Doc. 300.1.2

Date: 14/4/2025

Higher Education Institution's Response

- **Higher Education Institution:**
  European University Cyprus
  School of Medicine-Frankfurt Branch
- **Town:** Frankfurt, Germany
- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:
  Ιατρικές Επιστήμες (3-8 Έτη/180 ECTS, Διδακτορικό)
  In English:
  Medical Sciences (3-8 Years/180 ECTS, Ph.D.)
- **Language(s) of instruction:** English
- **Programme's status:** New Program
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

	Sub-area	Non-compliant / Partially Compliant / Compliant
1.1	Policy for quality assurance	partially compliant
1.2	Design, approval, on-going monitoring and review	partially compliant
1.3	Public information	partially compliant
1.4	Information management	compliant

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Evaluation of the potential strengths of developing an exit degree would be beneficial. Suggested degrees could be a licensiate ("Lic."), MSc, MRes. This is of particular importance since the EUC intends to recruit young(er) faculty interested in research, of which, inevitably, some will be recruited further on to other universities elsewhere with the PhD students not having the possibility to follow.	We appreciate the Committee's suggestions regarding the potential strengths of developing an exit degree or certificate. We agree in principle that such a degree could serve as an important facilitative option for students who, for various reasons, are unable to complete their Ph.D. – often due to challenges in completing the research phase – but have successfully completed the required coursework and compulsory components, including the qualifying exam. At present, the national higher education agency (CY.Q.A.A.) does not allow for an exit degree or certificate, hence to move forward, we will need to consult the national regulatory requirements with the CY.Q.A.A. and seek approval through the university's governance structures, including Department and School Councils, as well as the EUC Senate.	Choose level of compliance:
The appointment of a mentor separate from the internal supervisory panel is recommended.	We fully agree with EEC's suggestion that our Ph.D. students would benefit from having a mentor who is not	Choose level of compliance:

	directly involved in their Ph.D. studies. While both the School and the University have established mentoring programs primarily designed for new faculty, we have built upon these frameworks to develop a dedicated mentoring program tailored specifically for Medical Sciences Ph.D. students **(please see this in Appendix I).**	
While the facilities in house are established, we commend the department for developing a separate research laboratory, and ringfencing it for those purposes. Core facilities might be used jointly. Wet lab PhD students should be started once it is foreseeable that a sufficiently large critical mass (PhD students, post docs, research associates etc.) is populating the wet lab. With the main supervisor being on faculty of EUC (Frankfurt Branch), a second supervisor is suggested to come from an outside institution, ideally also providing (lab) facilities where the PhD student potentially could work.	We are grateful that the EEC values our separate research laboratory. The Ph.D. program strongly urges a second, external supervisor, who for those students doing basic wet lab research would be able to augment the student's available resources by providing lab facilities from their institution.	Choose level of compliance:
The size of the initial PhD student cohorts is critical. Too small, and the research community and sharing of ideas will be stunted. Too large and supervision may become a problem. The initial cohort should be sufficient to build a critical mass and support a learning environment, but managed within the capacity of existing senior staff. In addition to the above mentioned areas of expertise of existing faculty, given the clinical environment, the EEC suggests as subjects for PhD	We agree with the EEC that the size of the initial Ph.D. cohort is of great significance in order to achieve an appropriate critical mass to support a research learning community. Efforts will be focused on a steady intake growth. As achieved in the main campus, initial Ph.D. student intakes will be more focused on clinical research, or studies such as public health. As the program grows, we anticipate a steady influx of students interested in the basic sciences who will be using our wet labs, as well as	Choose level of compliance:

studies epidemiology, public health - i.e. research that can be easily conducted outside a wet lab, alongside potentially Dr. med students and/or clinical research students associated more with clinical faculty.	those of potential external supervisors.	
The research environment can also be bolstered by growing research-active staff of other categories: research associates and postdocs, for example; alongside a Dr. med scheme. We would suggest that investment in these areas; research mentorship; careful growth of external supervisors; attention to clinical research opportunities; and drylab projects in additional to wetlab, as outlined in proposals, would effectively mitigate any potential weaknesses in the plans of thr institution; and would strongly support this approach.	We agree with EEC's suggestion about using research associates and postdocs to bolster our research active staff. As suggested by the EEC we are keenly interested in engaging our associated Clinical Faculty who are affiliated faculty with German Institutions to promote a Dr. med. Scheme which is very important for those students who wish to stay in Germany and pursue academic careers. We firmly support the EEC suggestion, where with the careful inclusion of external supervisors and mentors with a focus on clinical research and dry lab studies, we will be able to bolster an effective research environment.	Choose level of compliance:

2. Student – centred learning, teaching and assessment
(ESG 1.3)

	Sub-area	Non-compliant / Partially Compliant / Compliant
2.1	Process of teaching and learning and student centred teaching methodology	partially compliant
2.2	Practical training	partially compliant
2.3	Student assessment	compliant

