

Doc. 300.3.2

Date: 3.11.2025

Higher Education Institution's Response (Departmental)

- **Higher Education Institution:** European University Cyprus
- **Town:** Frankfurt
- **School/Faculty:** School of Medicine-Frankfurt Branch
- **Department:** Life and Health Sciences
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

“Βιοϊατρικές Επιστήμες, 4 Έτη/240 ECTS, Πτυχίο”

In English:

“Biomedical Sciences, 4 Years/240 ECTS, (B.Sc.)”

Programme 2

In Greek:

“Βιολογία του Καρκίνου (18 Μήνες/90 ECTS, Master of Science)”

In English:

“Cancer Biology (18 Months/90 ECTS, Master of Science)”

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- **Department's Status:** New



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

A. Guidelines on content and structure of the report

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

1. Department's academic profile and orientation

Sub-areas

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

EEC Recommendation

Although the School of Medicine has already developed a local network, it has not been developed for the Department yet. This is very crucial for the student's practical experience in modern up-to-date methodologies and placements as well as for academics' collaborations and therefore should be one of the priorities. The academic development plan does not appear to be in place and needs to be developed. The Nicosia Department website provides sufficient information to the public about its activities and programmes of study, which needs to be duplicated on the Frankfurt website.

EUC Response:

The Department of Life and Health Sciences operates within the framework of the School of Medicine-Frankfurt Branch, thereby benefiting from its extensive academic, research, and clinical networks. This affiliation provides students with access to a broad range of research collaborations and practical learning opportunities in line with the highest academic and professional standards.

Our **faculty recruitment strategy** ensures that new academic appointments are selected not only for their teaching excellence but also for their active engagement in externally funded research projects and collaborations with national and international institutions. This approach fosters a research-active environment that will continue to expand placement and research opportunities as student numbers grow.

The Department has already established **collaborations with internationally recognized institutions and researchers**, offering students exposure to advanced biomedical research. Notably:

- The program collaborates with **Prof. Dr. Ilse Hofmann**, Scientific Coordinator of the Major Cancer Biology Programme and Group Leader at the **German Cancer Research Center (DKFZ)**, providing students insight into cutting-edge European research in single-cell and spatial omics, molecular profiling, and translational oncology.
- **Dr. Adonis Yiannakas** (Neuroscience/Pharmacology) collaborates with the **University Medical Center Mainz** and the **Institute of Molecular Biology (IMB)** through Prof. Aris Weisman (Director of IMB), exploring neuroimmunological mechanisms of stress resilience using advanced rodent models and molecular techniques (in vitro, in vivo, and ex vivo).
- **Prof. Panagiotis Politis** has developed a research network within the Frankfurt–Mainz region, collaborating with **Prof. Benedikt Berninger** (University Medical Center Mainz) on projects investigating the role of long non-coding RNAs and transcriptional regulation in adult and embryonic neurogenesis.

- Prof. Politis also maintains a long-standing collaboration with the **Institute of Clinical Neuroanatomy, Goethe University Frankfurt**, focusing on transcriptional mechanisms regulating neural differentiation in the spinal cord and peripheral nervous system.

Through these partnerships, faculty and students gain direct exposure to internationally competitive research environment from leading scientists with strong publication records.

In addition to research collaborations, the Department offers **placement opportunities in clinical and diagnostic settings**. Partner hospitals and clinics—such as **St. Elisabethen Hospital**, **Red Cross Hospital**, **Mangau Hospital of Red Cross**, **Center for Kidney and Hypertension Diseases (CfNH)**, **Offenbach IVF Clinic (Kinderwunsch und Endometriose Zentrum)**, and **Sana Hospital**—provide both diagnostic and clinical research opportunities for students and faculty. Memoranda of Understanding (MoUs) have already been established with these institutions.

It is important to note that the **formalization and expansion of research collaborations** is a continuous process. Given the Frankfurt region's high concentration of biotechnology and pharmaceutical companies, as well as leading research institutions, the Department is well positioned to deepen partnerships that enhance student placements, facilitate scientific exchange, and expand access to competitive research environments.

We appreciate the EEC's observation regarding the importance of developing a strong local network and **fully agree that this is a key priority**. We would like to emphasize that the existing network of the School of Medicine-Frankfurt Branch extends to the Department of Life and Health Sciences at the Frankfurt Branch. In Frankfurt, we have already established and are continuously expanding collaborations with research centers, hospitals, and clinics to support both educational and clinical training needs. For instance:

- The new **B.Sc. in Physiotherapy** (pending accreditation) program maintains active collaborations with **APM Klinik**, **Asklepios**, **Agaplesion Markus Krankenhaus**, and **Ketteler Krankenhaus Offenbach**.
- The new **M.Sc. in Cancer Biology** program (pending accreditation) has developed strong partnerships with **DKFZ** and **University Medicine Mainz**, and is further establishing connections with the **German Cancer Consortium (DKTK)** network, which links leading cancer research institutions across Germany.

In summary, the Department of Life and Health Sciences at the EUC School of Medicine-Frankfurt Branch recognizes that a robust local and international network is vital for ensuring high-quality training and research. Strengthening and expanding these partnerships remains a **central pillar of our academic development plan** and an institutional priority for the European University Cyprus Frankfurt Branch.

Once the Department of Health and Life Sciences, as well as the relevant programs of study are accredited by CY.Q.A.A., the Frankfurt website will reflect all programs, faculty and staff, as well as activities. The aim will ensure consistency, transparency, and alignment across all University platforms. At present, you may review the updated staff for Frankfurt on these links (please click on Teaching Personnel):

Biomedical Sciences

<https://euc.ac.cy/en/programs/bachelor-biomedical-sciences/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-biomedical-sciences-301025.pdf>

Nutrition and Dietetics

<https://euc.ac.cy/en/programs/bachelor-nutrition-and-dietetics/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-nutrition-dietics-301025.pdf>

Physiotherapy

<https://euc.ac.cy/en/programs/bachelor-physiotherapy/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-Physiotherapy-301025.pdf>

Master Cancer Biology

<https://euc.ac.cy/en/programs/master-cancer-biology/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-cancer-biology-301025.pdf>

EEC Recommendation

The EEC recommends to continue and increase taking adequate measures for attracting strong researchers for teaching staff.

EUC Response:

The School has taken several concrete actions to augment and strengthen its academic and research profile of the Department and School through focused recruitment of faculty and staff. These measures are designed to ensure high-quality delivery of the educational program while simultaneously enhancing research capacity and development. To this end, the Leadership Committee—comprising the Dean, Deputy Dean, Chair, Vice Chair and Program Coordinators, —regularly reviews the recruitment needs. The Committee monitors and revises the Recruitment Plan as required to align with institutional priorities and opportunities.

Recent recruitment efforts reflect this strategic focus. The School has appointed Professor Karim Dib, a senior faculty member with a strong research, lab management and mentoring background, and Dr. Christina Karantanou, a promising junior faculty member with a dynamic, growing research portfolio. Importantly, we allocate funding to support and “jumpstart” the research activities of newly recruited senior faculty.

During our last accreditation site visit of the Ph.D. Program in Medical Sciences, the EEC highlighted the necessity for the Frankfurt branch to develop the PhD program as a prerequisite for attracting research-oriented faculty. We were grateful that the EEC recognized the importance of this initiative. Our newly established Ph.D. program in Frankfurt has already fostered a “feed-forward” dynamic—creating a fertile environment for research, attracting research-oriented faculty. Moreover, the Ph.D. program will further enable young faculty to attract extramural funding, and, in turn, further augment future competitive professorial recruitments. Through these ongoing measures, the Department demonstrates its sustained commitment to attracting and retaining strong researchers among its teaching staff and to cultivating a vibrant, research-driven academic culture.

EEC Recommendation

Courses for professional development are in place in Nicosia and need to be transferred and applied in practice at the Department in Frankfurt.

EUC Response:

Both EUC and the School of Medicine-Frankfurt Branch, which includes the Department of Life and Health Sciences, have fully operational faculty professional development programs that are not only available, but also required of the Frankfurt Faculty.

These include the following:

EUC Professional Development Program for its newly hired academic staff:

This is a 35-hour induction professional development program offered to all newly hired academic-staff. For new full-time academic staff this is compulsory, whereas is voluntary for part-time instructors. It is offered in three parts in September, January and June every year and it is annually revised based on the feedback provided by participants on the evaluation questionnaire delivered at the end of each part of the program. The content of the program focuses on various aspects on teaching and learning in tertiary education. Upon completion of the program, participants are granted a certificate of attendance and participation issued by the Office of the Vice-Rector of Academic Affairs. Consideration is made for the external accreditation of the program as a Graduate Certificate in Tertiary Teaching.

Faculty Professional Development Programme:

EUC staff members complete at least 35 hours of compulsory educational training at the beginning of their employment. This training focuses on the use of communication technologies for effective teaching and learning. The training period is internally recognized by the award of a certificate, which describes the courses attended/successfully completed by the participant. We are thus committed to enhancing the pedagogical knowledge and skills of our instructors, as this will ultimately contribute to the overall improvement of the educational experience for our students.

In addition, we have already joined Advance HE as an international member in November 2021. This academic year (F2022-S2023), the 'New to Teaching' Professional Learning Programme by Advance HE was incorporated into our continuous professional development (CPD) curriculum. Moreover, a 'Connect Benefit Series' of webinars and informational material has become available to all faculty members on our CPD platform, offering guidance on how to benefit from EUC's membership with Advance HE.

Examples of courses are:

EUC Faculty Professional Development Programme for All Newly Hired Academic Staff 2023-2024

A/A	TITLE	HOURS	DATE ATTENDED
1.	Orientation Session	5	12/9/2023
2.	Advance HE "New to Teaching Programme"	25 hours	20 th & 27 th /9/2023, 4 th , 18 th & 25 th /10/2023 & 22 nd /11/2023
3.	Induction to Blackboard Learn Ultra	2	22/9/2023

			& 28/9/2023
4.	Research Policies and Procedures at EUC	2	29/9/2023
5.	Faculty Professional Learning Communities (fPLCs)	1	17/10/2023
TOTAL HOURS		35 Hours	

School of Medicine, Professional Development Program

The School devised a specific PDP program aimed at providing formal faculty training and development to ensure the effective application of adult learning. This is achieved by one – two-week training programs at the beginning of each academic term that address all aspects of the fundamentals Biologic Foundations, Structure & Function, Simulation, Clinical Training and mentoring (please see [Appendix I](#)).

