred to (especially since some pages were copied from the internet without changes made at all) e.g. page 16 "Welcome to Amnonia spa...", page 35 "our kids club", prices on pages 44, etc.
- The issues chosen for inclusion and the information gathered were on the whole valid and relevant.
- The theory included did not refer specifically to the hotel product (e.g. page 5, page 54) which significantly limited the scope of analysis throughout the study.
- The analysis was not always based on own opinion e.g. page 41 product specification interlinked with comments from websites.
- Some points were not clarified in the text e.g. source of prices given (from an on-line tour operator "classic collections?") and effects of this not discussed.
- Conclusion – an attempt made at comparing the marketing mix of both hotels and at suggesting improvements. However, page 64 is unclear and only a few significant issues were raised.
- References were attempted within the text. None found at the end of the study.
- Appendices: well chosen (e.g. appendix 9, 10), labeled and referred to in the main text, in most cases.

....
Supervisor's Signature   Date

08/10/2007

AMERICANOS COLLEGE
EXAMINATION DETAILS FORM

Complete the details below for all the courses you teach during the semester in question and return the form to the College reception. Do not write about more than one course in each row. If you are teaching two or more sections of the same course (e.g. ENG101A and ENG101B) use separate rows to write about the details of these sections and do not treat them as being one course. If you are supervising an independent study which is assessed by an examination, treat the independent study as a course and use one row to write the details concerning the examination. The abbreviations shown in the columns below mean the following:

HRS: Write the duration of the examination in hours.

LAB: Complete this only if the examination is of a practical nature and should be conducted in a laboratory (e.g. Computer Lab or Kitchen Lab etc.). Write the room number of the appropriate laboratory you would like the examination to be conducted in (e.g. B401).

ETE: Write the number of students expected to take the examination. Usually this number equals the number of students attending the course.

CAL: Write "YES" only if the students will be allowed to use a calculator during the examination of the course in question.

EAB: There are two kinds of examination question papers in terms of where the answers to the examination questions will be provided. In most cases answers are provided in the Examination Answer Book. In some examinations usually for English language examinations students are asked to fill in gaps and examiners prefer to have the students providing the answers to the examination questions in the question paper. If the students will not need an Examination Answer Book for answering the examination questions write the word "NO" in this column otherwise leave it blank.

Other Details: Complete this only if there are special circumstances, which we must take into account when preparing the examination schedule (e.g. I will be out of Cyprus between 25 and 27 of May and I would therefore appreciate if you could schedule my examination in a date other than these).

Note:

The examinations of different sections of the same course (e.g. ENG101A and ENG101B) taught by one or more faculty members are usually not scheduled on the same date and time and therefore their examination question papers cannot be the same.

Faculty Member		Semester (e.g. Fall 2008)				
Course Code	**Course Title**	**HRS**	**LAB**	**ETE**	**CAL**	**EAB**

Other Details

Signature – Faculty Member	Date

FINAL EXAMINATION PAPER GUIDELINES
8 October 2007

In **Appendix 14** you may find a Sample Examination Question Paper (the number of questions used and the marks allocated are for demonstration purposes only) which you are advised to view while reading the following guidelines.

In order to prepare a final examination question paper you need to take into account the following:

1. The final examination question paper must be comprehensive i.e. have questions from as many parts of the syllabus as possible (early and last parts). Ignore the fact that perhaps earlier parts of the syllabus have also been assessed through a mid-term examination and/or other coursework.

2. No examination questions papers can be the same under any circumstances. Examination question papers of different sections of the same course (e.g. ENG101A and ENG101B) taught by one or more faculty members cannot be the same.

3. Use Times New Roman size 12 fonts for the whole document unless instructed otherwise by the guidelines shown below.

4. The top, bottom, left and right margins should all be 2.5 cm and the paper size should be A4.

5. On the top of the first page write the following in **bold** letters:

   - "FINAL EXAMINATION -" followed by the semester in question (use size 14 CAPITAL letters);
   - the course code and course title of the course in question (use size 14 CAPITAL letters); and
   - the faculty member's name who prepared the examination question paper (if the examination paper has been prepared by two or more faculty members all faculty member's names should be shown).

6. If your examination paper has more than one section, write the section letter (for consistency purposes use only letters to number sections) where each section begins and write the total marks it carries.

7. Write clear and not confusing instructions as to what the students are required to do. Use *italics* for the instructions.

8. The examination questions must be such that they do not need any further explanations/comments/clarifications during the examination.

9. If you have more than 1 section it is better to have the instructions for each section at the beginning of each section rather than having the instructions for all sections at the beginning of the paper.

10. Write how many marks each question carries.

11. Marks should be shown in **bold** letters.

12. If a question has various parts write how many marks each part carries.

13. At the end of the paper you should draw a horizontal line followed by the phrase "**END OF PAPER**" in **bold** letters.

14. There should be a page number on all pages.

15. Make sure that the marks sum up to the correct total number (usually 100). Some examiners who examine their students using a practical examination, such as in the case of cooking courses, as well as a written examination may decide to allocate less than 100 marks to the written examination and allocate the rest of the marks to the practical examination. In some other cases examiners use a bonus question giving the chance to their students to gain another 5 marks or so. In such cases the marks will sum up to 105.

16. In case you use True/False or Multiple Choice or Fill in the Gaps questions, but you would like the students to write their answers in the Answer Book, then make this clear to them and do not just instruct them, for example, to circle their answers.

17. Do not allocate more than 30-40% of the total marks to True/False or Multiple Choice or Fill in the Gaps questions unless there is a special reason.

18. In case you require students to provide their answers on the question paper make sure you leave sufficient space for the answers to be provided in.

19. Do not include examination questions that have been used in the previous 4 years.

20. Photocopies from books or other examination papers are not acceptable unless the photocopies are included in such a way that makes the question paper presentable. We understand that when case studies are used, including a photocopy may be unavoidable.

21. Bear in mind that the College receptionists will prepare a Question Paper Cover Page like the ones shown in **Appendix 15 or 16**. Therefore, do not include the following things in the question paper prepared by you:

   - Examination Date;
   - Duration of exam (you will provide this on the Examination Details form); and
   - Space for the student to provide his/her student number and name.

   Appendix 15 provides a sample of a final examination question paper cover page for which answers are provided on the Examination Answer Book. **Appendix 16** provides a sample of a final examination question paper cover page for which answers are provided in the space available found in the question paper itself.

FINAL EXAMINATION - FALL 2004
ECO201 PRINCIPLES OF MACROECONOMICS

Faculty Member: Dr. Charalambos Louca

SECTION A [30 Marks]

Answer all questions from section A.

1. The demand for nominal balances rises with the price level. At the same time, inflation causes the real demand to fall. Explain how these two assertions can both be correct. **(20 marks)**

2. Consider a country that is in a position of full employment and balanced trade. The exchange rate is fixed, and capital is not mobile. Which of the following types of disturbance can be remedied with standard aggregate demand tools of stabilization? Indicate in each case the impact on external and internal balance as well as the appropriate policy response.

   a. A loss of export markets. **(2 marks)**
   b. A reduction in saving and a corresponding increase in demand for domestic goods. **(2 marks)**
   c. An increase in government spending. **(2 marks)**
   d. A shift in demand from imports to domestic goods. **(2 marks)**
   e. A reduction in Imports with a corresponding increase in saving. **(2 marks)**

SECTION B [50 Marks]

Answer question 1 and only one (1) from questions 2 and 3.

