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ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
H .Q .A .
HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

ALEXANDER TEI of THESSALONIKI

February 2016

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1. EXTERNAL EVALUATION COMMITTEE

The Committee responsible for the External Evaluation of the Technological Education Institution named: Alexander TEI (ATEI) of Thessaloniki (ATEITh) comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with the Law 3374/2005 and the Law 4009/2011:

1. Professor Vassilios G. Agelidis (Chair)
   The University of New South Wales (UNSW), Sydney, Australia

2. Professor Peter Kokkinos
   Georgetown University, Washington, USA

3. Professor Loucas Petronicolos
   University of Wisconsin, Oshkosh, Oshkosh, Wisconsin, USA

4. Professor Eleni Hadjiconstantinou
   Frederick University, Nicosia, Cyprus

5. Dr Spyridon Bellas
   General Directorate of Quality in Public Works,
   Ministry of Infrastructure, Transport & Networks, Athens, Greece

2. INTRODUCTION

2.1 The External Evaluation Procedure

Dates and brief account of the site visit

Dates: The External Evaluation Committee (EEC) visited the Institution from Monday to Friday, 9-13 November 2015.

Approach: Formal interviews and face-to-face meetings between the EEC and staff, students, alumni, and industry representatives took place in the first three days of the visit (Monday to Wednesday). Working meetings between the EEC and leaders from the Institution's Office of QA (OQA - ΜΟΔΙΠ) took place on the final two days of the visit (Thursday and Friday, 12-13 November).

Programme: A well-structured, well-planned programme outlining the details of all meetings including schedule, attendance and purpose was prepared by the OQA. The programme was strictly followed. The programme included a number of parallel sessions for interviews and face-to-face meeting with students, alumni, staff, and other key stakeholders. The programme was optimised for efficiency and to reduce fragmentation between EEC members attending different sessions concurrently. In actuality, a slightly reduced number of parallel sessions were carried out. This did not create any issues, however, and all participants felt the programme ran smoothly.

Post visit work and interaction: The visit itself was relatively brief given the challenging task of the delegation. Extensive collaborative work between the EEC and the OQA thus continued via email following the visit. This ensured that all information and documents required by the EEC were provided. The final outcome was a highly productive and positive experience for all parties involved.

Social interaction and hospitality: The programme included a number of social interactions outside the formalities of the visit programme. The Institution extended typical Greek hospitality to all members of the EEC, exceeding expectations. This included a well-planned schedule of meeting and picking up all EEC members from the airport, despite different times of arrival. The delegates' initial journey to their hotel, accompanied by academic staff, gave a very first warm impression. The EEC had a memorable week in Northern Greece. A notable experience was the exposure of the EEC to the local cuisine, especially the pure chamomile tea from the mountains of Chalkidiki. In summary, the EEC had ample time to interact with many staff and other key stakeholders in semi-formal and informal ways and this created opportunities to generate a balanced view of the Institution and its culture. The EEC wishes to express its sincere appreciation and to assure all involved that a long lasting positive impression of the Institution has been created.

Whom did the Committee meet?

The EEC met with the following people:

- President of the Institution.
- Vice-President of the Institution.
- The Chairs and Vice-Chairs of all 17 departments.

- Members of the OQA.
- Members of the academic community.
- Members and representatives of the professional and support staff.
- Selected undergraduate and postgraduate students drawn from all years of the programs and from various departments.
- A relatively small but adequate number of graduates and alumni drawn from most departments.
- An impressive and very large number of industry representatives and employers of the Institution's graduates.

List of Reports, documents, other data examined by the EEC

The following is a list of the key documents provided and perused by the EEC to arrive to the comments and recommendations of this report.

Prior to the visit:

- Institutional Internal Evaluation Report (IIER) dated June 2015.
- http://www.teithe.gr/

During the visit:

The institution through the OQA provided a great deal of documents during the visit. The list is far too long to mention all, but only key ones will be listed in the following parts of this report.

Institutional Level

- Organisational manual of the Institution.
- Finance
  - o Extensive finance related documentation.
  - o Documentation regarding the operation of the Special Research Account.
  - o List of research and other projects of the last few years.
- The Library *(http://www.lib.teithe.gr/)*
  - o Guide of key Internet resources and information databases.
  - o Guide for book, lecture note and thesis report writing and publishing.
  - o Guide on referencing and citation style in reports, books and final year project theses.
  - o Guide of library services in both Greek and English.
  - o Guides on using online databases and resources, "know-how to" booklets.
  - o Documents describing library related projects and services plans prior to 2006.
- Office of QA (*http://www.modip.teithe.gr*)
  - o The Institution's Internal QA System Manual.
  - o The Institution's Internal Evaluation Report on QA System Operation.
  - o Form to follow up Annual Internal Evaluation of Department.

Departmental Level

- External Evaluation Reports (EERs).
- Internal Evaluation Reports (IERs).

- Online course material.

The EEC was given access to all electronic platforms and databases utilised by the Institution to support teaching and learning.

<u>After the visit by email:</u>

The EEC received the following information and documents at its request.

Institutional Level

- o Organisational chart of the Institution.
- o Organisational chart of each Department.
- o Extensive list of policies, procedures and guidelines.

Departmental Level

- o Detailed curriculum and course outlines of the new undergraduate programs.
- o Detailed curriculum and course outlines of the new postgraduate programs.
- o Reply to the comments and recommendations of the departments' external evaluation reports.
- o Curriculum vitae of permanent only academic staff from all departments.
- o Comments regarding academic, research and internationalisation strategy.
- o List of specialised software used to enhance teaching.
- o Sample exam papers in English.
- o Documentation associated with OQA assessment of the revised curriculum.

Groups of teaching and administrative staff and students interviewed

- o Administrative staff of departments and the Central Administration.
- o Members of the academic community.
- o Members and representatives of the Professional and Support staff.
- o Selected undergraduate and postgraduate students drawn from all years of the programs and from many departments.
- o A relatively small but adequate number of graduates and alumni drawn form most departments.
- o A very large number of industry representatives and employers of the Institution's graduates.

Facilities visited by the EEC

The EEC members were taken for a tour of the campus on Monday 9 November 2015 to inspect selected teaching and research labs of all four schools. The following specific laboratories were visited:

- Laboratory of Bioanalytical Applications (Physiotherapy)
- Laboratory of Cosmetics (Aesthetics and Cosmetology)
- Laboratory of Biochemistry (Medical Laboratories)
- Laboratory of Biology - Genetic Biotechnology (Medical Laboratories)
- Laboratory of Nursing I and II (Nursing)
- Laboratory of Anatomy II (Midwifery)
- Laboratory of Pedagogical Materials (Pre-School Education)
- Laboratory of Visual Equipment (Pre-School Education)
- Laboratory of Psychosomatic Preparation (Midwifery)

- Experimental Oil Mill (Food Technology)
- Laboratory of Physiology (Nutrition & Dietetics)
- Laboratory of Food Preparation (Nutrition & Dietetics)
- Laboratory of Gastronomy (Business Administration)
- Laboratory of Biotechnology & Control of Agricultural Products (Agriculture Technology)
- Industrial Laboratory (Food Technology)
- Central Research Laboratory (Food Technology)
- Microbiology Laboratory (Food Technology)
- Laboratory of Technological Measurements (Vehicle Engineering)
- Laboratory of Technical Vehicle Inspection (Vehicle Technology)
- Geomechanics Laboratory (Civil Engineering)
- Armed Concrete Laboratory (Civil Engineering)
- Digital Signal Processing & Industrial Controllers Laboratory (Automation Engineering)
- Metrology Laboratory (Automation Engineering)
- Information Management & Software Engineering Laboratory (Informatics Engineering)
- Information Systems Laboratory (Informatics Engineering).

The EEC members also visited other facilities as follows:
- ERASMUS Office
- Careers and Employability Office
- Students' Housing
- Students Seminar Room
- Networks Operations Centre
- Medical Centre
- Library
- Student and staff dining facilities

Time allocated: While the tour was allocated a relatively short period of time of about an hour, the close proximity of the facilities and the effectiveness of staff made it possible to gather enough information and form an informed view of the type and level of facilities available. The EEC members noted the willingness of staff to show their laboratories, teaching facilities and recently acquired research equipment. Some academic staff were in fact disappointed at not being able to showcase their labs to the EEC due to the time constraints of the tour.

Teaching classes: Teaching classes were in session during the tour and the EEC members had the opportunity to interact directly with students (typically in their first year of studies) in their class environments. Staff and students embraced the involvement of EEC members. The harmony in the classes and the students' respect towards the EEC were notable.

Please decide in respect to the specific evaluation area (&2.1):	Tick
Worthy of merit	X
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Visit highlights: The EEC was impressed with the organisation of the visit and the extensive number of people made available for interview, especially the industry representatives. The EEC noted the cleanliness of the buildings, both internally and externally, and the peacefulness of the surroundings.

Embracing QA: There was a notable case of a department, which had recently held a conference related to QA and displayed all the posters of the QA process summarising its importance. The positive and negative findings of the EEC and other key messages were communicated with pride. This was a clear indication that the culture of QA within the Institution has gained prominence and acceptance to a significant level. This is due to the tireless efforts of the OQA members and this is worthy of mention.

QA leadership: It should be noted that a generous effort was made by the OQA to deliver the requested information and clarifications with speed and efficiency. The institution followed a very strategic approach to interacting with the EEC after the visit by assigning management of that huge task to a single individual, namely, Prof. K. Michael. The Vice-President Prof. P.T. Tzionas oversaw the process. This undoubtedly delivered efficiency, albeit with a great deal of pressure put on the aforementioned individual. The overwhelming energy, dedication, positive attitude and experience of Prof. Michael with the QA and its implementation within the Institution are highly commended. There is no doubt that Prof. Michael and Prof. Tzionas were well supported by many people too numerous to mention in this report. Nevertheless their efforts and their contribution to the Institution moving forward are recognised and demonstrated the highest qualities and attributes of QA leadership required to deliver QA and manage change and progress in the higher education sector in Greece.

Staff collaboration spirit: The EEC wishes to congratulate the OQA of the institution for the exemplary way they responded to all requests for information. The willingness to cooperate was exemplary. The EEC wishes to note with extreme satisfaction the collaborative spirit of all staff in providing the information requested with great courtesy and a very positive attitude.

Memento: The EEC notes with gratitude the wonderful gesture of the Institution to present the delegation with a book on Alexander the Great, whose name the Institution carries with pride. This will be undoubtedly enjoyed into the future by the EEC members, reminding them of their visit and the satisfaction they feel from being a part of such a significant moment in the Institution's development, as it strives to reach the next level of educational excellence.

2.2   The Self-Evaluation Procedure

Appropriateness of sources and documentation used

The Institution uses a proprietary QA Information System (QAIS). The purpose of this information system is to collect and process data which relate to QA management.

The QAIS is linked with the database information system PYTHIA, containing data related to students and graduates.

The EEC was advised that in total there are nine different electronically available questionnaires that are used to collect QA related data and information, each with a different purpose. These questionnaires are used by:

1. Students to assess the teaching and learning processes (individual course content, teaching approaches, workload including self-studying effort) for all topics included in a given course.
2. Students to assess the student services provided by the Institution.
3. Graduates to provide feedback on their overall educational experience and their employment status and progress.
4. Teaching staff to perform self-assessment of their course (teaching methods, quality of teaching related materials, etc.).
5. Teaching staff to enter their personal data relating to qualifications, research activities and more specifically research output such as publications, etc.
6. Heads of the academic departments to provide feedback on policy and procedures.
7. Heads of research laboratories to provide input regarding policy, procedures, facilities, equipment, etc.
8. Department secretaries to manage policies and procedures as approved by the Assembly of the Department.
9. Heads of Central Administration Services to give input on procedures, training, digital technologies and information systems, etc.

The output of the information system includes:

- Indices of quality included in the IERs of all academic Departments.
- Indices of quality included in the Institutional IER (IIER).

The use of the information system is to:

- Edit QA related information required by the annual IERs at Departmental and Institutional levels.
- Edit QA related information required by Departmental proposals for academic certification of undergraduate and postgraduate programs of study.

The EEC was advised that the strengths of the QAIS are as follows:

- Regular assessment of learning process by students and graduates of the Institution.
- Input of data by staff responsible for each process or task being evaluated.
- Automatic processing of all data, which ensures validity and reliability.
- Central management of data, which facilitates report editing.

The EEC has outlined two key issues related to the QAIS and its future development as follows:

- The QAIS development was financed by a European Community programme

that ended in 2013.

- The availability of technical IT staff to support the system has not been consistent during the period of 2013-2015, as their employment depends on funding which has been inconsistently available.

Sources used: The Institution used the following sources to put together the IIER:

- The annual IERs and the EERs of all those Departments, which have undergone the internal and external evaluation process.
- The centralised database managed and held by the OQA.
- The data collected from questionnaires and evaluations of teaching and learning, teaching staff, professional and support staff. Such information is collected online and is entered by individuals who have to answer numerous QA related questions.

Quality and completeness of evidence provided and reviewed

Quality: The EEC thought that the spectrum of sources and the quality of the documentation were appropriate. However, there were deficiencies in certain areas with respect to data and the way statistical information was presented which would improve the ability to make quick and useful assessments. E.g. it is important that data are not just presented in tables, but also plotted in graphical form so as to better and more easily identify trends.

Language: The EEC notes that the IIER can be written in either Greek or English. The IIER was submitted in Greek. While this does not reflect negatively on the quality of the document or the hard work behind it, the report of the EEC needs to be in English. This presented extra work and effort for both the EEC and the OQA staff and leaders to ensure the terminology to be used is agreed upon. EEC members are not always familiar with the local terminology used and it would have been appreciated if the original IIER submission were in English. Nevertheless, the EEC is grateful for the effort of the OQA to provide extra documentation post-visit, and issues of terminology and understanding were eventually resolved satisfactorily.

Completeness: There were some issues with the availability of strategic documents such as the research strategy, academic strategy and internationalisation strategy. Some information relevant to these areas was available, however, the EEC felt that there were no clear documents with the express purpose to address these areas, with fully developed plans of action, implementation schedules, specific deadlines or responsible individuals named in the document to deliver set goals.

The extent to which the objectives of the internal evaluation procedure have been met by the Institution

The EEC thinks that the objectives of the internal evaluation procedure were largely met. Given that this is the first time such a process has been adopted at an institutional level, it must be acknowledged there was a steep learning curve for all participants. The overall outcome is an action list of improvements and opportunities for improvement and why not innovation. As this is an evolving process, the Institution's progress to date with respect to developing, monitoring and following more rigorous QA processes and procedures and converting data into knowledge for policy decisions has been satisfactory.

Description and Analysis of the Self-Evaluation Procedure in the Institution

The procedures used for writing the internal evaluation reports of Departments and the Institution as a whole included data extraction from the information system named PYTHIA, as well as electronic questionnaires completed by students, graduates, teachers, Divisional Presidents, Directors of Research Laboratories, Secretariat Heads of Academic Departments and supervisors / Administrative Services Managers. Completion of the electronic questionnaire process required input from Institution staff, students and graduates at the invitation of OQA during the semesters.

Analysis of the positive elements and difficulties which arose during the self-evaluation procedure

QA Process Positive Elements

The positive elements of the self-evaluation process were summarised in the IIER as follows:

Universal participation by academic units: Participation in the process was across the entire Institution at all levels, involving organisational units across the institutional, school and departmental levels. Almost all departments used the results and recommendation of the external evaluation committees to revise and improve their processes and procedures. Some departments did not go through an external evaluation procedure as these were merged under the current academic structure, as presented in a later section of this report. The high participation rate was due to the widely held view that participating in the QA and external evaluation process will enable the Institution to be recognised further by the wider community for its contributions to education, and lead to an improvement in its position within the higher education sector.

Automated data processing: An automated method for collecting and analysing data and information was organised by the OQA. This ensured the reliability and comparability of the data, and the usefulness of the information that was then used to put together the IEER.

QA Implementation Difficulties

The difficulties which arose during the self-evaluation procedure included:

Student apathy: Limited participation by students and their critical contributions have been missing from the evaluation processes thus far, especially as far as student evaluation of teaching and learning, and associated staff are concerned. Based on information given to the EEC, the student representatives to the OQA were determined in August 2014. However, the student body representatives did not participate in the discussion and approval of the IIER. It is not clear to the EEC why such apathy and disengagement is shown by the student body and its representatives given that any quality related process has always as a key aim to improve the student experience at all levels. It is hoped that such attitudes will be not an issue in the near future and as the trust to such processes, widely used everywhere internationally, starts to deliver better educational and overall experiences to the Greek student population.

Low engagement of graduates: There was relatively limited participation by

Institution graduates in the evaluation of the learning and teaching process, as well as limited data collected on their employment status during a survey organised by the OQA (2011-2014). The EEC is convinced that this will improve in the near future as the QA related process and the engagement of external stakeholders in many processes starts to mature.

Limited teaching staff participation: There was limited participation by teaching staff in the QA process, especially among those on temporary contracts. The EEC is not in a position to comment about specific statistics or the percentage of participating teaching staff across the various Departments and the Institution as a whole. The EEC recommends that the relevant statistics be generated in the future and an action plan is developed to promote increased participation. The EEC recommends that rewards be put in place for those staff who participate and contribute to such an important process within the sector.

Limited administrative staff participation: The EEC was advised that there was incomplete participation of the professional and support staff in filling out QA related questionnaires and attending organised seminars and symposiums related to QA.

Proposals to address QA Processes

The Institution has developed a list of key proposals and actions to address the difficulties that were identified during the internal evaluation procedure with the following key goal:

- To increase the student participation in the teaching and learning process.

Institutional Level Actions

Monitor the revision of all undergraduate programs recently introduced as a result of the external evaluation (EE) process each Department has undergone so that student participation can be increased.

Departmental Level Actions

- Review of the undergraduate programs' internal regulations.
- Teaching staff to establishing incentives for students participating.
- Review current teaching practices.
- Review of student assessment methods.
- Increase participation of teaching staff in QA related processes.

Institutional Level Actions

- Create incentives for permanent and contract teachers.
- Create and cultivate quality culture among all teachers.
- Continue to organise seminars, symposia and conferences related to QA processes.
- Modification of the QA system as required, by introducing new Departmental procedures and monitoring their implementation.

Departmental Level Actions

QA procedures at this level include:

- Action by individuals on their personal evaluation results and feedback received

and processed by the OQA.

- Submission of written improvement proposals at individual level to their Department's Assembly at the beginning of each semester.
- Follow up by the leadership at each level (President, Directors of Scientific Fields, Directors of Research Laboratories) of the progress of the improvement actions undertaken.
- Development of proposals related to teaching, research and administrative processes to be approved by the Assembly.
- Development of proposals to modify teaching and learning processes (assigning a given course and final year projects to an individual, sabbaticals and scholarships, modification of teaching methods and student appraisal of teaching).
- Development of proposals related to research such as sabbatical and scholarship organisation and participation in research programs.
- Strengthening the organisational and the related administrative support.

Ensuring the self-evaluation procedure is comprehensive and interactive

Every semester (six months) the OQA of the Institution organises symposia to provide formal explanations of QA and the various Departments. The Institution also organises seminars for staff and a conference targeting students, graduates, industry, professional bodies and organisations and experts regarding QA. This approach is considered to be entirely appropriate.

The self-evaluation procedure was very comprehensive and was as interactive as possible. However, the EEC is not in a position to express an opinion about the level of interaction between the various Departments and the Institution. The EEC only wishes to note that the relationships between the various Departments and the Institution seem to be harmonious and collegial and as a result of observing these relationships, the EEC believes that a very high level of collaboration has occurred during the self-evaluation process.

The EEC requested numerous documents and additional information from various Departments. The speed and efficiency of the responses and overwhelming effort made to satisfy all of these requests, coordinated by the OQA at all times, confirmed that all those involved have excellent working relationships and are focused on delivering the results needed to ensure the Institution continues to move forward.

The EEC suggests that staff and participants are given ample formal and informal methods to provide feedback. Although this is happening already to some degree, the EEC believes that a formal programme should be developed to monitor and consider every suggestion made to ensure participants are not just consulted with, but genuinely feel they are contributing to the process and that their voice is heard and valued. Furthermore, this will be likely to increase the participation in QA processes even further, and this participation increase will be crucial to meeting the Institution's goals.

Please decide in respect to the specific evaluation area (&2.2):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Holistic approach to QA and culture: The EEC wishes to commend the Institution's holistic approach and commitment to QA. Building a QA culture within the higher educational sector in Greece is crucial to the sector's survival and success into the future, particularly in today's internationally competitive and globally linked sector.

The EEC has received positive comments regarding the usefulness and purpose of what could have been perceived as just another layer of bureaucracy within an already highly regulated sector. The EEC is confident that the development of a QA culture is well advanced, and that only some fine-tuning is required to reach the desired level, where QA processes become both routine and highly valued by staff, students and all other stakeholders. The OQA is to be congratulated for its effort, commitment, dedication and hard work to implement and manage such a complex process where the learning curve has been very steep for all involved. The holistic approach to developing a QA culture appears to be working.

Leading example: During the tour of the Institution, the EEC observed QA related posters presenting both the positive and negative aspects of a recent external evaluation of a department. Such an open and honest way of communicating QA related information and thinking can be a powerful catalyst for changing the culture of staff, students and the academic community in general, both internal and external to the Institution. It also highlights that the Institution has embraced this process not as one meant to "control and punish", but rather as a welcome and positive process that will result in improvement for all people and processes involved.