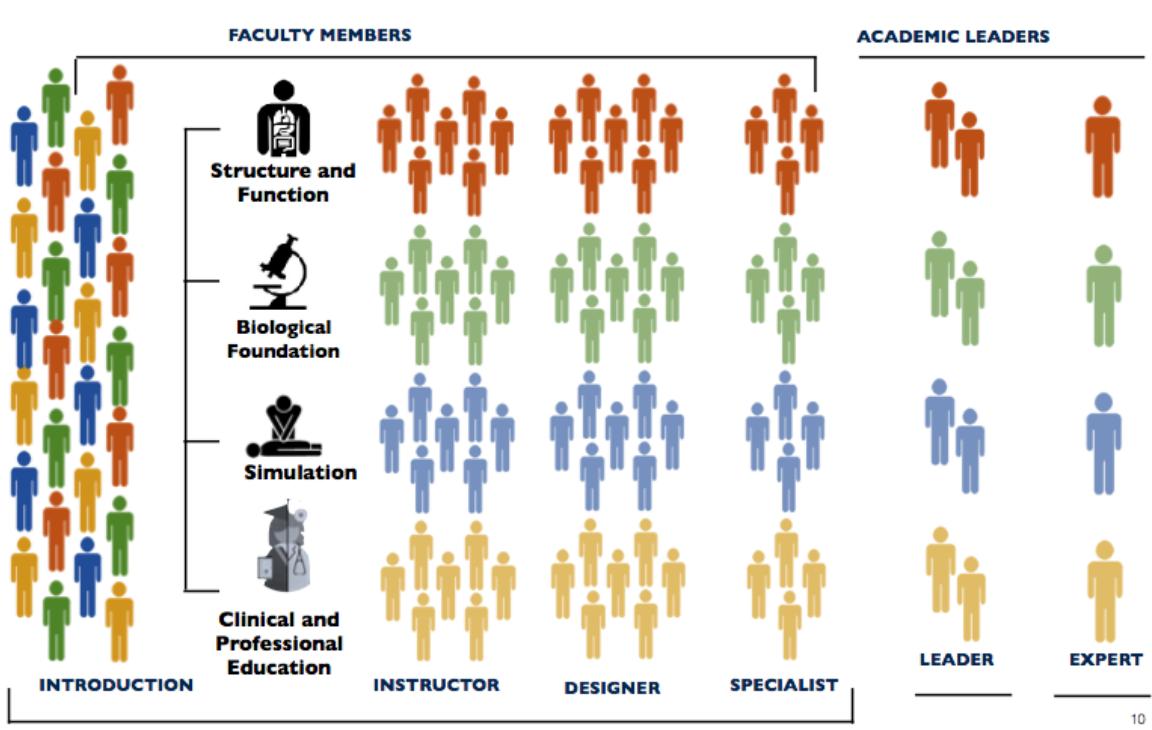
All faculty are required to attend and there are six (6) levels of training from basic to advanced. About 20-21 hours are required to cover 4 fundamental levels, with 2-6 hours of practical workshops per level. The School of Medicine, Professional Development Program was initiated in the Fall 2023, as an adjunct to the **New Faculty Orientation**. All new faculty attended, both conventionally and online.

Following a General Introduction to familiarize all faculty with adult learning in the medical, life & health sciences, Faculty Training will take place according to specific roles:

- Structure & Function (S&F)
- Biological Foundations (BF)
- Clinical Simulation
- Clinical Training

Levels:

1. **Instructor** – being able to facilitate a session using appropriate tools
2. **Designer** – plan a course according to the principles of the respective area
3. **Specialist** – advanced teaching skills
4. **Leader** – plan and deploy faculty training; mentoring; plan & monitor curriculum & Infrastructure
5. **Expert** – generate innovation; conduct educational research



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In addition, support is also provided for researcher development, which serves as an attraction for the researchers/academics that apply to EUC and the Frankfurt Campus. We are cognizant of the fact that new researchers often need to build or update skills—whether in research methods, grant writing, teaching, or technology, and that this plays a role in their retention. Our clear development plans that are individually formulated, show that the university is invested in each researcher's career trajectory, offering mentorship, workshops, and resources to help them move up in academia.

Collectively, faculty are provided support both for their academic professional development, including both teaching competence, as well as research. This includes:

- Annual opportunity for all Faculty to enrol and become a certified Higher Education Training academic
- Budgeted annual individual funds for each Faculty Member to invest in their development through conference attendance and course enrolment.
- September 2025 course about the Blackboard Learn Ultra portal;
- October 2025 course about EasyGenerator, a cloud-based authoring tool that leverages the power of AI to assist academics/trainers to create impressive online learning content without technical complexity.
- Administration of Research Policies
- Orientation on Research and Mobility
- Research Policies & Procedures at EUC
- Research Project Management.

2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy**
- 2.2 Quality assurance for the programmes of study**

EEC Recommendations

Although the Department policy for guarding against intolerance of any kind or discrimination against students or staff is in place, the sexual orientation is not mentioned. The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are in place, however, with the advancement of AI novel measures need to be developed to incorporate AI in education for the benefit of students. The names and position of the teaching staff could be found on Nicosia Department website, but it is not clear in which programmes they are teaching. Therefore, the EEC suggests to indicate the programmes in which each particular teacher is involved. The EEC also noted that there is a room for improvement of support for research to increase its quality and competitiveness.

EUC Response:

Intolerance of any kind or discrimination

We thank the EEC for drawing attention to this important matter. In alignment with the University's core values and in compliance with best practices in equality, diversity, and inclusion, sexual orientation is referred to in the University Gender Equality Plan. Specifically, it states that "European University Cyprus is an equal opportunity employer. Discrimination based on any individual characteristics (e.g. age, colour, gender, disability, marital status, national origin, race, religion and sexual orientation) is prohibited and covers all areas of employment including hiring, promotions, compensations, benefits, education/training, and termination of employment" (please see **Appendix III**, page 15).

Plagiarism policy and the integration of AI in education

We appreciate the EEC's insightful feedback regarding the incorporation of artificial intelligence (AI) within our academic policies. The University's academic framework emphasizes the ethical, transparent, and academically sound use of generative AI tools by both students and staff. Our approach views AI as a complementary tool designed to enhance learning, creativity, and problem-solving rather than to replace critical thinking or original academic effort.

Students are encouraged to engage with AI technologies responsibly, ensuring that all work remains authentic and properly attributed. Faculty members integrate AI thoughtfully to support grading, feedback, and instructional material development, while maintaining professional judgment and ensuring compliance with data protection and reliability standards.

For example, in the context of medical imaging, students are trained to use AI tools for image analysis and interpretation, which strengthens their diagnostic skills and deepens their

understanding of complex imaging methodologies. Both students and instructors are made aware of the limitations and potential biases of AI systems and are responsible for verifying AI-generated outputs. The acknowledgment of AI use is required to maintain academic integrity.

Assignments are carefully designed to promote analytical and creative engagement, incorporating AI tools to address real-world challenges in medical imaging and related fields, while ensuring that critical thinking remains central to the learning process. Disputes related to AI-generated content are addressed proactively through preventive measures and validation techniques such as oral presentations, practical demonstrations, and version tracking of student work.

This framework ensures a clear, consistent, and ethical approach to the use of generative AI technologies within the Department, in alignment with both disciplinary standards and pedagogical objectives. The current *Guidance for AI Use and Material Integrity* is provided in [Appendix II](#).

Website update (names and positions of teaching staff)

Once the Department of Health and Life Sciences, as well as the relevant programs of study are accredited by CY.Q.A.A., the Frankfurt website will reflect all programs, faculty and staff, as well as activities. The aim will ensure consistency, transparency, and alignment across all University platforms. At present, you may review the updated staff for Frankfurt on the following links:

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Support for Research:

We appreciate the EEC's feedback regarding the enhancement of research support and fully agree that continuous improvement is essential. We would like to highlight the mechanisms already in place to strengthen research quality and competitiveness within the Department and the University as a whole:

- Teaching Hour Reduction (THR) Policy, allowing researchers to dedicate more time to research activities
- Annual budgeted internal funding allocated to each faculty member for research-related expenses

- The Office of the Vice Rector of Research, which provides comprehensive support for grant opportunities, proposal submissions, and project management
- The Research Committee, which reviews research proposals and offers ongoing guidance and support
- The EUC Ethics Committee, which evaluates all research proposals to ensure compliance with ethical standards
- Collaboration with the Cyprus National Bioethics Committee
- The establishment of the first Academic Clinical Trial Unit in Cyprus, facilitating clinical research for our researchers, affiliated hospitals, and patients
- Recognition of excellence through dedicated research awards, including categories for senior researchers, women researchers, and early-career academics
- Opportunities for faculty to submit additional requests for inclusion in the School's CAPEX budget to support specific research needs and equipment purchases

Through these mechanisms, the University ensures that research infrastructure and resources are continuously developed and aligned with the evolving priorities of individual researchers, the Department, and the institution as a whole.

3. Administration

EEC Recommendations

Although the committee appreciate the difficulty of establishing the conditions for research and local network, Department being in its early days, the EEC recommends the Department to prioritize the effort to strengthen the support for researchers, as well as to actively work on the development a local network. The increasing competitiveness of research should be also one of the priorities of the Department.

EUC Response:

As outlined in Section #2, the University already provides multiple mechanisms to support research, including:

- Teaching Hour Reduction (THR) Policy, allowing faculty to dedicate more time to research
- Annual internal research funding allocated to each faculty member
- Annual personal development funding for attending congresses, etc.
- The Office of the Vice Rector of Research, which supports grant acquisition, proposal submission, and project management
- The Research Committee, offering review and ongoing guidance
- The EUC Ethics Committee, ensuring compliance with ethical research standards
- Collaboration with the Cyprus National Bioethics Committee
- The first Academic Clinical Trial Unit in Cyprus, enabling clinical research by faculty and affiliated hospitals
- Recognition of excellence through dedicated research awards (for senior, women, and early-career researchers)
- Access to additional funding through the School's CAPEX budget for ad hoc research needs and equipment

As noted in Section #1, the Department—formally launching in Fall 2026, pending accreditation—has already initiated steps to expand its academic and research network. Operating within the School of Medicine framework, the Department benefits from the School's extensive academic, research, and clinical collaborations. This structure ensures access to a broad range of partnerships that enhance both teaching and research quality.

Faculty recruitment emphasizes both teaching excellence and active engagement in externally funded research and international collaborations, thereby fostering a dynamic and research-driven academic environment.

The Department has already developed research links with leading international institutions, including:

- German Cancer Research Center, DKFZ- on cancer biology, single-cell and spatial omics, and translational oncology
- University Medical Center Mainz, Institute of Molecular Biology- investigating neuroimmunological mechanisms of stress resilience using animal models

- University Medical Center Mainz - researching transcriptional regulation and non-coding RNAs in neurogenesis
- Goethe University Frankfurt- studying transcriptional mechanisms of neural differentiation

Through these collaborations, faculty and students gain direct exposure to competitive international research environments.

In parallel, the Department maintains strong links with partner hospitals and clinical institutions—including St. Elisabethen Hospital, Red Cross Hospital, Mangau Hospital, the Center for Kidney and Hypertension Diseases (CfNH), Offenbach IVF Clinic, and Sana Hospital—offering both clinical and diagnostic placement opportunities. Memoranda of Understanding (MoUs) are already in place with these institutions.

The Department recognizes that the formalization and expansion of collaborations is an ongoing process. Situated in the Frankfurt region—a major hub for biotechnology, pharmaceuticals, and biomedical research—the Department is well positioned to deepen partnerships that enhance research quality, student training, and scientific exchange.

We appreciate the EEC's recommendation and fully concur that developing a strong local research network remains a strategic priority. The Department will continue to build on the solid foundation already established through the School of Medicine – Frankfurt Branch's existing partnerships and its growing collaborations with local and international research centers, hospitals, and clinics.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

EEC Recommendations

The students appreciate very much the extensive practical studies provided at Nicosia Department, which will be transferred to Frankfurt Department. There is a room for improvement, however, via engaging local network (to be developed) to give students the opportunity to learn up-to-date methodologies, such as mass spectrometry, single-cell sequencing, metabolomics etc. Recommendation: establish partnerships with external organizations in Frankfurt area, as successfully done in Nicosia.

Another concern is the dual use of laboratories: Shared facilities for teaching and research could create scheduling conflicts and limit access to high-end equipment. Recommendation: allocate designated research laboratories for faculty, Ph.D. students, and postdocs; ensure interim access for staff research.

EUC Response:

Engaging local network:

We thank the EEC for emphasizing the importance of establishing a strong local network to enhance students' academic and practical learning experiences. The Department of Life and Health Sciences benefits from the extensive academic, clinical, and research network of the School of Medicine-Frankfurt Branch, which already extends to our operations in Frankfurt.