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
We have limited capacity to authentically evaluate the PhD program currently since it is not yet active. Some of the suggestions given for the main campus in Nicosia are applicable to the Frankfurt Branch: A School retreat with all PhD students to network and socialise (as well as the more academic colloquium) is suggested to create a common community of practice.	We appreciate the EEC's suggestion of creating a Ph.D. retreat to foster networking, socialization and a shared community of practice among Ph.D. students. While (as at the main campus) we will hold a "Ph.D. Day" where students come together to present the academic work, as well as month research committee meetings and bi-weekly journal clubs, we agree that providing a separate opportunity focused on bonding and informal interactions would be beneficial. As the program is implemented in Frankfurt, we will explore ways to incorporate this into our program activities to further strengthen the sense of community among our students.	Choose level of compliance:
The doctoral students would profit not only from the cross-disciplinary lectures but a more structured leadership training making them fit for future jobs in industry, academia etc. One platform, especially meant for industry and business but also with a Medical branch would be	We appreciate the EEC's recognition of the value of our cross-disciplinary Insight Lectures, which draw on expertise from research, industry and academia. We also acknowledge the importance of more structured leadership training to prepare our doctoral students for diverse career paths. As	Choose level of compliance:

AIESEC, a student organisation for future leaders. To create a common identity, PhD students from both programs/sites (Frankfurt Branch and Nicosia) should meet face-to-face at least annually.	mentioned in our response to the EEC report for the main campus and in the Institutional report, we are committed to reviewing existing platforms to foster leadership development in our Ph.D. Students. The suggestion of the AIESEC as a potential partner is valuable, and we will explore how its resource, particularly in the industry and medial sectors, might complement our current efforts. As the Ph.D. program grows and as practiced in Nicosia, Ph.D. students will be able to serve as mentors to medical students who wish to engage in research. In turn, this cultivates mentoring and leadership skills in our Ph.D. students.	

3. Teaching staff

(ESG 1.5)

	Sub-area	Non-compliant / Partially Compliant / Compliant
3.1	Teaching staff recruitment and development partially	partially compliant
3.2	Teaching staff number and status	partially compliant
3.3	Synergies of teaching and research	compliant

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The clinical faculty from the teaching hospitals should be recruited with a clear perspective for ongoing and future research. Several individuals raised an eagerness to engage in PhD studies.	The Frankfurt Branch is very pleased with the clinical faculty from the teaching hospitals, and their eagerness to engage Ph.D. students. We follow a careful recruitment of clinical faculty, not only to promote the MD program, but to enhance their involvement in research, namely as supervisors of clinically orientated Ph.D. students. As noted above and as suggested by the EEC, clinical faculty who are affiliated faculty with German Institutions will also be able to serve as Dr. med. Thesis supervisors, in addition to Ph.D. supervisors. We anticipate that this could serve as an important steppingstone for Dr. med. Students to pursue a Ph.D.	Choose level of compliance:
As an alternative to the preclinical areas of cell biology / oncology and neuroscience, the first cohort of PhD students could also come from the clinically oriented areas and/or	As noted previously, in order to ensure an effective initial cohort of students, efforts will be focused on a steady intake growth. Similar to the main campus, initial Ph.D. student intakes will be more focused on	Choose level of compliance:

epidemiology/public health.	clinical research, or studies such as public health. Afterwards, we anticipate a steady influx of students interested in the basic sciences who will be using our wet labs, as well as those of potential external supervisors.	
The program should be allowed for a slow start and controlled growth. The EEC suggests close collaboration with the head of the PhD program in Nicosia, Dr. Iva Tzetanova, who impressed with her leadership and foresight. sufficiently knowledgeable in everyday practice to prevent a "single point of failure".	We appreciate the EEC's valuable feedback regarding a controlled slow growth, which as noted above is intended from the onset, with a focus on dry-lab disciplines and clinical studies. We are grateful to the EEC for their observation about Dr. Tzetanova. She works very closely with Dr. Kostareli, coordinator of the Ph.D. program in Frankfurt, and has played -and continues to play - an instrumental role in the development and implementation of the program in Frankfurt.	Choose level of compliance:
Albeit not a graduate school with one overarching subject, a list of faculty should be compiled - also to indicate to future PhD students the available topics and potential supervisors.	As noted for the main campus, and pending final approval of the Ph.D. program for Frankfurt, at the opening of the Call for New Ph.D. students, the webpage includes a list of Ph.D. Course Coordinators. More importantly, the website of the University and School includes a mini-cv (as designed by the National Higher Education Regulator CY.Q.A.A., which underscores the research areas and interests of both full-time faculty members, Visiting Faculty and Clinical Faculty. We agree with the importance of compiling a list of faculty that indicates their research areas and ongoing projects.	