1.   a. Determine the optimal strategy for cash management for a person who earns $1,600 per month, can earn 0.5 percent interest per month in a savings account, and has a transaction cost of $1. **(12 marks)**
     b. What is the individual's average cash balance? **(9 marks)**
     c. Suppose income rises to $1,800. By what percentage does the individual's demand for money change? **(9 marks)**

2.   a. Is velocity high or low relative to trend during recessions? Why? **(5 marks)**
     b. How can a Central Bank influence velocity? **(5 marks)**

3.   Consider two alternative programs for contraction. One is the removal of an investment subsidy; the other is a rise in income tax rates. Use the *IS-LM* model and the investment schedule, to discuss the impact of these alternative policies on income, interest rates, and investment. **(20 marks)**

1

SECTION C [10 Marks]

Answer ALL questions from this section. All questions carry 1 mark each. Choose the letter corresponding to the correct answer. WRITE YOUR ANSWERS IN THE ANSWER BOOK in the special page provided. Any answers you provide below, on this paper, will be ignored.

1. Relationship selling is:

   A) Building long-term telemarketing associations.
   B) The sole responsibility of the sales manager.
   C) Building long term associations with a select number of carefully chosen accounts.
   D) Building short-term associations with a large number of accounts.
   E) Reminiscent of the backslapping, joke-telling salesman of days gone by.

2. Sales force management activities are most directly a part of the _____ in a company's marketing program.

   A) Physical-distribution system.
   B) Promotional mix.
   C) Pricing activity.
   D) Product-planning activities.
   E) Brand management.

SECTION D [10 Marks]

Answer ALL questions from this section. All questions carry 1 mark each. State whether each statement is true or false. WRITE YOUR ANSWERS IN THE ANSWER BOOK in the special page provided. Any answers you provide below, on this paper, will be ignored.

1. If demand changes greatly, we say the demand is inelastic.

2. The simplest pricing method is break-even pricing - adding a standard mark-up to the cost of the product.

3. The FOB-origin pricing strategy means that the goods sold are placed free on board a carrier. At that point the title and responsibility pass to the customer, who pays the freight from the factory to the destination.

4. Companies that set a low initial price in order to get their "foot in the door" quickly and deeply, attract a large number of buyers quickly, and win a large market share practice market-skimming pricing.

END OF PAPER

2

AMERICANOS COLLEGE

FINAL EXAMINATION PAPER

FALL SEMESTER 2008

Course Code and Title	
Examination Date	
Time Allowed	

The use of a calculator is allowed in this examination.

Instructions:

1. Do not turn over until you are told to do so by an invigilator.

2. The examination paper must not be removed from the examination room and must be handed in to an invigilator.

AMERICANOS COLLEGE

FINAL EXAMINATION PAPER

FALL SEMESTER 2008

Course Code and Title	
Examination Date	
Time Allowed	

To be completed by the Student	
Student's Number	Student's Name

Instructions:

1. Do not turn over until you are told to do so by an invigilator.

2. The examination paper must not be removed from the examination room and must be handed in to an invigilator.

FOR OFFICIAL USE ONLY	
To be completed by the examiner	
	Score
Examiner's Name	Examiner's Signature

INSTRUCTIONS TO STUDENTS CONCERNING EXAMINATIONS
8 October 2007

1. Before starting the examination, all students must fill in the details (Student's Number, Student's Name etc.) on the cover of the examination answer book/question paper. Students must fill in the same details on the cover of any additional answer books used.

2. Students will not be allowed to leave the examination room until the examination has been in progress for at least 30 minutes. No student is allowed to enter the examination room after the examination has been in progress for 30 minutes.

3. If students choose to leave the examination room before the time fixed for the end of the examination, they must first hand their question paper and answer book to an invigilator.

4. At the end of the examination, students must remain seated until their answer book and question paper have been collected and then quietly leave the examination room.

5. Students are not allowed to remove the examination question paper from the examination room.

6. Students must not speak to or communicate with one another and must not borrow anything from other students.

7. No explanation of the examination questions may be asked for or given.

8. Mobile phones must be switched off and be left at the side of the desk.

9. Answers must be written by using a blue or black pen. Pencils should be used only for graphs, charts, diagrams, etc.

10. Students are not allowed to carry a pencil case/bag in the examination room. Pens/pencils etc. should be taken out of the case/bag.

11. Students must not have with them anything other than the items they are allowed to use in the examination room.

12. Correction fluid (Tipp-ex, Blanco, etc.) is not allowed in the examination room.

13. Eating or drinking is not allowed in the examination room.

14. Smoking is strictly prohibited in the examination room.

Students who do not follow any of the above instructions will be dismissed from the examination room. Their script for that examination will be cancelled.

ITEMS THAT STUDENTS ARE ALLOWED TO USE IN THE EXAMINATION ROOM

Typical items - The typical items a student should bring into an examination room are blue and/or black pens, pencils, erasers and rulers. Generally students are not allowed to bring anything else beyond the above mentioned items.

Calculators - Students are not allowed to use a calculator in an examination, unless it is permitted by the examiner (the cover of an examination question paper specifies when a calculator is allowed), provided it gives no print-outs, has no word display facilities and is silent and cordless. The provision of the calculator and its batteries is the responsibility of the student.

Dictionaries - Students are not allowed to use any traditional book format or electronic dictionaries in an examination.

Invigilation Regulations
8 October 2007

1. Collect the following from the College reception **25 minutes before** the examination starting time.

    a. a sufficient number of examination question papers in one or more envelopes for the examination(s) in question;
    b. a sufficient number of examination answer books for the examination(s) in question (Sometimes answers need to be provided on the question paper. In such a case no examination answer books are provided and instead one or more empty envelopes are provided); and
    c. the examination roster i.e. a list of all students registered in the course(s) eligible to take the examination.

2. Do not remove any question papers or answer books from the envelope(s) until you enter the examination room.
3. Go into the examination room and ask all students to abandon the examination room. If the door of the examination room is locked ask the College administration to unlock it.
4. Close the door and put all examination question papers face down on the desks along with one examination answer book (if applicable) for each question paper. The answer books, if any, should be placed on the desk face up. The question paper should always be placed on the top of the answer book. Make sure you spread out the papers as much as possible within the available space. Place two papers per 3-seat desk and one paper per 2-seat desk at the most. If there are two versions of an examination paper or if there are two or more examinations taking place you may place three papers per 3-seat desk (as long as the paper in the middle is different from the other two) and two papers per 2-seat desk (as long as the two papers are different). Different examination papers examined in the same examination room have different colors.
5. Clean the whiteboard(s) (if necessary) and write the course code and title of the course(s) being examined and the date and the semester in question on the whiteboard.
6. Once all examination papers have been placed on desks, invite students to enter the examination room. This should be done at least 10 minutes before the examination starting time. When students enter the examination room ask them to leave all unnecessary items they possess (e.g. bags, lecture notes, books etc.) at the front of the examination room (where the whiteboard is). In case more than one examination is taking place in the same room, while students enter the examination room, inform them of the color of their examination question paper and ensure that each student receives the correct examination question paper. Make sure that:

    a) Students do not turn the examination paper over until you instruct them to do so.
    b) Students maintain total silence while being in the examination room.

7. Ask all students who do not possess their student identity card to obtain a temporary student identity card from the reception area that will allow them to sit the examination in question.
8. Two minutes before the examination starting time ask students to complete the necessary details (course code, course title, student's number, and student's name) in the space provided on the cover of the examination answer book or in the space provided on the cover of the examination question paper (if an answer book will not be used). Tell them that the course code and title of the course(s) being examined is shown on the whiteboard.
9. Ask them to switch off their mobile phones and place them at the side of the desk along with their student identity cards.
10. Ask them to start their examination.