As noted in previous sections, we have developed and continue to expand collaborations within the Frankfurt region, including research centers, specialized clinics, and hospitals. These partnerships support both the educational and clinical components of our programs and will serve as the foundation for the Department's activities. In addition, we are broadening collaborations across Germany to strengthen opportunities for student training and faculty research engagement.

Our network and collaborations facilitate also students' externships for acquiring lab experience and participate in research projects (for example, in Dr Adonis Yiannakas' lab in University Medicine Mainz). The Department has already developed research links with leading international institutions, including:

- German Cancer Research Center, DKFZ- cancer biology, single-cell and spatial omics, and translational oncology
- University Medical Center Mainz, Institute of Molecular Biology- neuroimmunological mechanisms of stress resilience using animal models
- University Medical Center Mainz - transcriptional regulation and non-coding RNAs in neurogenesis
- Goethe University Frankfurt- transcriptional mechanisms of neural differentiation

Through these collaborations, students and faculty gain exposure to cutting-edge methodologies and internationally competitive research environments.

Dual use of laboratories:

We would like to clarify that there are no shared research and teaching laboratories. Rather, there is one dedicated research laboratory and two dedicated teaching laboratories.

The Schools of Medicine, Sciences, Dentistry, and Veterinary Medicine at the Nicosia main campus have effectively managed shared use of teaching and research laboratories. Historically, this included one dedicated research laboratory and four teaching laboratories, which were recently expanded to two research laboratories and six teaching laboratories to accommodate increasing student numbers and research activity.

The Frankfurt Campus, currently serving a considerably smaller programme portfolio and student body, presently has one dedicated research laboratory and two teaching laboratories. Looking ahead, planned expansions will further enhance capacity: Summer 2026 (existing building): Two additional teaching laboratories; and by 2028 (additional building): One additional dedicated research laboratory and two additional teaching laboratories

Upon completion of the additional new building, the Frankfurt Campus will feature two dedicated research laboratories and six teaching laboratories—matching the facilities available at the Nicosia main campus, but on an accelerated timeline appropriate to its scale.

These developments ensure that both teaching and research needs are fully supported, with adequate facilities for faculty research, Ph.D. projects, and student laboratory training. The Department remains committed to maintaining the highest standards of practical education, ensuring that students continue to receive robust, hands-on experience across all program levels.

5. Teaching Staff

EEC Recommendations

The EEC recommends to more clearly identify the teaching staff for the B.Sc. and M.Sc. programmes, and also the number of full-time and exclusive work teaching staff working at the Department.

EUC Response:

All staff are employed under a carefully designed recruitment plan and staffing matrix, providing flexibility, agility, and broad coverage of the subjects critical to each course. Once the Department is fully established, junior and senior faculty members will be assigned according to these matrix positions.

B.Sc. in Biomedical Sciences

As outlined in the Biomedical Sciences response, we were grateful for the opportunity to clarify the composition of the permanent, full-time faculty for the B.Sc. in Biomedical Sciences programme. The teaching team listed in the Site Visit Agenda includes twelve academic staff, of whom only one (Prof. Panagiotis Politis) is a Visiting Professor:

- Karim Dib, Professor, Programme Co-Coordinator, Biomedical Sciences (B.Sc.), School of Medicine–Frankfurt Branch, Immunology / Microbiology
- Irina Ivanova Stoyanova-van der Laan, Professor, Anatomy / Neuroscience
- Efterpi Kostareli, Associate Professor, Chairperson, Department of Medicine, School of Medicine–Frankfurt Branch, Member of the Committee of Internal Quality Assurance, School of Medicine–Frankfurt Branch, Biochemistry / Genetics
- Katrin Augustin, Associate Professor, Public Health / Ethics
- Vasiliki Kalodimou, Assistant Professor, Biology
- Ioannis Alatsathianos, Lecturer, Epidemiology / Biostatistics
- Adonis Yiannakas, Lecturer, Neuroscience / Research Methods
- Stella Voulgaropoulou, Lecturer, Psychology Ethics
- Jasmina Isakovic, Lecturer, Physics / Histology
- Christina Karantanou, Lecturer, Immunology / Cell Biology
- Vasiliki Papadopoulou, Assistant Professor, Physiology, Hematology
- Panagiotis Politis, Visiting Professor, Genetics / Biochemistry / Cell Biology

Thus, 11 out of 12 faculty members (over 90%) are permanent, full-time University staff. Additional faculty positions are included in ongoing recruitment and will be finalized upon programme accreditation, further strengthening the teaching and research capacity. More specifically, additional faculty positions are currently included in our ongoing recruitment process. These appointments, to be finalized upon approval and accreditation of the Biomedical Sciences programme by CyQAA, will further strengthen the teaching and research base of the Department, ensuring continued compliance with all accreditation standards and supporting the included programme's sustainable development. While still pending approval of the Program, the process of recruitment has already been initiated, with an open call which closed on 5.9.2025; ratification of Faculty Selection

Committees (School Council 18.9.2025) and interviews and faculty selection which will commence November 2025. (Link for Open Call [Faculty positions Frankfurt0925.pdf](#)). (please see also [Appendix IV](#))

M.Sc. in Cancer Biology

We also thank the EEC for the opportunity to clarify the composition of permanent, full-time faculty for the M.Sc. in Cancer Biology programme. The teaching team, as listed in the Site Visit Agenda, includes seven academic staff, of whom one (Prof. Panagiotis Politis) is a Visiting Professor and one serves as an external collaborator:

- Christina Karantanou, Lecturer, Programme Co-Coordinator, Cancer Biology (MSc), School of Medicine–Frankfurt Branch, Immunology / Cell Biology
- Efterpi Kostareli, Associate Professor, Chairperson, Department of Medicine, School of Medicine–Frankfurt Branch, Biochemistry / Genetics
- Karim Dib, Professor, Immunology / Microbiology
- Yasemin Tanyildizi, Associate Professor, Imaging
- Adonis Yiannakas, Lecturer, Neuroscience, Pharmacology
- Dimitris Georgiou, Scientific Collaborator, Pharmacology
- Ioannis Alatsathianos, Lecturer, Epidemiology / Biostatistics
- Vasiliki Papadopoulou, Assistant Professor, Physiology, Hematology
- Panagiotis Politis, Visiting Professor, Genetics/Biochemistry/Cell Biology

Of these nine, seven are permanent, full-time University staff (over 78%). Dr. Ahmed Elsanhoury will join as a full-time Assistant Professor at the start of the next semester, raising the proportion of full-time staff to eight.

Additional faculty positions remain part of ongoing recruitment and will be finalized upon programme and Department accreditation, further strengthening teaching and research capacity and supporting sustainable development. More specifically, additional faculty positions are currently included in our ongoing recruitment process. These appointments, to be finalized upon approval and accreditation of the Biomedical Sciences programme by CyQAA, will further strengthen the teaching and research base of the Department, ensuring continued compliance with all accreditation standards and supporting the included programme's sustainable development. While still pending approval of the Programmes, the process of recruitment has already been initiated, with an open call which closed on 5.9.2025; ratification of Faculty Selection Committees (School Council 18.9.2025) and interviews and faculty selection which will commence November 2025. (Link for Open Call [Faculty positions Frankfurt0925.pdf](#)). ([Appendix IV](#))

Once the Department of Health and Life Sciences, as well as the relevant programs of study are accredited by CY.Q.A.A., the Frankfurt website will reflect all programs, faculty and staff, as well as activities. The aim will ensure consistency, transparency, and alignment across all University platforms. At present, you may review the updated staff for Frankfurt on these links:

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Nutrition and Dietetics

<https://euc.ac.cy/en/programs/bachelor-nutrition-and-dietetics/#tab-teaching-personnel>
<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-nutrition-dietics-301025.pdf>

Physiotherapy

<https://euc.ac.cy/en/programs/bachelor-physiotherapy/#tab-teaching-personnel>
<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-Physiotherapy-301025.pdf>

Master Cancer Biology

<https://euc.ac.cy/en/programs/master-cancer-biology/#tab-teaching-personnel>
<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-cancer-biology-301025.pdf>

6. Research

EEC Recommendations

In order to increase the quality and competitiveness of research, the EEC recommends the Department to provide more support to researchers, such as support for equipment purchase, Ph.D. and postdoc scholarships and running costs. It is highly recommended to also arrange dedicated research laboratories in the new building, for faculty and their Ph.D. students and postdocs can conduct research without interfering with teaching.

The development of local network will give the opportunity for students to acquire knowledge about stat-of-the-art approaches, which will increase their employability. The EEC recommends the Department to take measures to increase the eligibility of the staff for grant applications in Germany.

EUC Response:

Support of Researchers

We appreciate the EEC's feedback and fully agree that continuous enhancement of research support is essential. As noted in Section #2, several mechanisms are already in place to strengthen research quality and competitiveness within the Department and the University:

- Teaching Hour Reduction (THR) Policy, allowing researchers to dedicate more time to research activities
- Annual budgeted internal funding allocated to each faculty member for research-related expenses
- Annual personal development funding for attending congresses, etc.
- The Office of the Vice Rector of Research, which provides comprehensive support for grant opportunities, proposal submissions, and project management
- The Research Committee, which reviews research proposals and offers ongoing guidance and support
- The EUC Ethics Committee, which evaluates all research proposals to ensure compliance with ethical standards
- Collaboration with the Cyprus National Bioethics Committee
- The establishment of the first Academic Clinical Trial Unit in Cyprus, facilitating clinical research for our researchers, affiliated hospitals, and patients
- Recognition of excellence through dedicated research awards, including categories for senior researchers, women researchers, and early-career academics
- Opportunities for faculty to submit additional requests for inclusion in the School's CAPEX budget to support specific research needs and equipment purchases

Through these mechanisms, the University ensures that research infrastructure and resources are continuously developed and aligned with the evolving priorities of individual researchers, the Department, and the institution as a whole.

Local and International Research Network

As outlined above in Section #1, The Department of Life and Health Sciences operates within the framework of the School of Medicine – Frankfurt Branch, thereby benefiting from its extensive academic, research, and clinical networks. This affiliation provides students with access to a broad range of research collaborations and practical learning opportunities in line with the highest academic and professional standards.

Our faculty recruitment strategy emphasizes both teaching excellence and active engagement in externally funded research projects and collaborations with national and international institutions. This fosters a research-active environment that expands placement and research opportunities as student numbers grow.

The Department has already established collaborations with internationally recognized institutions and researchers, offering students exposure to advanced biomedical research. Notably:

- The program collaborates with Prof. Dr. Ilse Hofmann, Scientific Coordinator of the Major Cancer Biology Programme and Group Leader at the German Cancer Research Center (DKFZ), providing students insight into cutting-edge European research in single-cell and spatial omics, molecular profiling, and translational oncology.
- Dr. Adonis Yiannakas (Neuroscience/Pharmacology) collaborates with the University Medical Center Mainz and the Institute of Molecular Biology (IMB) through Prof. Aris Weisman (Director of IMB), exploring neuroimmunological mechanisms of stress resilience using advanced rodent models and molecular techniques (in vitro, in vivo, and ex vivo).
- Prof. Panagiotis Politis has developed a research network within the Frankfurt–Mainz region, collaborating with Prof. Benedikt Berninger (University Medical Center Mainz) on projects investigating the role of long non-coding RNAs and transcriptional regulation in adult and embryonic neurogenesis.
- Prof. Politis also maintains a long-standing collaboration with the Institute of Clinical Neuroanatomy, Goethe University Frankfurt, focusing on transcriptional mechanisms regulating neural differentiation in the spinal cord and peripheral nervous system.

These collaborations provide faculty and students direct access to internationally competitive research environments led by prominent scientists.