Action plans and implementation: However, the action plans and the implementation of specific steps to improve were not at a level to convince the EEC that there was a specific and measurable plan that could be benchmarked against international best practice. The EEC thinks that more work is required to ensure these plans have the required level of detail and depth – and ultimately effectiveness that ultimately can be evaluated and improved.

Further Recommendations

Developing SMART action plans: The EEC recommends that SMART (Specific, Measurable, Achievable, Realistic and Time Bounded) action plans become cemented in the culture of the Institution, as a way to address QA related modifications and improve implementation and monitoring.

Training and professional development: The EEC notes that there is some room for improvement with respect to strategic thinking and implementation of action plans. Thus the EEC recommends that professional training programs be

implemented related to the writing of business plans, development of business strategies, benchmarking, setting of key performance measures, leadership and other essential management related topics. These will contribute to developing vital professional skills and will in turn serve to improve the quality and efficiency of processes and procedures within the various departments and the Institution as a whole. This is a normal professional development practice in all world-class higher education institutions.

Building robust QA processes: The EEC recommends that the Institution develop even more robust processes to collect data and feedback and build trust in the QA system for both staff and students. The perception that feedback provided especially by students can be attributed to individuals, and used to penalise those individuals must be minimised and eliminated if possible. Some cynicism and suspicion of any new system is natural. It is however, the responsibility of the Institution to overcome these feelings and develop a robust system for collecting data and feedback. A more reliable cohort of participants must be developed so that all views can be considered, as well as more statistically accurate and reliable data are generated as the basis for improved processes and more informed policies, which will drive the Institution forward, both nationally and internationally.

Issues with QAIS: The EEC has concerns about the impact of two issues affecting the OQA: the need for adequate resources and the continuous development of the QAIS. The EEC is unable to understand the exact type and level of resources required to ensure the smooth and continuous QA implementation across the entire Institution. The EEC recommends that the Institution provide all necessary support and explores the possibility of redeployment of staff from other areas where resources are not optimised. This will create opportunities for staff to learn and develop their careers and must be seen as challenge worth undertaking, as QA related skills continue to be in increasing demand from higher education institutions across the country.

Contractual clauses: The EEC recommends that the Institution explore ways of including contractual clauses requiring participation in QA processes for all new contract staff. This would allow responsibility and accountability for QA processes to be established at the outset of a person's employment. Developing rewards is another possible method to encourage participation.

The Institution should explore both avenues (a 'carrot and stick' approach) as well as any other methods deemed fit for the environment in which the Institution operates. The constant aim should be to improve relationships with employees, and maintain a high level of personnel satisfaction and performance by valuing staff opinions and including them in the Institution's further improvement and development plans.

Data processing: The EEC recommends that data are further processed and analysed to reflect the demographics of the students, within each student cohort.

Anonymity: The EEC strongly recommends that the anonymity of participants' who fill out forms and provide feedback should be protected at any time and at all costs. This is not to say that this is currently not the case. However, the EEC heard from many different groups during the interview process, and many felt that their anonymity was not to be taken for granted, and this had a negative effect on participation. It is very important that the Institution takes this issue seriously and takes very positive steps to win the trust of various groups who would participate in the QA processes. The improvement of every process relies on the input data

and as such the quality and representation of the data collected is crucial. The EEC recommends that formal discussions are held with all groups separately first, and then in a joint forum to engage the various groups, understand their concerns on this point, and generate solutions that will encourage maximised participation.

3. PROFILE OF THE INSTITUTION UNDER EVALUATION

3.1 Institutional Governance, Leadership & Strategy

3.1.1 Vision, mission and goals of the Institution

Academic Structure

The current academic structure of the Institution consists of four schools and 17 departments as follows:

1. School of Business Administration and Economics

    1. Department of Accounting and Finance

    2. Department of Business Administration

    3. Department of Library Science and Information Systems

2. School of Agriculture Technology, Food Technology and Nutrition

    1. Department of Food Technology

    2. Department of Agriculture Technology

    3. Department of Nutrition and Dietetics

3. School of Health and Welfare Professions

    1. Department of Aesthetics and Cosmetology

    2. Department of Pre-School Education

    3. Department of Medical Laboratories

    4. Department of Midwifery

    5. Department of Nursing

    6. Department of Physiotherapy

4. School of Technological Applications

    1. Department of Automation Engineering T.E.

    2. Department of Civil Engineering T.E.

    3. Department of Electronics Engineering T.E.

    4. Department of Informatics Engineering T.E.

    5. Department of Vehicle Engineering T.E.

(T.E. stands for Technological Education)

The Governance of the Institution at various levels is summarised as follows:

Institutional Level Governance

- Council (Συμβουλιο)
- President

- Academic Board (Συνελευση)

School Level Governance

- School Director (Διευθυντης Σχολης)
- School Council (Συμβουλιο Σχολης)
- School Assembly (Συνελευση Σχολης)

Departmental Level Governance

- Head of Department (Προεδρος Τμηματος)
- Assembly of the Department (Συνελευση Τμηματος)
- Directors of scientific fields (Διευθυντες Επιστημονικων Τομεων)
- General Assembly of the Scientific Field (Γενικη Συνελευση Επιστημονικου Τομεα).

The EEC was advised that the schools only have an administrative role – that is, coordinating the functions of their departments, and administer no initiatives in relation to academic programs, research programs, or QA procedures. Nor are they responsible or accountable for QA implementation. The schools mainly approve policies and procedures developed, managed and decided by the various departments.

The Institution understands clearly that according to the recent legislation, a major role of schools is the development of academic and research policies, in alignment with the academic and research policies developed at institutional level by the President of the Institution and approved by the Academic Board and the Council. However, the EEC was advised that these policies have not yet been formally developed at school level. It should be noted that academic and research policies have been formulated at departmental level, and were made available to the EEC. These academic and research policies will be discussed in the relevant section of the report.

Under the Institutional Governance Framework, the membership of the Academic Board includes the four School Directors, along with the Heads of only two departments from each school.

The function of the Academic Board is to approve at the Institution level the academic, research and QA policies and procedures relating to academic studies, including the Organizational Manual (Οργανισμος) and Internal Regulations (Εσωτερικος Κανονισμος).

The Organizational Manual was made available to the EEC. The EEC was advised that the Organizational Manual has been approved by the Institution. However, the document is currently awaiting approval by the Hellenic Government.

The EEC was advised that the Internal Regulations document has not yet been developed in full, except for the Regulations of Studies (Κανονισμος Σπουδων). The EEC was given a clear reason as to why the regulations were not yet formally develop in full: the Institution is still waiting for the approval of the Organizational Manual by the Hellenic Government. In the meantime, the Institution operates according to the older version of "Προτυπος Εσωτερικος Κανονισμος" that was made available to the EEC.

The EEC is not in a position to comment on whether the development of the Internal Regulations should have been in place prior to the EEC visit in November

2015. The EEC is also not in a position to comment on whether the approval of the Organizational Manual by the Government is a prerequisite for the development of the Internal Regulations document. Nevertheless, the EEC prepared this report on the basis of the Institution's current operation at the time of the EEC visit.

The Regulations of Studies document was also made available to the EEC Committee as part of the IIER.

The EEC was assured of a clear and well-defined plan that includes specific time-bounded actions to address the aforementioned required developments regarding academic and research policies of the schools and departments.

The Institution will:

- Publish its Internal Regulations (Εσωτερικος Κανονισμος) document in full, which includes clear statements of its academic and research policies, by the end of February 2016.
- Formulate guidelines for the schools to edit their academic and research policies, procedures and actions, by the end of March 2016.
- Decide on a follow up procedure for the actions of the schools regarding policy and strategy by the end of April 2016.
- Approve the schools' statements of policy and strategy by the end of April 2016
- Monitor the schools' actions at the end of each academic year (beginning of October 2016).

The EEC is pleased with the plan outlined above, and awaits the full implementation of these actions as per the outlined schedule. The EEC notes the specific timeframe associated with the above actions.

Institutional Level Committees

The Academic Board has standard Committees to facilitate its decisions on policy and strategy as follows:

- OQA (ΜΟΔΙΠ) overlooking quality assurance issues and implementations.
- Research Committee (Επιτροπη Ερευνων) for research issues.
- Bio-ethics Committee (Επιτροπη Βιοηθικης) for ethical issues.
- ERASMUS Committee, for issues related to academic exchange programs with overseas institutions.
- Institute for Life-Long Learning (Ινστιτουτο Δια Βιου Μαθησης) for issues related to continuing education and professional training programs.
- Technical Committee (Τεχνικο Συμβουλιο) for issues related to infrastructure development.

The above-mentioned Committees are chaired by the Deputy President of the Institution and meet frequently, as issues arise.

School Level Committees

The EEC was advised that there are no standard committees at school level, since there are no equivalent policies at this level of governance, as explained earlier.

Departmental Level Committees

At the departmental level of governance, academic, research and quality assurance policies, procedures and actions are proposed by standard committees:

- Academic Curriculum Committee (Επιτροπη Σπουδων).

- Committee for student Internship (placement of students to complete their practical training within an industrial and professional environment) (Επιτροπη Πρακτικης Ασκησης).
- Committee for European Educational Programs (Επιτροπη Ευρωπαικων Εκπαιδευτικων Προγραμματων).
- Quality Assurance Committee (Ομαδα Εσωτερικης Αξιολογησης - ΟΜΕΑ).
- Research Committee (Επιτροπη Ερευνητικης Πολιτικης και Παρακολουθησης).
- Committee for Student Transfers (Επιτροπη Μετεγγραφων).
- Committee for Graduates Entry Exams (Επιτροπη Κατατακτηριων Εξετασεων).
- Committee for Timetabling of Teaching and Examinations (Επιτροπη Ωρολογιου Προγραμματος και Προγραμματος Εξετασεων).
- Committee for Provisions and Consumables (Επιτροπη Προμηθειων και Αναλωσιμων).

The committees meet regularly and advise the Departmental Assembly on related policies, strategies and actions.

The scientific fields (Επιστημονικοι Τομεις) of the departments are part of the governance structures responsible for academic issues relevant to their specific fields. They meet regularly and formulate proposals submitted to the Departmental Assembly, which is responsible for the coordination of all Fields and the formulation of departmental policy, strategy, actions and procedures.

DASTA (ΔΑΣΤΑ)

The DASTA structure was established in order to facilitate the placement of prospective graduates in the industrial and market sectors. It comprises of the following units:

- *Practical Training Office*, responsible for placing students with companies and industry bodies as part of their compulsory final-year six-month training period, thus establishing valuable individual relationships.
- *Innovation and Entrepreneurship Office*, providing students with the necessary innovation and organizational skills required in todays companies.
- *Liaison Office*, whose principal aim is to connect with external advisors and to maximize the Institution's outreach by contacting, monitoring and strengthening relationships with companies and industry and professional bodies.

The DASTA structure collaborates with the International Relations and Programs Office to promote relations with companies in other countries and to financially subsidize students that wish to take their practical training aboard.

These two structures are responsible for contacting companies, industry bodies and advisory boards and to conduct surveys on graduate placement and general outreach for the Institution. The Institution tries to strengthen past collaborations with advisory boards e.g. Northern Greece Industrial Partners Federation, Thessaloniki's Industrial Chamber, and many more, while also seeking to establish new ones.

Each department, in turn, is responsible through its own units to maximize outreach and graduate placement by utilising and, at the same time, enriching the Institutional DASTA structure.

Finally, it is worth noting that the external members of the Institution's Council are usually members of Chambers and Federations, e.g. the Medical Professionals

Association, the Lawyers Association, Mayors and Prefecture Union etc., serving as members in an advisory capacity at Institutional level.

Institution's mission and goals

Vision

To become the leading Higher Education Institution producing world-class professionals in Greece

Mission

The Institution has the following mission:

- To produce and communicate knowledge with research and teaching, while preparing students for the application of this knowledge in their professional fields and cultivating the arts and culture.
- To offer higher education and contribute to lifelong learning with modern methods of teaching, including distance learning and teaching, by performing high quality scientific and technological research based on the internationally recognised criteria.
- To develop students' critical thinking and skills, to maximize the employability of graduates and to establish the necessary environment for the emergence of young researchers.
- To respond to labor market needs in professional fields, as well as to the country's development needs, and promote the dissemination of knowledge, and research and innovation, with adherence to the principles of scientific ethics, sustainable development and social cohesion.
- To promote cooperation with other educational institutions and research institutions in Greece and abroad, while enabling the effective mobility of teaching staff, students and graduates, and contribute to enriching European Higher Education and Research.
- To help shape responsible citizens, able to meet the requirements of all fields of human endeavor with scientific, professional and cultural competence and responsibility with respect to the values of justice, freedom, democracy and social solidarity.

The Institution gives special emphasis to high quality education and the application of science, technology and the arts in their respective professional fields. In this context it combines the development of appropriate theoretical background studies with high-level extensive laboratory and practical training following industrial and professional practices.

In fulfilling its mission, the Institution is organized and operates under rules and practices to ensure compliance with and in defense of the following particular principles:

- Freedom in pursuing research and teaching.
- Engaging in ethically framed research activities.
- Quality of education and services.
- Efficiency and effectiveness in the management of staff, resources and infrastructure.
- Transparency of all its activities.
- Impartiality in the performance of work and decision-making.

- Meritocracy in the selection and development of all staff.
- Equal treatment of the sexes and respect for diversity.

Priorities set by goals

It is clear that the aim of the Institution is to deliver high quality educational programs. It is also evident that the Institution aims to integrate the latest research findings into the curriculum.

The EEC was advised that particular emphasis will be on developing the Institution further as an educational Institution that:

- Values quality as its top priority.
- Places students first.
- Promotes and supports graduates' employment prospects.
- Aims to produce effective independent learners.
- Offers curricula, which focus on disciplines in high demand from the local and national labor market.
- Invests selectively and strategically in research.
- Has expertise and other resources and conducts research to support the social and economic development of the region and the local community.

How are the goals achieved

The EEC noted substantial involvement with and collaboration between the faculty and students. Students were very pleased with the support they receive from faculty and staff. The EEC noted no friction between departments or academic faculty and staff.

Strengthening interdepartmental collaboration: However, although some collaboration between departments was evident, the EEC proposes that the administration designs and implements specific programmes to encourage and foster interdepartmental collaboration. The EEC believes that such a programme will be of great future value to the Institution.

Procedures established by the Institution to monitor the achievement of goals

Quality: The EEC agrees that ensuring and maintaining the quality of all services and activities is of paramount importance. The EEC notes that a quality culture within the Institution is gaining acceptance and is increasingly embraced. The Institution has not yet reached an optimal level of QA processes and procedures but it is moving in the right direction towards this goal.

Students first: The EEC received very positive comments about the Institution both from current students and employer groups. However, the EEC believes that students must be further engaged in the processes of the Institution, especially those related to QA processes.

Graduate employment prospects: The Institution is to be congratulated on its recognition of the importance of maximizing students' future employability by listing it as a key goal. However, there was no strong evidence of formal engagement with graduates and employers' groups, the results of which could

ideally be integrated into the design of undergraduate and postgraduate courses. The EEC understood that that employers' groups would welcome further and more formal involvement with the Institution's processes, and recommends this opportunity be explored and exploited further.

Independent learning: The EEC believes that this is an excellent priority. The EEC is not convinced by the evidence provided that all or most curricula and all courses of the Institution have been designed to serve this goal. The EEC acknowledges that the revised curricula have improved course outlines where learning objectives, and outcomes based education programs are embraced. However, the EEC believes that more work in this area is required. As a way of example, the EEC recommends that the well-known Bloom's taxonomy be used to assess the level of the student effort and work in all courses and activities with the aim to reach higher levels of the taxonomy mentioned. The EEC saw plenty of evidence where mechanistic thinking and ability for information recalling were tested. This was clearly observed especially in numerous examination papers perused by the EEC. The EEC believes that the Institution's curricula need to ensure students are challenged to the highest possible level of Bloom's taxonomy but as a minimum, level 3 should be considered. Critical thinking should be a key graduate attribute and for this to be achieved by students, designing more challenging courses and associated learning activities is required.

Curricula relevance: The EEC agrees wholeheartedly with this goal. However, the EEC believes that the formal processes of engaging key stakeholders in the design, implementation and motoring of curricula and their effectiveness in delivering key educational objectives are yet to be fully developed and implemented to the desired levels.

Research: The EEC notes that research is a goal in the priority list of the Institution. The EEC also acknowledges the aim to strategically invest in research areas. The EEC recommends that the Institution develop a clear research policy where such priorities for investment in research are published for increasing impact and transparency. This will assist the Institution greatly in its continuous pursue to further engage with the local industry. It will also enhance prospects of increased engagement in research programs and partnerships with national and international research organisations.

Impact: This is a crucial goal for the Institution as it both enhances reputation and fuels future advancement. The EEC received extremely positive comments about the Institution and its engagement with local communities (industrial, professional, and civil and cultural). The EEC recognises that local industry is not in the same position to be influenced by the Institution as it has been in the past. The EEC notes the location of the Institution is in the industrial heart of a key cosmopolitan centre. The EEC believes that as local industry's reduces its contribution to the local community and the Institution, this can be compensated by looking for support outside the immediate area where the Institution is located. This is not to say that the Institution's current engagement is not optimal, but rather to suggest that the Institution, as one of the oldest and largest in the country, when it comes to student population, has unique advantages that other institutions can only dream of. Exploiting these Institutional strengths should be a key strategy. The EEC suggests that formal plans that include clear implementation actions are developed for the positioning of the Institution as the number one in the country, as the overall vision states. Engaging alumni and industry formally and even more deeply

than current levels is a key and necessary step to achieving this goal.

What is your assessment of the Institution's ability to improve

Ability to improve: The EEC is convinced that the Institution continues to evolve in a positive direction. The administration and faculty is comprised of well-trained individuals who have the skills and the zeal to implement new ideas and improve their service to the students and society. The ability of the Institution to improve is unquestionable. The EEC is impressed with the progress that has been made over the last two years on all fronts, especially the introduction of new undergraduate and postgraduate academic programs. The culture of acting on recommendations and issues raised by external assessors at the departmental level is positive and is working relatively well.

One opportunity for improvement identified by the EEC is the need to be on point and clearer in responding to external assessors regarding how each of the recommendations have been or will be addressed. E.g. a short statement that the recommendation has been "done" is not sufficient; rather, evidence and information must be provided to clearly outline to any external examiners how recommendations have been actioned. This approach would minimise the need for further questioning and investigation by external examiners.

Confidence and achievements: The EEC feels that the Institution's self-confidence in its past, present and future was somewhat lacking. The EEC was not explicitly made aware of the many achievements of the Institution over its four plus decades of existence. For instance, no key data across the Institution's historical timeline were clearly presented (e.g. total number of graduates since establishment), nor did the Institution present a list of its major educational contributions, research achievements and/or the achievements of some of its many graduates. There was no clear statement made about the Institution's economic impact or cultural contributions, and an Annual Report or reports were not provided. Such reports and information can be very useful for introducing visitors to the Institution and selling them on its past and continuing contributions in all areas, as well as its future goals and vision.

SWOT analysis: The EEC recommends that a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) be prepared as a basic strategic document for the Institution. The EEC recommends that such strategic document is regularly reviewed and updated as required.

Alumni: Similarly, a list of notable graduates should be prepared to help the Institution establish links with influential alumni who would be more than proud to help the Institution with its future development, leveraging their resources as well as valuable experience and market knowledge.

Dealing with uncertainty: The EEC feels that there is a great deal of uncertainty about the future of the Institution. The EEC understood that a scenario whereby the Institution would amalgamate with nearby organisations was being considered in the past few years. While the EEC is unable to comment on possibilities that may have been discussed in the past, it recommends that the Institution strengthens its own position by developing the relevant high level strategic plans and documents, and implements these as soon as possible. Finally, the Institution must ensure that

strategies are developed at all levels within it.

Institutional strategic plan: The EEC made numerous requests for the Institution's Strategic Plan, and although it believes such a document may exist, it was not provided to the EEC. This may have been an oversight, however, the EEC feels that the Institution will gain tremendously by delivering strategic and business plans across all the academic units and the Institution as a whole. It should be noted that the loosely defined points provided to the EEC regarding strategy for each department is not sufficient in lieu of a comprehensive well-defined, well-structured and clear strategy. The EEC thinks that coordination is required to produce more rigorous strategic plans at both Departmental and Institutional levels. The above points are not intended to sound negative, merely to highlight that the Institution must focus on rectifying these issues as quickly as possible to take advantage of opportunities to excel and clearly concentrate its efforts on what needs to be done to move forward.

Vote of confidence: The EEC has no doubts that the Institution will understand any criticisms it has made as purely constructive, and intended to help the Institution identify and action opportunities to improve. The intention of the EEC is only to assist the Institution on its path towards improvement, and it is in this context of constructive criticism that any comments should be viewed.

Please decide in respect to the specific evaluation area (&3.1.1):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Alignment and messaging: The Institution has statements related to its vision, mission and goals. The Institution needs to further develop those statements into more advanced plans at both strategic and operational levels. The Institution must align all aspects of where information is provided (printed, online, etc.) and ensure that is updated and accurate. In the digital age, making the latest information available to access online creates a perception of an advanced organisation that is moving forward.