11. Write the time the examination ends on the whiteboard (if the examination started late, students must be allowed the full time of the examination paper).

12. Once the examination has commenced go round and check that all students have their student identity card and that the person taking the examination is indeed the person whose photograph is shown on the student identity card. At the same time you must mark a "√" next to the name of the student, found on the examination roster, who has been present in the examination. Students without their student identity card should be asked to go to the College reception, obtain a temporary student identity card and return to the examination room. In the case where a Temporary Student Identity Card is presented you need to collect the card and return it to the College reception area once the examination is over. Be careful with students entering the examination room after the examination has started. Make sure that their identity is verified and mark a "√" next to their name on the examination roster. Any student whose name is not shown on the examination roster should not be allowed to take the examination.

13. Once the examination is over and all students have left the examination room you should place all used answer books in one or more envelopes along with two copies of the question paper and the completed examination roster and give them to the invigilator who is the examiner in question. If the answers to the examination are provided in the question paper then all used question papers should be placed in one or more envelopes along with the completed examination roster and be given to the invigilator who is the examiner in question. Everything else should be placed in one or more envelopes and must be returned to the College reception. If none of the invigilators is the examiner of the examination, all envelopes must be returned to the College reception. The College administration will arrange that the envelope(s) containing the students' answers is/are given to the examiner in question.

While the examination is in progress be aware of the following:

1. Make sure that all the Instructions to Students Concerning Examinations are followed by students.

2. Watch the students as they leave the examination room and make sure that they return to you their examination question paper and/or answer book. For any non returned scripts students may claim later on that the invigilator has lost their script.

3. Each time a student submits to you his/her examination answer book and/or question paper, check that the cover page is fully and appropriately completed.

4. Students are forbidden to take examination papers out of the examination room.

5. Make sure that all used and unused examination question papers are returned to you by the end of the examination.

6. At least one invigilator must be present in the examination room throughout the examination. Only students, invigilators and College administration staff may be present during an examination.

7. You must be very careful, serious and strict and must try to keep the examination room peaceful and silent.

8. You are particularly requested to prevent anything that tends to disturb the students.

9. Make sure that students abstain from any kind of communication with one another in the examination room.

10. Ensure that students use no unfair means, either by assisting one another or using books, notes, etc.

11. Never allow the passing around of anything including calculators during an examination.

12. Students, who finish the exam and leave the examination room before the allotted time, should be advised not to stay near the examination room.

13. Be fair with all students. Do not give leads or talk in private to any student. If you must give certain explanations announce them to all students.

14. You are not allowed to bring into the examination room newspapers, books, scripts or any other materials irrelevant to the invigilation. You should pay your full attention to the task of invigilating and not engage in other activities including reading or marking examination scripts.

15. During an examination smoking, eating or drinking in the examination room are not allowed by any invigilator or student.

16. If two or more people are invigilating an examination they must be positioned at different sides of the room.

17. Students may be allowed to go to the toilets but they should be discouraged from doing so.

Discourage cheating cases

- Ask students to change seats whenever you feel that this will hinder those students or others to cheat.
- Mix students of different mother languages.
- Spread out students as much as possible whenever there is available space. Do this at the beginning of an examination but also at any point throughout the examination.
- Pay special attention to students who have refused to change seats.

Deal with examination rule-breaking incidents

The student has one or more cheat papers

- Remove all cheat papers, the examination question paper and any answer books from the student, write the student's name and number on an Examination Rule-Breaking Incident form and ask the student to leave the examination room. In such cases do not discuss the issue with the student or make a scene, since this will disturb other students.
- Describe the incident in the Examination Rule-Breaking Incident form, complete the form, attach all cheat papers to the form and place the form in the envelope where the students' scripts will be placed.

The student has written examination-related stuff on his/her hand or arm

- Ask the student to wipe the examination-related stuff off.

The student talks to others or disturbs

1st time – Tell the student to stop talking to others or disturb.

2nd time – Warn the student that if he/she continues to talk to others or disturbs again he/she will be requested to leave the examination room.

3rd time – Do the following:

- Remove the examination question paper and any answer books from the student, write the student's name and number on an Examination Rule-Breaking Incident form and ask the student to leave the examination room. In such cases do not discuss the issue with the student or make a scene, since this will disturb other students.
- Describe the incident in the Examination Rule-Breaking Incident form, complete the form and place the form in the envelope, where the students' scripts will be placed.

08/10/2007

AMERICANOS COLLEGE
WITHDRAWAL FORM

SECTION 1	TO BE COMPLETED BY THE STUDENT

Complete Section 1 of the form and return it to the College reception. Please note the following:

1. This form is valid only if fully completed and submitted to the College reception after the add/drop period but on or before the deadline for withdrawal.
2. Students with an international student status are required to be registered for at least 12 credits in each semester if pursuing an undergraduate program or at least 9 credits if pursuing a postgraduate program. A student with an international student status needing less than 12 credits to graduate from a bachelor's degree or higher diploma can be registered for the number of credits he/she needs to graduate. A student with an international student status needing less than 9 credits to graduate from a postgraduate program can be registered for the number of credits he/she needs to graduate.

Student Number	Student Name	Semester/Session

I would like to withdraw from the following course(s) I have registered for in the Semester/Session shown above for the reason(s) shown below. I am aware of the regulations regarding withdrawal.

Course Code	Course Title

Reason(s) for withdrawal

Signature – Student	Date

SECTION 2	FOR OFFICIAL USE ONLY

Complete this section of the form and the bottom part of the form (receipt slip). Tear off the receipt slip and give it to the student. The date written on the receipt slip should be of the format: Sixteen of November Two Thousand and Eight. Give the rest of the form to the College Director for approval.

1	Has the student applied for withdrawal on or before the deadline (not later than the end of the eighth week for the Fall and Spring semesters and not later than the end of the third week for the Summer session)?	NO ☐ YES ☐
2	If the student has an international student status and he/she withdraws from the above course(s) will he/she remain registered for at least the number of credits he/she should be registered for (see section 1)?	NO ☐ YES ☐

I approve the above student's application for withdrawal.

Signat. – College Officer	Date form was received	Signat. – College Director	Date

SECTION 3	FOR OFFICIAL USE ONLY

Make all necessary entries in the Administration System and sign below.	Administration System Computer Entries ☐ Tick when done
Signature – College Officer	Date

✂---

WITHDRAWAL REQUEST RECEIPT SLIP

Student Number	Student Name	Semester / Session

This is to certify that the student shown above has submitted a withdrawal request in the Semester / Session shown above on the date shown below.

Signature – College Officer	Date the form was received

08/10/2007

AMERICANOS COLLEGE
INCOMPLETE GRADE ASSIGNMENT FORM

TO BE COMPLETED BY THE TUTOR

Complete the form, attach a statement from the student explaining the extenuating circumstances which justify the "I" grade and return it to the Office of Student Affairs.

DETAILS FOR THE ASSIGNMENT OF "I" GRADE

Tutor

Course Code	Course Title
Student Number	Student Name

REASONS(S) WHICH JUSTIFY THE "I" GRADE

REMAINING COURSE REQUIREMENTS

DEADLINE FOR COMPLETION OF REMAINING COURSE REQUIREMENTS

Once the remaining course requirements have been completed I will submit a completed Grade Change form to the College reception. If the above student fails to complete the remaining course requirements within the set deadline I authorize you to assign a letter grade "F" for the above student in the above course.

Signature – Tutor	Date

08/10/2007

AMERICANOS COLLEGE
GRADE APPEAL FORM

SECTION 1	TO BE COMPLETED BY THE STUDENT

Complete this section and submit the form along with the grade grievance fee of £5 to the College reception.