The Department offers students and faculty placements in partner hospitals and clinics, including St. Elisabethen Hospital, Red Cross Hospital, Mangau Hospital of Red Cross, Center for Kidney and Hypertension Diseases (CfNH), Offenbach IVF Clinic, and Sana Hospital. Memoranda of Understanding (MoUs) are in place to facilitate both diagnostic and research activities.

Formalization and expansion of research collaborations is an ongoing process. The Frankfurt region's high concentration of biotechnology and pharmaceutical companies, alongside leading research institutions, positions the Department to deepen partnerships that enhance student placements, facilitate scientific exchange, and provide access to competitive research environments. For instance:

- The new B.Sc. in Physiotherapy (pending accreditation) program maintains active collaborations with APM Klinik, Asklepios, Agaplesion Markus Krankenhaus, and Ketteler Krankenhaus Offenbach.
- The new M.Sc. in Cancer Biology program (pending accreditation) has developed strong partnerships with DKFZ and University Medicine Mainz, and is further establishing connections with the German Cancer Consortium (DKTK) network, which links leading cancer research institutions across Germany.

In summary, the Department recognizes that a robust local and international network is essential for high-quality training and research. Strengthening and expanding these partnerships remains a central pillar of our academic development plan and a priority for the European University Cyprus Frankfurt Branch.

7. Resources

EEC Recommendations

Limited research funding; faculty not eligible for some national (DFG) sources. Whereas this is mitigated by the eligibility for Cyprian funding schemes, EEC strongly suggests to identify manners for faculty to apply for DFG grants.

EUC Response:

Faculty members of the EUC Frankfurt branch maintain active and externally funded research profiles in cancer biology, immunology, and neuroimmunology, and are engaged in sustained collaborations with leading European research institutions such as the German Cancer Research Center (DKFZ) and the University Medical Center Mainz. Importantly, the faculty's research activity is not dependent on access to national DFG funding mechanisms. Instead, EUC faculty participate successfully in large-scale European and international research consortia funded through programmes such as **Horizon Europe**, the **Innovative Health Initiative (IHI)**, **EU4Health**, and **Horizon 2020 (H2020)**.

These competitive programmes provide substantial research support and ensure that the M.Sc. in Cancer Biology remains closely connected to state-of-the-art European biomedical research. Faculty members have demonstrated the capacity to obtain and manage multimillion-euro research projects, integrating their research outcomes into teaching, supervision, and mentorship of MSc students.

For example, EUC is a partner and pilot lead in the **IHI READI** project (*Research in Europe on Representativeness and Diversity Inclusion, 2025–2030*), a €66.8 million public–private consortium coordinated by ECRIN-ERIC and industry partners including Sanofi, Novartis, Pfizer, AstraZeneca, and GSK. EUC leads two work packages (WP1 and WP5.3) with direct funding of €1.23 million. This consortium connects major European academic and clinical partners such as UMC Utrecht, the University Hospital of Cologne, Aarhus University, and NICE (UK), advancing inclusive and representative health research across Europe.

EUC also participates as a partner in the **Horizon Europe VERDI** project (*SARS-CoV-2 Variants in Pregnancy and Paediatrics*), coordinated by INSERM and the PENTA network, which studies epidemiological preparedness and emerging infectious diseases. Collaborating institutions include Imperial College London, the University of Cape Town, and the University of Basel.

Under the **EU4Health** framework, EUC serves as a hub lead in the **ImmuHubs** project, coordinated by University College London, which aims to improve vaccination uptake among underserved populations through community-based interventions.

EUC also participates as a partner and School of Medicine site lead in **H-PASS** (*Health Professionals' and the "Digital Team" Skills Advancement*), coordinated by the Medical University of Warsaw. This €3.58 million initiative enhances digital competencies and teamwork among European health professionals through collaboration among more than a dozen partner universities.

In addition, EUC is a national partner in **VACCELERATE**, a €26.5 million H2020 consortium coordinated by the University of Cologne, which brings together leading European institutions such as the University of Oxford, INSERM, and Erasmus MC to enhance vaccine trial capacity and clinical research awareness across Europe.

Participation in these high-value, multidisciplinary research consortia demonstrates that EUC faculty are fully integrated into the European research ecosystem and have the institutional and administrative capacity to secure and manage competitive international grants.

In summary, the EUC Frankfurt faculty are not constrained by national funding eligibility but are active participants in European and global research programmes. Their engagement in large, externally funded projects provides a sustainable and diverse foundation for research-led teaching and for the integration of graduate students and postdoctoral researchers into dynamic, internationally networked scientific environments.

B. Conclusions and final remarks

EEC Recommendation 1:

Develop local academic and company networks in the Frankfurt area. These should be complemented with signed MoU or contract documents. This is needed for student placements, research collaborations, and exposure to resource intensive but essential methodologies in biomedical sciences and cancer biology, as well as for animal experiments.

EUC Response 1:

(Please see Response #1, Section 1.1: Mission and Strategic Planning, and Response #3, Administration).

The Department has already established a robust network of collaborations within the Frankfurt region and internationally. These include partnerships with St. Elisabethen Hospital, Red Cross Hospital, Center for Kidney and Hypertension Diseases (CfNH), Offenbach IVF Clinic, and Sana Hospital, all of which are formalized through Memoranda of Understanding (MoUs).

Additionally, faculty maintain active collaborations with major institutions such as the German Cancer Research Center (DKFZ), University Medical Center Mainz, and Goethe University Frankfurt, providing students and staff access to cutting-edge biomedical and cancer biology research environments.

The School and pending approval, the Department, continues to expand these relationships, particularly with biotechnology and pharmaceutical organizations in the Frankfurt–Rhine–Main area, to ensure student placements, clinical training, and exposure to advanced methodologies such as single-cell sequencing, metabolomics, and translational oncology.

EEC Recommendation 2:

Clearly identify which staff will teach in the B.Sc. and which in the M.Sc. programme and to which department they will belong; update the website accordingly.

EUC Response 2:

(Please see Response #5, Section: Teaching Staff).

A detailed staffing recruitment plan and matrix has been provided specifying all academic staff for both the B.Sc. in Biomedical Sciences and M.Sc. in Cancer Biology.

For the B.Sc., 11 of the 12 listed academic staff are full-time EUC faculty, covering essential disciplines including Anatomy, Physiology, Immunology, and Biochemistry. For the M.Sc., 7 of the 9 faculty members are full-time, with one visiting professor and one external collaborator (proportion of full time faculty is 78%); the proportion of full-time staff will rise with the next scheduled appointment next Spring 2026.

In line with the School's recruitment policy as well as the EEC recommendations, the School has structured recruitment plan to ensure full coverage across all years the proposed programs, aligned with the programme's academic and research vision (please refer to responses to the Biomedical Sciences and Cancer Biology). The existing faculty team provides strong coverage in key areas: Anatomy, Physiology, Biochemistry, Genetics, Immunology, Pharmacology, Epidemiology/Biostatistics, Histology, Public Health, and Bioethics. *(Available instructors for the Biomedical*

Sciences Curriculum are shown in Appendix III of the 300.1.2 Biomedical Responses document). While still pending approval of the Department and Programs, the process of recruitment has already been initiated, with an open call which closed on 5.9.2025; ratification of Faculty Selection Committees (School Council 18.9.2025) and interviews and faculty selection which will commence November 2025.

The School's, and hence Department's recruitment strategy ensures balanced distribution of teaching responsibilities, reduces dependency on a small number of faculty for critical modules, and supports long-term programme sustainability as student numbers grow, ensuring:

- Complete and sustainable course coverage across all four years of the curriculum
- Reduced structural dependency on individual faculty for core subjects
- Strengthened research capacity in strategic fields aligned with biomedical innovation
- Enhanced resilience and flexibility as student numbers increase

In parallel, these appointments will pave the way for building leadership capacity in key disciplines and strengthening research–teaching synergies. This structured staffing approach is fully consistent with CYQAA accreditation requirements and ensures that teaching and research activities remain fully resourced and future-proof.

Once the Department of Health and Life Sciences, as well as the relevant programs of study are accredited by CY.Q.A.A., the Frankfurt website will reflect all programs, faculty and staff, as well as activities. The aim will ensure consistency, transparency, and alignment across all University platforms. At present, you may review the updated staff for Frankfurt on these links:

Biomedical Sciences

<https://euc.ac.cy/en/programs/bachelor-biomedical-sciences/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-biomedical-sciences-301025.pdf>

Nutrition and Dietetics

<https://euc.ac.cy/en/programs/bachelor-nutrition-and-dietetics/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-nutrition-dietics-301025.pdf>

Physiotherapy

<https://euc.ac.cy/en/programs/bachelor-physiotherapy/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-Physiotherapy-301025.pdf>

Master Cancer Biology

<https://euc.ac.cy/en/programs/master-cancer-biology/#tab-teaching-personnel>

<https://euc.ac.cy/wp-content/uploads/2025/10/teaching-personnel-cancer-biology-301025.pdf>

EEC Recommendation 3:

Strengthen research competitiveness by: (i) seriously consider to provide dedicated research laboratories that are not shared with teaching in the new building, (ii) increasing support for equipment, Ph.D./postdoc scholarships, and running costs, (iii) explore strategies to enable faculty eligibility for German (DFG) funding, while also leveraging Cypriot schemes.

EUC Response 3:

(Please see Response #6, Section: Research, and Response #7, Section: Resources).

It should be clarified that there is **one dedicated research laboratory** and **two teaching laboratories**, with expansion plans in place for 2026 and 2028 to include an additional dedicated research laboratory and more teaching laboratories.

Structured research support is provided through multiple mechanisms:

- Teaching Hour Reduction (THR) Policy, allowing greater research focus.
- Annual internal research funding for each faculty member and graduate student
- Access to CAPEX funds for specialized equipment.
- Dedicated Office of the Vice Rector of Research for proposal submission and grant management.

While faculty actively explore eligibility for national funding sources, including the DFG funding, EUC faculty are already actively engaged in major European and international funding frameworks, such as Horizon Europe, Innovative Health Initiative (IHI), EU4Health, and Horizon 2020 consortia. Current projects include large-scale collaborations such as READI (IHI, €66.8 million) and VACCELERATE (H2020, €26.5 million), demonstrating EUC's strong capacity to attract and manage competitive international research funding. While DFG eligibility remains institutionally limited due to jurisdiction, EUC compensates by leveraging extensive participation in European collaborative projects, ensuring equivalent or greater access to research resources.

EEC Recommendation 4:

In addition, the EEC recommends developing an academic development plan, articulating a long-term strategy for faculty training and recruitment, research priorities for the Frankfurt Branch, and programme growth.

EUC Response 4:

(Please see Response #1, Section 1.1: Mission and Strategic Planning, and Section 5: Teaching Staff).

The Department has integrated a structured Academic Development Plan aligned with the School of Medicine- Frankfurt Branch's strategic framework. This includes:

- A comprehensive Faculty Professional Development Program (orientation, pedagogical training, AI integration, assessment design, and mentorship).
- Mandatory participation in the EUC New Faculty Induction (35–40 hours) and School of Medicine Professional Development Programme, which cover all aspects of adult learning and educational innovation.
- Annual individual development budgets for conference participation and training.

- Active recruitment of research-driven faculty engaged in externally funded collaborations. This plan ensures a sustained culture of academic excellence, continuous professional growth, and a clear trajectory for faculty recruitment and research leadership at the Frankfurt Campus.