Priorities list review: The EEC recommends that research becomes a more prominent goal in the list of priorities if the Institution wishes to go down the path of becoming a research powerhouse. The EEC also believes that the employment prospects of the graduates are less of responsibility of the Institution and more of those involved, therefore, related goals should be secondary to more critical goals related to the elements more directly in the Institution's control. The EEC believes that rearranging the list of priorities will create new opportunities for advancement of the Institution and all relevant stakeholders.

Further Recommendations

Vision: The EEC recommends that a review of the vision statement is undertaken

regularly to ensure the positioning of the Institution and its vision statement remains current, continues to inspire the academic and professional community, and is aligned with the overall strategy and direction of the Institution.

Mission: The EEC recommends that a review of the mission statement is undertaken immediately to condense the key points into a sharper statement, aligned with the key pillars of higher education institutions: i.e. teaching, research, services and community outreach.

Goals' priorities: The EEC recommends a formal process be followed to create a sharp and powerful list of goals setting up the priorities and align them to the aspirations of the Institution along with its future strategic direction.

Outward looking: The EEC feels that the Institution is rather inward looking and views the lack of offering of PhD programs as a potentially inhibiting factor. However, the EEC acknowledges that the Institution is on a transformational path from a teaching only institution for vocational and professional training towards a more outward looking and research-oriented one, albeit not at the same level as a university. The EEC suggests that more energy and effort be spent on making the Institution outward looking, and this may turn a perceived obstacle, into an opportunity for progress and recognition at a national and international level.

Competitive advantages: The EEC is not convinced that all competitive advantages the Institution claims, such as the high employability of its graduates and the high level of training it supplies to students in laboratories and with practical work (including the industrial placements) have been fully exploited. For instance, the EEC read in many EERs of departments that the lab training components of certain programs needed to be strengthened. This has been recognised by the individual departments in question and more effort was being placed on this element of the training process. The EEC recommends that the training of students in the practical parts of the profession is not only maintained but is also enhanced and supported at the Institution level. There are also opportunities for technology exploitation not only to teach but also to document and assess student performance and learning. The EEC suggests that technology is used to greater effect in the curricula, not just to teach but also to enhance student learning and collaboration.

Degree project: The EEC suggests capstone project work be introduced at degree level, in Departments where it is applicable and possible. This is not the same as the current final year project, which is done typically by one or two students. Capstone projects are a larger team projects akin to a real-life teamwork environment. The EEC suggests each department interpret the suitability of this recommendation individually. The EEC believes that collaboration between departments at degree level through such projects would be both an innovative approach and provide an opportunity to progress teaching and learning across the Institution. The EEC did not analyse data associated with the project titles in each Department for the last few years to confirm or otherwise the possibility that similar title projects are given to students repeatedly. The EEC recommends that each Department aim to avoid this phenomenon, and where it occurs, if it does, aim to address it.

Multi-disciplinary multi-departmental projects: The EEC recommends that the Institution, in its search for innovation and excellence, explore the possibility of introducing multi-disciplinary, multi-departmental projects for students to work in teams with members drawn from different departments simultaneously. A course

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could be introduced that would provide credit for students who must be from different backgrounds to form a team to undertake the projects. While this may sound like an impossible task, addressing the academic challenges of offering such a course may prove easier than initially thought. For instance, students from different academic programs could be involved and encouraged to collaborate to produce a development plan for the campus, which could then be used to improve ideas. The submission could include students from the Department of Businesses Administration (e.g. for economic analysis of ideas), the Agricultural Technology Department (e.g. for survivability of plans, proximity) etc. Students from the Department of Informatics could create digital imaging and databases for the project. The EEC has no doubt that more synergies exist and will be found and new ideas will be created. The EEC does not wish to comment more on this suggestion, merely to provide the impetus for thinking outside the square and for the Institution to deliver innovation that will drive it forward. The key point is that the Institution and the various departments continue to innovate in their own different ways.

Equipment upgrades: During its tour the EEC also witnessed equipment and laboratories for teaching that were in urgent need of upgrading. The EEC does not wish to provide specific examples, but is confident that the upgrading of teaching laboratories and the availability of more modern equipment would revitalise the Institution and will further strengthen one of its key competitive advantages and support the vision of the Institution as well. The EEC recommends that a priority list and plans for upgrading teaching equipment across the Institution are developed so that concrete plans are in place should any funding opportunities be forthcoming. The EEC believes in the importance of achieving teaching excellence, and to this end first-class and modern infrastructure is a profound underlying pillar for such excellence to be achieved.

Annual report: The EEC recommends that the Institution and its departments adopt the culture of producing an Annual Report about all activities, key results (good or otherwise), achievements, visitors etc.

Research report: The EEC recommends that a special report regarding research activities and achievements at institutional and departmental levels be produced annually. Key performance indicators (KPIs) should be established and tracked annually, translating into strategies. New academic staff should be inspired and encouraged to achieve KPIs and their achievements recognised. This course of action will allow the Institution to strengthen its research output and improve its relative position nationally and internationally.

Production of historical books: The EEC recommends that historical information for each department and the Institution is collected and organised in a publishable manner so that over the next decade or so, as different academic units and the Institution celebrate anniversaries, this information can be published as a document of the past, to celebrate achievements and key milestones. Such documents will also be useful in promoting various activities in a more organised and special way. This process naturally will require the engagement of many people and organisations that have been crucial for the Institution's development, within industry and the community, but can only be beneficial for all.

50-year anniversary: The EEC notes that the 50-year anniversary of the Institution is coming up in 2020 and this presents a huge opportunity that the Institution needs to capitalise on. The EEC recommends that ambitious but achievable plans be put

in place to celebrate the last 50 years, and use it as a springboard to further promote the Institution's contributions to the educational sector in general and the region in particular, as well as communicate its vision for the next 50 years.

Alumni: The EEC recommends that a comprehensive strategy be developed to strengthen the links between the Institution and its alumni. Notable alumni should and must be profiled, and their achievements celebrated. For every Institution, identifying and celebrating role models from among its own graduates is a powerful way to reinforce pride and confidence in the current, past and future graduates, and as imparts a certain prestige on the Institution's brand.

Profiling research careers of graduates: Profiling graduates who have gone on to do a PhD degree in Greece or in overseas institutions, and highlighting their career/research path will enhance the reputation of the Institution. It will also help to change, by presenting evidence, any perception that studying at and graduating from ATEITh limits the potential of students who wish to follow academic and/or research careers. This path is considered obvious for universities due to their historically having different roles in the higher education sector. For the Institution, it is crucial that perceptions are altered to bring it into line with the most prestigious institutions in Greece. By highlighting the benefits of studying at ATEITh and outlining a clear path to a successful academic career, the Institution will inspire pride in and enable students to reach their full and unlimited potential.

Global citizenship: The EEC recommends that the Institution focus on programs and processes that would ensure the staff and graduates are ready to act and become global citizens. The EEC received some anecdotal evidence of an increasing number of graduates who had gone overseas for their further studies and/or employment. The EEC was advised that the current economic situation in Greece is one of the key drivers of this graduate student movement. The EEC understands that irrespective of the current situation, the Institution should aim to prepare graduates for an even more competitive, more global workforce and mobility, especially within Europe. The EEC encourages the Institution to develop programs to support preparing students to become global-ready, and this can be easily seen as part of the broader goal of promoting and supporting graduates' employment prospects.

Thesis project: The EEC perused a number of final year student projects from various departments. The EEC commends the inclusion of a summary of final year projects in the English language. The EEC is not in a position to confirm what is followed across the board through a global requirement across all departments for thesis writing. Nevertheless, the EEC wishes to encourage the Institution to go further and allow the submission of the final year thesis reports in English and/or other languages based on the availability of experts to assess them, if students so choose. The EEC is not in a position to confirm that this is possible or appropriate for all departments. However, this would further encourage a more outward looking, modern Institution which permits students to undertake new challenges which will better prepare them for a future in a global workplace. Practically, it would be a powerful tool for students who want to continue their studies overseas, as it can be produced as proof of the students' willingness and ability to achieve their degree in a language other than Greek. Once again unlocking the potential of students by giving them choice is the key to this recommendation.

Documentation addressing EE recommendations: The EEC requests that the documentation produced by the departments and Institution as a reply to any

recommendations of or issues raised by external assessors must be more robust and include as much detailed information as possible. The aim is that the EEC or any other person and/or committee, both external and internal, should be in a position, without the need for further research or inquiry, to assess relatively quickly and effectively whether issues or recommendations have been addressed satisfactorily. Providing specific evidence is, as always, the best way to support generic statements of intent or culture, and improve the QA process, which should be well documented at all times. The trail of process, progress, improvements and actions taken must also be recorded for future reference.

3.1.2 Organizational Development Strategy

Effectiveness of administrative officials

Organisational chart: The EEC was provided with a detailed organisational chart showing the key academic and administrative units of the Institution; the organizational structure was well described. The EEC has no concerns regarding the organisational structure of the Institution and was provided with ample documentation as evidence of harmonious working relationships between the various academic and administrative units.

Interrelations: During the visit, the EEC observed warm relationships between individuals and their willingness not only help the EEC with information but also take the extra step to explain how everything works. The EEC noted no emotionally charged interactions which could have been evidence of personal issues between personnel. This was in contrast to other situations members of the EEC have been involved in in the past.

Leadership profile: The EEC was provided with a detailed profile of the key administrative officials, namely, the Institution's President and Vice President. The administrative officials are well educated and aware of the strengths and weakness of the Institution. The officials were also fully aware of the challenges and opportunities presented to the Institution by the current situation in Greece. They have managed to meet the goals of the Institution despite severe budget cuts and restrictions. They are innovative, keenly aware of market demands and changes and are evolving accordingly.

Effectiveness: The EEC members cannot adequately evaluate the effectiveness of the administration. The main reason is that there were no clear criteria given to the EEC for such an evaluation. Moreover, it is not clear what the word "effectiveness" means in practical terms.

Key contributions: The EEC was provided with information regarding the administrative officials representing the Institution. This information confirmed a wide representation of the local community, and included numerous high profile visitors to enhance the public image of the Institution and develop relationships with national and international partners, institutions and organisations.

Existence of effective operation regulations

There are effective operation regulations which seem to work well. The EEC has no concerns nor does it feel compelled to provide any specific suggestions regarding the regulations in question.

Specific goals and timetables

The EEC feels that specific goals and timetables are often loosely defined and in many cases non-existent. The concept of using specific timeframes for goals to be achieved needs to be embraced. Recommendations to this effect are made in other sections of this report.

Measures taken to reach goals

The EEC understands the challenging environment in which the Institution functions. This environment is not conducive to long-term planning. Nevertheless, the institution should pursue a more comprehensive plan for short-, medium- and

long term-term goals, to be revised as appropriate.

Please decide in respect to the specific evaluation area (&3.1.2):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Challenges: The EEC recognises the challenging environment in which the Institution operates. Uncertainty is high, and the Institution faces many threats. The EEC notes the diminishing human and financial resources made available to the Institution as it is being asked to do more with less. Future challenges can be addressed with the development of more robust strategic plans that can improve performance and productivity by reducing uncertainty and focusing individuals on given tasks, even if these tasks may be affected by situations outside of their control. The EEC recommends that the Institution conducts continuous analysis of threats, opportunities, weaknesses and strengths and implements a more strategic view. Specific plans must be developed, maintained, monitored and most importantly executed. Implementation of well-structured well-documented plans will improve the performance of individuals and the Institution as a whole.

Innovation required: Dealing with uncertainty requires innovation on all fronts. The EEC wishes to encourage the Institution to continually seek improvements and increase productivity, using new technology where possible. The EEC notes that mobility and flexibility of staff is a prohibiting factor affecting the Institution's progress. The EEC recommends that an annual needs analysis and review of required resources be conducted in an open and transparent manner. The EEC is not convinced that all possible avenues to increase productivity and identify efficiency opportunities have been explored. The EEC recommends that formal professional development programs for academic, professional and technical support staff are developed with the key aim being to increase productivity. The EEC recommends that duplication of services be eliminated where they exist. Perceptions of high workload are prohibitive to progress for both individuals and the Institution. Resource availability of lack of, in the light of technological developments and ever-continuous changes, can also be a misleading perception towards achieving productivity gains. Quality control of documents could be enhanced.

Achievements: The EEC wishes to point out that past achievements define both individuals and organisations. The EEC recommends a comprehensive record of key milestones and achievements of the Institution over the last five decades be undertaken, to reinforce confidence in its ability to realise the ambitions of the present, and ensure an ever-positive trajectory for the future.

News and long lasting memories: The EEC understands that all external evaluators are hosted by the administration, numbering about 80 individuals, who evaluated 16 departments. However, the EEC has no information on how these important ambassadors of the Institution have been made to connect with the Institution by

creating long lasting memories through news publications, group photographs and other common public relations activities. This information may exist, but it needs to be made more obvious and easier to navigate to on the Institution's website. The EEC wishes to point out that every single person – whether they be high profile visitors, parents, prospective students, local people or overseas visitors – who visits the webpage and/or the physical campus, should be valued, and the opportunity taken to connect with them and enhance the reputation of the Institution held by the wider community.

Outreach: The EEC recommends that the Institution engage with key bodies of the local community in a more strategic, structured, and formal way, more often. The Institution should adopt a more competitive public relations approach. The Institution should project an image of confidence to the outside world and turn possible threats into opportunities and weaknesses into strengths. The Institution should draw more positive energy from its proud, highly dedicated, people and students in a more effective way.

Marketing strategy: The EEC notes that there are members of the academic community with a marketing background who could potentially assist the Institution to develop a more comprehensive marketing strategy and outreach programme. The EEC recommends that these plans be developed as soon as possible with the aim of transforming the Institution into a more outward looking, more confident organisation.

First impressions: The EEC wishes to point out that the opportunity to impress someone for the first time is unique. A second chance to impress will always be just that – a second chance, and sometimes there are no second chances. It should be the responsibility and aim of every individual working in any Institution to portray the most positive image of the Institution with pride, at all times. The EEC recommends that marketing materials including information and key facts are produced and are made available through shared slides, brochures, and other media, to support the effort of every academic unit and individual to promote the Institution. This should apply to all academic units, research laboratories etc. Similar tools may already be available, however the EEC believes a more coordinated effort and approach should be implemented for optimum results and consistent messaging, with minimum effort and resource requirements. In this context, utilising technology to create long lasting memories can be further exploited by the Institution as described in a different part of this report.

Confidence: The EEC met a number of individuals who were very concerned about the evaluation process and were very stressed about it. The external evaluation process should be a celebration of achievements and strengths and less concerned with shortcomings and failures, except insofar as to drive improvement. Every process, no matter how effective it is can be improved if viewed from different angles by different people, thus there is always value in assessing whether things can be done better.

Strategic plans: The EEC recommends that strategic plans are developed in consultation with the academic community, students, alumni, and industry, and that they are followed. The strategic plans should be disseminated widely to communicate intent and ensure strategic directions are well communicated to both internal and external stakeholders.

Operational plans and implementation: Strategic plans are only as good as the paper they are written on unless implemented and then evaluated for their

effectiveness. The EEC recommends that more specific, more detailed operational plans are developed and executed. Implementation plans should be monitored and actions taken should be optimised periodically.

Exploiting technology: The EEC is convinced that technology has yet to be fully exploited in the Institution's efforts to enhance its image, operations and reputation. For example, today a smart phone can take a picture and in less than a minute the image can be shared and impact a large number of people almost instantly. This does not require huge resources or energy. It only requires an individual with minimal information technology (IT) familiarity, a social media account(s), and some guidelines for what is permissible to be published, to ensure the online reputation of the institution is aligned with its strategic direction, reinforcing the key messages. All Institutions worldwide and even schools in the primary and secondary educational sectors utilise social media platforms to improve the way they connect with their audience such as past students, industry etc. It requires some guidelines on who can subscribe to the service and how negative comments should be dealt with. The EEC recommends that plans to this effect are developed and executed. The EEC suggests that leading universities' accounts are be 'followed' to both ascertain the way they use these platforms, what kind of messages and type of news they publish, how they handle comments etc., as well as associate the Institution with these global market leaders. Utilising technology properly will create a stronger community among students, staff and alumni and will undoubtedly create a sense of belonging for all parties in both the physical and virtual worlds, which is an important goal in today's totally connected world.

Online presence: The EEC recommends that the Institution adopts a more comprehensive approach to its online services and presence. The marketing strategy and design of the website and overall engagement should all be aligned to ensure they all assist the Institution to move to the next level. The EEC is pleased to note that the Institution has in its immediate plans the use of social media platforms as part of its strategic online presence and overall moves to position itself as *"the number one TEI in the country"*.

Public relations: The EEC recommends a more holistic approach to public relations be pursued and more information about key events and hosting high profile visitors is provided, not just as part of the Institution's annual report, but also online. In today's connected world, online information is in many aspects the most important and has more impact, in relation to the overall contribution of the Institution, with stakeholders. Needless to say that if this information cannot be located quickly by the key search engines, the information has little actual value for any organisation or individual aiming to be seen as having an impact on this world, today and beyond. The next key important element of course is the quality and accuracy of information once it is found online or elsewhere – quality should never be compromised.

Branding: The EEC recommends a branding review be undertaken to develop a more systematic approach to presenting the Institution to the outside world though logos, themes and key messages. This will help to clarify messages and reinforce the strategic intent of the Institution today and well into the future. By way of example, there should be only one logo across all the webpages of the Institution. Similarly, there should not be too many other logos on the first or other pages to ensure the marketing strategy and the branding are working to the benefit of the

Institution. However, on some key pages online, there are logos of other institutions that direct web traffic away. The aim should be to ensure all online visitors are engaged with the Institution's website as long, and deeply, as possible. Clarity and simplicity must be the watchwords for the marketing approach of the Institution, so that its messages and marketing efforts are always as powerful and effective as possible. Again, the EEC does not wish to lecture the Institution on these matters but rather recommends that expert advice is sought and this way the most optimum approach for the Institution can be found and implemented. With no offense to any individual who has done a terrific job with the website thus far, the EEC recommends that a more professional approach is a must if the Institution wishes to move to the next level and match the overseas institutions it aspires to compete with.

Benchmarking: Benchmarking at institutional and departmental levels is crucial to strategic development. The EEC has been advised that benchmarking is part of the immediate plans of the Institution for next year, 2016. The EEC recommends that information about all activities conducted by the Institution, and addressing some of the key recommendations of this report, should be collated prior to executing any benchmarking exercise. The reason for this recommendation is that the EEC believes that by addressing many of its recommendations, the Institution will be in a more confident position and better prepared to conduct its benchmarking activities.

Open day: Most universities and higher education institutions (HEIs), if not all, in advanced and even emerging economies host an open day as part of their annual engagement activities with the public in general. While such an activity may serve a different purpose for the various Institutions, the EEC recommends that the Institution plans to host a similar day every year. Open days can enhance the reputation of the Institution, engage the general public and prospective students, improve the quality of the student intake, and provide opportunities for creating connections and long lasting memories with key stakeholders including students, alumni, and industry. Such an event needs to be planned as best as possible and should be a key part of the marketing strategy, the operational plan and the overall strategy of the Institution.

Industry forum: The EEC recommends that a more targeted, organised and coordinated approach to industry engagement through an annual forum is pursued. This forum may take different shapes and forms and can be a vehicle to showcase research and create career opportunities for students as discussed in the sections below. It could also support industry in its pursuit of finding and attracting talent and allow it to more effectively tap to the resources of the Institution.

Research day: The EEC recommends that a more coordinated, formal, well-organised method is developed to encourage research engagement with industry and the local community. Research days could involve profiling of cases where research is performed at an industrial partner's site and how the research collaboration benefits both the Institution and partner should be strongly emphasised.

Career day: The EEC recommends that a career day be held, where industry and professional associations can present opportunities for employment, and professional support and career development services are offered in a coordinated way. This should be a day where industry and students interact on many fronts. The EEC is confident that such an annual event at Institutional and/or

departmental levels can be a vehicle to create a sense of purpose for the Institution in fulfilling key parts of its mission.

Profiling: The EEC recommends that profiling of staff, students, alumni, industry partners, major benefactors and other key contributors to the Institution should be pursued. The EEC recommends that positive role models, and partnerships with external stakeholders and other key organisations will enhance the image of the Institution and will create an increased level of pride and achievement for both current staff, students, partners and alumni.

Honouring system: The EEC recommends that an honouring system be put in place to identify and honour major contributors of the Institution in a formal way. The EEC does not want to provide further input and direction on this idea but rather allow the Institution to explore its own way of celebrating important contributors and contributions. For instance, the Institution may not be in a position to award honorary Ph.D. degrees at this stage. However, there are other possible ways of honouring, for example, a long lasting relationship with an industry partner. The goal should not be to create a plethora of honours but rather strategically and selectively make these awards to link the Institution's name with key role models and partners, and create a sense of excellence and pride. Again the EEC sees this as an opportunity to seek inspiration from the Institution's history and significant contributions, and document impact through celebrating what would be classified as outstanding achievements.

Global ambition: The EEC notes the plans to engage further with institutions outside of Europe. The EEC highly commends these plans. The Institution should seek to gain acceptance on the global stage. The EEC notes that the Institution is located in a very strategic part of Greece, within a short distance of a culturally, geographically and commercially important city with an ancient history. Exploiting these competitive advantages, for education and research purposes, in a more ambitious, global-facing way, is the only path for the Institution's future to be secure and full of confidence. Engaging with similar calibre and leading global institutions is a strategic way to increase the impact and importance of the Institution, and will deliver results for its vision: i.e., cementing its position as *"the number one HEI in the country"*. The EEC is confident that in this area the tip of the iceberg is not even seen so to speak let alone scratched.