	Attached please find the latest list of Faculty and research areas **(Appendix II).**	
The school should ensure that the committee that surrounds and supports the programme lead is sufficiently knowledgeable in everyday practice to prevent a "single point of failure".	We appreciate the External Evaluation Committee's valuable feedback regarding the Ph.D. programme in Frankfurt. In response to the recommendation to strengthen support structures and avoid a "single point of failure," we have established a multidisciplinary Core Ph.D. Committee composed of experts in both clinical and basic sciences. This committee ensures shared responsibility and provides comprehensive oversight, particularly in the programme's initial focus areas—Neuroscience and Cancer Biology. Each member contributes specialized knowledge, fostering a collaborative environment that supports research, training, and career development for Ph.D. students. The Ph.D. core committee includes the following members: 1. **Prof. Irina Stoyanova** – (Clinical and Basic Sciences) Professor of Neuroscience and Neurodegeneration. With a strong background in clinical science, particularly in neurodegeneration, Prof. Stoyanova's clinical insights will help bridge the gap between clinical and basic science,	

	especially in neuroanatomy and neurodegeneration. Prof. Stoyanova brings in over 10 years of experience mentoring students. 2. **Dr. Efterpi Kostareli** – (Basic Sciences) Associate Professor specialising in Genetics, Epigenetics, Omics, Cancer Biology, and Leukemia. Dr. Kostareli's experience in cancer biology, genetics, and epigenetics will provide essential support to the cancer biology focus area, especially in understanding the genetic and molecular mechanisms underlying cancer. She has extensive experience in supervising PhD/MSc students in Germany and United Kingdom. 3. **Dr. Yasemin Tanyildizi** – (Clinical Sciences) Associate Professor specializing in Radiology, Neuroradiology, and Stroke Research. As a clinical scientist with expertise in neuroradiology, Dr. Tanyildizi's work will directly impact the neuroimmunology and neuroimaging aspects of our programme, aligning with the programme's neuroscience and neuropathology focus. Dr. Tanyildizi has extensive research experience in institutes including Mainz, Germany, and Stanford,	

	USA, and has mentored several MD thesis projects. 4. **Dr. Adonis Yiannakas** – (Basic Sciences) Lecturer with expertise in Sensory Neuroscience, Neuroimmunology, Neural Circuits, and Molecular Signaling. Dr. Yiannakas will contribute significantly to the molecular neuroscience and neuroimmunology research areas, ensuring the integration of sensory neuroscience into the broader neuroscience research. As a Research Assosiate at Mainz University and Institute of Molecular Biology (IMB, Mainz) will provide supervision and access to *in-vivo* work for neuroscience-based projects. 5. **Vis. Prof. Panagiotis Politis** – (Basic Sciences) Visiting Professor specialising in Neurodegeneration, Neuronal Differentiation, Gene Regulation, Biochemistry, Cell Biology, and Cancer Signaling. Prof. Politis will play a vital role in bridging the two main areas of focus, particularly in cancer biology, biochemistry, and neurodegeneration. Prof. Politis has supervised more than 20 PhD, MSc, and BSc projects in basic sciences and has extensive expertise in	

	leading wet-lab, basic-science projects. His contributions to the field have earned him an H-index of 28, with over 2,400 citations. 6. **Vis. Assoc. Prof. Dimitrios Oikonomou** – (Clinical Sciences) Visiting Associate Professor with expertise in Internal Medicine, Thyroid Cancer, and Metabolic Pathways. His expertise in thyroid oncology and metabolic research, will ensure that our programme remains aligned with cutting-edge clinical science. 7. **Vis. Prof. Mario Nazareno Carvi Nievas** – (Clinical Sciences) Visiting Professor specializing in Neurosurgery, Neurooncology, Traumatic Brain Injury, and Intracranial Pressure Monitoring. Prof. Nievas' expertise in clinical neuroscience and neurooncology will be crucial in bridging the basic and clinical neuroscience domains, with a particular focus on traumatic brain injury and neurooncology. 8. **Prof. Elizabeth Johnson** – Dean, Professor of Anatomy. Prof. Johnson brings extensive expertise in basic science, particularly in neuroscience and anatomy, and will ensure foundational scientific	

	support for the PhD programme. Her experience will be pivotal in the molecular neuroscience and neuropathology research areas. She offers extensive research and PhD supervision, with a long-standing mentorship track record. As a researcher with an H-index of 48 and over 10,000 citations, she will offer invaluable guidance to other faculty and PhD students, fostering a supportive research environment. To further enhance the programme's resilience and academic excellence, we have recently welcomed additional full-time and visiting faculty members. As the faculty body continues to grow, we will integrate new members into both the research programme and the Core Ph.D. Committee, further strengthening our interdisciplinary foundation. Their inclusion – in addition to clinical faculty as mentioned previously - broadens our expertise and reinforces our commitment to maintaining a strong, sustainable support network. This will enable us to strategically expand into new focus areas, enriching the breadth and depth of our research and training capacity.	