Student Number	Student Name

DETAILS OF THE COURSE IN WHICH THE DISPUTED GRADE WAS GIVEN

Course Code	Course Title

Semester	Tutor

SECTION 2	TO BE COMPLETED BY THE OFFICE OF ADMINISTRATION & FINANCE

Amount Received	Receipt No	Date

SECTION 3	TO BE COMPLETED BY THE TUTOR

Check (√) one of the two boxes below, complete any other details if necessary and submit the form to the College reception.

☐ I have reviewed all assessed work leading to the letter grade (details of which are shown in section 1) and I find that the marks already assigned are correct.

☐ I have reviewed all assessed work leading to the letter grade (details of which are shown in section 1) and I find that the marks allocated should be changed to the following:

	Course Work		Final Exam		Total Mark		Letter Grade	
Grade Should Change From								
To								

Reason(s) for change:

Signature – Tutor	Date

FOR OFFICIAL USE ONLY		
Computer Entries ☐ Tick when done	Entries made by	Date

08/10/2007

AMERICANOS COLLEGE
GRADE CHANGE FORM

TO BE COMPLETED BY THE TUTOR

Complete the form and submit it to the College reception.

Tutor

Course Code	**Course Title**

Student Number	**Student Name**

		Course Work		Final Exam		Total Mark		Letter Grade	
	Grade Should Change From								
	To								

Reason(s) for change:

Signature – Tutor	**Date**

FOR OFFICIAL USE ONLY

Computer Entries Tick when done ☐	**Entries made by**	**Date**

09/10/2007

AMERICANOS COLLEGE
EXAMINATION RULE-BREAKING INCIDENT FORM

TO BE COMPLETED BY THE INVIGILATOR

Complete this form when a student was asked to leave the examination room because he/she had broken an examination rule. Attach any cheat papers (if applicable) to this form and place the form in the envelope where the students' scripts will be placed.

Course Code	Course Title

Student Number	Student Name

Time Examination Started	Incident Time

The above student was asked to leave the examination room because:

☐ He/she had one or more cheat papers

☐ He/she talked to others or disturbed after being warned twice

☐ See below

Invigilator's Name	Invigilator's Signature	Date

08/10/2007

AMERICANOS COLLEGE
MAKE-UP EXAMINATION REQUEST FORM

SECTION 1	TO BE COMPLETED BY THE STUDENT

Complete Section 1 of the form and submit it to the tutor concerned. Ask the tutor to complete Section 2 of the form provided that the tutor agrees to grant the make-up examination. After the tutor signs the form return the form to the College reception along with the make-up examination fee of £50.

Student Number	Student Name
Course Code	Course Title
Tutor	

Reason(s) for requesting a make-up examination:

Signature – Student	Date

SECTION 2	TO BE COMPLETED BY THE TUTOR

I have examined the above student's request for a make-up examination and I have agreed for the student to take the make-up examination on the date and time shown below:

Date of Examination	Time of Examination	Signature – Tutor	Date

SECTION 3	TO BE COMPLETED BY THE OFFICE OF ADMINISTRATION AND FINANCE

Amount Received	Receipt No	Date

SECTION 4	TO BE COMPLETED BY THE TUTOR

I have marked the student's make-up examination and below you may find his/her grade.

	Course Work		Final Exam		Total Mark		Letter Grade	
The student's Grade should be recorded as follows:								

Signature – Tutor	Date

FOR OFFICIAL USE ONLY		
Computer Entries Tick when done ☐	Entries made by	Date

08/10/2007

AMERICANOS COLLEGE
INDEPENDENT STUDY PROPOSAL FORM

SECTION 1	TO BE USED BY THE DIRECTOR

Complete and sign this section and give the form to the Department Head responsible for the course shown below.

Student Number	Student Name		

Course (for which the independent study will be conducted)	Number of Credits	Examined by: ☐ Project ☐ Examination

Supervisor's Name	Semester	Deadline

I approve the above independent study to be taken.

Signature	Date

SECTION 2	TO BE USED BY THE INDEPENDENT STUDY SUPERVISOR

Complete and sign this section, and attach the details of the independent study to be conducted to this form. Make two copies of the form and its attachment(s), keep one copy of the form and submit the original form to the College reception. Give the other copy of the form to the student in question.

- If the study will be examined by a project give the student the Americanos College Referencing Guide and the Project Guidelines, and provide the following in the details of the independent study to be conducted:

  - The title of the Independent Study to be taken.
  - A description of the content of the study (what is required from the student to write).
  - The length in words of the independent study (usually a 3 credit independent study is expected to be of 7 to 9,000 words long.
  - The weight assigned to assessing the various aspects of the independent study – Below you may find an example of this:

    Balance of narrative, argument and analysis: Appropriate balanced, completely relevant argument, full grasp of theory/ideas, applies them convincingly. (**40%**)
    Research and content: Clear evidence of wide reading/research, excellent selection of material, demonstrates critical/creative and independent thought. (**40%**)
    Overall structure: Basic aspects of the study; clear and logical path of thinking, presentation of complete thoughts, integrated paragraphs and smooth movement from one paragraph to another. (**10%**)
    Clarity of expression, use of English, referencing and appearance: High standard of writing and presentation, writing is fluent and easy to understand, confident use of specialist vocabulary, free of spelling, punctuation and grammatical errors, correctly referenced. (**10%**)

- If the study will be examined by an examination attach the course syllabus of the course in question to this form.

Independent Study Title	

The above Independent Study has been approved.

Signature	Date

SECTION 3	TO BE USED BY THE ADMINISTRATION & FINANCE OFFICE

Make the necessary entries in the Administration System, print the two copies of the registration form, complete and sign this section. Give both copies of the registration form to the supervisor and request him/her to ask the student to sign both copies of the registration form. Then the supervisor should return one of the copies of the registration form to you.

Administration System Computer Entries ☐	Tick when done

The necessary entries in the Administration System have been made and two copies of the registration form were given to the supervisor in question.

Name	Signature	Date

09/10/2007

AMERICANOS COLLEGE
INDEPENDENT STUDY GRADING FORM

SECTION 1	TO BE USED BY THE SUPERVISOR

Complete this section when the marking for the Independent Study in question has been completed and submit the form to the College reception along with the marked Independent Study. You need to attach to this form any details regarding the way the independent study has been assessed.

Student Number	Student Name	

Course (for which the independent study was conducted)	Supervisor's Name

Independent Study Title

Semester	Grade Assigned	Letter Grade Assigned

I have marked the above Independent Study and the letter grade I have assigned is shown above.

Signature	Date

SECTION 2	TO BE USED BY THE ADMINISTRATION & FINANCE OFFICE

I have recorded the above grade in the Administration System and given a photocopy of this form to the student in question.

Name	Signature	Date

19/07/2007

AMERICANOS COLLEGE
BOOK/JOURNAL REQUEST FORM

SECTION 1	TO BE COMPLETED BY THE FACULTY MEMBER

Write below (or attach a list) the title and other details (author, publisher, edition, cost, where to buy/order from) of the book(s)/journal(s) or other publications you would like to have in the library or have for research and take the form to the Director of Administration and Finance for approval. Once the form is approved by the Director of Administration and Finance take it to the Librarian.

BOOK / JOURNAL DETAILS

REASON

Name – Faculty Member	Signature – Faculty Member	Date

SECTION 2	TO BE COMPLETED BY THE DIRECTOR ADMINISTRATION & FINANCE

I approve the acquisition of books or other publications as described in Section 1.