3.1.3   Academic Development Strategy

Institutional Level

Academic Policy: The academic policy is documented in the Regulations of Studies of the Institution and the document named Internal Regulations of the HEI. It is also documented in the regulations of the Postgraduate Programmes of the Institution and the Regulations of Examinations.

Academic Development Strategy: The EEC was informed that the strategy for Academic Development is decided by the Ministry of Education. The Institution, throughout its 31 years of history, had developed from 20 Departments in 1984 to 23 Departments in 2012-2013 and two General Departments (Science and Foreign Languages). In 2013, under the re-mapping of Higher Education undertaken by the Ministry of Education, the Institution lost the two General Departments along with three Departments of Studies, while several of its old Departments merged into new ones. Since 2013-2014 the Institution has only 17 Departments. The number of Schools remains the same.

The academic strategy development at institutional level is limited to program development and is governed by the Academic Board. The Chairperson of the Academic Board is the Deputy President of the Institution, and its members are the four Schools' Directors and two Heads of Departments from each School. The Academic Board has standard committees to facilitate its decisions on strategy and meets frequently, as issues arise.

Postgraduate Programs: The EEC was informed that the academic policy regarding postgraduate studies is also decided by the Ministry of Education.

At institutional level, the strategy for the development of postgraduate studies is to facilitate all departments in their pursuits of offering postgraduate programs. The Institution acquired the right by Law, first to participate and finally to organize postgraduate programs in 2000 and 2009. Until 2013 the Institution had three (3) postgraduate programs, organized by Departments of ATEI. During the last academic year (2014-2015), eight (8) new postgraduate programs were approved internally.

Ph.D. degrees: The EEC notes the fact that the Institution still cannot by Law offer Doctorate degrees, despite institutional policy. The EEC felt that this point was made continually and so often it was used as an "excuse" or as a "solution" to almost all problems the Institution faces. The EEC wishes to suggest that "magical" solutions to challenges do not exist without proper plans, world-class research infrastructure, developing research training and support mechanisms and ultimately hard work. The EEC notes also that in the area of research output, the vehicle of publishing in non-indexed, regional conferences is used extensively. World-class research is judged by many factors including research publications, citations, and related impact. The EEC is confident that forthcoming benchmarking activities may reveal to departments and the Institution opportunities to improve the quality of research publishing outlets. The EEC also wishes to point out that in most world-class research organisations conference presentations do not count towards promotion and or measuring individual's research impact and output. The EEC makes more recommendations about this matter in other sections of this report. The EEC believes that the transition of the Institution to an organisation that offers Ph.D. degrees, if and when it occurs, will

be challenging and would require a commitment to research excellence at a different level to what is currently the case.

Updating curricula: The EEC was informed that the revision of existing undergraduate curricula and the introduction of new postgraduate programs, according to local work market requirements, new European and international trends regarding education, new developments in science and technology and new requirements of professional bodies, is a short and medium term strategic target of the Institution. During the last academic year (2014-2015), nine (9) (out of a total of 17) departments re-structured their undergraduate programs in accordance to the criteria for approval. The OQA published Guidelines for the Organization of Undergraduate Programs, as presented in the IEER.

Research informed teaching: A standing strategic target of the Institution is to encourage the use of new methods of teaching including Research Informed Teaching. This is implemented in the "Regulations of Studies" submitted to the EEC. Obligatory scientific reviews during the course of teaching, assessed by the teacher and contributing to the final course assessment of students, are used in all departments. The EEC was provided satisfactory evidence of this during discussions with academic staff.

Technology for teaching: Another strategic target of the Institution is the use of new technologies in teaching. During the site tour and during discussions with academic staff, the EEC was shown proof that new Technologies are used in teaching, including power point and multimedia presentations, use of special electronic software and use of electronic learning platforms (MOODLE).

Maintaining strong practical component in the curricula: Since the beginning of its history as a Higher Education Institution (HEI), the Institution has maintained its strategic characteristic of offering practical teaching during all semesters of studies, and practical training during the last semester of studies, in all Departments. During the site tour, the EEC saw evidence that Departments have well equipped teaching and research laboratories which are used by students, during course work or final year project work. All Departments are also linked to industrial or other work places, which are utilized for practical placements of students, during their last semester of studies. The EEC had an opportunity to discuss with several partners of the Institution from the work market, who offer placements for practical training to students, in their businesses.

Institute for Lifelong Learning: The Institute for Lifelong Learning was established as part of the Academic Development Strategy of the Institution to cater for learning beyond the undergraduate and postgraduate programs offered by the Institution, and to assist the career development of graduates and people in general, for the life of their learning and professional needs.

Departmental Level

The EEC received numerous documents and comments in writing regarding strategy and plans from all the departments.

The following sections present the views of the various departments in an abridged format to that which was submitted to the EEC for consideration.

DEPARTMENTAL GOALS

School of Business Administration and Economics

Department of Accounting and Finance

The goals of the Department can be summarised as follows:

- To offer a curriculum in accordance with the existing international standards, the execution of which takes into account the opinions of university professors, of relevant institutions from both the market and society, as well as curricula of similar Greek and foreign departments.
- To complete the implementation of the system of ECTS transfers.
- To complete the implementation of the Diploma Supplement award to graduates, in both Greek and English.
- To expand the number of international collaborations within the context of the ERASMUS programme.
- To capitalise on the offering of the new Master's Degree programme.
- To expand the network of businesses collaborating with the department, aiming at rendering students' internships more effective.
- To establish a number of frontline laboratories: Data Mining and ERP Systems
- To design and offer innovative lifelong education programmes to tertiary education graduates and professionals.
- To continue the promotion of outgoing behavior.
- To strengthen the research activity of staff members, i.e. by increasing the number of professors' citations.
- To retain and increase of graduates' high rates of employment.
- To retain students' high opinion of the learning methods and process.
- To achieve the goal of inter-temporal decrease in the number of registered students, through a decrease not only of students gaining direct entry but also of the students being transferred from other Institutions.
- To hire more personnel, both academic and technical staff, and improve the ratio of teachers and students.
- To eliminate the tendency to distinguish students entering the department via different entry paths, i.e. direct entry or through transfer from a similar Department.
- To secure funds relevant to the high number of students being enrolled.
- To further encourage the culture of student participation in the assessment of teaching and other services.

Department of Business Administration

The goals of the Department can be summarised as follows:

- To preserve the technological nature of the education provided. Graduates will acquire not only theoretical knowledge but also skills in problem solving in order to succeed in their careers. This is achieved by including a significant number of workshops and group tutorials-exercises in the curriculum, familiarizing students with contemporary professional tools and practices.
- To enhance the quality of the education experience so that it meets the requirements of an equivalent four-year university-level programme of studies.
- To maintain the mandatory laboratory and tutorial-based courses.
- To maximize the percentage of active monitoring of the course, which

combined with the final dissertation and a six-month paid internship (industrial placement), are preconditions for the formation of high-calibre and sought-after graduates.

- To modernize the courses/modules and adopt the latest communication and information technologies. Recognizing the rapid changes in technological tools now available in the areas of management, marketing and entrepreneurship, and the strong trend towards the utilization of information technology in business, the Department seeks to be at the cutting edge of developments.
- To develop research activities linked to the teaching courses/modules. The intensification of research activity and participation in research programs are a primary goal for the next five years. Along the same lines, the Department has established two new postgraduate programs and actively demands the establishment of doctoral studies.
- Conservation of the outward looking character of the Department. Continuous encouragement of participation of students and faculty members in exchange programs and teaching.
- Achievement of compatibility of the structure and content of the curriculum with international quality benchmarks is a major goal that has already been achieved, however, it is necessary to maintain it in the future as an on-going process.
- To align with the labor market, mainly supported through student internships as well as through the participation of faculty members in joint consulting and research projects with industry. Faculty members are actively encouraged to serve on the boards of external institutions and organizations in order to enhance their know-how on critical contemporary issues. At the same time, the openness to the labor market sets the stage for strengthening research.
- Quality remains a continuous goal and in accordance with this the Departmental Strategy is formed. Every year an internal evaluation report is produced, and students via its MODIP constantly encouraged participating in evaluating all procedures and curricula. Of primary importance is the dissemination of evaluation results throughout the Faculty, made through the MODIP website.

The key elements of strategic planning:

- Intensify research to improve innovation.
- Increase good quality publications of faculty members in the Department.
- Strengthen the role of the Department's laboratories.
- Establishment of postgraduate programs of study.
- Strengthen ties with the tourism industry in Greece and abroad.
- Further enhance the openness of the Department.
- Extend the widest possible use of IT in the management of student issues and operational issues of the Secretariat, accompanied by staff who have the competence to support a HEI.
- Attract and employ competent and efficient staff in Technical Maintenance Services to improve Technical Staff Support Information Systems.

Department of Library Science and Information Systems

The goals of the Department can be summarised as follows:

- To provide high quality education and training in order to be compared

favorably to Greek and European level.

- To build a strong research profile in order to be competitive, both in bidding for research projects/attracting research funds, and in research publications and other activities.
- To build strong relationships with the international community, labor market and international stakeholders.
- To develop further ties and closely connect the Department with society and the labor market; build strong alliances and networks with local, regional, national and international communities and the labor market.
- To provide high quality services to students and staff.
- To implement quality assurance procedures throughout the Department in order to ensure quality at all levels.

School of Agriculture Technology, Food Technology and Nutrition

Department of Food Technology

The goals of the Department can be summarised as follows:

http://www.food.teithe.gr/en/the-department-2/mission/

The Department's mission is:

- To produce well-educated graduates in Food Technology who will be able to successfully serve food-related industrial and public sectors of the economy
- To expand basic and applied knowledge in food science and technology through scientific research.

To achieve these goals, the Department has established a continuous academic development process through which:

- The curricula are constantly updated (by the introduction of new courses, the development of new labs etc.) based on market needs
- New educational opportunities (such as postgraduate and life-long-learning programs) are developed
- Research is promoted by the execution of Greek and European funded research projects
- Laboratory infrastructure is constantly expanded to service the ever-increasing educational and research needs of the Department.
- To produce highly educated graduates that can successfully meet the needs of the food industry or the public sector or move to a post-graduate level studies
- To provide a curriculum that is compatible and comparable to the European and international standards of higher education
- To maintain and support both the scientific and technological aspects of the curriculum by providing equally balanced theoretical and practical (laboratory) courses
- To be self-sufficient in covering the mandatory curriculum courses with the available faculty over a 5-year rolling horizon
- To maintain the scientific diversity of the faculty
- To produce, through research, new knowledge that can be integrated with and upgrade the academic programs offered by the Department
- To extend the collaboration with the food industry

- To promote collaboration between faculty members with diverse backgrounds
- To diffuse the results of research conducted by the Department
- To acquire and maintain state-of-the-art laboratory equipment that can be shared and used by everyone related to the Department
- To establish and certify research labs that can offer high-quality certified services to third parties
- To follow and contribute to worldwide developments in research and technology related to the food sector
- To allow participation and education of undergraduate students in research activities through the execution of a compulsory research project.

http://www.food.teithe.gr/en/research/

- Due to the legislative requirement for the mandatory use of the Greek language in teaching, the undergraduate programme cannot be available to non-Greek-speaking students. However, the Department's goals are to continue attracting foreign students through exchange programs like ERASMUS and possibly offer an MSc programme in English.
- To participate in and support lifelong learning programs for the continuing education and training of graduates and professionals in the food sector
- To maintain continuous communication and collaboration with the professional association of Greek Food Technologists (ΠΕΤΕΤ) for the benefit of students
- To inform and educate the general public on issues related to food processing and safety
- To collaborate with ΜΟΔΙΠ and follow the established procedures in the evaluation process
- To establish, record and analyze (beyond the ΜΟΔΙΠ procedures) appropriate indices that reflect the quality of the provided education
- To promote participation by all faculty members and students in the evaluation process
- To remain at the forefront and be ready to implement any developments in the evaluation/accreditation process of Greek academic institutions
- To use the results of all evaluation processes for continuing improvement of its academic work

Department of Agriculture Technology

The objectives of the Department can be summarised as follows:

- To expand the number and impact of faculty members.
- To develop of the undergraduate curriculum of the Department of Agricultural Technology.
- To develop postgraduate programs and associated curricula.
- To develop doctoral studies.
- To attract high quality undergraduate and graduate students.
- To utilize modern technological tools to create the most effective learning environments.
- To build, maintain, and expand an excellent physical infrastructure.
- To advance research.
- To develop modern laboratories, fully equipped for research and student

training.
- To obtain standardization and authentication of research laboratories of the Department.
- To implement research projects with international participation.
- To facilitate continuous operation of the university farm for research and student training.
- To develop cooperation with academic and research institutions.
- To increase mobility of faculty members and students.
- To attract foreign students.
- To organize workshops for continuing education.
- To enable collaboration with social/cultural/productive bodies.
- To improve the professional absorption of graduates.
- To deliver the annual self-evaluation report to the OQA, and facilitate the evaluation of the Department by an EEC.
- To publish research in high quality journals.

Department of Nutrition and Dietetics

The goals of the Department can be summarised as follows:

- To continue the review process of the curriculum based on the assessment of existing programs by students, alumni, social, business and professional unions and compare with similar programs abroad. Establishing guidelines should also be explored during the existing curriculum review process.
- To create conditions for operation of a student services facility in the Department, and new student facilitation procedures. These services can be staffed by volunteer students and teachers.
- To integrate research policy and cooperation with stakeholders in the strategic plan of the Department. This will lead the Department's staff being more concerned with the objectives of the Department rather than personal interests. In this way, the Department's activities will generate results that best meet the Department's goals, with all the corresponding benefits.
- To increase the number of staff publications.
- The international dimension of the Department will be improved by increasing the mobility and participation of students and faculty members in international and European educational programs. Increasing mobility will help to establish teaching in certain subjects in English so that ERASMUS students can attend.
- To strengthen the Department's links with alumni and key stakeholders.
- The implementation of the evaluation process is the basic prerequisite for improving the work of the Department's Faculty members and should be fully realized to increase engagement and participation.

School of Health and Welfare Professions

Department of Aesthetics and Cosmetology

The goals of the Department can be summarised as follows:

- To deliver high quality education of students in order for them to acquire expertise that will give them better opportunities in the labor market.

- To develop cooperation, and to better educate and inform the student cohort by receiving exchanges from institutions in Greece and abroad.
- To enable staffing of the Department by highly trained scientific level academic personnel.
- To organize research projects in collaboration with universities in Greece and abroad, with other departments of the Institution as well as companies.
- To develop collaboration with foreign institutions, cooperation in graduate programs as well as promotion of students in the Institution and foreign companies for their practical implementation. Faculty members to visit foreign institutions, as well as invite academics from abroad to visit the Department.
- To offer voluntarily work in open care centres for the elderly, state theatres, student performances as well as theatrical performances of amateur groups.
- To promote the Department through provision of information to schools regarding Aesthetics and Cosmetology.
- To explore the potential for better organization of students' labs and education.
- To apply international standards of safety and hygiene in the facilities of the Department.

Department of Pre-School Education

The goals of the Department can be summarised as follows:

- To produce and disseminate knowledge in the scientific field of early childhood care and education with an emphasis on high quality publications.
- To conduct theoretical and empirical research studies of a high standard in the fields of early childhood development (0-6) and early childhood care and education.
- To participate in international, collaborative, academic programs and work with academic institutions and research centres abroad
- To ensure and extend collaboration with social, industrial, cultural and scientific bodies
- To evaluate the curriculum regularly and improve it constantly with revisions so that it is in line with recent scientific developments and social needs

Department of Medical Laboratories

The goals of the Department can be summarised as follows:

- To ensure BSc graduates are prepared to work in the medical sector in areas that are relevant to their studies and in any other field that is related to the subject of their studies.
- To continue to offer a postgraduate programme: "Master in Bio-Medical and Molecular Sciences in Diagnosis and Therapy," which is organized in collaboration with the Medical School of Democritus University of Thrace.
- To offer postgraduate courses in English, to attract more foreign students to study with the Department.
- To increase the supervision (and co-supervision) of PhD thesis students.
- To perform research in relevant fields in order to improve knowledge, introduce novel technological applications and familiarize students with research.
- To produce and disseminate new knowledge to the scientific community and

society.

- To cooperate with private companies in the development and exploitation of patents in the field of healing and diagnostics.
- To continue international collaborations with relevant departments overseas, participating in student exchanges and staff mobility programs.
- To continue to be involved in research collaborations with Higher Educational and Research Institutions from several European and non European countries.
- To continue to be in contact with representatives of the labor market (hospitals and medical centers) as well as the Scientific Society of the Department's Graduates (PanHellenic Association of Medical Laboratory Technologists, PETIE).
- To continue to comply with international standards and accepted procedures for QA.

Department of Midwifery

The goals of the Department can be summarised as follows:

Curriculum Goals

- To train midwives according to the most recent European standards, including training across all relevant fields as laid out in the legislation.
- To develop a new curriculum where non-interventional birth and woman-centered-continuity of care issues will be more visible.
- To ensure the views of women, Non-Government Organizations (NGOs), Health Services and the general community are taken into consideration in future curriculum development.
- To ensure interdisciplinary cooperation between midwives, doctors and nurses is reinforced by the new curriculum.
- To enshrine responsiveness to social issues, such as culture and gender, in the new curriculum.
- To enrich the new curriculum with theoretical resources, that can help students to develop a critical approach to everyday maternity care in Greece (concepts such as medicalization, risk discourses, choice etc.)
- To benchmark the new curriculum against those of other equivalent leading European and non-European departments.
- To develop plans, actions and measures for the Department to move ahead, focusing in academic, research, internationalization, quality assurance and outreach strategies.

Academic & Research Goals

- To continue to encourage staff onto further study, including completion of doctoral theses.
- To recruit new qualified midwife teaching staff to deliver the new curriculum, particularly a pediatrician-neonatologist, more obstetricians-gynecologists (given the lack of competent midwives in research in Northern Greece), and other scientists.
- To continue to support staff engaged in research projects and whom are actively publishing their research.
- To continue to encourage staff to participate in regular international congresses

and scientific meetings.

- To encourage students to attend courses in other European countries through the ERASMUS programme.
- To maintain and utilise the new Research Laboratory recently established within the Department.
- To attract more research funding.

Quality Assurance Goals

- To continue to support QA processes, including formal teaching evaluations, and to submit an AIER to the OQA.

Outreach Goals

- To secure a partner to develop a Postgraduate Masters Programme – possible partners include the Medical School of the Aristotle University of Thessaloniki and the Midwifery Department of the TEI of Athens.
- To encourage more staff to teach in other Postgraduate Programs, participate in examinations for Doctoral theses in Universities, and/or teach in other Universities.
- To organize at least one scientific meeting, Symposium or Congress.
- To welcome visits from local high schools, and to visit the schools themselves, to inform school students and teachers about various issues in women's health, including sexual health and family planning, and about the profession of Midwives.

Department of Nursing

The goals of the Department can be summarised as follows:

- To continue upgrading the existing audio-visual teaching equipment and improve digital communication between students and teachers (email, e-classes), and to upgrade training facilities.
- To publish at least 20 faculty publications annually in international journals.
- To strengthen partnerships with research groups from other departments of the Institution and other domestic and foreign institutions.
- To establish a new certified research laboratory: "Microscopy, Image Analysis, Histology, Systematics and Biometry".
- To continue to co-operate with universities and research centres from many European countries through the ERASMUS programme.
- To increase participation, co-operation and alignment with as many state and private healthcare facilities as possible.
- To produce the annual internal evaluation report.
- To collect and analyse data regarding the absorption of graduates by the market and their satisfaction levels.
- To establish a formal database of alumni.
- To contribute to the QA via the internal and external evaluation.
- To engage ever further with students and academic staff in the self-assessment QA process.

Department of Physiotherapy

The goals of the Department can be summarised as follows:

- To improve the curriculum vitae of the educators (quality and quantity).
- To follow the instructions of the External Evaluators regarding changes to the Department's research profile, and to move beyond its general research field.
- To increase international visibility.
- To be active in the society of Thessaloniki and within relevant professional bodies.
- To participate and contribute to the evaluation of the Department by ΜΟΔΙΠ-ΑΔΙΠ.

School of Technological Applications

Department of Automation Engineering T.E.

The goals of the Department can be summarised as follows:

- To revise the curriculum and implement a new curriculum from the year 2016-17.
- To expand teaching at the postgraduate MSc level in the area of Automation, based on the interdisciplinary character of Automation Engineering and the interests of stakeholders.
- To enhance existing cooperation with partners from CPERI/CERTH, AUTh and other universities and research centres.
- To intensify the research collaboration among the Department staff.
- To be a partner with distinct research objectives in new national and European proposals.
- To create a Ph.D. programme.
- To recruit new research-active staff.
- To further encourage our students to study abroad.
- To increase staff exchanges through ERASMUS and develop new research partnerships.
- To collaborate with social, cultural and industrial organizations.
- To strengthen links with industry by formalizing existing relationships with various local companies (the companies hosting graduates of the Department etc.) and expand these links to a national and European level.
- To establish an Industrial Advisory Panel to advise on the required changes on the curriculum, enhance opportunities for student placements and the development of applied research.
- To develop a formal mechanism for maintaining contact with alumni in order to provide feedback for improving the educational programme, help with the employment of graduates, and increase visibility and enhance the image of the Department in society.
- To organize more formal activities which encourage social and cultural interaction with the local community and organizations (e.g. presentations in press, TV and radio, conferences and information days, career days, talks at local high schools).