4. Student admission, progression, recognition and certification
(ESG 1.4)

	Sub-area	Non-compliant / Partially Compliant / Compliant
4.1	Student admission, processes and criteria	compliant
4.2	Student progression	partial compliant
4.3	Student recognition	partial compliant
4.4	Student certification	Cannot be evaluated

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
While the EUC Frankfurt Branch copied the general layout of the PhD program, all recognise the need for careful planning of operation detail for delivery.	We appreciate the EEC's valuable feedback regarding a careful planning of operation detail for delievery. The Programme Coordinator and Committee are competent and focused on monitoring the roll-out of the Ph.D. program with careful, monitored steps. Moreover, the Frankfurt Coordinator and Committee work closely with Dr. Tzetanova, who by sharing her experience and insight plays an instrumental role in the development and (upon approval) implementation of the program in Frankfurt.	Choose level of compliance:
A slow start with few PhDs is recommended - similar to how EUC started the MD program at the Frankfurt Branch.	We appreciate the EEC's valuable feedback regarding a controlled slow growth, which as noted above is intended from the onset. As noted above, the size of the initial Ph.D. cohort is of great significance in order to achieve an appropriate critical mass to support a research learning community. Efforts will be focused on a steady intake growth. As achieved in the main campus, initial Ph.D. student intakes will be more	Choose level of compliance:

	focused on clinical research, or studies such as public health. As the program grows, we anticipate a steady influx of students interested in the basic sciences who will be using our wet labs, as well as those of potential external superisors.	
We are clear that there is a need for the Frankfurt branch to be able to provide PhD programmes; is a prerequisite for the recruitment of research-interested young(er) faculty. Ideally, such faculty would bring in extramural research financing. This, in turn, could provide a basis for further competitive professorial recruitments to the faculty.	We are grateful that the EEC recognizes the importance of introducing the Ph.D. program in Frankfurt as a means of facilitating recruitment of faculty with research interests. We agree that this offers a "feed forward" dynamic for future competitive recruitment.	Choose level of compliance:
The EEC would welcome a re-evaluation in five years to fully appreciate the successes of the programme.	We also welcome a re-evaluation in five years at the time of re-accreditation, when we are determined to demonstrate the same trajectory of research and growth in our Ph.D. program that was observed in our Nicosia campus.	Choose level of compliance:

5. Learning resources and student support

(ESG 1.6)

	Sub-area	Non-compliant / Partially Compliant / Compliant
5.1	Teaching and Learning resources	compliant
5.2	Physical resources	compliant
5.3	Human support resources	compliant
5.4	Student support	compliant

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
A mentor separate from the supervisors with no connection to the Department of the PhD is suggested as a further resource to the doctoral student. One of the two main supervisors should be external to EUC. Advantage should be taken with the highly motivated and academically experienced (future) clinical faculty as supervisors for PhD.	As noted above, we fully agree with EEC's suggestion that our Ph.D. students would benefit from having a mentor who is not directly involved in their Ph.D. studies. While both the School and the University have established mentoring programs primarily designed for new faculty, we have built upon these frameworks to develop a dedicated mentoring program tailored specifically for Medical Sciences Ph.D students (please see **Appendix I)**. Additionally, we are very pleased with our clinical faculty from the teaching hospitals, and their eagerness to engage Ph.D. students. We careful recruit our clinical faculty, not only to promote the MD program, but also to build on their involvement in research, namely as supervisors of clinically orientated Ph.D. students. As noted above and as suggested by the EEC, we anticipate that clinical faculty who are affiliated faculty with German Institutions will also be able to serve as Dr. med.	Choose level of compliance:

	Thesis supervisors, in addition to Ph.D. supervisors. We anticipate that this could serve as an important steppingstone for Dr. med. students to pursue a Ph.D.	
Exit degrees should be established and clearly communicated to the PhD students.	As noted previously and for the Nicosia program, we do appreciate the committee's suggestions regarding the potential strengths of developing an exit degree or certificate. We agree in principle that such a degree could serve as an important facilitative option for students who, for various reasons, are unable to complete their Ph.D. – often due to challenges in completing the research phase – but have successfully completed the required coursework and compulsory components, including the qualifying exam. At present, the national higher education agency (CY.Q.A.A.) does not allow for an exit degree or certificate, hence, to move forward, we will need to consult the national regulatory requirements with the CY.Q.A.A. and seek approval through the university's governance structures, including Department and School Councils, as well as the EUC Senate.	Choose level of compliance:

6. Additional for doctoral programmes

(ALL ESG)

	Sub-area	Non-compliant / Partially Compliant / Compliant
6.1	Selection criteria and requirements	compliant
6.2	Proposal and dissertation	compliant
6.3	Supervision and committees	partially compliant

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
As per earlier, we feel that careful consideration of an exit award is sensible, e.g. "licensiate" after two years of studies.	As noted above, we appreciate the Committee's suggestions regarding the potential strengths of developing an exit degree or certificate. We agree in principle that such a degree could serve as an important facilitative option for students who, for various reasons, are unable to complete their Ph.D. – often due to challenges in completing the research phase – but have successfully completed the required coursework and compulsory components, including the qualifying exam. At present, the national higher education agency as clarified above does not allow for an exit degree or certificate, hence to move forward, we will need to consult the national regulatory requirements with the CY.Q.A.A. and seek approval through the university's governance structures, including Department and School Councils, as well as the Senate.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The European University Cyprus is a relatively young university that is most certainly on an upward trajectory. The Medical School of EUC has developed and delivers a modern MD curriculum with a successful start 2013 and started a PhD program in 2021. EUC is currently going through an episode of rapid growth that is managed very well. The same holds true for the Frankfurt Branch that started operations in 2022 with the MD program and is currently planning the PhD program to start autumn 2025. Faculty and administrators at the Frankfurt Branch seemed extremely motivated. The EUC has identified research as a strategic area for future development and one of its unique selling points (a view shared by external stakeholders back home) - the reason why they started the PhD program in the first place. This is even more true for the Frankfurt Branch where the possibility for research-intensive faculty to issue a PhD is a prerequisite for career growth, and, and hence likely appointment. That is to say that EUC needs this as a strategic element even for the	We are grateful for EEC's comments and observations, and the fact that they consider research one of our unique selling points. Considering that research is a strategic area for the School, we consider the introduction of the Ph.D. program as instrumental for promoting the research pillar of our strategic direction. Namely, as observed by the EEC, we believe that offering the Ph.D. program facilitates our recruitment of more research-intensive faculty. Additionally, as noted above, we feel that we are able to leverage the Ph.D. program for more effective recruitment of clinical faculty, particularly those with clinical research interests and those who have expressed an eagerness to supervise Ph.D. students.	Choose level of compliance:

recruitment of clinical teaching faculty.		
The EEC welcomes this development and would like to make some suggestions: Like with the MD program, the start of the PhD program, while heavily profiting from the experiences made in Nicosia, should begin with a slow start, i.e. a few PhD students and a controlled growth. We recognise that several of the future clinical faculty have previous experience with PhD students and are eager to start likewise with EUC. Synergies can be seen with the Nicosia program.	We are in full agreement with the EEC's valuable feedback regarding a controlled slow growth, which as noted above is intended from the onset. As noted above, we agree that the size of the initial Ph.D. cohort is of great significance in order to achieve an appropriate critical mass to support a research learning community. Efforts will be focused on a steady intake growth. As achieved in the main campus, initial Ph.D. student intakes will be more focused on clinical research, or studies such as public health. As the program grows, we anticipate a steady influx of students interested in the basic sciences who will be using our wet labs, as well as those of potential external supervisors. We are very pleased with our clinical faculty from the teaching hospitals, and their eagerness to engage Ph.D. students. We intend a careful recruitment of clinical faculty, not only to promote the MD program, but with their involvement in research, namely as supervisors of clinically oriented Ph.D. students.	Choose level of compliance:
In addition, the German academic system offers the academic degree of a “Dr. med.” – something desirable to German medical students, potentially at both the Cyprus and Frankfurt campuses, to	We are extremely grateful to the EEC for their insightful input with regards to the German “Dr. med.” Degree. Our clinical faculty from our teaching hospitals, have shown a great eagerness to	Choose level of compliance:

support an academic trajectory in the German Academic Medicine system. Several of the new and soon-to-be recruited clinical faculty still are enlisted as faculty for one of the Medical Schools in the vicinity. They would have the formal right to offer a "Dr. med." degree. The work for such a degree could be used for the MD thesis (part of EUC program) as well and both can serve as a stepstone for a future PhD with EUC ore elsewhere.	engage Ph.D. students. We agree with the EEC, that a careful recruitment of clinical faculty who are affiliated faculty with German Institutions could also potentially serve as Dr. med. Thesis supervisors. We agree that such work, could be used for the MD thesis, which is required in the EUC curriculum, as well as serve as an important steppingstone for students to pursue a Ph.D. As the Dr. med. Degree is important for students who wish to pursue academic careers in Germany, we are truly grateful to the EEC for this insightful suggestion of how to offer our students this important advantage.	
We would like to thank the EUC for their hospitality and the willingness to openly share and discuss all relevant issues. We strongly believe that the institution is doing a great job of securing optimal conditions for the medical faculty to thrive. We are fully supported of plans to develop this PhD programme, which is critical for the future resilience of the school.	We would like to express our sincere appreciation to the External Evaluation Committee for their time to visit and review and for sharing their invaluable expertise through candid discussions and constructive recommendations for areas of enhancement. We are pleased that they recognized that we are securing optimal conditions to ensure the resilience of the school. More importantly, we are grateful that by sharing their expertise, we will be able to further augment the potential of our Ph.D. program.	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Elizabeth Johnson	Dean	Elizabeth Johnson Elizabeth Johnson (Apr 14, 2025 14:14 GMT+3)
Efterpi Kostareli	Chairperson, PhD Program Coordinator	Efterpi Kostareli (Apr 14, 2025 14:51 GMT+3)

Date: 14/04/2025

5 Lemesou Avenue, 2112, Nicosia
T: + 357 22 504 340
F: + 357 22 504 392
e-mail: info@dipae.ac.cy

SCHOOL OF MEDICINE

Appendix I

Mentoring Program in the School of Medicine

Introduction to the Premises of Mentoring in Medicine

The Mentoring program is based upon providing a support system to promote a symbiotic interchange between faculty, staff and students. Mentorship is a time-honored tradition in medicine, aimed at facilitating the transfer of knowledge from one generation to the next, playing an essential role in the successful development of future capabilities of each individual and their ability to succeed.