Name – Director of Admin & Finance	Signature	Date

08/10/2007

AMERICANOS COLLEGE
OTHER ACADEMIC MATTERS EVALUATION FORM

TO BE COMPLETED BY THE DEPARTMENT HEAD

Complete the necessary details below.

Faculty Member's Name	Semester			

Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	N/A	Performance 1	2	3
1 Course Outlines	☐	☐	☐	☐
2 Final Examination Question Papers	☐	☐	☐	☐
3 Faculty Portfolio	☐	☐	☐	☐
Totals:				
Grand Total:				

Average Score = [(Grand Total * 50) / Number of Matters Evaluated] - 50 =

Comments:

Name – Department Head	Signature – Department Head	Date

13/08/2007

AMERICANOS COLLEGE
CLASSROOM OBSERVATION FORM

SECTION 1	TO BE USED BY THE CLASSROOM OBSERVER

Complete the necessary details and check (√) the box of your choice in the classroom observation items so that a clear and fair picture regarding the faculty member's teaching is presented. Once the classroom observation is over invite the faculty member to your office and discuss your comments regarding his/her teaching. Complete Section 2 with your suggestions for improving the faculty member's teaching. Make a copy of the completed form and give it to the faculty member.

Faculty Member's Name (surname in CAPITAL letters)		Rank	Semester (e.g. Fall 2008)
Week of Semester	Class Time	Class Date	No of Students Present
Course Code	Course Title		
Class Teaching Subject			

Classroom Observation Items		Performance			
Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)		N/A	1	2	3
	The faculty member:				
1	Demonstrates command of subject	☐	☐	☐	☐
2	Seems prepared for the class	☐	☐	☐	☐
3	Clearly states subject, aims and objectives of the lesson - Provides an overview of what is planned for the class period	☐	☐	☐	☐
4	Presents content in a clear, systematic and organized fashion, relating parts to the whole at an appropriate pace	☐	☐	☐	☐
5	Uses effective teaching methods and strategies	☐	☐	☐	☐
6	Uses effectively available audiovisual aids, technology, handouts and other instructional material	☐	☐	☐	☐
7	Uses appropriate questioning techniques	☐	☐	☐	☐
8	Involves many students in the class and promotes interaction among them	☐	☐	☐	☐
9	Ties things together at the end of the class	☐	☐	☐	☐
10	Is animated, attracts and holds students' attention and interest	☐	☐	☐	☐
11	Uses gestures and eye contact effectively	☐	☐	☐	☐
12	Demonstrates favorable attitude towards students (Positive – friendly response to students answers and questions, encouragement, praise, addressing students by name)	☐	☐	☐	☐
13	Keeps control in the class (applicable when the number of students is at least 10)	☐	☐	☐	☐
14	Uses class time effectively	☐	☐	☐	☐
15	Maintains a respectful atmosphere in the class conducive to learning	☐	☐	☐	☐
		Totals:			
		Grand Total:			

Average Score = [(Grand Total * 50) / Number of Matters Evaluated] - 50 =

13/08/2007

AMERICANOS COLLEGE
CLASSROOM OBSERVATION FORM

SECTION 2	TO BE USED BY THE CLASSROOM OBSERVER

Comments

Name – Classroom Observer	Title – Classroom Observer	Signature – Classroom Observer	Date

13/08/2007

AMERICANOS COLLEGE
ACADEMIC PROGRESS FORM

SECTION 1	TO BE USED BY THE DEPARTMENT HEAD

After classroom observation discuss with the faculty member in question about the areas mentioned below and write your comments regarding your discussion.

Faculty Member's Name (surname in CAPITAL letters)	Rank	Semester (e.g. Fall 2008)

1. Coverage of Course Syllabus

_____

_____

_____

_____

_____

_____

_____

2. Standards of Students Achievement (Excellent, Very Good, Good, Average, Below Average)

_____

_____

_____

_____

_____

_____

_____

3. Textbook(s)

_____

_____

_____

_____

_____

_____

4. Use of Library and Other Learning Resources by the Students

_____

_____

_____

_____

_____

13/08/2007

AMERICANOS COLLEGE
ACADEMIC PROGRESS FORM

5. Office Hours (if applicable)

6. Faculty Portfolios

7. Problems Encountered

Name – Department Head	Signature – Department Head	Date

12/04/2006

AMERICANOS COLLEGE
STUDENTS' FACULTY EVALUATION FORM

TO BE COMPLETED BY THE STUDENT

Please check (√) the box of your choice in all the questions below so that a clear picture about the tutor is presented.

Course Code & Title (e.g. ACC101A Financial Accounting)	Semester (e.g. Spring 2007)

	Evaluation Items	Percentage Performance (%)				
		0	25	50	75	100
1	The tutor seems prepared for each class.	☐	☐	☐	☐	☐
2	The tutor covers the material stated on the course outline.	☐	☐	☐	☐	☐
3	The material is taught in a clear way.	☐	☐	☐	☐	☐
4	The tutor demonstrates favorable attitude towards students.	☐	☐	☐	☐	☐
5	The tutor encourages students to think for themselves.	☐	☐	☐	☐	☐
6	The tutor keeps control in the class.	☐	☐	☐	☐	☐
7	Homework and coursework examinations are given on the material taught in the course.	☐	☐	☐	☐	☐
8	The tutor makes available answers or explanations to homework and coursework examinations.	☐	☐	☐	☐	☐
9	The grading system for this class was clearly explained.	☐	☐	☐	☐	☐
10	The tutor seems to use the same way of grading for all students.	☐	☐	☐	☐	☐
11	The tutor is available to see students and help them with their course.	☐	☐	☐	☐	☐
12	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students.	☐	☐	☐	☐	☐

Comments

FOR OFFICIAL USE ONLY

Computer Entries ☐ Tick when done	Entries made by	Date

STUDENTS' FACULTY EVALUATION STATISTICS

Spring 2007

Course	Title	Faculty Member	Course Average	Tutor Average	Semester Average
ECO101A	Principles of Microeconomics	Louca Charalambos			
1:	The tutor seems prepared for each class		91%	95%	89%
2:	The tutor covers the material stated on the course outline		88%	93%	89%
3:	The material is taught in a clear way		87%	92%	85%
4:	The tutor demonstrates favorable attitude towards students		91%	91%	87%
5:	The tutor encourages students to think for themselves		91%	95%	86%
6:	The tutor keeps control in the class		92%	95%	89%
7:	Homework and coursework examinations are given on the material taught in the course		94%	97%	89%
8:	The tutor makes available answers or explanations to homework and coursework examinations		90%	94%	87%
9:	The grading system for this class was clearly explained		84%	91%	89%
10:	The tutor seems to use the same way of grading for all students		77%	88%	89%
11:	The tutor is available to see students and help them with their course		91%	95%	88%
12:	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students		83%	90%	86%
		AVERAGE	88 %	93 %	88 %
		Number of Completed Forms	29	66	836

APPENDIX 32

Signature - Director

College Stamp

71% $50\% + [(TA - SA) \times 50\% / (100 - SA)]$

% used for Faculty Evaluation

08/10/2007

AMERICANOS COLLEGE
RESEARCH OUTPUT FORM

SECTION 1	**TO BE USED BY THE FACULTY MEMBER**

Complete your personal details below and attach to this form a report describing your completed and ongoing research work that relates to the period in question. For all research output (completed research work) you need to write the title(s) of your work in the table below along with the credits you are claiming for the output in question. The credits claimed should be written in the "Credits Claimed" column. Do not write anything in the "Credits Awarded" column. Once the form is completed submit it to your research evaluator, along with the report to be attached.