Department of Civil Engineering T.E.

The goals of the Department can be summarised as follows:

- To deliver a revised undergraduate programme.
- To introduce a new postgraduate programme.
- To cooperate with other universities within the ERASMUS programme.
- To participate in Horizon 2020, Interreg, ESPA research programs and initiatives.
- To strengthen ties with industry and employment and careers centres.
- To continue the evaluation process and appraisal of outcomes.

Department of Electronics Engineering T.E.

The goals of the Department can be summarised as follows:

- To upgrade the curriculum and associated teaching procedures, and to rationalize studies offered.
- To increase student enrolments.
- To develop a positive academic culture.
- To introduce a postgraduate programme.
- To ensure the viability and sustainability of the programme of studies.
- To produce high quality research in contemporary and applied fields of electronics.
- To enhance student participation in research activities.
- To disseminate research results and activities to the student community.
- To enhance international mobility of staff and students.
- To enhance relationships with international universities/Institutions/companies.
- To strengthen relationships with society, the market and alumni.
- To enhance the "quality culture" of the Department and realize an efficient QA system which constantly monitors and evaluates the functionality of the Department providing (when necessary) recommendations.

Department of Informatics Engineering T.E.

The goals of the Department are to:

- Regularly revise the program of studies.
- Apply new and more effective teaching methods.
- Assure the quality of education provided.
- Develop systematic research.
- Develop a life long learning community.
- Develop European partnerships.
- Promote and establish links with society.

Department of Vehicle Engineering T.E.

The goals of the Department can be summarised as follows:

- To offer complete theoretical and practical scientific education, in order to

provide students with the required background, knowledge and qualifications to have successful careers in production and services related to automotive technology.

- To recruit high quality students to the Department's courses.
- To maintain and strengthen collaborations through the ERASMUS programme but research ones as well.
- To aim in having strong relations with local society and job market.
- To supply constantly the auto-market with specialized and well-trained personnel, holding good relationships with all professionals related to vehicles.
- To undertake common actions with local community.
- To reach high level of QA in all educational and administrative procedures.

Response of the Institution to Faculties and Departments

As stated in the IIER, a strategic target of the Institution is to assure and enhance the quality in academic development. To do this the Institution has adopted a policy of QA, which has the following goals:

- To organise an effective system of QA
- To monitor the effectiveness of QA system and take measures for its improvement
- To enhance and improve the quality of academic and research activities of all departments
- To ensure that all decisions respect the principle of objectivity
- To assure academic integrity and independence
- To strengthen mutual trust with both the state and the community
- To enhance the procedures of self-governance

The strategic targets of QA are as follows:

- Continuous internal self-evaluation of quality, level and type of studies
- Continuous internal self-evaluation of quality of all supporting services
- Continuous evaluation of learning and supporting services by students
- Continuous evaluation of study programs by graduates
- Periodic evaluation of departmental activities by external evaluators, including professional bodies
- Organisation of central QA procedures for all departments
- Continuous monitoring of the departmental activities for improvement
- Continuous and periodic reward of personnel for taking improvement measures
- Continuous and periodic reward of departments for taking improvement measures
- Continuous monitoring and improving the implementation of QA system

ACHIEVEMENT TIMETABLE

Institutional Level

The OQA (MODIP) of the Institution has set the following achievement targets regarding academic development:

- Provide guidance to all departments regarding program revision (guidelines, seminars) by the end of 2015-2016
- Support the revision of all undergraduate programs according to the criteria of accreditation, by the end of 2015-2016
- Increase the number of internally approved postgraduate programs according to the criteria of accreditation, during 2015-2016
- Facilitate the accreditation of all undergraduate and postgraduate programs, organized by ADIP, during 2016-2017
- Continue its activities to influence state policy regarding doctoral programs, during 2015-2016
- Approve a reward strategy for participation in QA, for staff and departments, by the end of 2015-2016

Departmental Level

School of Business Administration and Economics

Department of Accounting and Finance

The Department's actions to achieve the aforementioned goals include short and medium term actions.

In the short term:

- Increasing faculty members to 11. Actions were taken by the Department and two staff members of other departments of ATEI have been transferred to the Department.
- Completion of the Department's certification process.
- Launching the procedure for the establishment of research laboratories in the Department.
- Adopting the continuous use of e-secretarial.
- Delivering an approved postgraduate programme.
- Increasing the number of collaborating companies with the Department through the development of further partnerships.
- Developing proposals to reduce the number of admissions.
- Developing distance learning in selected subjects and the programme's objectives plotted.
- Strengthening of the community connection, through offering further services for lifelong learning.
- Informing students of the importance of evaluation in an attempt to create an evaluation culture through the encouragement of participation in relevant seminars.
- Encourage students to even greater participation in the educational process.
- Making information about the Department widely available to potential students.

In the medium term:

- To improve the teaching and research infrastructure.
- To develop proposals for recruitment of academic staff, administrative personnel and technical staff.
- To clarify the Department's research policy and the establishment of

appropriate incentives.

- To continue the existing level of research output and enhance it where possible by publishing works in prestigious journals and through participation in selected conferences.
- To enhance the mobility of faculty and students.
- To establish a monitoring process for the career development of graduates.
- To establish an evaluation culture.
- To establish monitoring and evaluating processes and procedures for the system of examinations (guidelines are already written).
- To develop new e-services (a website for graduates, creation of mailing lists, infrastructure for distance learning, etc.) aimed at directly informing recipients.

Department of Business Administration

- Constant review and update of the curriculum.
- Strengthening the active participation of students in the theoretical and laboratory classes.
- Creation of a committee to promote and strengthen research in the Department.
- Formulation of research teams in the Department and participation in research programs (national, European, and international).
- Intensification of research activity.
- Strengthening and use of existing Departmental research infrastructure.
- Establishment of "Workshop of Tourism Education and Research".
- Develop modules and courses in English to attract foreign students.
- Formulation and immediate implementation of a programme for Public Relations and promotion of the Department (online and offline)
- Organizing International Conferences annually. In this direction, we established the International Conference of Contemporary Issues in Marketing (http://www.mkt.teithe.gr/iccmi2016/)
- Strengthening links with the industry including further development of the student industrial placement programme.
- Participation in joint studies and research with external enterprises and institutions.
- Maintaining and strengthening evaluation procedures.

Department of Library Science and Information Systems

The academic objectives of the Department can be summarised as follows:

- Revamp and improve the curriculum
- Establish a Masters course
- Increase use of ICT and other tools for teaching
- Establish a small number of online courses and build digital content with open access for students and information professionals
- Establish a lifelong learning programme for librarians, library staff and other information professionals
- Monitor national and international developments and implement a change management programme to ensure all staff are able to accept the necessary changes/improve the Department's readiness and capability to change/improve

- Implement a research policy within the department
- Establish formal or/and informal research groups
- Involve students and other players in the research process
- Establish, if possible, a research centre
- Establish research seminars to disseminate ideas, research results and build a research culture in the Department
- Seek expertise/collaboration from Greece and abroad
- Target opportunities for research grants, projects and other forms of research collaboration
- Build strong working relations with other departments, staff, research groups, stakeholders, etc. at international level
- Take full advantage of the ERASMUS programme
- Revamp and develop the Departmental website in English
- Develop a number of courses in English in order to attract ERASMUS and other international students
- Become involved in European projects
- Promote the Department via social media
- Develop strategic and marketing plans
- Work towards building a the Department's brand
- Work closely with students to build their personal brands
- Empower students' education and skills in order to be comparative in the job market
- Seek collaboration with stakeholders via student work experience projects/ placements/field works, etc.
- Develop a number of plans, guidelines and other tools for students and staff
- Develop guidelines for the implementation of QA frameworks for the Department.

School of Agriculture Technology, Food Technology and Nutrition

Department of Food Technology

The academic objectives of the Department can be summarised as follows:

- The Department has submitted its Undergraduate Programme Accreditation Proposal to the Institution with a new curriculum. While the proposal was approved by the Institution's General Assembly, the approval by ΑΔΙΠ is pending.
- The new curriculum was expanded with new topics at the forefront of science; at the same time, some existing courses were 'fused' together, made optional or strengthened in an effort to not increase the student workload and also deal with the deficiencies responsible for the low graduation rate.
- There is an extensive list of research projects currently executed by the Department's faculty (http://www.food.teithe.gr/erevnaipodomes/). These projects are funded either by national or European institutions or from industrial partners. The participation of the Department's faculty in research is almost 100%.
- Research is undertaken for the benefit of better educating students. An example of this link is the development of the website http://fepsim.food.teithe.gr, where

computational fluid dynamics and other models are used to teach students basic concepts in food engineering.

- For the last 3 years, the Department has been running an open lecture series where researchers present the outcomes of their research.
- The research infrastructure of the Department is continually expanding and being updated. The central research lab is a world-class facility.
- The Department is represented through its faculty at the following national or international food-related organizations: ESFA, Food for Life, ICC, ISEKI-Food.
- There have been no actions to internationalize the undergraduate programme. There is, however, a growing consensus among the Department's faculty to develop a MSc programme offered in English, though without any action so far.
- In 2013, the Department submitted a 250-hour Life-Long-Learning (LLL) programme, and this was approved, but its funding was repealed by the Central Macedonia prefecture.
- In 2014, the Department participated in a special LLL programme by the General Secretariat for Youth entitled "Triptolemos". It organized and offered to interested participants three special seminars on olive oil, cereals and dairy products.
- Currently, there are exploratory discussions going on around the Department's participation in LLL programs funded by the Niarchos Foundation under the supervision of Rutgers University. These projects aim at developing skills that enhance the employability of young graduates in the food industry (http://www.snf.org/en/grants/grantees/r/rutgers-university-foundation/programme-support/).
- Along with the Professional Association of Food Technologists, the Department has co-organized seminars for students on the state of the food job market and their employment prospects.
- Many faculty members have participated in seminars or special events aimed at the general public on issues related to food handling and safety.
- Since 2000, and more systematically since 2008, the Department is participating in evaluation processes administered by ΜΟΔΙΠ or (earlier) by the Department itself.
- The conclusions from the student evaluation have been taken into consideration to a great extent when formulating the new curriculum.

Department of Agriculture Technology

The academic objectives of the Department can be summarised as follows:

- Recruitment of high-standard academic staff
- Implementation of the new undergraduate curriculum and of a postgraduate curriculum on Innovative Systems of Sustainable Agricultural Production
- Collaboration with the University of Nicosia, Cyprus
- Teaching appointments of faculty members with other institutions' departments and/or Postgraduate/Doctoral studies
- Cooperation with academic and research institutions
- Implementation of research projects, scientific publications, participation in scientific conferences and workshops

- Mobility of faculty members and students, participation of faculty members in International Committees,
- Participation of the Department in "Agrotica" and "Zootechnia", participation in exhibitions of agricultural products
- Cooperation with agricultural co-operatives
- Organization of cultural events and workshops in order to provide information to community and trade bodies
- Creation of graduates that have a high degree of employability in the market
- Practical training of students in agricultural enterprises
- Evaluation of the courses / teaching by the students
- Annual submission of Self-Evaluation Report to the OQA
- Publication of research in high quality journals.

Department of Nutrition and Dietetics

The academic objectives of the Department can be summarised as follows:

- The review of our Department's curriculum is already in progress and the result will be submitted in February 2016.
- The number of publications of faculty members in peer reviewed scientific journals has already increased.
- The department is organizing two informative meetings per year, aiming to increase the participation of its members, graduate students and faculty members in the ERASMUS programme. In addition we have increased the number of cooperating institutions.
- Our Department, in cooperation with the Association of Undergraduate Students, has already organized two informative events on careers in nutrition and is planning to hold future events to inform students and society about the benefits of our science.
- Cases of non-compliance with the Department's participation in the QA process will be identified and remedied.

School of Health and Welfare Professions

Department of Aesthetics and Cosmetology

The academic objectives of the Department can be summarised as follows:

- An essential element for better education is the new, reformed curriculum and delivery of it within the Department by new teaching staff, internal and visiting from other Institutions.
- The research performance of the Department can be upgraded, with the financial support of the State, and through partnerships with other institutions and companies. The personnel and expertise for research excellence already exists, however requires corresponding materials and technical infrastructure.
- Contact with similar Institutions in Europe and the invitation of guest Professors from abroad, as well as exchange of students under the Erasmus programme.
- The department can voluntarily offer expertise and services in skin care and aesthetic issues in the open care centres for the elderly, schools, theaters etc.

- Strict observance of the rules that provides us a safe and enhanced education.

Department of Pre-School Education

The academic objectives of the Department can be summarised as follows:

- To develop and successfully implement a new curriculum.
- Implementation of research programs and participation of members of the teaching staff in European-funded programs in other institutions.
- Participation of the Department in the ERASMUS programme, participation of teaching staff in international conferences, organization of an international conference by the Department, participation of teaching staff in Academia and ResearchGate.
- Develop lab courses and six-month internships with early childhood centers, visits to social/cultural bodies and participation in their activities.
- Annual internal evaluation of the Department and external evaluation of the Department.

Department of Medical Laboratories

The objectives of the Department can be summarised as follows:

Academic Processes

- The programme of studies consists of compulsory courses (C), practical training and thesis, accounting for 240 ECTS credits in total, distributed over eight semesters.
- The courses offered include the following, distributed over seven semesters followed by Diploma thesis and practical training in the eighth semester:
  - Biology (Molecular Biology, Chemistry, Microbiology, Laboratory Animals, Laboratory Risk Management, Biochemistry, Genetics, Histology, Human Anatom);
  - Medical Physics (Nuclear Medicine, Bioethics, Informatics Applications, Research Design and Statistics, Nutrient Substrates, General pathology, Immunology, Medical Microbiology, Clinical Chemistry, Hematology-Blood Donation, Systematic Pathology, Medical Parasitology, Medical Cytology, Principles of Public Health and Sanitation, Working Relationships);
  - Diploma Thesis, Practical Training.
- Most courses contain theoretical and practical components. The ratio between theory and practice is 60:40. The attendance of practical exercises is mandatory.

Research

In addition to the Educational Programme, Research in the relevant fields is among the targets of the Department.

The main research areas involve:

- Research on disease pathophysiology/novel biological markers with diagnostic interest
- Biological evaluation of substances with pharmaceutical interest (enzyme

inhibitors)
- Development of new diagnostic techniques
- Study of infectious diseases
- Genetic susceptibility & pathologic diseases.

The Department participates in research projects, by itself and in cooperation with other departments of the Institution, and other institutions.

It is informed about funding opportunities, submits proposals under European programs and seeks cooperation with private companies.

The Department's research goals can be summarized as follows:

- The production and dissemination of new knowledge in the aforementioned research areas, to the scientific community and society
- Cooperation with the private sector, such as pharmaceutical companies, in the development and exploitation of patents in the field of healing and diagnostics.

Globalization

- In the context of internationalization, the Department is collaborating with other relevant departments /institutions in Europe beyond, and participates in the exchange of students via the ERASMUS programme.
- Students from Portugal have attended classes and completed their Diploma Thesis in the Department as well as Practical Training. Students of the Department have also attended/are attending courses, completing their practical training and/or participating in research programs abroad.
- An indicative list of institutions with which the Department is cooperating was provided.
- Furthermore, the Department participates in the ERASMUS MUNDUS and Sandwich PhD programs (two students have done research work for their PhD thesis in the Department under the supervision of faculty members).
- Members of the academic staff of the Department gave lectures to departments of other European institutions (in Portugal) and academic staff of foreign institutions has also delivered lectures in the Department.
- Finally, the Department cooperates with foreign universities in research work as evidenced by the joint research published in international research journals.
- Members of the Department participate as speakers/ invited speakers at international conferences, are members of international scientific associations and participate in the organization of international conferences.

Relationship the Labor Market

- The Department participates in the organization of meetings with hospitals. It collaborates with several Hospitals in research programs organised by the Department.

Relationship with society

- The Department is in constant contact with the scientific society of graduates, PETIE, and supports and participates in the organization of conferences.
- The Department participates in LLPs (Lifelong Learning Programme for Technologists in Medical Laboratory conducted in collaboration with the Medical Laboratory Studies Department of Larissa under the auspices of PETIE).

- As part of the Department's relations with society, the department organizes on-campus meetings of general interest on current health issues such as "Malaria - West Nile fever virus - Leishmania - Rabies". The Department also participates in information sessions organized by municipalities, schools or other organisations on relevant health information topics (e.g. "Environment, Health and Quality of Life", "Environmental Impacts and Infertility" etc.)
- The Department organizes blood donation drives and is involved in research projects with specific clinical groups such as Alzheimer's or diabetes patients.

Quality Assurance

- The Department follows the Foundation's rules and procedures, working through creative dialogue from the Departments' Assembly, the Departments' Council and the operation of various committees, in order to discuss and resolve problems through open and democratic processes.
- The curriculum is discussed continually and reshaped if necessary.
- The proper application of the Educational Programme is ensured through:
- Disclosure of the teaching programme
- Keeping attendance records – book of teaching subjects in practical exercise etc.
- The quality of teaching is ensured by the recruitment of highly qualified academic staff that have expertise in all the scientific fields of the courses of the Department.
- The limited number of part-time teaching staff and the teaching of theoretical and laboratory courses by permanent academic staff ensures a more uniform and adequate level of teaching.
- Pilot introduction of electronic evaluation using electronic survey programs such as QuizMaker Pro has been attempted, with the aim of reducing subjectivity in the evaluation by students, and saving time.
- External observers, such as the President of the PanHellenic Association of Medical Laboratory Technologists, PETIE, have been invited to observe Diploma Thesis Evaluations/Dissertations.
- The Department is proceeding with internal evaluations and produces an Annual Internal Evaluation Report (AIER).
- The application of the educational programme, facilities and academic staff are evaluated by the students every six months.
- Continuous monitoring of the quality of graduates is done by:
  - Feedback from hospital staff responsible for the final semester practical training of students
  - Continuous contact with representatives of the labor market
  - Monitoring of graduates' participation in postgraduate programs and PhD theses programs and successful completion of postgraduate studies
  - Contacting academic staff from other departments/institutions responsible for postgraduate programs that accept graduates of the Department.
- The Department aims to enter the certification procedure that has been introduced in Greece. The Department is ready to proceed to its second external evaluation upon advice from the Ministry.

Department of Midwifery

The Department's implementation goals can be summarized as follows:

- A Committee consisting of five senior members of the educational staff of the School of Health and Medical Care has been appointed by the School's Director, in order to create the new curriculum for the Department of Midwifery.
- The new curriculum should be implemented next year, in October 2016.

Department of Nursing

The objectives of the Department can be summarised as follows:

- Creation of an electronic library, to which additional teaching materials in the e-class platform will be uploaded.
- Implementation of an updated programme since 1 October 2015.
- Establishment of organized and fully equipped and certified laboratory facilities.
- Active participation of faculty in at least five international conferences.
- Implementation of research programmes.
- Co-hosting scientific conferences and seminars.
- Acceptance of foreign researchers and faculty.
- Acceptance of foreign students through ERASMUS.
- Faculty mobility through ERASMUS for teaching.
- Liaison office to connect graduates with workplaces and offer counseling for students and graduates.
- Participation of social partners in the new curriculum.
- Stakeholders and social partners have been consulted to reform the curriculum. The partners involved were the Nurses' Regulatory Board (ENE), nurses' scientific associations (ESNE) and various healthcare providers.
- For QA, strong cooperation has been assured with the Internal Evaluation Group and the OQA of the MODIP. The guidelines are followed for the annual students' self-assessment report and teachers' reports. Furthermore, indexes regarding data on exam participation and success, mean degree grades, mean diploma grades and other statistics are drown from the PITHIA electronic system.
- New electronic processes for clinical placements and practical placements have been established since 2013.
- New electronic processes for final theses have been established since 2013.

Department of Physiotherapy

The objectives of the Department can be summarized as follows:

Research/Academic

- Dealing more with research at a rate of 40% of the overall project (40% educational and 20% administrative).
- To proceed with specialisation in two to three research fields. The suggested fields are:
    - o Falls prevention and physiotherapy for the elderly

  o Pediatrics physiotherapy
  o Movement analysis of disability.

The internationalization objectives of the Department can be summarized as follows:

- To increase the recognition of the research work through references and publications.
- Participation of the Department's staff as presenters at international conferences.
- Encouragement of the Department's staff to teach at universities abroad.
- Establishment of a Masters degree taught in English.
- Support for staff and student mobility via the ERASMUS programme.
- International cooperation through research programmes, joint organization of conferences and seminars.

Social/Labor Market

- Working groups for preventive assessments:
  o Scoliosis Assessment
  o Respiratory Assessment (being implemented)
  o Ergonomics in the working Environment (being implemented)
  o Elderly movement assessment and falls prevention.
- Lectures in municipalities.
- Cooperation with various companies on planning and construction of auxiliary products for the disabled and the elderly.