The School of Medicine embraces the primary pillars of the mentor concept
Manages the relationship
Encourages
Nurtures
Teaches
Offers mutual respect
Responds to the Mentee's needs

Mentoring between faculty & students, senior faculty & junior faculty / staff is based on promoting asynergetic purposeful conversation & reflection on experience with aim to 1) challenge, 2) motivate and 3) inspire. The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision. Dogmatic input by the mentor/leader "you must do this" or "this is due now", with bold highlights, inuendo, etc. are counterproductive, and considered poor mentor/leader qualities. Rather the roles played by the mentor are: counselor, motivator, advisor, role model, door opener, guide, etc.

The principles applied include:

Synergy:

- Enriching for both mentor & mentee
- It is all about learning – not teaching
- Mentee is empowered to take responsibility of their life

Relationship:

- Mentoring is a "power-free" partnership
- Develop mentee's independent thinking – not make them independent

Uniqueness:

- This is not coaching or counseling
- Provides direction to channel efforts
- Nourishes ideas

Stages of Mentoring applied:

Prescriptive stage:

- Setting boundaries
- Confidentiality

Persuasive stage:

- Defining the crux of the relationship

Collaborative stage:

- Specific Issues
- Roadmap for the future

Confirmative stage:

- Guidance & direction

*The **qualities** we try to instill in our Mentors:*

- Listens
- Accessible
- Constructive feedback
- Encourages confidence & independent thinking
- Role model
- Builds network
- Encourages multiple mentors
- Avoids dictating choices or controlling behavior

*As such, the mentor takes on **multiple roles**.*

- Advisor: shares career experience & knowledge
- Supporter: provides emotional & moral encouragement
- Tutor: gives specific feedback on performance
- Sponsor: seeks opportunities for mentee
- Model: exemplifies the kind of person one should be to be an academic

*Ultimately the **benefits to the Mentee** are significant, including:*

- Effective professional development
- Improves confidence & ability to deal with difficult & challenging situations
- Provides a forum in which they can reflect upon their professional behaviors, supporting theself-development

Key Mentoring Skills include:

- the ability to broker relationships for others;
- the ability to build and maintain new relationships with colleagues;
- the ability to coach, facilitate learning, and guide without command;
- the ability to communicate clearly and empathetically with individuals who may not share one'sbackground, interests, or personal histories/ circumstances;
- and the ability to manage conflict.

Mentors should also have time to meet regularly, and the capacity to provide and receive feedback.

High-Performing Mentor Behaviors Encouraged:

1. Asking open-ended questions in order to understand their mentee's experiences receiving mentoring. Uses the information to collaboratively articulate and align mutual expectations of the mentoring relationship in the first few meetings.
2. Allowing for non-transactional interactions to occur; e.g., drop-in/ check-in and initiate conversations informally;
3. Self-awareness regarding the ways conscious and unconscious assumptions, biases, and backgrounds influence their world views, particularly as related to gender, race/ethnicity, national origin, and other identity dimensions. Mentors reach out to the appropriate staff for advice or preparation; and
4. Responding promptly and candidly to inquiries from mentees with concrete ideas and perspectives.
5. Refraining from non-specific, generic and general feedback.

As the relationship progresses, mentors inspire, enable and foster their mentee's success by:

1. Describing their own paths to independence;
2. Building mentee confidence through encouragement, offering constructive feedback; offering suggestions related to other performance areas; and helping the mentee with objectives;
3. Promoting their mentee's professional development by identifying possible resources, additional mentors (if needed) and arranging introductions (if needed);
4. Nominating their mentee for memberships in national organizations and/or for prestigious speaking engagements, as appropriate;
5. When asked, offering advice and helping brainstorm approaches for the mentee to skillfully manage demands, needs, and interests related to his or her trainees, funding agencies, personal commitments, work-life balance, and other areas.

History – School of Medicine Faculty /Staff Mentoring

- Initiation of New Faculty Orientation – Onboarding Program – Fall, 2018
- Faculty one-on-one Meetings based on Student Evaluation – Fall, 2018
- Faculty Mentoring Committee – Fall, 2019
- Peer Mentoring / Committees – Spring 2018
- Portfolios – Design Fall 2020, Implementation pilot Fall 2021
- 'PhD Program in Medical Sciences – Guide to PhD Supervisors' – Spring 2022
- 'PhD in Medical Sciences - Supervisor Training Workshop' – Spring 2023

History – School of Medicine Student Mentoring

- Dedicated Medical School New Student Orientation – Fall, 2018
- Academic Advisors – Fall, 2018
- Clinical Advisors – Fall, 2018
- Support Meeting for Students with Low GPAs - – Fall, 2018
- Student Mentoring Committee – Fall, 2019
- Portfolios - Design Fall 2020, Implementation pilot Fall 2021
- e-logbooks - Design Fall 2020, Implementation pilot Spring 2021

Mentoring Scheme(s)

Faculty - Mentoring

A. Introduction of New Faculty to the School – onboarding

New Faculty Orientation Program

Basic Premises of the New Faculty Orientation (NFO) Program

- It was established to familiarize new faculty with the educational model of the School,the basic principles and means of teaching, as well as the rules and policies of EUC.
- It is expected that these "Onboarding and orientation" programs, will shorten time to productivity and contribute to the faculty's ability to make an impact immediately.
- The School introduces the curriculum, the facilities and other necessary information for the new faculty to integrate effectively and quickly into the program. We also attempt to introduce the effects of cultural diversity on learning and teaching styles, which effect social interactions, peer cooperation, performance, skills, competition, etc.
- As we have international professionals, we began to include support information for their integration into the Cyprus professional community.
- Being an international school, another aim was to introduce faculty on how to promote a culturally inclusive classroom with content integration using examples from different cultures, equity pedagogy with inclusive language and models of address, as well as actively encouraging cultural tolerance.
  (attached NFO Agendas 2018, 2019)