Completed research work is considered to be any research work which has produced a specific output according to the research output list found in the research credits policy-procedure. Ongoing research work is considered to be any work which has not yet produced a specific research output. For all completed research work you need to specify what type of output the research work refers to (a journal article published in a refereed international journal). For the research work you need to provide all necessary details for example the name of the journal the research work was published in or has been accepted for publication, whether it is an international or a local journal, whether any of the research work has received a grant and/or an award. In addition, you need to provide the details of any proposal or bid you have submitted for obtaining a grant for research work. Describe in detail what this research work is aiming for and where the proposal or bid has been submitted to and what the potential grant is.

For all ongoing research work you need to specify what the research work planned output is. In addition, you need to provide the details of any proposal or bid you have been preparing and will submit for obtaining a grant. Describe in detail what this research work is aiming for and where the proposal or bid will be submitted to and what the potential grant may be.

FACULTY MEMBER'S DETAILS	
Name (only surname in CAPITAL letters)	Period (e.g. June 2008 – May 2009)

Rank	**Track** ☐ More Research ☐ Less Research	**Employment Status** ☐ Full-time ☐ Part-time

RESEARCH OUTPUT		
ACTUAL Description	**Credits Claimed**	**Credits Awarded**
TOTALS		

08/10/2007

AMERICANOS COLLEGE
RESEARCH OUTPUT FORM

EXPECTED Description	Credits Claimed	Credits Awarded
TOTALS		
ELIGIBLE TOTAL		
GRAND TOTALS		

SECTION 2   TO BE USED BY THE RESEARCH EVALUATOR

Once you have read the faculty member's attached report regarding his/her research work, request the faculty member to present to you all necessary supporting evidence for his/her completed research work. Evaluate the supporting evidence, complete the "Credits Awarded" column in Section 1, complete Section 2 and submit the completed form to the Director.

RESEARCH OUTPUT SCORE

Research Credits Awarded = Credits Awarded Grand Total – Expected Credits Awarded (last year)

Total Percentage Score = Research Credits Awarded * 100 / (Research Credits Required * 2) =

COMMENTS

Research Evaluator's Name	Research Evaluator's Signature	Date

08/10/2007

AMERICANOS COLLEGE
FACULTY SELF-EVALUATION & SUGGESTIONS REPORT FORM

TO BE COMPLETED BY THE FACULTY MEMBER

Complete the necessary details below and attach to the completed form a typed report that refers to all areas shown below. In the report you need to use exactly same titles and numbering as shown below.

FACULTY MEMBER'S DETAILS

Name (only last name in CAPITAL letters)	Period (e.g. June 2008 – May 2009)

Head of Department	Track	Employment Status
☐ NO ☐ YES	☐ Research ☐ Less Research ☐ No Research	☐ Full-time ☐ Part-time

COURSES TAUGHT DURING THE PERIOD

Semester	Course Code	Course Title	Teaching Hrs

AREAS

1. **TEACHING**

1.1. **Teaching methods used and activities carried out**
1.2. **Improvement of teaching**
1.3. **Improvement of syllabus**
1.4. **Comments on the main textbook(s)**
1.5. **Assessment of students' work**
   Describe the assessment methods (e.g. assignments, tests, quizzes, projects, presentations) you have used during the period in question. Based on the College's policy to maintain selected projects of students in the College library, write details of any selected projects you have given to the College library giving the course code, the title of the course they relate to and the number of projects.

1.6. **Teaching and Learning Papers**
   Describe the teaching and learning papers you have prepared and distributed to students or faculty members during the period in question. Such papers consist of papers providing guidelines on how a student can enhance his/her learning ability or how a faculty member can improve his/her teaching skills or educational knowledge.

08/10/2007

AMERICANOS COLLEGE
FACULTY SELF-EVALUATION & SUGGESTIONS REPORT FORM

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2. **COLLEGE SERVICE**

2.1. **Responsibilities or duties delegated by the College**
Write any responsibilities delegated by the College or any duties other than teaching carried out during the period in question. Such responsibilities or duties consist of being a member of various committees, being a Department Head, development of new curricula and syllabi, student advising, registration of students into courses, office hours and supervision of student clubs or societies.

2.2. **Activities you have initiated**
Describe any activities initiated by you during the period in question. Such activities consist of the organization of an event in which you took part. It is useful to describe the duties you have carried out for any such activity.

2.3. **Contribution to the library**
Describe what your contribution to the library has been (e.g. suggested books to be ordered).

2.4. **Suggestions for the improvement of the College as a whole**
Describe any suggestions you may have for the Improvement of the College as a whole.

3. **SKILLS**

3.1. **Personal characteristics**
Describe how you would characterize and rate yourself in terms of having initiatives, being flexible and easily adjusting to new situations, having a sense of responsibility, having passion and enthusiasm for work and being punctual.

3.2. **Communicative and social skills**
Describe how you would characterize and rate yourself in terms of your verbal communication, written communication, cooperation with other faculty staff, cooperation with administration staff and handling criticism as a means of improvement.

3.3. **Leadership skills** (applicable only for Department Heads)
Describe how you would characterize and rate yourself in terms of planning/organizing, delegating responsibility, decision making, problem solving ability, managing resources, initiating change and evaluating.

4. **PROFESSIONAL DEVELOPMENT**

4.1 **Additional academic or professional qualifications**
Write the details of any academic (e.g. master's degree, doctoral degree) or professional qualification (e.g. Certified Accounting) or licensing you have been working towards achieving or have achieved during the period in question. State whether the qualification in question has been completed or if you are near its completion and when you expect to complete it.

4.2 **Attendance of courses, conferences or seminars**
Write the details of any courses, conferences or seminars, related to your area of specialization or education in general, you have attended during the period in question.

4.3 **Membership in professional organizations/associations**
Write the names of any organizations or associations you are a member of and any details related to the membership (e.g. activities carried or benefits received during the period in question).

5. **COMMUNITY SERVICE**

Write the details of any work you have undertaken during the period in question related to servicing the community. Such activities consist of contribution to local (private or state) or international bodies such as care providers, business organizations, educational institutions, volunteer groups, etc.

Signature – Faculty Member	Date

08/10/2007

AMERICANOS COLLEGE
COLLEGE SERVICE AND SKILLS EVALUATION FORM

TO BE COMPLETED BY THE DIRECTOR

Complete the necessary details and check (√) the box of your choice in the evaluation items so that a clear and fair picture regarding the faculty member is presented. Invite the faculty member to your office and discuss your evaluation with the faculty member and provide him/her with your suggestions for improving. Make a copy of the completed form and give it to the faculty member.