Quality Assurance

- Restore internal assessment at the end of written examinations.
- Use of internal evaluation results in the development processes or occupation of administrative positions by faculty members.
- Creation of proper functioning regulations for the Department.

School of Technological Applications

Department of Automation Engineering T.E.

The Department describes its strategic plan as:

Academic

- An internal committee has already been set up in order to revise the Curriculum. This update is under development in compliance with international standards and taking into account the student feedback, the opinion of various stakeholders and the results of the internal and external evaluation. We intend to implement the new curriculum from the year 2016-17.
- To expand teaching in the postgraduate MSc level in the area of Automation based on the interdisciplinary character of Automation Engineering and the interest of the stakeholders.

Research

- To enhance the existing cooperation with our partners from CPERI/CERTH, AUTh and other universities and research centers.
- To intensify the research collaboration among the department staff and be a

partner with distinct research objectives in new national and European proposals.
- To create a Ph.D. program and the recruitment of new research active staff are in our future plans.

International cooperation

- To further promote our students to study abroad. We have a long-term cooperation with European universities funded by Erasmus Programme. We also accept international students and offer a part of our curriculum in English language.
- To increase the staff exchange and so to develop new research partnerships.

Collaboration with social, cultural and production organizations

- To strengthen our links with industry by formalizing the existing relationships with the various local companies, the companies involving graduates of the department etc. and expand at a national and European level.
- To develop an Industrial Advisory Panel to advice on the required changes on the curriculum, enhance the opportunities for student placement and development of applied research.
- To establish a formal mechanism for maintaining contact with alumni in order to provide feedback for improving the educational program, help with the employment of graduates, increase visibility and enhance the image of the Department in society.
- To organize more formally activities which encourage social and cultural interaction with the local society and organizations (e.g. presentations in press, TV and radio, conferences and information days, career days, talks at local high schools).

Department of Civil Engineering T.E.

The Department's objectives can be summarized as follows:

- To encourage broader discussion with students through their participation in the Academic Assembly.
- To cooperate with other departments to provide lectures on topics related to foreign languages, economics, and the humanities.
- To invite leading companies to present on industry innovations.
- To follow up on students' study directorship.
- To continue to encourage student and staff mobility within the ERASMUS programme.

Department of Electronics Engineering T.E.

The Department's objectives can be summarized as follows:

- Systematic submission of the internal evaluation report and monitoring/review of strategic goals of the Department on annual basis (applied in 2013-2014, pending for 2014-2015).
- Introduction of a "Student Advisor" (done).
- Introduction of the new curriculum including evaluation/proposals from local professional bodies, benchmarking with relevant national or international

curricula, recommendations of international organizations and professional bodies (done).

- Introduction of rationalization procedures for educational activities (unification of component parts of modules, introduction of mandatory subscription of students to unsuccessfully completed previous modules) (done).
- Evaluation, upgrade or replacement of current educational platform e-mathisi (pending – provisional/tentative use of Moodle platform by some faculty members).
- Introduction of Exam Board (pending).
- Introduction of faculty groups for monitoring educational activities and results in related scientific fields (pending).
- Upgrade of final thesis procedures (in progress).
- Introduction of annual meetings/presentations of the new Programme of Studies for students (realized in academic years 2014-2015 and 2015-2016).
- Introduction of a working group consisting of faculty members (pending – informal contacts have been realized with Department of Informatics Engineering for an MSc, possibly in the framework of ERASMUS ‑ MUNDUS)
- Planning of new faculty member positions (pending).
- Reinforcement of the department with internal (within ATEITh) personnel transfers to support teaching activities (one member has already been transferred – procedures for a second member in progress).
- Strengthening of research cooperation with other departments in Greece and abroad (in progress).
- Participation in international research proposals in the context of EU funded projects (in progress).
- Institutionalization of research laboratories (pending).
- Increase in research-driven final theses assignments (in progress).
- Organization of annual events for presentation of faculty research activities (pending).

Internationalisation

- Faculty incoming/outgoing mobility enhancement in the framework of the ERASMUS programme (in progress).
- Provision of courses from the Programme of Studies in English (done).
- Organization of open events with participation of international universities and other organizations (pending).
- Participation in international academic and research proposals in the context of EU-funded projects (in progress).
- Establishment of an international network with companies/institutions for internship provision to the Department's students (pending).

Outreach

- Organizations of events with social sector participation (pending).
- Participation of faculty members in events and/or summer schools organized by academic, social and professional bodies other than ATEITh (in progress).
- Students' visits to selected workplaces (in progress).
- Bidirectional contact and interaction with Department graduates in the context of annual meetings/events (in progress – the first event occurred in June 2015).
- Coordination of events with participation by local organisations/companies

offering internships (pending).

Quality Assurance

- Systematic submission of the IER (done in 2013-2014, pending for 2014-2015).
- Analysis of the internal/external report findings within the Department Assembly in order to review/reshape the strategic plan and the goals of the Department (applied in 2013-2014, pending for 2014-2015).
- Organization of an annual event dedicated to QA for faculty members and students (pending).
- Recommendations to faculty members that may not participate by the Head of the Department (done).
- Investigation of alternative evaluation methods in order to increase students' participation (pending).

Department of Informatics Engineering T.E.

The strategic plan of the Department includes the following:

- To increase the number of graduates with duration of studies within n+2 years
- To accredit the newly internally approved undergraduate program of studies
- To apply new and more effective teaching and learning methods
- To improve assessment methods of student learning
- To strengthen application of QA procedures to improve learning
- To continue systematic research
- To continue life long learning community
- To strengthen and further develop European partnerships
- To strengthen and further promote links with society

Department of Vehicle Engineering T.E.

The Department's objectives can be summarized as follows:

- The continuous satisfaction of the department's academic goals, the continuous enrichment and update of the educational material according to related technological developments.
- Continual modernization of laboratory equipment.
- Courses are enriched with numerical simulation technique sessions and compulsory assignments.
- The use of modern e-learning technologies (asynchronous e-learning platform) is promoted.
- Constant evaluation procedures take place twice a year to allow students and teachers to exchange opinions about the improvement of academic procedures.
- In order to recruit high-level incoming students, the Department reformed the undergraduate curriculum and organizes information seminars for high school students.
- The limited faculty staff and research equipment of the Department are counterbalanced by the pursuit of research cooperation with similar departments in Universities from Greece and abroad.
- Funding through research programs (coordination and participation) is sought.
- Selected laboratories are to be strengthened and improved.

- Students and teachers are motivated embrace mobility in the frame of Erasmus+ programs. Also, teachers are invited from other institutions to deliver lectures on modern vehicle technology subjects while at the same time collaboration possibilities are considered.
- Cooperation with the local community and automotive professionals is based on educational visits as part of courses, and the undertaking of six-month placements by the students. The placements are undertaken in authorized automotive service stores and automotive companies.
- Common projects with local communities are progressed through research cooperation and personal contact with faculty staff.
- Quality assurance in educational and administrative procedures is achieved by carefully following the regulations defined by the Institution (e.g. internal operation regulations of TEI, the Study Guide of TEI, the Post-graduate course Guide, the Practice Guide, Theses Guide, Exams Guide, Erasmus Studies Guide, ECTS Guide, Course Matching from previous Curricula Guides, Pre-requisite Courses Guide, Transitional Regulations to the new Curriculum Guide).

Observations: The EEC wishes to make some comments regarding the objectives of each department as documented thus far. First, there is a varying degree of depth and detail in the way the objectives are written. Secondly, there are numerous statements that are so generic or unclear so that it is almost impossible to assess the value of the information provided. Thirdly, the statements reveal a somehow unclear space of what objectives should be and or aimed at. Again although this may sound too negative at first, the EEC invites all concerned to carefully examine the objectives of all departments and make their own conclusions. The EEC recommends that each department conduct a thorough review of the above to clearly define these objectives with the aim to make them more specific, clearer and more measurable ones.

Measures taken to reach goals

School of Business Administration and Economics

Department of Accounting and Finance

The following KPIs will be monitored:

- Number of faculty members.
- Number of certification reports.
- Number of statutory-certified laboratories.
- Number of electronic documents.
- Master's degree programme.
- Number of firms that cooperate with the Department.
- Number of students being accepted.
- Number of distance learning programmes.
- Number of programmes for lifelong learning.
- Number of information meetings concerning the assessment.
- Number of information meetings for potential students.
- Incentives for students to participate in the educational process.
- Number of meetings concerning research.

- Student and staff member mobility.
- Number of employed students.
- Database – exam guide.

Department of Business Administration

The following KPIs will be monitored:

- Courses are directly related to business needs.
- Student participation in theoretical courses/modules above 70%.
- Student participation in laboratory classes above 90%.
- Each faculty member should publish at least one paper in an international journal per year.
- Each faculty member should publish at least one paper at an international conference per year.
- Achieve target for student participation in exchange programs: 10% of all students per year.
- Increase the movement and exchange of faculty members at least once a year.
- Participation of faculty members at international institutions, committees and organizations.
- Active participation of all faculty members and all students in assessment and quality assurance processes.

Department of Library Science and Information Systems

The following KPIs will be monitored:

- Develop and implement a readiness policy; develop/revamp a masters and graduate programme; monitor the changes; statistics; number of courses, content, programmes, etc. Feedback from staff, students and stakeholders.
- Develop a policy; numbers of research groups, researchers involved in the process/projects, seminars, projects beats, research grants achieved.
- Number of MoUs, collaborations, actions, research programmes, Erasmus partners and student mobility.
- Number of plans and guidelines; number of trained students and staff; number of partners, MoUs/agreements; number of student work experience projects/field works, etc. have been completed; evaluation forms; monitor the impact/numbers of graduates working in different settings; company satisfaction reports.
- Guidelines for students, staff, about the procedures. Number of guidelines. Statistics for implementation. Questionnaires, interviews, focus groups, and other research tools.

School of Agriculture Technology, Food Technology and Nutrition

Department of Food Technology

To effectively monitor the quality of the Department's academic work, the following data and indicators are collected, recorded and analyzed:

- The exam success rate per course.

- The GPA and number of years taken to obtain a degree of all Department's graduates.
- The job placement of graduates.
- Evaluation of the performance of student interns by their hosts/employers.

The following research-related indicators are monitored through the electronic evaluation system of ΜΟΔΙΠ for the Department's faculty:

- The annual number of research projects.
- The annual number of publications (books, chapters, papers in journals and conferences).
- The annual number of citations or other indicators recognizing the impact and significance of the scientific work.
- Approximately every four years, the Department conducts an extensive survey through which the job placement and employment history of our graduates is recorded. The collected data relate to the employability of the graduates, the type of their job and its relation to food technology, and the job location.
- Twice a year, the electronic evaluation process is conducted through the ΜΟΔΙΠ process. It involves students, faculty and administrative personnel. The evaluation of the Department's academic work is done using 11 indicators related to the quality of teaching etc. The indicators and procedures used are all extensively described in the Institution's self-evaluation reports.
- Aside from following the MODIP procedures, the Department uses questionnaires for self-assessment distributed to first-year students and also implements advanced statistical techniques to further analyze the raw data recorded by the ΜΟΔΙΠ evaluation process.

Department of Agriculture Technology

The following KPIs will be monitored:

- Number of faculty members
- Number and grade of undergraduate and graduate students enrolled in the Department
- Number of students that graduate
- Number of teaching appointments of faculty members in other departments
- Number of implemented research projects
- Number of scientific publications
- Recognition of the research work
- Number of collaborations with academic and research institutions
- Number of faculty members and students utilizing mobility programmes
- Number of foreign students enrolled in the Department
- Number of graduates absorbed by agricultural enterprises
- Number of cultural events and workshops organized
- Relevant grades regarding the evaluation of the courses/teaching by the students
- Number of scientific publications.

Department of Nutrition and Dietetics

The following KPIs will be monitored:

- Students' evaluation scores
- Number of publications, by impact factor and citations
- Number of collaborating institutions
- Number of ERASMUS students
- Percentage of graduates employed
- Number of faculty members and students participating in evaluations.

School of Health and Welfare Professions

Department of Aesthetics and Cosmetology

The following monitoring/reporting will occur:

- Strict observance and supervision of educational teaching, organization of labs and assistance to students.
- Supervision of research projects and cooperation with similar institutions and with the educational personnel.
- Information about the Department's students' participation in the ERASMUS programme at similar Institutions (e.g. in Poland, Lithuania, Latvia etc.)
- Recording the results of the voluntary work of students in the Department of Open Care, centre for the elderly, theatre groups etc.
- Strict supervision of the Implementing Rules of the educational process and conditions in the Department's laboratories.

Department of Pre-School Education

The following KPIs will be monitored:

- Results of the internal evaluation, indicators from the Pythia system regarding student enrolment and progress.
- Number of publications by teaching staff, number of citations, number of research programs run by the Department and number of research programs in which the Department participates.
- Amount of teaching staff / student mobility with foreign institutions, number of foreign teaching staff and students who visit the Department, number of institutions that participate in these exchanges.
- Employment status of Department graduates, evaluation of internships by field supervisors
- Results of the curriculum evaluations completed by students, curriculum evaluation by graduates during the internal evaluation of ATEI.

Department of Medical Laboratories

The following indicators, and their change over the last five years, are monitored for the evaluation of the success of academic targets:

- Number of students entering the first semester each year.
- Lowest marks of students commencing their first semester via Pan-Hellenic Exams.

- Maximum marks of students commencing their first semester via national exams.
- Number of graduates, graduation rates at 4, 4 +1, 4 + 2 years etc.
- Average and dispersion of degree grades.
- Participation rates in examinations.
- Pass rates in examinations.
- Average and standard deviation of grades in individual courses in theory and laboratory exercises, and in diploma theses.
- Evaluation of students' questionnaires on infrastructure, education and examination procedures.
- Participation of the students registered in laboratory courses as reflected by attendance records.
- Satisfaction rate for theory lectures reflected in evaluation of the questionnaires completed by students.
- Percentage of classes utilizing new teaching tools, interim evaluations, bibliographic projects etc.
- Number of educational books written by the members of the Department.
- Number of textbooks authored by members of the Department proposed/delivered to students of other institutions.
- Number of books available to Department students that are used by students of other institutions in Greece or abroad.
- Number of research diploma theses.
- Number of research publications (Greek and International) in which research was carried out with the contribution of students.
- Number of abstract publications following research announcements at scientific conferences (categorized as Greek or international).
- Impact factor of journals in which research work carried out with the participation of students was published.
- Number of postgraduate theses supervised by members of the Department and publications produced.
- Number of three-member committees assessing postgraduate theses / PhD dissertations in which members of the Department participated.
- Absorption of Department graduates in the labor market.
- Number of graduates who continue on to postgraduate studies.
- Opinions of the managers of the Department of the hospitals in which the students work during their 8th semester practical training.
- Opinions of labor market representatives.
- Opinions of academic staff responsible for postgraduate programs which students of the Department attend.
- Monitoring of the relationship between the Department's programmes and comparable courses of domestic and foreign institutions.
- Monitoring of the number of part-time staff and their teaching hours.
- Monitoring the ratio of students to teachers.
- Monitoring of postgraduate programs (number and level of admission, number of applications, number of research theses and successful completion of theses, and publications).
- Monitoring of fulfillment of objectives of previous external and internal evaluations.

- Monitoring of implementation of the Strategic Academic Plan of the Department.

The following indicators, and their change over the last five years, are monitored for the evaluation of the success of research targets:

- Number of research publications in journals (international, Greek).
- Impact factor of journals (minimum, maximum, average, total).
- Presentation of papers at conferences, abstracts published in conference proceedings (international, Greek).
- Number of hetero-citations.
- Number of publication awards.
- Number of members of the Department who are reviewers for scientific journals.
- Number of members of the Department who are members of editorial boards.
- Number of research program proposals submitted.
- Number of projects approved and implemented (including budgets).
- Number of collaboration projects with private companies (including budgets).
- Number of patents filed.
- Invitations and participation in conferences as invited speakers.
- Monitoring of the fulfillment of research objectives of previous external and internal evaluations.
- Monitoring of implementation of the Strategic Plan of the Department's research development.

The following indicators, and their change over the last five years, are monitored for the evaluation of the success of internationalization targets:

- Number of Department students who moved abroad for course attendance, practical training or research.
- Number of foreign students who studied in the Department or studied via diploma thesis, research or practical training.
- Number of teachers who delivered lectures abroad.
- Number of foreign teachers who delivered lectures in the Department.
- Number of research papers published in international journals.
- Number of presentations at international conferences.
- Number of invitations as invited speakers at international conferences.
- Number of international conferences in which members of the Department served on the organizing committees.
- Number of international conferences in which members served as chairperson.
- Number of programs carried out with the participation of universities and/or research centers from Europe, other countries or multinational corporations.
- Number of programs applied in collaboration with universities and/or research centers abroad or multinationals.

The following indicators, and their change over the last five years, are monitored for the evaluation of the success of labor market related targets:

- Number of seminars co-organized with hospitals.
- Number of research collaborations with hospitals.
- Number of conferences and workshops organized in collaboration with PETIE.
- Number of informational meetings, lectures and seminars for the general public.

- Number of collaborations with social institutions and associations of patients.

The following indicators, and their change over the last five years, are monitored for the evaluation of the success of quality assurance related targets:

- Monitoring of all the indicators in the above sections, the results of which are to be analyzed in the Annual IER.
- Monitoring of administrative procedures that ensure transparent and democratic processes in the Department:
  a. Number of meetings of Department's Assembly
  b. Number of student issues discussed at the meetings
  c. Number of meetings and the decisions of committees.
- Presence of external evaluators in open procedures such as diploma theses dissertations.
- Participation in external evaluations.

Department of Midwifery

The following indicators are being monitored:

- Number of teaching staff with doctoral degrees
- Number of teaching staff with medical background
- Number of teaching staff with research experience
- Number of students participating in ERASMUS programs
- Number of students participating in QA procedures
- Number of staff participating in QA procedures
- Number of staff participations in postgraduate programs
- Number of partnerships for organizing postgraduate study programs
- Number of scientific meetings organized by the Department
- Number of educational lectures at local High Schools on issues of women's health

Department of Nursing

The following metrics will be monitored:

- Evaluation of the teaching process by the students.
- Evaluation of studies by graduates.
- Self-evaluation by the academic staff.
- Evaluation of the central administration services by the students.
- Self-evaluation by the presidents of each school.
- Evaluation of the processes by the Head of School and Secretary of each school.

Department of Physiotherapy

The following indicators will be monitored for the evaluation of the success of academic related targets:

- International conference participation.
- Writing of a book in 4 years

The following indicators will be monitored for the evaluation of the success of research related targets:

- 1-2 publications per year for every researcher.

The following indicators will be monitored for the evaluation of the success of internationalization related targets:

- References to the research project.
- Masters degrees taught in English.

The following indicators will be monitored for the evaluation of the success of labor market related targets:

- 2 Lectures.
- 1-2 population assessments.

The following indicators will be monitored for the evaluation of the success of quality assurance related targets:

- Improving of the internal assessment indicators to a 4-5 score for all the faculty's educators.

School of Technological Applications

Department of Automation Engineering T.E.

The following will be monitored:

- Revised undergraduate program in compliance with international standards and taking into account the student feedback, the opinion of various stakeholders and the results of the internal and external evaluation
- A postgraduate program (MSc level) in the area of Automation based on the interdisciplinary character of Automation Engineering and the interest of the stakeholders
- Number of projects with our partners from CPERI/CERTH, AUTh and other universities and research centers
- Number of research collaborations among the department staff
- Number of participations in new national and European proposals
- Number of new research active staff
- Number of students participating in ERASMUS programs
- Number of staff participating in exchanges
- Employability of students
- Number of activities which encourage social and cultural interaction with the local society and organizations (e.g. presentations in press, TV and radio, conferences and information days, career days, talks at local high schools)

Department of Civil Engineering T.E.

The following KPIs will be monitored:

- A new approved programme for undergraduate and postgraduate studies will be developed.

- Improvement of specific indicators related to

    a. Average graduation times

    b. Average grade of awarded degree

    c. Ratio of students to teachers.

- Increase the number of cooperation protocols signed with the Employment and Careers Centre, and industry that is related to the Department.
- Increase the number of publications presented in journals with high impact factors.
- Increase participation in the Erasmus+ programmes.

Department of Electronics Engineering T.E.

The Department's actions to achieve the aforementioned goals include short and medium/long term indicators.

In the short term:

- Evaluation data of teaching (by students), module success ratio.

In the medium/long term:

- Mean time of graduation, average module and graduation score.
- Number of faculty/teaching personnel members per student.
- Number of regular teaching hours covered by adjunct personnel.

Research

- Number of papers in peer-reviewed high quality journals
- Number of papers in international conferences
- Number of citations.
- Number of research projects submissions.
- Number of research project realizations.
- Number of PhD/MSc thesis committee memberships of faculty members.
- Number of final theses leading to journal/conference publications.
- Number of students participating in research activities.

Internationalization

- Number of incoming/outgoing students and faculty members.
- Number of universities/companies with established relationships in the context of student internships.
- Number of international activities (research/academic) in cooperation with
- International universities/Institutions/companies.

Outreach

- Number of events organized, number of participants, number of external events that faculty members participate in.
- Satisfaction level of students and bodies/companies offering internships.

Quality Assurance

- Number of faculty members/students participating in QA procedures.

- Number of actions in the context of QA procedures.

Department of Informatics Engineering T.E.