We thank the External Evaluation Committee (EEC) for its thorough and insightful evaluation of the proposed Department of Life and Health Sciences and its two new programmes, the B.Sc. in Biomedical Sciences and M.Sc. in Cancer Biology. We fully acknowledge the inherent challenges noted by the Committee in assessing a Department that is not yet operational; however, we appreciate the EEC's recognition of the strong institutional foundation provided by the European University Cyprus (EUC) main campus and the School of Medicine -Frankfurt Branch.

We also value the EEC's view that the Department is built upon solid academic, research, and administrative foundations and holds high potential for success. We are grateful for the constructive recommendations and believe that their implementation will further strengthen the quality, competitiveness, and sustainability of our programmes. We have attempted to address each point thoroughly

The Committee's guidance has been instrumental in refining our operational framework and strategic priorities. We believe that the feedback received will directly contribute to the successful establishment of the Department of Life and Health Sciences and will further enhance our capacity to deliver innovative, research-led education.

EUC reaffirms its commitment to continuous improvement, to maintaining the highest academic standards, and to ensuring that the Frankfurt Campus builds upon the success and reputation of the Nicosia main campus in advancing biomedical and cancer biology education and research.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Elizabeth Johnson	Dean School of Medicine, EUC Main Campus & School of Medicine– Frankfurt Branch	 Elizabeth Johnson (Nov 4, 2025 11:49:40 GMT+2)
Dr. Irene Polycarpou	<ul style="list-style-type: none"> Chairperson, Department of Health Sciences, EUC Main Campus Interim Co-Chairperson of the Department of Life and Health Sciences, School of Medicine–Frankfurt Branch 	 Irene Polycarpou (Nov 4, 2025 11:46:06 GMT+2)
Dr. Maria Ioanna Chrystodoulou	<ul style="list-style-type: none"> Chairperson, Department of Life Sciences, EUC Main Campus Interim Co-Chairperson of the Department of Life and Health Sciences, School of Medicine–Frankfurt Branch 	

Date: 3/11/2025

EUC School of Medicine Professional Development Program

The program is aimed at providing formal faculty training and development to ensure the effective application of the EUC School of Medicine Learning Model. This will be achieved by one – two-week training programs at the beginning of each academic term that address all aspects of the fundamentals of the EUC-LM, S&F, Simulation, Clinical Training and mentoring.

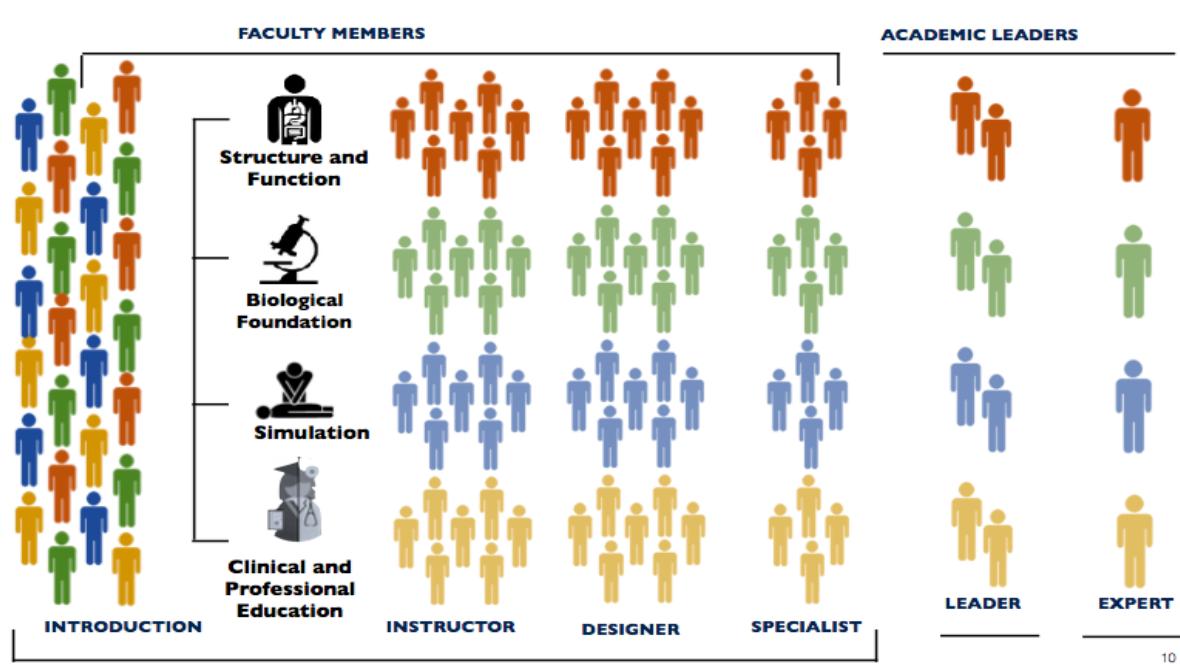
All faculty will be required to attend and there are six (6) levels of training from basic to advanced. About 20-21 hours are required to cover 4 fundamental levels, with 2-6 hours of practical workshops per level.

Following a General Introduction to familiarize all faculty with the EUC-LM, Faculty Training will take place according to specific roles:

- Structure & Function (S&F)
- Biological Foundations (BF)
- Clinical Simulation
- Clinical Training

Levels:

1. **Instructor** – being able to facilitate a session using appropriate tools
2. **Designer** – plan a course according to the principles of the respective area
3. **Specialist** – advanced teaching skills
4. **Leader** – plan and deploy faculty training; mentoring; plan & monitor curriculum & Infrastructure
5. **Expert** – generate innovation; conduct educational research



School of Medicine Faculty Development Plan:**Level I: Introduction**

- Competency: to understand the principles of the EUC-LM
- Content: Principles of Learning
- Modules: Common for all medical faculty
- Participants: Faculty, SCO, facilitators, clinical faculty, clinical instructors

Topics:

1. Health trends & their impact on Health Profession Education
2. Adult learning
3. Active learning methods (flipped classroom, etc)
4. Competence based education
5. Foundations of the EUC-LM and Curriculum
6. Academic & Clinical Advisors: Your role & How to mentor students
7. E-portfolio

Workshop (1hr): E-portfolio

Level II: Instructors

- Competency: to facilitate a session using the LM tools in corresponding area
- Content: focused on tools & session organization in each area
- Modules: Specific to each area

S&F Topics: (Faculty, Facilitators)

1. Why integrate learning & use new tools to teach S&F
2. Tools of S&F: surface anatomy, histology projection
3. Tools of S&F: Clinical Anatomy: case discussion, medical imaging etc
4. Tools of S&F: Digital resources – virtual dissection, virtual microscopy, augment reality, virtual experiments, SECTRA
5. Session organization & management
6. E-portfolio

Workshop (4hr): on tools

Biological Foundations Topics: (Faculty, Facilitators)

1. Why integrate learning & use new tools to teach biological foundations
2. Rethinking the role of content in BF courses
3. Tools for BF: Case studies applied to BF
4. Planning relevant experiments for BF sessions
5. Team based learning
6. E-portfolio

Workshop (4hr): PBL, TBL

Clinical Simulation Topics: (Faculty, Facilitators)

1. What is clinical simulation & why simulate?
2. Simulation Modalities
3. Clinical skills training
4. Complex simulation scenarios
5. Briefing to Debriefing
6. E-portfolio

Workshop (4hr): Scenarios

Workshop (4hr): Skills training

Clinical Training Topics: (Faculty, Clinical Faculty, Clinical Instructors)

1. The role of the preceptor & clinical instructor
2. Student & patient safety in
3. Clinical session organization & planning
4. Assessing student performance in practice
5. Feedback in clinical practice: one minute preceptor
6. E-logbook & e-portfolio

Workshop (2hr): One minute preceptor

Workshop (4hr): Assessment

Level III: Teaching Designer

- Competency: to plan a course session that follows LM principles
- Content: focused on didactic planning, academic documentation & assessment
- Modules: both common & specific modules

S&F Topics:

1. Matching learning goals to S&F tools
2. Assessing learning in S&F
3. Developing lab practice guides for students
4. Developing case studies
5. Assessment: creating good exams to asses knowledge acquisition
6. Academic documentation structure

Workshop (2hr): practice guides

Workshop (2hr): Cases studies

Workshop (2hr): development of MCQs

Biological Foundations Topics:

1. Matching learning goals to BF tools
2. Assessing learning in BF
3. Developing lab practice guides for students
4. Developing case studies
5. Assessment: creating good exams to asses knowledge acquisition
6. Academic documentation structure

Workshop (2hr): practice guides

Workshop (2hr): Cases studies

Workshop (2hr): development of MCQs

Clinical Simulation Topics:

1. Matching learning goals to available simulation tools
2. Planning for skills training sessions
3. Assessment of clinical skills: OSCE, OSPE
4. Developing simulation scenarios
5. Assessment: creating good exams to asses knowledge acquisition
6. Academic documentation structure

Workshop (2hr): OSCEs

Workshop (2hr): Scenario Development

Workshop (2hr): development of MCQs

Clinical Training Topics:

1. Matching learning goals to expected professional competencies
2. Assessment in the clinical environment: Mini-CEX, DOPs, Portfolios
3. Assessment of clinical skills: OSCE, OSPE
4. Creating a rubric for assessment of student performance
5. Assessment: creating good exams to assess knowledge acquisition
6. Academic documentation structure

Workshop (2hr): workplace-based assessment

Workshop (2hr): OSCE

Workshop (2hr): development of MCQs

Level IV: Teaching Specialist

- Competency: master advanced teaching skills in corresponding area
- Content: focused on new & advanced tools
- Modules: both common & specific modules

S&F Topics:

1. Advanced apps for S&F
2. Ultrasound as a tool for S&F
3. Online learning to support Basic Science teaching
4. Spiral curriculum- articulating S&F

Workshop (2hr): ultrasound

Workshop (2hr): Advanced apps

Biological Foundations Topics:

1. Advanced apps & tools for BF
2. Virtual experiments
3. Online learning to support Basic Science teaching
4. Basic sciences integration throughout the curriculum

Workshop (2hr): Advanced apps

Workshop (2hr): virtual experiments

Clinical Simulation Topics:

1. Difficult debriefing
2. Creating rubrics & planning for soft skills training
3. Creating scenarios for interprofessional learning
4. Crisis resource management
5. Virtual patients for clinical training

Workshop (2hr): Virtual patients

Workshop (2hr): interprofessional training

Workshop (2hr): Crisis resources management (CRM)

Clinical Training Topics:

1. Dealing with difficult situations in clinical environment
2. What to do if a student does not perform well in clinical training
3. Organizing assessment in clinical training
4. Interprofessional learning in clinical training
5. Clinical rotations planning

Level V – Leader & Level VI Expert are for academic leaders & program coordinators

- Leader - Responsible for implementation of their area in the school
- Expert – contribute to the advancement of the EUC-LM

Level V: Leader**Academic Leadership Development Topics:**

1. Curriculum development
2. Advanced teaching skills
3. Academic documentation
4. Laboratory infrastructure
5. Educational research
6. Innovation
7. Change management
8. Mentoring
9. Faculty Training

European University Cyprus – School of Medicine

University Policy on AI and Academic Integrity

(Applies to all students and faculty)

1. Purpose

To ensure fairness, honesty, and responsible use of Artificial Intelligence (AI) tools in all academic work.

2. Core Principles

- **Integrity:** All work must represent the student's own understanding.
- **Transparency:** Any AI use must be openly declared.
- **Fairness:** Assessments are judged by the same academic standards.
- **Accountability:** Students and faculty share responsibility for upholding academic honesty.

3. Misconduct Includes

- Using AI or another person to generate or write assignments **without permission**.
- Copying, paraphrasing, or submitting others' work without proper citation.
- Fabricating data, results, or references.
- Paying or asking others to complete assignments ("contract cheating").
- Collusion or sharing answers unless authorized group work.