Novice faculty members are formally trained in the development courses shown in the report, but they are also actively monitored by a senior member of the faculty. Through this mentoring system, the new members of the faculty improve their teaching skills under close supervision. EUCMS involves junior faculty in the various committees. As stated previously, administration is part of the job description of any academic. The participation in these committees exposes the newly appointed faculty to the other aspect of their duties.

B. Activities

1. Structure Meetings Around Student Evaluations

- Once a year discussion of teaching, research, development and personal dilemmas & goals based on review of student evaluation outcomes
- Meetings ~ 1 hour
- Co-signed form that outlines
  1. Observations / outcomes from evaluations
  2. Goal development
  3. Goal-activity alignment
  4. Goal-time alignment

2. Peer Mentoring Model

Peer or near-peer mentoring comprises a critical network mentoring as opposed to the traditional senior-junior dyad. This is effective for the group to focus on single goals,

such as increasing publications, learning specific skills or strategies for work/life balance, et.

This offers:

1. Psychosocial support: friendship, confirmation, emotional support, empathy
2. Mutual professional development
3. Collaborative problem solving

This is encouraged by the construction of ad hoc committees with common goals:

1. Faculty creates deliberate networks.
2. These networks are kept alive by frequent meetings

Student - Mentoring

1. Introduction of New Students to the School

All new students are introduced to the School of Medicine curriculum, policy and activities during the **Medical Student Orientation,** which takes place the week before classes start. Medical Student Orientation is an essential part of a successful transition to Medical School. Crossing the threshold of the Medical School, students are taking their initial steps into the profession. Medical Student Orientation is foundational to the student's success as a medical student at EUC and will provide them with information vital to their matriculation. The program sets the tone for their academic career and highlights expectations, as well as gives them the opportunity meet their fellow classmates. The Medical Student Orientation culminates with the"White Coat Ceremony", where students will receive their first white coat and take their first step towards the responsibility of becoming a physician by reciting an oath dedicating themselves and pledging integrity in the study and practice of medicine.

PhD Students are formally introduced to the Program during the first week of their classes. Additionally, all PhD students are given the 'Medical Sciences Ph.D. – Guide' upon enrolment.

2. Academic Advisor

Academic (Pre-Clinical) Advisors: Each student is also assigned an Academic Advisor, to track each individual student from year 1 through year 3 (semesters 1 – 6). Academic Advisors are full-time faculty of the School of Medicine, and are responsible for assisting the student in defining and developing realistic educational goals, in keeping with his/her abilities, skills, interests, and career aspirations. Academic Advisors are also responsible for ensuring the student is aware of university regulations and policies.

3. Clinical Advisor

Clinical Training Advisors: The Clinical Training Committee assigns full-time faculty members to serve as **Clinical Training Advisors** to track each individual clinical student from year 4 through year 6 (semesters 7 – 12). Each advisor ensures that all requirementsare correct and complete, including: reviewing evaluation, grades and graduation requirements and updating rotation schedules. Students must maintain contact with their **Clinical Training Advisor** throughout their clinical terms until graduation.

4. PhD Dissertation Supervisor

PhD supervision in the Medical Sciences PhD Program follows the 'mentor-mentee' model. Supervisors are trained in two distinct modules.

Module 1: Roles and Expectations in Ph.D. supervision

- Clarifying supervisor and student expectations in Ph.D. supervision
- Supervisor roles – teacher, master, colleague, supervisor, mentor
- What constitutes a successful Ph.D. supervision – according to research?
- Identifying and fostering talent in research – the supervisor's role

Module 2: Rules, Regulations and Research integrity

- Introduction to rules and regulations
- Framework and Information
- How do you get into the Ph.D. Program?
- What requirements are there along the way?
- How do you complete a Ph.D. Program?
- What kind of support is available, if you have an international Ph.D. student?
- Responsible Conduct of Research (RCR)

5. Students with low GPA

Students identified with a low GPA are requested to see their assigned Academic and Clinical Advisors to identify means of additional academic support. The Dean also requests borderline students (those who do not meet the requirements for letters of probation but maintain a marginal performance) to see their assigned Advisors. Students who are identified with a low GPA (lower than 2.0) are identified and guided as follows:

1- For first year students at the end of the 1st semester of their studies or for students included in the list for the first time: each affected student is called by their Advisor, in orderto ensure that students are aware of the concerns of the School, and that students are indeed properly informed that the School is available to provide support. Specifically,students are informed about the role and importance of the GPA and discuss possible reasons and causes of their low performance, and ways for improvement. This is written and agreed upon with a signed form. (Student Report Template attached)

6. E-logbooks

The school is presently working with a company to design an electronic logbook. This includes details of clinical/practical experiences with feedback from clinical advisors,clinical instructors and mentors.