The following indices are monitored:

- Number of partners offering student practical training placements
- Number of student competitions financed by the labour market
- Number of participations in EU programs in partnership with IT companies
- Number of workshops targeting trainers from post-secondary education
- Number of invited speakers on research and technology issues
- Number of participations in inter-university or inter-departmental programs of studies
- Number of student participations in international IT competitions
- Number of graduates completing their studies within n+2 years
- Number of courses assessed in ways other than "final exam only"
- Number of staff on "leave of absence" engaged in research activities
- Number of publications in scientific journals

Department of Vehicle Engineering T.E.

The following KPIs will be monitored:

- Number of incoming students: 20% decrease over the next 3 years.
- Average graduation grade: 5% increase during the next three years.
- Percentage of graduates with more than 6 years of studies: 20% decrease during the next three years.
- Number of courses offered through asynchronous e-learning platform: 50% increase during the next three years.
- Base admission grade of incoming students: greater than 12 on a 0-20 scale.
- Post-graduate course programs developed: one
- Number of research proposals submitted: four in the next three years.
- Number of research proposals faculty members participate in: 10 in the next three years.
- Number of research associates: more than 10.
- Number of incoming teachers via the Erasmus+ programme: four per year.
- Number of outgoing teachers via the Erasmus+ programme: two per year.
- Number of incoming students via the Erasmus+ programme: five per year.
- Number of outgoing students via the Erasmus+ programme: 10 per year.
- Number of lectures from industry experts: five per year.
- Number of educational visits: five per year.
- Number of development programs with the local community: two during the next three years.
- Number of departmental regulation guides: five.
- Number of academically accredited postgraduate course programs: one.

Observations: The EEC wishes to point out that by close examining the information submitted by each department, a picture of non-specific and non-time-bounded statements emerges. The EEC would like to invite each department to

review the information provided and improve the measures by clearly stating targets within a specific timeframe. The EEC wishes to impose non-specific targets for each department and leaves such action to the departments on their own. The EEC is confident that by producing clear strategic plans of action for each department, the quality of the information and the clarity of what is meant to be achieved, by when, will be naturally delivered.

Please decide in respect to the specific evaluation area (&3.1.3):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Academic progress: The EEC feels that the academic structure of the Institution today covers a wide spectrum of the technological sector, in cutting-edge areas, crucial for social and economic development at local, regional and national levels. The prospects for further development of the Institution in these areas remain very promising. The revision of undergraduate programs and the organization of new postgraduate programs, which have already materialised in many departments, are crucial for moving forward.

The evidence provided to the EEC for the positive response of the community including the labour market, to the education provided by the Institution was strong. According to the IIER, the standards of entry to the Institution are comparable to the standards of entry to other HEI including Universities, which have a relatively longer history and better reputation.

The EEC was assured that the Institution welcomes the external evaluation because it provides the opportunity to do what is needed in order to move forward, and be accredited as an equal member in the international HE community.

Graduate employability: The employability of graduates was recorded in the IIER at levels higher than national average. Although the number of graduates participating in the survey was relatively small, the trend was significant. The EEC was assured that the OQA will expand the sample of graduates participating in the survey, by repeating the call each year and activating a reward system for participation. The EEC wants to encourage the focus on graduates, since they are a significant stakeholder.

Reputation: During discussions with graduates, the EEC was impressed with the enthusiasm with which graduates commented on their Institution. This was also the impression during discussions with community partners, including employers. The EEC has no doubt that the response of the community to the education provided by the Institution is strongly positive.

QA implementation progress and culture: The EEC feels that the system of QA, which is in operation during the last four (4) years, will provide the means to move forward and further improve in academic development, to reach international standards. The quality culture cultivated by the QAO needs to develop further,

among all members of staff (teaching and administrative) and among leaders at all levels of management (departmental, school and institutional).

Staff development: The EEC has already noted elsewhere in the report, the need for educating all staff (teaching and administrative) on management topics like goals, objectives, procedures and measures. Intensive seminars on management, targeting all staff, might be organized by the QAO, as well as seminars on curriculum development (learning outcomes) in accordance with international educational standards. The EEC recommends that expert advise be sought, where and if possible, in developing such strategic professional development programs to ensure quality and most importantly effectiveness.

3.1.4 Research Strategy

Key points in the Research Strategy

Institutional Level

The Research Strategy of the Institution has the following aims:

- To establish research links between the Institution and industry at local and national level in areas of high tech.
- To identify key research areas with criteria of economic impact, sustainability, innovation, export capacity and improving the current profile of academic staff of the Institution.
- To showcase critical areas of research strength and cooperation with stakeholders at national and international level.
- To create, monitor, analyse and evaluate as required key performance indicators associated with research output and impact.

The institution regularly organises conferences and other events where research results are communicated to public. The Institution has six areas of research where research proposals are encouraged covering all schools and all departments.

 The website http://www.ee.teithe.gr/

Departmental Level

The key points of the research strategy of each department, as submitted by the various departments to the EEC are as follows:

School of Business Administration and Economics

Department of Accounting and Finance

Research objectives:

- Upgrading the Department's research potential through the involvement of staff members in research activities.
- Retention of research achievements and expansion into further activities.
- Upgrading the quality of the Department's work with our presence in internationally recognised journals.
- Boosting the Department's outward-looking philosophy and improving its scientific recognition.
- Coordinating the research activities of the staff members of the Department.
- Dissemination of produced research work to the Department.
- Inclusion of students to the processes related to research work.
- Attracting research funds.

With a view to achieving its research objectives, the Department has taken the following actions:

- With the encouragement and support of the other faculty members, three faculty members are currently working on their doctoral theses.
- The Department organizes the international ICESAL conference. Additionally, some of its members participate in the organization of the conference HAICTA (the Director of the PSP is the president of the Organizing Committee of the 7th International Conference HAICTA2015 which is held every two years with at

least 120 participants and delegates from 25 countries).
- Faculty members pursue, and in some cases achieve, publication of their work in prestigious international journals.
- To stimulate the extroversion of the Department and enhance its visibility, faculty members seek and achieve an increase in their number of citations, their participation as peer reviewers, and the research collaboration with faculty members of other departments.
- An internal research activity amplification process is the pursuit of internal cooperation between the members of the Department in order to draw on the experience of older faculty members.

Monitored KPIs:

- Number and type of publications.
- Number of citations.
- Number of article evaluations.
- Seminars in which members of the Department participate in the organization.
- Number of articles that are the result of collaborations with members of other departments.
- Number of articles that are the result of collaborations between staff members of the Department.
- Number of internal scientific meetings.
- Number of dissertations of graduate students who were presented in congresses.
- Number of programmes of funded research.

Department of Business Administration

Research objectives:

- Development of research activity relating to the teaching courses/modules. The intensification of research activity and participation in research programs a primary goal for the next five years. Along the same lines, the Department has established two new postgraduate programs and is actively pursuing the establishment of doctoral studies.
- Intensify research to improve innovation.
- Increase good quality publications of faculty members of the Department.
- Strengthen the role of the Department's laboratories.
- Establishment of postgraduate programmes of study.
- Creation of a committee to promote and strengthen research in the Department.
- Formulation of research teams in the Department and participation in research programs (national, European, and international).
- Intensification of research activity.
- Strengthening and use of the Department's existing research infrastructure.
- Establishment of "Workshop on Tourism Education and Research".

KPIs:

- Each faculty member should publish at least one paper in an international journal per year.
- Each faculty member should present at least one paper in an international conference per year.

Department of Library Science and Information Systems

Objectives and targets

- Build a strong research profile in order to be comparative, both in competing in research projects/attract research funds and in research publications and other activities

Actions - Procedures

- Implement a research policy within the department;
- Establish formal or/and informal research groups;
- Involve students and other players in the research process;
- Establish, if possible, a research centre;
- Establish a research seminar to disseminate ideas, research results and build a research culture in the department;
- Seek expertise/collaboration from Greece and abroad;
- Hunt opportunities for research grants, projects and other forms of research collaboration.

Measures

- Development of a research policy;
- Numbers of research groups,
- Numbers of researchers involved in the process/projects,
- Number of seminars,
- Number of projects beats,
- Number of research grants achieved.

School of Agriculture Technology, Food Technology and Nutrition

Department of Food Technology

Objectives and Targets

- To produce, through research, new knowledge that can be embodied into and upgrade the academic programs offered by the department
- To extend the collaboration with the food industry
- To promote collaboration between faculty members with diverse backgrounds
- To diffuse the results of research conducted by the department
- To acquire and maintain state-of-the-art laboratory equipment that can be shared and used by everyone related to the department
- To establish and certify research labs that can offer high-quality certified services to third parties
- To follow the worldwide developments in research and technology related to the food sector
- To allow participation and education of undergraduate students in research activities through the execution of a compulsory research project.

Actions – Procedures

- There is an extensive list of research projects currently executed by the department's faculty (http://www.food.teithe.gr/erevnaipodomes/). These projects are funded either by national or European institutions or from industrial partners. The participation of the department's faculty in research is almost 100%.

- Research is executed also for the benefit of better educating students. An example of this link is the development of the website http://fepsim.food.teithe.gr where computational fluid dynamics and other models are used to teach students basic concepts in food engineering.
- For the last 3 years, the department is running a lecture series (open to anyone interested) where researchers present the outcomes of their research
- The research infrastructure of the department is continually expanded and updated. The central research lab is a world-class facility.
- The department is represented through its faculty to the following national or international food-related organizations: ESFA, Food for Life, ICC, ISEKI-Food

Measures

- The annual number of research projects
- The annual number of publications (books, chapters, papers in journals and conferences)
- The annual number of citations or other indices recognizing the impact and significance of the scientific work

Department of Agriculture Technology

Objectives and Targets

- Advancement of research,
- Development of modern laboratories, fully equipped for research and students' training,
- Standardization and authentication of research laboratories of the Department,
- Implementation of research projects with international participation,
- Continuous operation of the university farm for research and students' training.

Actions – Procedures

- Cooperation with Academic and Research Institutions,
- Implementation of research projects,
- Scientific publications,
- Participation in scientific conferences and workshops.

Measures

- Number of implemented research projects,
- Number of scientific publications,
- Recognition of the research work.

Department of Nutrition and Dietetics

Objectives and Targets

- Integration of research policy and cooperation with stakeholders in the strategic plan of the Department, will lead the Department's staff to be more concerned with objects related to the objectives of the Department and less to personal interests. In this way, the Department's activities will have results that best meet the Department's goals, with corresponding higher benefits for the fulfillment of

the Department in society.
- Increase the number of staff's publications

Actions - Procedures

- The number of publications of faculty members in peer reviewed scientific journals is already increased.

Measures

- Number of publications,
- Mean Impact Factor of publications,
- Citations of publications

School of Health and Welfare Professions

Department of Aesthetics and Cosmetology

Objectives and Targets

- The organization of research projects in collaboration with Universities in Greece and abroad, with other departments of the Institution as well as companies.

Actions - Procedures

- The research level of the Department can be upgraded, always with the financial support of the State, with partnerships with other institutions and companies. The infrastructure and the experience for research already exist, as long as there is a corresponding material and technical infrastructure.

Measures

- Supervision of research projects
- Cooperation with similar Institutions and among educational personnel.

Department of Pre-School Education

Research Objectives

- Conduct theoretical and empirical research studies of high standards in the fields of early childhood development (0-6) and early childhood care and education.

Department of Medical Laboratories

Objectives and Targets

- The production and dissemination of new knowledge to the scientific community and society
- Cooperation with private companies for development and exploitation of patents in the field of Healing and diagnostics.

Actions – Procedures

- The Department participates in research projects, alone or in cooperation with

other departments of the Alexander TEI and other Institutions.

- It is informed about funding opportunities, submits proposals under European programs and seeks cooperation with private companies.

Measures

- Number of research publications in Journals (International, Greek)
- Impact Factor of Journals (smaller, maximum, average, total)
- Announcements in Conferences/abstracts published in Conference Proceedings (international, Greek)
- Number of hetero-citations
- Number of publication awards
- Number of members of the Department who are reviewers at Scientific Journals
- Number of members of the Department who are members of Editorial Board
- Number of Research Programs proposals which were submitted
- Number of projects approved and implemented-Budget.
- Number of Collaboration projects with Private Companies -Budget.
- Number of patents
- Invitations - Participation in conferences as invited speakers
- Monitoring of fulfillment of research objectives of the previous external and internal evaluation
- Monitoring of implementation of the Strategic Plan of the Department's Research Development.

Department of Midwifery

Objectives and Targets

- Participation in research projects
- Develop research laboratories

Actions – Procedures

- Develop research partnerships
- Participate in funded research proposals

Measures

- Participation in research projects
- Number of research laboratories
- Number of publications
- Number of staff members participating in editorial boards
- Number of staff participating in international congresses and meetings

Department of Nursing

Objectives and Targets

- The faculty has at least 20 publications annually in international journals
- Strengthening partnerships with research groups from other Departments of TEI and other domestic and foreign institutions.
- Achieving the establishment of a certified research laboratory "Microscopy,

Image Analysis, Histology. Systematic and Biometry".

Action – Procedures

- Establishment of organized and fully equipped and certified laboratory facilities
- Active participation of faculty in at least 5 international conferences.
- Implementation of research programmes

Measures

- Number of certified research laboratories
- Number of participations in international conferences
- Number of research programmes

Department of Physiotherapy

Objectives and Targets

- To change the research profile of the Department and
- To abandon the general research field.

Actions- Procedures

- Dealing more with research at a rate of 40% of the overall project (40% educational and 20% administrative)
- To proceed with specialisation in 2-3 research fields. The suggested are:
  - Falls prevention and Physiotherapy for the Elderly.
  - Paediatrics Physiotherapy
  - Movement Analysis of disability.
- To increase the recognition of the research work through references and publications
- Participation in international conferences.

Measures for Academics

- 1 International Conference participation per year
- Writing of a book every 4 years

Measures for Researchers

- 1-2 publications per year for every researcher

School of Technological Applications

Department of Automation Engineering T.E.

The key points of the research strategy of the Department are summarised as follows:

- To enhance existing cooperation with our partners from CPERI/CERTH, AUTh and other universities and research centres.
- To intensify the research collaboration among the Department's staff.
- To be a partner with distinct research objectives in new national and European proposals.
- To create a Ph.D. programme.

- To recruit new research-active staff.

Department of Civil Engineering T.E.

Objectives and Targets

- To increase research activities of all teaching staff

Actions – Procedures

- Participation in Horizon 2020, Interreg, ESPA research programs and initiatives

Measures

- Number of publications published in journals with high scientific index.

Department of Electronics Engineering T.E.

Objectives and Targets

- Production of high quality research in contemporary and applied fields of electronics.
- Enhancement of student participation in research activities.
- Publicize research results and activities within student community.

Actions- Procedures

- Strengthening of research cooperation with other departments in Greece and abroad (in progress)
- Participation in international research proposals in the context of EU funded projects. (in progress)
- Institutionalization of research laboratories (pending)
- Increase of research driven Final Theses' assignments. (in progress)
- Organisation of annual events for faculty research activities presentation. (pending)

Measures

- Number of papers in peer-reviewed high quality journals,
- Number of papers in international conferences,
- Number of citations.
- Number of research projects submissions,
- Number of research projects realizations.
- Number of PhD/MSc thesis committees' memberships of faculty members.
- Number of Final Theses leading to journal/conference publications.
- Number of students participating in research activities.

Department of Informatics Engineering T.E.

Objectives and Targets

- Development of systematic research

Actions-Procedures

- Every course syllabus has a research component
- Literature reviews as part of course teaching methodology, contributing to final course assessment
- Research projects as part of teaching methodology, contributing to final course assessment
- Final year projects with innovative outcomes

Measures

- Number of final year projects leading to publications
- Number of courses with research component
- Number of innovations

Department of Vehicle Engineering T.E.

Objectives and Targets

- The research policy of the department serves partly the applied, scientific students' education in the wide subject of ground vehicles.
- Simultaneously, the individual research interests of each faculty member are developed in the sections of machine and specialized vehicle systems construction, vehicle subsystems' simulation and operation study, experimental studies on emission reduction systems and measurements etc.

Actions – Procedures

- The limited faculty staff and research equipment of the department are counterbalanced by pursuit of research cooperation with similar departments in Universities or abroad.
- Funding through research programs (coordination or participation) is quested.
- Also, selective laboratories worth equipped and developed due to their dynamics are to be strengthened.

Measures

- Number of research proposals submitted: 4 in the next years
- Number of research proposals faculty members participate in: 10 in the next 3 years
- Number of research associates: more than 10

The research committee within the financial support unit for academic staff provides support, albeit small, for new academic staff.

Research strategy objectives and timetables for achieving them

The EEC heard clear intentions regarding the Institution's research strategy but received no formal research strategy and timetables for achieving them. The EEC recommends that the following should be considered as a way forward and further be refined and strengthened. The timelines below are indicative and the exact details are left to the Institution to develop, implement and monitor. The EEC is confident that the Institution will raise to the challenge and deliver what is expected in this area from an Institution aspiring *"to become the leading Higher Education Institution producing world-class professionals in Greece"*

Objectives

- Raise institutional participation in submissions of research proposals for external funding
- Acquire expertise in proposal submission at institutional level

Indicative timetables

- Take measures to raise funded research during the final trimester of 2016.
- Consider assigning (through appropriate legal procedures) during the final trimester of 2016 to an expert company from the private sector, the task of seeking programs and partners, and submitting successful applications, for European and International competitive research programs, which are open to the Institution for submission during the period 2015-2020.
- Decide strategically to participate in several programs concerning the period 2015-2020 to pursuit and submit, in first trimester of 2017.
- Assign each program (call for research proposals) to an academic expert - member of staff with the task to collaborate (discuss in detail all parts of the proposal from the expert point of view) with the private company in order to complete the proposal on time, in the first trimester of 2017.
- Assign one member of administrative staff to facilitate the timely submission of the proposal (collect needed information – CVs, departmental and institutional background data etc), in the first trimester of 2017.
- Complete proposals on time and submit the first ones in the second - third trimesters of 2017.
- Continue procedures for newly advertised programs within the period 2015-2020, in 2018 and 2019.
- Re-advertise for a new contract to engage experts from the private sector, aiming to raise participation in funded research programs in 2020-2025, in the last trimester of 2019.

The EEC is not in a position to comment if the engagement of experts from the private sector is encouraged in Greece, as in most other countries, and therefore leaves the above suggestions to the discretion of the Institution's leaderships and governing bodies to adopt or otherwise.

Laboratory research support network

The EEC was given no formal input or specific evidence regarding a laboratory research support network. To the knowledge of the EEC such network seems to be non-existent.

Research excellence network

The EEC was not made aware of any ATEITh participations in any research excellence networks.

Existence of research assistance mechanisms

There are no formal mechanisms within the Institution for preparing proposals especially for new academic and research staff. However, the Institution encourages staff to acquire such support and assistance from national level organisations such as the Institute for Technological Research (Institouto Technologikis Ereunas (www.forth.gr), CERTH EKETA Ethniko Kentro

Technologikis Anaptiksis.

Capitalising on patents and innovations, finding partners for research programmes, etc.)

The EEC was not given any formal information regarding policies and procedures associated with filling and capitalizing on patents and innovations.

EURAXESS - Researchers in Motion is a unique pan-European initiative providing access to a complete range of information and support services for researchers wishing to pursue their research careers in Europe or stay connected to it.

Euraxess is a platform that Aristotle University of Thessaloniki has access to and through that account assistance to find research partners can be provided.

The EEC notes that attempts are made by faculty members for collaboration with other institutions, to pursue grants from within and EU, and to develop research policies.

The EEC was provided with a list of the research laboratories established in most departments.

Please decide in respect to the specific evaluation area (&3.1.4):	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	X
Negative evaluation	

Industry engagement and research: The EEC recommends that the Institution strengthens further the way it collaborates with industry, as well as its involvement with events where research results are disseminated.

Formal support mechanisms: The EEC recommends the Institution enhance the support of academic staff in writing research proposals through more formal mechanisms where professional advice is available. This would increase the chances of success. Such professional and formal support mechanisms to researchers are available and offered in all if not most world-class research institutions.

3.1.5   Financial Strategy

General financial strategy and management of national and international funds

The EEC perused information provided by the Institution through the IIER and wishes to acknowledge that, during the last five years, the Institution has had a reduction of 53% in its total operating funds provided by the Greek Government and other sources of funding such as the European Union. Figures provided to the EEC confirmed that, specifically, the Institution has suffered a 52% reduction in its regular budget and a 66% reduction in its budget for public investments. However, at the same time, international (European Community) funds have increased by 63%. During 2013, international funds were 104% of national funds; during 2014 they were 68%, while in 2010 they were only 12%.

The major objectives for the management of funds are:

- To increase international funding by participating in more European and international educational and research projects
- To save as much as possible in order to ensure institutional viability, with minimum impact on the quality and variety of programs offered.

Regular budget management strategy

The EEC was advised that in each financial year, the regular incoming subsidy from the government has specific allocations for:

- Operating costs
- Salaries for temporary staff (both teaching and administrative ones)
- Student services (through meals support).

The strategy for the management of these regular funds is to cover costs with the following priorities:

  i.   Salaries of temporary staff
  ii. Standing financial commitments
  iii. Operating costs related to teaching
  iv. To monitor spending, identify deviations and take correctional measures.