4. Policy on AI Use

Default rule: AI-generated content (ChatGPT, Copilot, Gemini, etc.) is **not allowed** in graded work unless your instructor explicitly permits it.

If permitted, students must:

1. **Disclose** tool name and purpose.
2. **Describe** how AI output was reviewed and edited.

3. **Cite** AI use properly (e.g., “Generated using ChatGPT; edited and verified by the author.”)

Failure to disclose = **academic misconduct**.

5. Scoring & Deduction Table

(Applied using Turnitin or equivalent detection tools)

Combined AI & Text Similarity (%)	Interpretation	Suggested Action / Grade Impact
0–20%	Normal background similarity	No deduction (acceptable level)
21–40%	Moderate overlap or AI assistance	Instructor review; possible warning or –5% to –10% deduction
41–60%	High similarity or probable AI misuse	Instructor review; grade penalty –20% to –40% depending on section
61–80%	Serious concern (e.g., AI 60% + text 20%)	Instructor discretion; potential zero for the assessment
>80%	Extreme/confirmed misconduct	Zero grade and formal report to Academic Integrity Committee

Turnitin’s “AI percentage” and text similarity are **combined** (e.g., AI 60 % + similarity 20 % = 80 %). Instructors may request oral defence or resubmission before final penalty.

6. Sanctions

- Written warning or required resubmission (minor first case).
- Zero for the assessment or course (severe or repeated case).
- Suspension or expulsion (contract cheating or proven fabrication).

7. Student Declaration

“I confirm that this submission represents my own work. I have read and understood the University Policy on AI and Academic Integrity and have disclosed any permitted AI use.”



INTERNAL REGULATION ON

EUC Gender Equality Plan

87th Senate Decision: 9 December 2021



**European
University Cyprus**

EUC Gender Equality Plan

87th Senate Decision

9 December 2021

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Preface from the Rector, Prof. Andreas Efstathiou

European University Cyprus considers the adoption of policies that promote diversity, inclusiveness, equality and cooperation within its community of students and staff a necessary prerequisite for success in education and research. These policies improve the quality of education which we provide to our students and also broaden the scope and opportunities for pioneering and responsible research and innovation at the University. The development of strong research and innovation activity at the University is considered central to its ambition to become a hub of Academic Excellence in the region.

Recent developments with the COVID-19 pandemic have made the adoption of policies on diversity, inclusiveness and equality even more pressing. At European University Cyprus we fully support the initiative of the European Commission to make the development of an institutional Gender Equality Plan (GEP) a precondition for participation in Horizon Europe projects from 2022. We are therefore pleased to present the GEP we have developed for the period January 2022 - December 2024 which is the result of a coordinated effort by our community and which we believe will take our University a long way towards promoting gender equality. The plan describes in detail an assessment of the current situation at the University and the proposed measures and actions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andreas Efstathiou".

Prof. Andreas Efstathiou
Rector

Preface from the CEO and President of the Council, Dr Christoforos Hadjikyprianou

At European University Cyprus, we take great pride in our people. Currently engaging more than 900 employees in academic and administrative functions, we genuinely believe that the University's success and transformation to a leading regional hub of academic excellence over the years has been built on the hard work, engagement and passion of its people. The recent challenges that arose due to the COVID-19 pandemic have shown that, collectively, we can respond swiftly and adapt our "modus operandi" as needed, while remaining committed to our values and priorities. It is for this reason that European University Cyprus continuously invests on its people as numerous awards and accreditations indicate.

The current Gender Equality Plan, the first to be implemented at European University Cyprus, demonstrates our commitment, not only to gender equality, but also to the continuous enhancement of our organizational culture towards a work environment where everybody can fulfil their true potential and achieve a healthy work-life balance. Gender equality is already considered a non-negotiable core value of our University, while zero tolerance to all forms of discrimination is at the forefront of our operations. We are confident that the actions designed for the current "EUC Gender Equality Plan" will pave the way for substantial and sustainable change in the integration of gender in all facets of European University Cyprus.

Sincerely,



Dr Christoforos Hadjikyprianou
CEO & President of the Council

Introduction

European University Cyprus (EUC) was founded in 2007 and has its roots in Cyprus College, which was established in 1961. Today, European University Cyprus operates five Schools, namely, the School of Business Administration, the School of Humanities, Social and Education Sciences, the School of Law, the School of Medicine, and the School of Sciences, with the mission to educate students for successful careers and life achievement, to understand and serve the needs of society, and to create knowledge through research and innovation. European University Cyprus is committed to promoting gender equality and preventing discrimination in all its operations.

The creation of knowledge through research and innovation are among the University's top priorities in its current strategic planning, while strong emphasis is placed on linking teaching with research and carrying out public outreach activities, aiming at increasing the interest of young people and the wider public in scientific endeavours. The research activity of the University as measured by its success in securing external research funding and authoring peer-reviewed journal publications has quadrupled in the last five years. Research activity is primarily carried out by a number of research centers, laboratories, and other kinds of specialized settings such as clinics and innovation centers with funding secured through the European Commission (i.e. Horizon2020, Erasmus+, Directorates General), the Cyprus Research and Innovation Foundation, and other prestigious research funding organizations such as the European Space Agency and Max Planck Institute.

Research conducted by EUC falls under the responsibility of the Vice-Rector of Research and External Affairs, who is also responsible for the smooth implementation of the University's Research Policy (Annex 1). Research and innovation (R&I), being one of the University's strategic priorities, can significantly benefit from actions aiming to promote, enhance, and ultimately achieve gender equality within the University. The present plan details the University's Gender Equality goals for the period January 2022 - December 2024, while it is expected that many of the goals featured in the plan will take the form of permanent established practices.

EUC Gender Equality Plan

The EUC Gender Equality Plan (EUC-GEP) has been approved by the Senate on 09.12.2021 and ratified by the University Council, demonstrating the University's commitment to advancing gender equality across a number of areas. More specifically, the EUC-GEP focuses on the following five (5) interrelated thematic areas:

- a. Work-life balance and organisational culture
- b. Gender balance in leadership and decision-making
- c. Gender equality in recruitment and career progression
- d. Integration of the gender dimension into research and teaching content, and
- e. Measures against gender-based violence including sexual harassment.

For each of the five thematic areas, the Plan includes a brief description and aim, an assessment of the current situation through quantitative and qualitative baseline data, and the course of action with objectives, actions, and indicators. A **Communication Plan**¹ will be developed for better dissemination of the Plan's objectives and actions to the university community and beyond. In addition, a **Monitoring and Evaluation Plan** will be developed in collaboration with the University's Committee on Internal Quality Assurance (C.I.Q.A.) to enable key stakeholders to review and potentially adjust the plan's objectives and actions to allow for improvement and optimization of the results. Embedding measures and practices in the normal structure and procedures of the University will further contribute to the achievement of sustainability.

Appendix 1 will serve as a template, where the following details will be provided for each action of each thematic area: name of person(s) responsible for implementation, dates of implementation, outcomes including indicators, obstacles faced, and finally, remarks for future planning. The evaluation findings on the progress made towards gender equality, as well as the identification of new areas that require attention will form the basis for the development of the subsequent versions of EUC-GEP.

¹ Such a plan can involve the development of key messages, production and distribution of promotional material, promotion of internal and external events, scientific communication/ participation in relevant international conferences and symposia.

The development, implementation, monitoring, and evaluation of EUC-GEP falls under the responsibilities of the **Senate Ad-Hoc Committee on Gender Equality** (established on 09.12.2021 as a Senate Ad Hoc Committee following the recommendation of the Vice-Rector of Research and External Affairs). The composition of the Committee on Gender Equality is as follows:

- Vice-Rector of Research and External Affairs (Chair)
- Faculty members: One representative from each School (preferably with gender expertise)
- Representative of the Research Office
- One Representative of Human Resources
- One Representative of the Senate Committee on Internal Quality Assurance
- Representative of the Student Union

The Committee on Gender Equality has the following responsibilities:

- Contributes in the development of EUC-GEP
- Presents the Plan's rationale, aims, and objectives to decision-making bodies of the University, ensuring that support is granted for the Plan's implementation
- Raises awareness and facilitates the promotion of EUC-GEP within the university community, including faculty, researchers, administrators, and students
- Develops and executes a Communication Plan to give constant visibility to the EUC-GEP.
- Takes concrete steps for the successful implementation of proposed actions and makes specific provisions for monitoring
- Identifies obstacles and provides suggestions to overcome them according to state of the art literature
- Evaluates the final outcomes and makes recommendations for future actions that could further contribute to gender equality
- Meets at least once per semester for the fulfilment of the aforementioned responsibilities.

Training and capacity-building activities for various stakeholders involved in different thematic areas constitute a major component of this Plan. Both internal and external gender experts will be considered as trainers for such purposes. Several capacity building activities and resources are available through EC-supported structures, such as the Gender Equality Academy (<https://ge-academy.eu>) and European Institute for Gender Equality (<https://eige.europa.eu/gender->

[mainstreaming/toolkits/gender-equality-training](#)), while experts across Europe may be found through EuroGender's directories (<https://eurogender.eige.europa.eu/>). In cases where specific needs arise that cannot be accommodated by the aforementioned structures, the University is committed to provide the necessary resources for the planning and organization of specialized activities to address those needs or for competence development, subject to decisions made by the Committee on Gender Equality. Employees at all levels who participate in capacity building activities will be expected to act as multipliers/agents for the transmission of knowledge and best practices to fellow colleagues. Activities targeting academic personnel will be incorporated in the existing Faculty Development Programme (see p.10), whenever possible.

A. Work-life balance and organisational culture

Work-life balance is a key component in the promotion and advancement of gender equality within any organization. Measures to support work-life balance ensure that all employees feel supported and have equal opportunities to reach their objectives and advance their careers in parallel to the responsibilities outside the organization, including family and other caring responsibilities. A respectful and welcoming organizational culture is sensitive to the gendered roles and responsibilities that both women and men are expected to assume in the specific economic, social, and cultural context. European University Cyprus is taking the work-life balance of its employees into significant consideration, as illustrated by a number of policies and measures.

Assessment of the current situation

Full-time academic personnel regulate their own non-teaching time, taking into consideration that part of their professional responsibility includes activities which must necessarily take place before or after classes. Full-time academic personnel are entitled to leave corresponding to the academic year: Christmas and Easter holidays, as well as the full month of August. The administrative personnel are expected to work at a reduced workload of 37 hours per week, with three working afternoons. Administrative personnel are entitled to more than 25 days of annual leave (incl. Christmas and Easter holidays), depending on years of employment, compared to 21 days required by national law.

All university employees are entitled to a total of 10 days of Sick Leave, with a maximum of five (5) days without a medical certificate, as well as to two (2) days of Bereavement Leave. Both administrative and academic full-time personnel members are eligible for parental leave (including maternity and paternity leave) as dictated by the current employment law and regulation directives (Annexes 2 & 3). The University supports its employees by covering a percentage of 25% of their remuneration that is not covered by governmental support in the cases of maternity and paternity leave. The University values the wellbeing of its employees and demonstrates understanding in cases where family emergencies may take place.

In the case of fixed-term researchers, the University extends their employment contracts in cases where they have been absent due to maternity, paternity or parental leave in order to support long-

term research work and ensure that research projects are finalized. Overall, fixed-term researchers usually have complete autonomy in terms of working hours and place of work according to the tasks associated with their workload. In September 2017, European University Cyprus was awarded the 'HR Excellence in Research' Logo, acknowledging EUC's commitment for the provision and support of a stimulating and favorable working environment for researchers in line with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

The University rewards members of full-time academic staff who excel in research by awarding them Teaching Hours Reduction (THR). According to the Research Policy, a THR may be awarded if the member of faculty fulfils the conditions in one or more of the three following schemes: a. participation in funded research projects, b. authoring of a book, c. accumulation of points based on research activity (e.g. publications, conference presentations). A member of faculty may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. All allocations of THR under the three schemes are offered after a recommendation of an ad-hoc committee chaired by the Vice-Rector of Research and External Affairs.