Name (only surname in CAPITAL letters)	Period

COLLEGE SERVICE		Performance		
Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	N/A	1	2	3

	The faculty member:				
1	Carries out any administrative work assigned to him/her by the College administration or Department Heads at an acceptable standard and on time	☐	☐	☐	☐
2	Participates actively and constructively in all meetings of any committee he/she belongs to and in any other meetings at which he/she is invited to attend	☐	☐	☐	☐
3	Is sufficiently available to register students into courses and carries out registration of students into courses at an acceptable standard	☐	☐	☐	☐
4	Submits completed grade rosters to the College administration on time	☐	☐	☐	☐
5	Participates actively and constructively in the College extra-curricular activities	☐	☐	☐	☐
6	Has initiative in organizing events which contribute to the development and the promotion of the external and/or internal image of the College	☐	☐	☐	☐
7	Makes sure textbooks used are up to date / Contributes to the library by submitting projects written by his/her students and suggesting books to be ordered	☐	☐	☐	☐
8	Collaborates with his/her colleagues and develops relationships that match with the faculty team as well as with the values and principles of the College	☐	☐	☐	☐
9	Makes written suggestions to the administration for the development and maintenance of the College's property and facilities / When necessary, reports in writing to the administration for any damaged teaching facilities or for anything else which is considered to be College's property / Where and when it is appropriate, acts in a way that contributes to the College's energy saving	☐	☐	☐	☐
10	Makes written suggestions to the administration for further development of the College in terms of strategies, policies, rules and regulations	☐	☐	☐	☐

SKILLS
PERSONAL CHARACTERISTICS

		N/A	1	2	3
	Has initiative	☐	☐	☐	☐
	Is flexible and easily adjusts to new situations	☐	☐	☐	☐
	Has a sense of responsibility	☐	☐	☐	☐
	Has passion and enthusiasm for work	☐	☐	☐	☐
	Is punctual	☐	☐	☐	☐

COMMUNICATION AND SOCIAL SKILLS

		N/A	1	2	3
	Verbal communication	☐	☐	☐	☐
	Written communication	☐	☐	☐	☐
	Gets on / cooperates with other faculty staff	☐	☐	☐	☐
	Gets on / cooperates with administration staff	☐	☐	☐	☐
	Handles criticism as a means of improvement	☐	☐	☐	☐

08/10/2007

AMERICANOS COLLEGE
COLLEGE SERVICE AND SKILLS EVALUATION FORM

LEADERSHIP SKILLS (only for Department Heads)				
Planning/Organizing	☐	☐	☐	☐
Delegating responsibility	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Problem solving ability	☐	☐	☐	☐
Managing resources	☐	☐	☐	☐
Initiating change	☐	☐	☐	☐
Evaluating	☐	☐	☐	☐
Totals:				
Grand Total:				

Average Score = [(Grand Total * 50) / Number of Matters Evaluated] - 50 =

Signature – Director	Date

08/10/2007

AMERICANOS COLLEGE
FACULTY OVERALL EVALUATION FORM

TO BE COMPLETED BY THE DIRECTOR

Complete the necessary details below.

FACULTY MEMBER'S DETAILS

Faculty Member's Name	Rank	Evaluation Period

Head of Department	Track
☐ NO ☐ YES	☐ Research ☐ Less Research ☐ No Research

SCORING DETAILS

AREAS				SCORE	WEIGHT [2]	WEIGHTED SCORE
TEACHING	SCORE	WEIGHT [1]	WEIGHTED SCORE			
Classroom Observations						
Other Academic Matters						
Student Evaluation						
TOTAL						
TEACHING						
RESEARCH						
COLLEGE SERVICE & SKILLS						
				TOTAL		

Total Score				Descriptive Term	Tick
Over 75%	Any area score below 50%?	NO		Above Expectations Performance exceeded the required standards.	
		YES		Met Expectations Performance met the required standards.	
50-75%	Any area score below 50%?	NO		Met Expectations Performance met the required standards.	
		YES		Below Expectations Performance was inadequate and inferior to the required standards.	
Below 50%				Below Expectations Performance was inadequate and inferior to the required standards.	

Signature – Director	Date

Notes

1. The weights for each teaching evaluation are as follows:

Teaching Evaluation / Case	Faculty Member or Department Head	
	With Student Evaluation Weight %	No Student Evaluation Weight %
Classroom Observations	63	70
Other Academic Matters	27	30
Students Evaluation	10	0
Total	100	100

2. The weights for each evaluation area are as follows:

Evaluation Area / Track	Faculty Member teaching more than 6 hrs/week			Head of Department		Faculty Member teaching up to 6 hrs / week
	Research Weight %	Less Research Weight %	No Research Weight %	Research Weight %	Less Research Weight %	
Teaching	55	70	80	45	60	100
Research	25	10	0	25	10	0
College Service & Skills	20	20	20	30	30	0
Total	100	100	100	100	100	100

13/08/2007

AMERICANOS COLLEGE
FACULTY APPLICATION FOR PROMOTION FORM

TO BE COMPLETED BY THE FACULTY MEMBER

Complete the necessary details below and attach to this page a report that refers to all areas shown below. Submit the form along with all necessary documents to the College Director. The application form must be accompanied by several documents that demonstrate fulfillment of the criteria for promotion to rank and a current curriculum vitae inclusive of all the pertinent activities as described in the relevant policy-procedure.

Faculty Member	**Academic Year applying for** (e.g. 2008 – 2009)
Current Rank	**Rank applying for Promotion**

REPORT AREAS

1. Minimum Service

2. Academic Qualifications

3. Teaching

4. Service to the College

5. Professional Development

6. Experience

7. Research

8. Existence of Vacancy

9. Service to the Community

10. Membership and participation in professional or learned societies

Note:

Before writing your report you should be aware of the College policies-procedures on:

1. Faculty Promotion;
2. Faculty Evaluation; and
3. Faculty Ranks.

You also need to be aware of any forms related to the above.

Signature – Faculty Member	**Date**

SALARY SCALES

Increment	Instructor	Senior Instructor	Lecturer	Senior Lecturer	Assistant Professor	Associate Professor	Professor
	£	£	£	£	£	£	£
0	500	600	700	800	1000	1150	1300
1	505	606	707	808	1010	1162	1313
2	510	612	714	816	1020	1173	1326
3	515	618	721	824	1030	1185	1339
4	520	624	728	832	1041	1197	1353
5	526	631	736	841	1051	1209	1366
6	531	637	743	849	1062	1221	1380
7	536	643	750	858	1072	1233	1394
8	541	650	758	866	1083	1245	1408
9	547	656	766	875	1094	1258	1422
10	552	663	773	884	1105	1270	1436
11	558	669	781	893	1116	1283	1450
12	563	676	789	901	1127	1296	1465
13	569	683	797	910	1138	1309	1480
14	575	690	805	920	1149	1322	1494
15	580	697	813	929	1161	1335	1509
16	586	704	821	938	1173	1348	1524
17	592	711	829	947	1184	1362	1540
18	598	718	837	957	1196	1376	1555
19	604	725	846	966	1208	1389	1571
20	610	732	854	976	1220	1403	1586
21	616	739	863	986	1232	1417	1602
22	622	747	871	996	1245	1431	1618
23	629	754	880	1006	1257	1446	1634
24	635	762	889	1016	1270	1460	1651
25	641	769	898	1026	1282	1475	1667
26	648	777	907	1036	1295	1490	1684
27	654	785	916	1047	1308	1504	1701
28	661	793	925	1057	1321	1519	1718
29	667	801	934	1068	1335	1535	1735
30	674	809	943	1078	1348	1550	1752
31	681	817	953	1089	1361	1566	1770
32	687	825	962	1100	1375	1581	1787
33	694	833	972	1111	1389	1597	1805
34	701	842	982	1122	1403	1613	1823
35	708	850	992	1133			1842
36	715	858	1002	1145			1860
37	723	867	1012	1156			1879
38	730	876	1022	1168			1897
39	737	884	1032	1179			1916
40	744	893	1042	1191			1936
41	752	902	1053	1203			1955
42	759		1063	1215			1974
43	767		1074	1227			1994
44	775		1085	1239			2014
45	782		1095	1252			2034
46	790		1106	1264			2055
47	798			1277			2075
48	806			1290			2096
49				1303			2117
50							2138
51							2159

13/08/2007

AMERICANOS COLLEGE
OVERTIME TEACHING HOURS

SECTION 1	TO BE COMPLETED BY THE FACULTY MEMBER

Complete the details below if the number of hours you have taught during the academic year is more than your total yearly teaching load and submit this form to the College reception.