Appendix II

Name	Position	Research Areas
Full Time Faculty		
Dr. Adonis Yiannakas	Lecturer	Sensory Neuroscience, Neuroimmunology, Neural Circuits, Molecular Signaling, Genetic Markers, Neurotransmission
Dr.Yasemin Tanyildizi	Assoc. Professor	Radiology, Neuroradiology, Stroke Research, Catheter Models
Dr. Efterpi Kostareli	Assoc. Professor	Genetics, Epigenetics, Omics, Cancer Biology, Leukemia
Prof. Irina Stoyanova	Professor	Neuroscience, Neurodegeneration
Vis. Prof. Panagiotis Politis	Visiting Professor	Neurodegeneration, Neuronal Differentiation, Gene Regulation, Biochemistry, Cell Biology, Signaling in Cancer
Vis. Assoc. Prof. Dimitrios Oikonomou	Visiting Assoc. Professor	Internal Medicine, Endocrinology, Thyroid Cancer, Metabolic Pathways
Dr. Yiannis Alatsathianos	Lecturer	Epidemiology of Cancer, Bioinformatics, Omics
Dr. Stella Voulgaropoulou	Lecturer	Medical Psychology, Psychoneuroendocrinology, Resilience Research, Stress Responses
Dr. Jasmina Isakovic	Lecturer	Molecular Neuroscience, Bioengineering, Electromagnetic Field (EMF) Applications, Computational Modeling
Dr. Christina Karantanou	Lecturer	Immunology, Cancer Biology, Leukemia, Cancer Pathways
Dr. Vasiliki Kalodimou	Assist. Professor	Stem Cell Biology
New Full Time Faculty		
Prof. Karim Dib	Professor	Infection and Cancer, Molecular Signaling in Cancer, Biochemistry
Dr. Vasiliki Papadopoulou	Assist. Professor	Molecular Oncology, Hematology, Molecular Signaling in Cancer, Genetics
Dr. Anne Freund	Lecturer	Surgery, Minimally Invasive Techniques, Surgical Education, Patient Safety, Obesity, Metabolism, Biochemical Pathways and Clinical Nutrition
Dr. Ahmed Elsanhoury	Assist. Professor	Pharmacology, Biochemistry, Inflammatory Cardiomyopathy, Antiviral and Immunomodulatory Therapies, Cardiovascular Biomarkers and Proteomics
Dr. Katrina Augustin	Assist. Professor	Public Health, Neuroscience and Pharmacology, Gender and Health, Epilepsy, Metabolic and Neurological disorders
Prof. Anastasia Athanasoulia-Kaspar	Professor	Endocrinology, Thyroid Cancer, Diabetes Mellitus, and Hormonal Regulation
Visiting Faculty		
Vis. Prof. Savvas Apostolidis	Visiting Professor	Vascular Medicine, Peripheral Artery Disease, Endovascular Interventions, Atherosclerosis

Vis. Prof. Kostantinos Manolopoulos	Visiting Professor	Reproductive Medicine, Endocrinology, Obesity, Metabolic Disorders, Polycystic Ovary Syndrome
Vis. Prof. Spyridon Koulouris	Visiting Professor	Cardiac Electrophysiology, Arrhythmias, Atrial Fibrillation, Interventional Cardiology, Cardiac Imaging
Vis. Prof. Eleftherios Archavlis	Visiting Professor	Neurosurgery, Degenerative Spine Disorders, Spinal Deformities, Spinal Tumors
Vis. Prof. Panagiotis Diaremes	Visiting Professor	Spine Surgery, Spinal Biomechanics, Scoliosis, Degenerative Spine Surgery
Dr. Diogenis Batsoulis	Visiting Lecturer	Pathology, Histopathology, Tumor Biology, Diagnostic Techniques
Vis. Prof.Michael-Alexander Malahias	Visiting Professor	Orthopedic Surgery, Hip Arthroplasty, Shoulder Arthroplasty, Bone Grafting, Postoperative Complications
Vis. Prof. Ioanna Skountzou	Visiting Professor	Microbiology, Immunology, Vaccine Development, Viral Infections, Antibody Responses
Vis. Prof.Constantia Papaioannou-Voniatis	Visiting Professor	Immunology, Autoimmune Diseases, Cytokine Signaling, Immune Regulation
Vis. Prof. Alon E. Moses	Visiting Professor	Microbiology, Infectious Diseases, Antimicrobial Resistance, Hospital-Acquired Infections
Vis. Prof. Mario Nazareno Carvi Nievas	Visiting Professor	Neurosurgery, Neurooncology, Traumatic Brain Injury, Intracranial Pressure Monitoring
Vis. Assoc. Prof. Anastasia Athanasoulia-Kaspar	Visiting Assoc. Professor	Endocrinology, Thyroid Disorders, Diabetes Mellitus, Hormonal Regulation
Vis. Prof. Vijay Tiwari	Visiting Professor	Epigenetics, Omics, Neural Development, Gene Regulatory Mechanisms in Neurological Disorders, Cancer Epigenetics