Further to the above, European University Cyprus provides free of charge counselling to all employees. Employees in need of personal counseling can contact the Center of Applied Psychology and Personal Development (KE.PSY.P.A.), which offers psychological and counselling services to the EUC personnel, to arrange a confidential, one-to-one meeting with a qualified professional. This service helps individuals cope with any emotional and psychological challenges. A counselor is available on campus for consultation by appointment, throughout the academic year.

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
A.1	Awareness Raising	Training and capacity building for HR personnel and other relevant decision-makers for the promotion of a shared and more widespread work-life balance culture	Number of participants

A.2	Flexible working arrangements (administrative personnel and faculty who holds administrative posts)	Implementation of a Feasibility Study to assess how flexible temporal and spatial working arrangements (e.g. flexible working time and teleworking) may impact departmental processes, procedures and practices	Feasibility Study & Presentation to the Committee
A.3	Support faculty members after family-related breaks	Introduction of a “Small Research Grants” scheme (budget to be provided by Internal Research Grants – Annex 1)	Number of grants awarded
A.4	Enhance employees’ wellbeing	Organization of workshops for the development of skills necessary for the attainment of work-life balance (e.g. stress management, resilience building, effective communication skills, critical thinking skills)	Number of workshops organized Number of participants Evaluation of workshops

B. Gender balance in leadership and decision-making

Despite legal and institutional changes, women remain underrepresented in academic and administrative leadership and decision-making positions in universities and research institutions across Europe (She Figures, 2019). European University Cyprus acknowledges that gender balance in leadership and decision-making requires more than just equal participation of men and women in terms of numbers. The re-examination of decision-making structures and processes along with an analysis of the considerations and obstacles faced by women in each specific organization cultural, as well as efforts towards women's empowerment are imperative for achieving gender balance in decision-making.

Assessment of the current situation

The **Senate** is the supreme academic authority of the University and it is responsible for the academic work of the University, both in teaching and research, and for the regulation and superintendence of the education discipline of the students of the University. The composition of the Senate is as follows: Rector; Vice-Rectors; Deans of Schools; CEO & President of the Council; two faculty members and one representative of the Special Teaching Personnel from each academic School (elected among the full-time academic personnel body of each School); one student representative from each School (elected by the student body of the School). The supreme governing body of the University is the **University Council**, which is the body responsible for the management and administration of the revenue and property of the University and, subject to the powers of the Senate, has general control over the conduct of the affairs of the University. Out of the 13 members, one member is an Ex-officio Member (Rector), nine are appointed by the Board of Directors, and the rest are elected. Table 1 shows the current composition of the aforementioned bodies. Women represent 35.7% of the Senate and 7.6% of the Council.

Table 1

	Men	Women	Total
Senate	18	10	28
Council	12	1	13

The aforementioned bodies work in close collaboration with both the Academic and the Administrative Management for the smooth and successful implementation of the University's objectives. The **Academic Management** consists of the Rector, Vice-Rectors, Deans, Deputy Deans, Chairpersons and Vice-Chairpersons. The Rector and the Vice-Rectors are elected for a period of four years and may serve for a maximum of two terms. Table 2 presents gender-segregated data for these positions. In the current academic year (2021-2022), women constitute 34.3% of the academic management. The **Administrative Management** consists of the Chief Executive Officer, the Director of Marketing & Communications, the Director of Information Systems & Operations, the Chief Financial Officer, the Director of Enrolment Management and the Director of Human Resources (currently two women and four men).

Table 2

	Men	Women	Total
Rector	1	0	1
Vice-Rectors	2	0	2
Deans	4	1	5
Deputy Deans	4	1	5
Chairpersons	5	6	11
Vice-Chairpersons	7	4	11
TOTAL	23	12	35

The **Senate Committee on Research** is the responsible body for reviewing and making decisions for research programs, and for facilitating the promotion of research among faculty members, and the conduct of research in general at the University (including research by students at the undergraduate and graduate level). The Committee's composition is as follows: Vice-Rector of Research (Chair); all Deans of Schools; Department Chairpersons (one from each School); Faculty members (one from each School); 1 Special Teaching Personnel Member (Senate Member); Representative of the Research Centre; Representative of Administration. Its members serve for a two-year term. The Senate Committee on Research for the current academic year consists of 7 women and 11 men (39% and 61% respectively).

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
B.1	Awareness Raising	<p><i>Training: Unconscious/ implicit bias and Gender bias in leadership and decision-making</i></p> <p>Deepening the understanding of gender bias and tackling resistances to gender equality</p> <p>Trainees:</p> <p>Academic and Admin. Decision-makers</p> <p>Senate Committee on Gender Equality</p>	Number of participants
B.2	Identification of barriers for women's representation in leadership and decision-making	<p>Survey to assess the structural, institutional and individual barriers</p>	<p>Number of survey participants</p> <p>Mapping main barriers and designing further actions to tackle them</p>
B.3	Increase the representation of women in leadership and decision-making bodies	<p>Scouting, i.e. actively seeking, identifying and encouraging women candidates suited to roles in decision-making and leadership positions.</p>	Number of women candidates for leadership and decision-making positions

C.Gender equality in recruitment and career progression

Research at the European level consistently shows that women face various barriers in their career paths in research and innovation (European Commission 2020). While it is generally accepted that ‘merit’ and ‘excellence’ are key criteria for the assessment of candidates for academic positions, these concepts are not gender-neutral, but rather, they are influenced by unconscious or implicit bias. Critically reviewing the existing recruitment, selection and career progression policies for faculty and researchers at all levels and identifying and remedying biases becomes imperative for organizations aiming to develop and cultivate a culture of equality and diversity. In addition, European University Cyprus acknowledges that gender equality in recruitment and career progression is inextricably linked with other GEP actions (i.e. work-life balance and organizational culture and gender balance in leadership and decision-making) that can largely contribute to the advancement of equal opportunities for a successful career in academia and research.

Assessment of the current situation

European University Cyprus is an equal opportunity employer. Discrimination based on any individual characteristics (e.g. age, colour, gender, disability, marital status, national origin, race, religion and sexual orientation) is prohibited and covers all areas of employment including hiring, promotions, compensation, benefits, education/training, and termination of employment (Annexes 2 & 3). The information presented in this thematic area targets academic and research staff, is in accord with the University’s priorities.

Recognizing the University's commitment to excellence in teaching and research and aiming at ensuring the recruitment, selection, and appointment of faculty members with high potential and ability, the Senate adopts specific and transparent faculty selection procedures (Annex 4). The faculty vacancies are announced at the University career page, in local press, and through academic job search portals such as Euraxess and ResearchGate. Once a specific faculty vacancy is announced, the Dean of the pertinent School, in consultation with the Chairperson of the pertinent Department, forms a Faculty Selection Committee consisting of a minimum of three full-time faculty members who hold a higher rank to the one the candidate is considered for². The final composition of the

² Except for the rank of Professor, for which the faculty members should hold the rank of Professor.

Faculty Selection Committee is approved by the Council of the pertinent Department. The evaluation and selection of candidates for interviews is based on the following criteria:

- a. Specialization or/and professional activities
- b. Teaching experience/skills
- c. Research
- d. References
- e. Publications
- f. Service to the community/society
- g. National/International academic recognition of accomplishment/ achievements
- h. Teaching potential and communicative abilities
- i. Invitations to teach due to reputation/or/and key note speeches
- j. Evidence of effective postdoctoral, graduate and undergraduate supervision
- k. New courses developed; involvement in curriculum development
- l. Compliance/Compatibility with the wider University Culture

The Faculty Selection Committee ensures that selection criteria and methods of assessment are applied consistently for all candidates. Recognizing the aim of the University to prevent discrimination and in order to be compliant with Cyprus and EU legislation, the Senate reaffirms the commitment to non-discrimination in employment decisions. Through the Faculty Selection Report, the Faculty Selection Committee evaluates candidates according to the set criteria and makes recommendations according to the policies, as to the acceptability, strengths, and weaknesses of the candidates. The Faculty Selection Report is subsequently evaluated and approved or rejected accordingly by the Departmental Council, the School Council, the Senate, and, lastly, by the University Council.

Faculty engage in the process of self-evaluation bi-annually as a positive force towards continued professional development and accomplishment. This review process demonstrates the faculty member's performance in the areas of (i) Teaching, (ii) Scholarship/Research, and (iii) Service to the University, Community, and Profession and Self Development. The University allocates funds

annually in order to assist faculty members to enhance their scientific domain by appealing in pertinent academic or/and professional development activities and, thus, achieving forms of excellence in the three-fold mission of teaching, research and service to the community. In addition, the Office of the Vice-Rector of Academic Affairs is responsible for implementing the “Faculty Professional Development Program”, which holds, since 2021, the prestigious Advance Higher Education membership logo. The Program consists of 35 hours of professional development for newly hired Faculty and Special Teaching Personnel, for full-time faculty and for part-time scientific collaborators. Specifically, three (3) academic staff professional development schemes are organized, offered, evaluated, and revised, as follows:

- Professional Development Program for its newly hired academic staff
- Ongoing Professional Development Program
- Professional Development Program on Innovative Strategic Interventions

Topics include, but are not limited to, teaching methodologies, evaluation processes, e-learning tools and methods, ethics in research, personal data management in research, and open science.

Advancement in rank is not merely a matter of routine or seniority, but it is based primarily on merit. More specifically, advancement in rank depends upon the faculty member meeting the six criteria listed below:

- a) Fulfilment of the minimal criteria for appointment to rank. Any Faculty member hired through the faculty selection and appointment procedure must complete at least three (3) years of service to the appointed rank, in order to be eligible for promotion.
- b) Positive and substantial evidence of high competency in teaching.
- c) Evidence of positive contribution(s) to the overall development of the individual's program area and Department.
- d) Evidence of service to the University and Community in general.
- e) Membership and participation in professional or learned societies of national or international significance.
- f) Research and scholarly publications or recognized creative work in the individual's field.

Faculty Members who consider themselves eligible for promotion have the responsibility to follow the procedures specified in the University Charter. The application for promotion is reviewed by the Committee on Promotion, which consists of two full-time faculty members from each Department of the School and one representative faculty member from each of the other Schools of the University.

All Committee members should hold a higher rank to the one the candidate is considered for, while an external reviewer, who is also a full-time active academician in the discipline of the candidate and holds an academic rank higher or equal to the rank for which the faculty member is being considered, should also participate in the process. The final decision and report of the Committee on Promotion is forwarded consecutively to the Departmental Council, the Council of School, the Senate, and the University Council, which ratifies the decision.