Name	Rank	Track
		☐ Research ☐ Less Research ☐ No Research

Semester e.g. Fall 2008	Course and/or other Details e.g. MGT101 Principles of Management	Hrs per Week e.g. 3	No of Weeks e.g. 13	Total Hours e.g. 39
	TOTAL HOURS TAUGHT			
	- TOTAL YEARLY LOAD			
	OVERTIME HOURS TAUGHT			

I the undersigned, declare that the information given above is complete, accurate and correct to the best of my knowledge and belief.

Signature	Date

SECTION 2	TO BE COMPLETED BY THE DIRECTOR

Add the sum of £ _____ to the _____ monthly salary of

the above employee in full settlement for the above overtime teaching hours.

Signature	Date

08/10/2007

AMERICANOS COLLEGE
APPLICATION TO ATTEND A PROFESSIONAL DEVELOPMENT EVENT

SECTION 1	**TO BE COMPLETED BY THE APPLICANT**

Complete this section and submit the form to the Director along with the event's (e.g. conference, seminar, workshop and course) details (e.g. brochure, leaflet, internet printout and e-mail) and a completed Request for Leave form. Highlight on the event's details the dates, times and cost of the event.

Event's Title

Event's Type: ☐ Conference   ☐ Seminar   ☐ Workshop   ☐ Course   ☐ Other (see below)

Event's Dates, Days and Times

Details of Total Costs

Details of any subsidy you may receive/have received

Write below the amount you are willing to pay in order to attend the above staff development event:

Amount	**Amount in words**
£	

I, the undersigned, request permission to attend the staff development event as described above. I would like to receive the maximum possible grant from the College. I understand that if permission is granted then I need to reschedule and make up any classes missed due to my participation in this event (if applicable). I also understand that if any grant is approved then once the event is over I need to complete a Reimbursement of Expenses form and submit it to the College administration along with a receipt in the name of Americanos College in order to receive my grant.

Signature	**Name**	**Date**

SECTION 2	**TO BE COMPLETED BY THE DIRECTOR**

Complete this section and submit a copy of this form to the applicant. If you approve a grant give also a copy of this form to the finance office. Submit this form to the Director of Administration and Finance for filing.

☐ I approve your participation in the above event.

☐ I approve your participation in the above event and I approve the following grant for your participation:

Amount	Amount in words
£	

Once the event is over you need to complete a Reimbursement of Expenses form and submit it to the finance office along with a copy of this form and a receipt in the name of Americanos College.

Signature	**Name**	**Date**

08/10/2007

AMERICANOS COLLEGE
REQUEST FOR LEAVE

DETAILS OF LEAVE REQUESTED	TO BE COMPLETED BY THE EMPLOYEE

Complete the details below and return this form where appropriate. Employees who are in their first calendar year of employment or employees who are unsure of the number of days of their leave remaining are advised to consult the College Intranet. The number of days of leave should be stated to the nearest two decimal places (This can be found by dividing the number of hours of leave by your average number of working hours per day which is usually 8 hours, e.g. 13 hours should be stated as 1.63 days). Check the relevant box below and submit any supporting documents along with this application if necessary.

Name (Last name in CAPITAL letters)		Calendar Year	

From		To		Number of Days
Date	Time	Date	Time	

Reasons for Requesting a Leave

☐ Annual Leave

☐ Business Abroad
(Attached you may find my itinerary.)

☐ Military Service
(Attached you may find the document "ΦΥΛΛΟ ΑΤΟΜΙΚΗΣ ΠΡΟΣΚΛΗΣΗΣ". Once I return from my military service I will submit a letter / document certifying that I have attended my military service obligations.)

☐ Business Inland
(Attached you may find a copy of the Application to Attend a Professional Development Event form related to the event I will be attending.)

☐ Court Appearance
(Attached you may find a copy of the relevant document requesting my appearance at the court.)

I, the undersigned, would like to request leave as described above. I understand that the above leave can only be valid if approved in writing by the Director or the Director of Admissions.

Employee - Signature	Date

COMPUTER ENTRIES	TO BE COMPLETED BY THE OFFICE OF THE DIRECTOR	
Reference No	Entries made by	Date

✄---

REPLY TO REQUEST FOR LEAVE	RETURNED TO THE EMPLOYEE	
Name		Calendar Year

Your request for leave as described below has been approved:

From		To		Number of Days
Date	Time	Date	Time	

Signature - Director	Date

08/10/2007

AMERICANOS COLLEGE
REIMBURSEMENT OF EXPENSES FORM

SECTION 1	TO BE COMPLETED BY THE APPLICANT

Complete this section and submit the form to the Office of Administration & Finance along with any supporting documents.

Name

☐ I request the reimbursement of the amount shown below for my participation in a staff development event. Attached to this form you may find the relevant receipt (original) issued in the name of Americanos College and a copy of the relevant and duly approved Application to Attend a Professional Development Event form.

☐ I request the reimbursement of the amount shown below. The amount relates to the expenses as described in the further details section.

Amount £	Amount in words

Further Details

I, the undersigned, certify that the information given in this section is complete and accurate to the best of my knowledge.

Name	Signature	Date

SECTION 2	TO BE COMPLETED BY THE OFFICE OF ADMINISTRATION & FINANCE

Cheque Number	Name	Signature	Date

08/10/2007

AMERICANOS COLLEGE
APPLICATION FOR SUBSIDY FOR DOCTORAL STUDIES

SECTION 1	TO BE COMPLETED BY THE APPLICANT

Read the criteria and conditions set out in the Faculty Development policy-procedure, complete the form and submit it to the College Director along with the following:
1. Original invoice (issued by the academic institution that will award the doctoral degree) concerning the fees that should be paid.
2. Original receipt (issued by the academic institution that will award the doctoral degree) for the fees paid by the faculty member.
3. A letter from the academic institution that will award the doctoral degree describing the progress of the faculty member's doctoral studies (date the doctoral studies have started, expected date of completion, progress being made).

Applicant's Name		Rank	Appointment Date [1]

Academic Institution at which you Enrolled		Enrollment Month and Year	Expected Month and Year of Completion

Doctorate Topic

Tuition Fees Details [2]

Year of Subsidy	Base Date [3]

1. Write the date you have been appointed as a full-time faculty member at Americanos College.
2. Clearly describe what the yearly tuition fees are, what the expected number of years these fees should be paid for is and what the expected total tuition fees are. Add any other necessary information regarding tuition fees.
3. If you are applying for the subsidy of the first or second year write the date shown on the enclosed receipt (the date when the payment for which you are claiming a subsidy was made). If you are applying for the subsidy of the third year write the date the doctoral degree was awarded.

I, the undersigned, certify that the information given in this section is complete and accurate to the best of my knowledge. I also certify that I have read, understood and accepted the criteria and conditions for subsidy for doctoral studies.

Signature	Date

SECTION 2	TO BE COMPLETED BY THE COLLEGE DIRECTOR

Complete this section and submit the form to the Finance office.

1	For which year is the applicant applying for a subsidy?		
2	Completed Years of Full-time Faculty Service		
3	Is the applicant currently a full-time member of the College faculty?	NO ☐	YES ☐
4	Is the applicant a holder of a doctoral degree?	YES ☐	NO ☐
5	Has the applicant applied for his/her subsidy within 3 months of the base date?	NO ☐	YES ☐
6	Has the applicant received any subsidy for doctoral studies related to the current calendar year?	YES ☐	NO ☐

I

☐ approve the subsidy of

Amount £	Amount in words	to be paid to the applicant.

☐ disapprove the applicant's application for subsidy.

Name	Signature	Date