The percentage of women faculty members of different ranks, as well as the percentage of researchers across the University's five Schools are presented in Table 3. Overall, in the current academic year, women constitute 25% of Professors at the University, 39% of Associate Professors, 43% of Assistant Professors, 50% of Lecturers, 60% of Special Teaching Personnel, 60% of Fixed-term Researchers and 51% of PhD students. The corresponding percentages according to SHE figures (2018) are as follows:

- Professors (Grade A): 13% national average and 24% EU average
- Associate Professors (Grade B): 32% national average and 39% EU average
- Assistant Professors, Lecturers and Fixed-term Researchers (Grade C): 40% national average and 46% EU average
- Special Teaching Personnel and PhD students (Grade D): 47% national and 47% EU average

Table 3

	Business Admin.		Humanities, Social & Education Sciences		Law		Medicine		Sciences	
	M	W	M	W	M	W	M	W	M	W
Professors	100%	0%	67%	33%	100%	0%	73%	27%	67%	33%
Associate Professors	67%	33%	33%	67%	60%	40%	100%	0%	62%	38%
Assistant Professors	86%	14%	57%	43%	33%	67%	56%	44%	50%	50%
Lecturers	50%	50%	17%	83%	67%	33%	62%	38%	50%	50%

Special Teaching Personnel	67%	33%	17%	83%	-	-	-	-	50%	50%
Fixed-Term Researchers	-	-	19%	81%	50%	50%	40%	60%	54%	46%
PhD Students	35%	65%	28%	72%	63%	38%	-	-	50%	50%

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
C.1	Identification of barriers for career progression	Survey mentioned in B.2 to be formulated in such a way to include elements assessing the structural, institutional, and individual barriers for career progression.	Number of survey participants Mapping main barriers and designing further actions to tackle them
C.2	Awareness raising	<i>Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion</i> Deepening the understanding on unconscious bias, analyzing the main imbalances and biases in recruitment and promotion in research and academia (vertical and horizontal segregation, gender pay gap, international mobility), and reviewing best practices. Trainees: Administrative and Academic Management Senate Committee on Gender Equality HR Personnel Research Office Personnel	Number of participants
C.3	Establishment of gender equality guidelines for recruitment and promotion	Gender balance in recruitment and promotion committees when possible, or at least inclusion of a minimum number of women Targeted advertising of calls: Advertising positions actively amongst networks of women	Inclusion of relevant clauses in the Charter (in its revised form)

		<p>Sensitivity towards career breaks due to family and health-related reasons when assessing research output</p> <p>Non-traditional career paths due to extenuating circumstances are taken into account when assessing research output</p>	
C.4	Enhance visibility of women's achievements and contributions	Establishment of "Annual Award for Early-Career Women Researchers"	Number of grants awarded

D.Integration of the gender dimension into research and teaching content

European University Cyprus is committed to taking the necessary steps for the integration of the gender dimension into research and innovation, educational priorities and outputs, and service to the community/society. The University acknowledges that striving for gender equality by incorporating the gender dimension in its strategic planning brings added value in the implementation of the University's strategic pillars including research and teaching excellence.

Assessment of the current situation

A number of faculty members, mainly from the School of Humanities, Social and Education Sciences, are either gender experts or address the dimension of gender in their work as reflected in their research and teaching practices. Several academic and administrative departments have recently adopted gender-sensitive communication, a practice that the University aims to gradually implement across the institution. Furthermore, the University has a considerable portfolio of EU funded projects aiming at gender equality in an array of topics. Indicatively, faculty members are currently participating in the following Erasmus+ projects aiming at tackling diverse challenges and promoting gender equality:

- ASTRAPI - Active Strategies for Prevention and handling Sexual Harassment Incidents (2019-1-CY01-KA204-058414): <https://astrapi-project.eu/>
- Behind Sexting - Intergenerational Digital Sex Education (2020-1-CZ01-KA201-078399): <https://www.behindsexting.eu/>
- EMERGENT - Gender awareness and implementation strategies in STEM Education (2018-1-ES01-KA201-050770): <https://emergent.home.blog/>
- FAST - Fast prototyping and entrepreneurial skills to promote female founded start-ups in STEM (2019-2-CY02-KA205-001594): <https://www.fasterasmus.com/en/>
- FemSTEAM Mysteries - A Role-Model Game-Based Approach to Gender Equality in STEAM (2020-1-CY01-KA201-066058): <https://www.femsteam.eu/>
- ESOI - European Safe Online Initiative (612184-EPP-1-2019-1-BE-EPPKA3-IPI-SOC-IN): <https://europeansafeonline.eu/>

Importantly, the research community of the University is becoming increasingly aware of the funding bodies' requirements for the integration of the gender dimension into research, both at the European and the national level. For example, the Cyprus Research and Innovation Foundation (RIF), which is the national research and innovation funding agency, targets the integration of gender dimension into R&I through a number of measures, such as encouraging women to apply as Coordinators in all Calls and Programmes, requiring gender-balanced research teams, and raising awareness and competence for applicants to identify whether or not a gender analysis is necessary in research content.

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
D.1	Identification of current practices	Survey mentioned in B.2 to be formulated in such a way to include elements assessing the integration of the gender dimension into research and teaching content	Number of survey participants Mapping current practices and designing further actions to enhance them
D.2	Awareness raising	<i>Training: Unconscious/ implicit bias</i> Deepening the understanding on unconscious bias Trainees: Faculty Special Teaching Personnel Scientific Collaborators Fixed-term researchers PhD students	Number of participants
D.3	Capacity building:	<i>Trainings: Integration of the gender dimension into teaching</i> ³	Number of participants

³ Best Practices for the Integration of the gender dimension into research and teaching content can be found at

	Integrating gender into teaching	<p>Tailored trainings for each discipline to ensure that sex and gender analysis is considered in the design and outputs related to teaching.</p> <p>Trainees:</p> <ul style="list-style-type: none"> Faculty Special Teaching Personnel Scientific Collaborators Fixed-term researchers PhD students 	
D.4	Capacity building: Integrating gender into research	<p><i>Trainings: Integration of the gender dimension into research</i></p> <p>Tailored trainings for each discipline to increase awareness of how gender analysis affects the design, methodologies and outputs of research.</p> <p>Trainees:</p> <ul style="list-style-type: none"> • Faculty • Special Teaching Personnel • Scientific Collaborators • Fixed-term researchers • PhD students 	Number of participants
D.5	Capacity building: Integrating gender into teaching and research	Development of discipline-specific sections in the University's virtual professional development area, that will contain resources (i.e. handbooks, guidelines, tools, online training modules) dedicated to the integration of the gender dimension into teaching and research	Number of faculty members accessing each section
D.6	Encouragement for the inclusion of gender dimension in research	Award of a PhD Scholarship for work focusing on gender perspectives	Number of applicants

E.Measures against gender-based violence including sexual harassment

European University Cyprus has clear institutional policies on sexual and other forms of harassment. The behaviour and conduct expected by the University's employees is highlighted in a number of documents and communicated frequently to personnel. A culture of zero tolerance for any kind of harassment is enforced.

Assessment of the current situation

European University Cyprus has in place a **Sexual Harassment Policy** (Annex 5), which details behaviors constituting harassment, complaint mechanisms, and sanctions and disciplinary measures. The University aims to maintain a safe and productive work environment, free of any form of harassment whether it is committed by management, colleagues, customers and/or students. Employees are therefore required to conduct themselves in a manner that does not violate the University's harassment policy and to report any form of harassment that they believe occurs against them.

In addition, the **Code of Conduct and Ethics** (Annex 6) sets out principles of integrity and ethical behavior and the staff's responsibilities to each other, students, suppliers, stakeholders, the public and the environment. The Code of Conduct and Ethics, which applies to every University employee, defines a course of action for employment-related issues including harassment, discrimination, bullying or other interpersonal conflicts. The Code highlights the employees' obligation to maintain the University's reputation for ethical conduct by taking action to prevent violations of the law or the Code, while there is a zero tolerance policy for retaliation. Any retaliation against a person who raises a Code concern honestly or participates in a Code investigation, is a violation of the Code and grounds for disciplinary action, including dismissal.

Course of Action

	OBJECTIVES	ACTIONS	INDICATORS
E.1	Awareness Raising	<i>Training: Gender-based violence in academic and research institutions</i> Deepening the understanding of sexual harassment as an expression of power	Number of participants

		<p>dynamics and gender-based violence, examining prevention policies and reviewing best practices</p> <p>Trainees:</p> <ul style="list-style-type: none"> • Administrative and Academic Administration • Committee on Gender Equality • HR personnel • Heads of departments/units (incl. research centers) 	
E.2	Awareness Raising	Dissemination of Sexual Harassment Policy within the organization via various channels	Channels through which the Policy has been disseminated

Annexes

- EUC Research Policy
- Employee Handbook – Administrative Function
- Employee Handbook – Teaching Function
- EUC University Charter
- Sexual Harassment Policy
- Code of Conduct and Ethics

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Appendix 1.

A. Work-life balance and organisational culture

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training and capacity building for HR personnel and other relevant decision-makers for the promotion of a shared and more widespread work-life balance culture					
2. Implementation of Feasibility Study to assess how flexible temporal and spatial working arrangements may impact departmental processes, procedures and practices					
3. Introduction of a “Small Research Grants” scheme					
4. Organization of workshops for the development of skills necessary for the attainment of work-life balance					

B. Gender balance in leadership and decision-making

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in leadership and decision-making					
2. Survey to assess the structural, institutional and individual barriers					
3. Scouting					

C. Gender equality in recruitment and career progression

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion					
2. Establishment of gender equality guidelines for recruitment and promotion					
3. Establishment of “Early-Career Women Researchers Awards”					

D. Integration of the gender dimension into research and teaching content

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Unconscious/ implicit bias and Gender bias in academic recruitment and promotion					
2. Establishment of gender equality guidelines for recruitment and promotion					
3. Establishment of “Early-Career Women Researchers Awards”					
4. Development of discipline-specific sections in the University’s virtual professional development area, with resources dedicated to the integration of the gender dimension into teaching and research					

E. Measures against gender-based violence including

HOW	WHO	WHEN	OUTCOMES	OBSTACLES	REMARKS
1. Training: Gender-based violence in academic and research institutions					
2. Dissemination of Sexual Harassment Policy within the organization via various channels					

European University Cyprus “School of Medicine-Frankfurt Branch”, currently seeks to recruit full-time qualified academics at any academic rank in the following disciplines:

- Molecular and Cell Biology
- Biochemistry
- Cancer Biology
- Tumor Immunology
- Bioinformatics and/or Systems Biology
- Physiotherapy (specifically in Musculoskeletal, Cardiorespiratory Neurological)
- Nutrition and Dietetics
- Anatomy
- Histology-Embryology
- Genetics
- Physiology-Pathophysiology
- Biostatistics-Epidemiology
- Biomaterials
- Microbiology and Immunology
- Pharmacology
- Community and Preventive Dentistry*
- Restorative Dentistry*
- Oral and Maxillofacial Radiology and Imaging*
- Oral Surgery*
- Internal Medicine *

Duties and responsibilities:

- As described in the University's [Charter](#) by Laws

Qualifications required:

- Ph.D. in relevant fields are required. For the positions of Physiotherapy and Nutrition & Dietetics a B.Sc. in relevant fields is also required.
- Fluency in English. For the positions with asterisk (*) fluent German knowledge is also required.
- Technology oriented
- Excellent writing and oral communication skills
- Very good interpersonal skills
- Student oriented
- Innovative
- Team worker
- Emotionally intelligent
- It is preferred that candidates are eligible to work within the European Union/European Economic Area.

Former Teaching and Research Experience:

- For the rank of Lecturer substantial proof of competence in teaching and research is required
- For the rank of Assistant Professor at least 3 years of continuous academic and research experience in renowned academic institutions is required

- For the rank of Associate Professor at least 8 years of continuous academic and research experience in renowned academic institutions is required
- For the rank of Professor at least 12 years of continuous academic and research experience in renowned academic institutions is required

Applications should include the following documents:

- Letter of interest Cover letter indicating the discipline(s) for which the application is submitted
- Curriculum Vitae
- Proof of qualifications
- Two (2) letters of reference (will be requested by referees at review stage)
- Sample of representative publication(s)

Deadline for applications: Friday, September 5, 2025