Besides the yearly incoming national subsidies, in order to cover its running costs continuously, the Institution has a reserve fund which can be utilized while new funding is being considered under approval mechanisms. The tapping of the reserve fund has to be approved by the Ministry of Education.

Public investment management strategy

The funds for public investment are allocated by the Ministry of Education and relate to:

- Repair and maintenance of buildings and facilities
- Building and facilities construction.

The main objectives for the management of public investment funds are:

- To upgrade existing facilities (teaching rooms and laboratories)
- To extend or replace old-technology equipment used for teaching.

Organisation and strategy of the Special Account for Research Funds (SARF)

SARF manages the funds from sources other than national subsidies, which include the European Union according to programme approval contracts. It also manages a 15% surplus included in the programs budgets, for its services in managing the programs. More details can be found at: http://www.ee.teithe.gr/index.php?dom=epitropi&sub=thesmiko.

The main objectives for the management of the surplus is:

- To facilitate participation in European Union programs
- To enhance research in scientific areas of special interest to the Institution, through "Research Enhancement Programs"
- To conduct surveys related to the development of the Institution
- To organize training programs, seminars, scientific conferences, meetings and workshops
- To cover the cost of scientific publications in international journals of members of teaching staff
- To cover emergency costs, as determined by the Council and the Research Committee
- To finance other publishing needs of the Institution
- To finance the purchase of research equipment.

Organisation and strategy of the University Property Development and Management Company

The EEC was advised that there is no such company within the Institution. The EEC is not in a position to comment of such company should have been in place or is even encouraged by the local regulations and the law of the state. However, the EEC wishes to point out that in the light of ever diminishing financial resources, finding ways to fund the services, research and other activities of the Institution could be the only way to financially survive. The EE wishes to make no further suggestion for this matter but to point out innovation at all fronts is the key to addressing the Institution's way forward.

Existence of a Quality System for Financial Management (e.g. ISO), computerisation management and Budget monitoring (Regular Budget, Public Investments Programme, SARF Budget, etc.)

SARF has the national standard ΕΛΟΤ 1429:2008, from the Hellenic Organization for Standardization, which certifies its adequacy in project management.

There is computerized monitoring of the Regular Budget and the Public Investment Budget; a complete Information System is used in SARF.

The EEC has not seen SARF and its operation, functionality, or user friendliness,

so the EEC is not in a position to comment on the claimed performance characteristics.

Please decide in respect to the specific evaluation area (&3.1.5):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC has no specific comment to make in this section of the report. The EEC was clear that its visit did not include any formal review of financial statements and financial performance of the Institution nor such review was part of its remit.

3.1.6 Building and Grounds Infrastructure Strategy

Strategy key points

The EEC was given a summary of the key points included in the strategy associated with building and grounds infrastructure development as follows:

- Student housing is in progress.
- Restructuring and renovation of classrooms.
- Fire safety guidelines are being implemented due to recent changes.
- Solar energy from rooftops is being discussed. This may be highly effective due to large roof surfaces existing on a number of buildings and the long sunny days enjoyed by the Institution's geographical location.
- Adoption of more energy efficient equipment is in progress.
- Plans for new library – awaiting funding.

Objectives and timetables

The approximate time for the aforementioned objectives to be delivered is between one and three years.

Measures taken to reach goals

- The Institution is pursuing funding from government agencies.
- We are implementing rules and regulations consistent with fire safety regulations.
- A panel of scientists has been formed to study the design and implementation of solar panels on campus rooftops.
- The Technical Department along with the electrical engineer is evaluating and supervising changes necessary for the electrical system of the entire Institution.

Deviations from model 1 campus/HEI: Not applicable.

The EEC has received information regarding clear plans and an excellent priorities list with respect to infrastructure development to support the Institution's future development and growth, subject to funding becoming available.

Priorities

Institutional Level

The key priorities can be summarized as follows:

1. Restore the large lecture theatre.
2. Upgrade the electrical supply cables to meet the heavier demands resulting from the use of air conditioning devices.
3. Upgrade the network centre to support higher connection speeds on campus.
4. Equip the new teleconference room with up-to-date equipment and restore old/malfunctioning equipment in the old one, so there are at least two well-equipped and reasonably sized teleconference rooms at the Institution for

lectures, seminars etc. (apart from the smaller ones at departmental level).

5. Upgrade existing library services and make new space available for these services.
6. Upgrade the publications facility.
7. Finally, if sufficient funding were to be available, a conference venue would have priority.

Departmental Level

The key priorities can be summarized as follows:

1. Purchase and provide all necessary consumables for the expensive laboratory equipment used for educational purposes.
1. Additionally, provide consumables and additional equipment for the research laboratory units.
2. Restore damaged equipment/classroom educational material.
3. Build at least one new large, modern and well-equipped lecture theatre, and a new library building. This was attempted back in 2006 and 2008 but eventually funding from the central government was not made available.

The EEC received information regarding clear strategies followed by the Institution and the departments to optimise costs for purchasing infrastructure items used by more than a single department. A notable example was software programs as explained below.

Software: Software programs that are used by many different departments are purchased centrally in order to achieve better purchasing costs. Examples include the Microsoft Office suite, managed centrally by the Department of Informatics Engineering, the SPSS package and Blackboard software managed centrally by the Library, and others. Specific software licenses may be shared by a small number of Departments e.g. MATLAB software. Such optimisation is usually attempted at school level.

Online Infrastructure: http://www.teithe.gr/

The Institution has a website and numerous links to follow on what appears to be a generally good website. There are however many issues with the website. These issues include design issues, strategic issues, marketing issues and operational issues related to clarity and sharpness of the message and user friendliness.

Note: The following comments reflect the online information that was accessed is late November 2015.

The website is available in Greek and partially in English. The English language is indicated by an EU flag symbol in some cases and by a UK flag in some other cases. For a start this is not uniform which indicates that different individuals have developed different pages at different times. This is a common issue but it is the responsibility of the Institution to unify and update the most important window to the world these days, that is, the website.

The pages are not updated and reflect the academic structure of the Institution prior to the merging of Departments, which to the knowledge of the EEC has happened some years back.

From the page "Academic Structure" the EU flag link points to the page where the

Institution is presented at a glance and the Internationalisation Strategy is given but not in a related page offered in the English language.

The first page has a number of graphic images and key words that give the impression that are active links only to find out that this is not the actual case. On closer examination, the key words are the full name of the Institution given in parts.

There are two other clickable graphic items. The one image with people holding hands around a circle seems to be one for people with disabilities. This is not clear but when clicked goes to an inactive page: http://amea.teithe.gr/. Nevertheless this is an excellent inclusive approach especially being on the first page. This message can be a very powerful one. However, one can imagine the disappointment if someone with special needs clicks on the link only to find out the page is not active. This is a classic case where one aims to improve but does probably more harm than good by generating high expectations and then failing to meet them.

The EEC recommends a comprehensive, strategic approach to services for people with special needs be adopted by the Institution and presented online accordingly. The aforementioned issues on the website need to be rectified as a matter of urgency.

The EEC recommends that a QA approach to website development, maintenance and management is to be developed and strictly followed. The second central image is one of a map that is active and goes to a high quality map.

The EEC cannot comment on the accuracy of the information especially following the merging of Departments but recommends the Institution and the various departments, where applicable, review its content for accuracy.

There are also two more central images that are clickable. One for student dining services and one for student accommodation. Again, while this content is important for the students, it is the view of the EEC that it belongs under a heading of "Student Services" and should not occupy such a central place on the site, as they are only probably useful when the academic year starts. They represent non-strategic items for the entire year and the EEC recommends an overhaul of the website and its design is performed as soon as possible. The impression the website gives to a visitor is not commensurate with the quality of the Institution itself. There are no links for visitors, alumni, industry, community, etc. – the website needs to be designed not for ease of navigation it but also as a marketing and a strategic promotional tool.

Analysing the left column of entries, there is one that takes the visitor to a government site. The EEC thinks that the first page should be more engaging and ensure further engagement of the visitor is achieved at all costs, rather than leading visitors to external sites so quickly.

Institute of Lifelong Learning pages

It is standard that on all web pages the corporate logo takes the visitor back to the main page of the organisation. This is not the case for most pages of the website tested. The EEC recommends that the Institution adopts and modifies a well tested design of a leading university or Institution of the same calibre to model its

website on and to meet international standards.

On http://idve.teithe.gr/index.php/organogramma no names are clickable or direct the visitor to a website outlining each person's career, biography etc. This implies that even if there is a single page where staff are thoroughly presented with respect to their current position, biography, achievements, research output, publications, contact details, etc. such a page is not exploited properly, creating open loops in the navigation and disengagement, as one needs to further navigate the site to find this information.

The EEC recommends that a comprehensive page for each staff member, including professional and support staff across the entire Institution, is developed and maintained to a high standard. It would be best to make these pages the responsibility of the staff members themselves, if possible, to ensure the most up to date information is published.

Infrastructure and Space Strategy

Historical perspective: In order to understand space strategies, a few historical facts about the size of the Institution may be necessary. Building space was allocated to the existing faculties as far back as 1975. As the Institution grew with respect to the number of departments and faculties, more buildings were built and allocated to the departments. This led to an Institution with five faculties distributed among the buildings available today (the last building built was that of the Department of Electronics and it became available to the Department in the year 2000. Plans to build a new building to decongest the Informatics and Automation departments were abandoned due to lack of funding, although the technical plans were completed).

The increasing number of staff has led to some problems with allocating staff offices and new research laboratories for the new departments, up to the year 2009. Indeed, in some cases members of the staff had to share an office in order to provide teaching and laboratory rooms for students.

After 2009 new staff recruitment slowed significantly, and this ceased altogether after the year 2012 due to the financial crisis in the country. However, the retirement of staff continued and in some cases was accelerated in the fear of the financial crisis, leading to a severe decrease in staff numbers from almost 400 to 230 today. More severe was the decrease in the number of teaching staff under any type on non permanent contract, from almost 500 to 200 initially, to just 14 (full time equivalents) today. A new governmental reform plan for higher education in 2013 called the "Athena Plan" has stripped the Institution from departments situated in other nearby towns and also led to merging three department into one in the field of agriculture, and two departments into one in the area of business administration, while two faculties were also merged.

These changes led to freeing up of considerable space allocated to the faculties. More office space is available to remaining staff so that everyone can have their own office if desired, however, it may be the case that allocated space may not be in the immediate vicinity of the teaching rooms in some departments. We believe that this can be easily rectified.

Needs analysis and procedures: Each department analyses its space needs and submits them to the faculty. In most cases these are satisfied. However, at the Institution level, the need for new and bigger lecture theatres, additional library

space and a conference centre is evident. Plans were carried out and submitted to the Ministry of Education and the Institution will revise and resubmit its plans by the new fiscal year. It is worth noting that in 2012 the Institution tried to collaborate with an international exhibition organization (EXPO) with plans to provide space on the farm in exchange for new buildings (library and conference center), under a public/private sector partnership, however these plans were terminated as the exhibition did not take place in our town.

Apart from the plans submitted to the Ministry and other sectors, the Institution has tried to create new teaching rooms large enough to accommodate more than 100 students by merging existing smaller classrooms (tearing down intermediate walls and reforming the space with additional desks etc). This was carried out successfully last year in two schools (one merger of two classrooms in the Department of Library Science, and another one in the Department of Civil Engineering) providing adequate space for teaching of theoretical subjects, and similar actions are planned for the remainder of the faculties in the following year, since the costs associated are not even comparable to those of building new spaces.

Heating: Heating oil was not available due to bureaucratic reasons related to specific legislation covering the provision of heating oil to public institutions. This has to be procured through a major tendering procedure that is carried out by the Prefecture of Central Macedonia, and it is common for all higher education institutions in Thessaloniki, e.g. the Aristotle University of Thessaloniki, the University of Macedonia and our Institution (and more than 10 other public sector bureau situated within the prefecture). Thus, although the funding was available, the tendering procedure could not be completed successfully, leaving all institutions without heating oil. The matter was taken to all the relevant authorities (the Ministry of Education, the Ministry of Economics and the Greek Parliament), although is has not been resolved yet. This is a real issue that is hindering teaching and related activities especially in the large lecture theatres, since there are no central electrical air conditioning systems fitted to them (with the exception of the large lecture theatre). The Institution has managed to equip almost all other smaller teaching spaces and laboratories with air conditioning to heat, solving the issue to a certain extent, however the problem persists. Increasing the number of air conditioning systems has also led to problems in the electrical supply and network due to the severe increase in power demand and therefore additional costs due to the necessary replacement of the electrical cables. Overall, this is a major issue that needs to be resolved immediately, taking into account that winter is fast approaching. The Institution examined the solution of converting its systems to heating gas, however since it is a campus situated far from urban areas, there are increased costs associated with such a conversion.

Outlets on campus: There are three coffee outlets in the main corridor connecting the major building blocks, and taking into consideration that the length of this corridor is only about 400 metres, there is no need for additional vendors. Moreover, there is a coffee outlet in each of the other major buildings on the campus, and since no building is situated more than a few meters away from the others (with the exception of the buildings on the farm), this is not considered an issue.

Student study space: Library space is considered small for the number of students that need to be served. The student population is about 15,000 whereas the central

library facilities cover 450 square meters with additional space of 160 + 135 square meters in the large reading rooms in the School of Health Sciences and the School of Business and Economics. The rest of the schools use only smaller reading rooms.

Library usability and access figures are as follows: for the period 2013-2014 12,031 students used the Library for any type of transaction, and 37,865 students used the available reading spaces (in repeated visits).

There were plans to extend the library space, and even to build a new library, dating back to 2006 and 2008, but although there were design plans created by the technical department, these were abandoned due to lack of funding. Based on the usability and access figures, we believe that there is a real need for additional library spaces. If extra funding were provided, building additional library space is within our aims.

Student space for projects: Mainly this type of space is provided within individual laboratories when a student undertakes a specific project, usually involving the use of specific equipment. For example, projects involving electrical machines are carried out at the appropriate laboratory in the Department of Automation Engineering. Some types of projects may be carried out in the faculty computer rooms, if they are of a suitable nature.

Wi-Fi services: Wireless routers are available across each departmental building and also in the Central Administration, in the Library, each of the faculty study rooms, and most of the laboratories. The wireless network is also available at the refectory and the main lecture theatres, the teleconference area, the research committee area and elsewhere on campus. A special point-to-point antenna radio wireless connection allows the wireless network to be available in difficult to reach areas on the farm (there is also fibre optic connection). The EEC received no complaints regarding the quality of the Wi-Fi services by either students or staff. In any case, the EEC recommends that regular review of such services is conducted and well documented, including requirements, upgrading plans etc.

Please decide in respect to the specific evaluation area (&3.1.6):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Space for contract teaching staff: Office and workspace is provided to contract teaching staff for work/consultation of students in all departments.

There is at least one boardroom available in each department, and additionally one boardroom at school level. There seems to be no need for the spaces to be managed centrally.

Online booking of space: Laboratory and teaching classes take place at specific rooms mostly in departmental spaces, according to a timetable that is published on

the websites of the departments, at the start of each year. Thus, both staff and students can check the availability of rooms online and on their timetables. At this stage, no online booking facility is offered.

Research laboratories: The EEC heard that formally approved research laboratories that were established during the last year have all been housed in appropriate departmental spaces, including those that have expensive equipment. Finding space does not appear to be the main issue, rather finding consumables and attracting new researchers to utilize the facilities, as the main research programs approach to their conclusion (Thalis, Archimedes).

Spacing: The main changes have been to the newly established research laboratories and the space required to house the activities of the new postgraduate programmes. Due to increasing staff retirements, more staff offices have become available to house members that used to share offices. The number of students stayed relatively constant, whereas small space changes were made in cases where new curricula were proposed.

Technical support for teaching equipment: Technical staff are available to the departments at faculty level in most cases (permanent full time employees of the Institution). Their job is mainly to cater for the equipment and prepare the laboratory classes and thus to support the academic staff. They are responsible for rectifying technical issues. They number about 65 people and they are distributed among the faculties. Central Administration provides technical support through the central technical service, but mainly for campus problems, or technical reports etc.

Reading space: There are reading spaces at both departmental and institutional level, in the Library and faculties. A more detailed view can be found in answers to subsequent questions/comments below.

Computer availability: There are computer island spaces in various departments; otherwise there are computer rooms where teaching classes are supported. Software classes available to all departments are mainly those offered on line by the Moodle (and formerly Blackboard) systems, managed through the central library. A service called 'Information Literacy' is available to all students and staff, and so are other courses periodically. Some computer rooms can be pooled together to support different departments, mainly in the Information Engineering and Electronic Engineering departments. However, due to the lack of the availability of large rooms and spaces, it is not possible to physically group a large number of such services.

Lecture theatres: Each school has at least two large lecture theatres used by its departments, apart from a number of smaller teaching rooms. Booking of the large lecture theatres is made at faculty level, and it is published in the respective timetables of all departments at the start of each year. Thus, the departments are aware of the availability of the large theatres whereas they book and publish a respective booking plan for smaller rooms at departmental level.

If, however, the large lecture theatres are not sufficient for a specific semester for a faculty, as was the case last year, sharing of the other faculties' large theatres is made through Central Administration (a sharing timetable is available and monitored by the central administration and the large lecture theatres are allocated accordingly).

The School of Medical Sciences, for example, uses two large amphitheatres,

however, one of them is the largest amphitheatre in the Institution (apart from the one not used due to construction problems) and it is also booked for ceremonies throughout the year. In regards to this amphitheatre, booking and sharing is managed centrally. Another example of central administration of the lecture theatres is the sharing of one of the large lecture theatres of the Faculty of Technological Applications (in the department of Electronics) with the newly formed Department of Agricultural Technology, which resulted from the merger of three previous departments, thus its classes now require larger lecture theatres). Similar examples of utilization can be found in the other faculties.

Thus, usually the lecture theatres and smaller lecture rooms are managed at a faculty and departmental level, respectively, whereas the Central Administration manages mainly the larger lecture theatres. Since the number of large lecture theatres is small, their usage is high. A centralized management of all teaching classes across the Institution could indeed deliver higher space utilization, however the departments tend to prefer to perform all academic activities within their space boundaries, whenever possible, creating a more proper academic atmosphere.

3.1.7 Environmental Strategy

The Environmental Policy of the Institution includes:

- Procedures for managing hazardous waste.
- Procedures for the management of biological waste treatment plant.
- Procedures for waste recycling.

The EEC has cited documentation detailing procedures for recycling paper, glass, plastics, aluminium, printer cartridges, batteries and electronic waste.

http://www.tour.teithe.gr/EPPE_Project/index.php

The EEC notes that the Institution established a committee for the environment.

Recycling strategy and measures taken to reach goals

The EEC received information regarding an established committee to specifically deal with issues related to recycling and other environmental issues.

Hazardous waste management and measures taken to reach goals

The EEC heard that a contract exists between the Institution and local businesses to remove and process all hazardous materials. The EEC cannot comment on the effectiveness of such arrangement given that no data and other documentation was provided.

Urban waste management and measures taken to reach goals

- A biological waste management system in existence managed by the Institution.
- The Institution is participating in the local recycling programme organized by the local municipality (Demos delta).

Green energy strategy and measures taken to reach goals

- Energy efficient light bulbs are being installed on campus.
- Energy efficient electrical devices have been implemented or are in the process of being installed.

The Institution's policy on recycling is communicated via posters placed in many locations across campus.

Please decide in respect to the specific evaluation area (&3.1.7):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Sustainability Strategy: The EEC recommends that the Institution develops a more comprehensive strategy regarding sustainability.

Energy Efficiency: The EEC recommends that the Institution developed a more comprehensive strategy regarding energy efficiency and aims to measure key

performance indicators showing progress. The EEC recommends that achievements related to energy efficiency measures are made public and celebrated accordingly.

Recycling: The EEC recommends that the Institution refines the recycling strategy and adopts key performance indicators to monitor. This will allow the Institution to achieve higher levels of recycling.

Smoking: The EEC noted that smoking was possible in many public spaces both indoors and outdoors. The EEC recommends a more stringent approach to smoking is adopted. The EEC suggests that a complete ban from smoking inside buildings and key public places should be enforced.

Effectiveness and KPIs: The EEC is not in a position to comment on the effectiveness of these strategies and policies. The EEC was provided with no data to assess the performance of the Institution regarding environmental related programs and performance. The EEC recommends that the Institution develops a number of KPIs that can be monitored regarding its performance in this area. These indicators will serve as a way to monitor trends and can be used to inform policy and design new initiatives as required. Such information should be widely communicated to shape culture and enforce leadership in the area of sustainability.

Resource waste: The EEC during the campus tour visited laboratory spaces where individuals had heating on during a day that was not required. In fact the temperature in the office of the laboratory in question was excessive. With that the EEC means that such temperature was way outside the normal range of 21-22ºC. The EEC realised during such visit that although issues with heating oil were brought to the attention of the EEC, the Institution had actually access to air-conditioning equipment in many places, if not all, and such equipment was used for heating. The EEC was not given data and indicators regarding electricity and water usage over the years to ascertain whether there was any effort to save resources and deliver on environmental related KPIs. The EEC does not wish to sound negative but it is detrimental to the performance of the Institution that resource optimization is achieved irrespective of current economic conditions that the Institution faces. By publishing usage data of electricity and water, say per building, or at departmental level, the EEC is confident that targets can be imposed to achieve environmental strategies and goals expected by public institutions showing leadership.

3.1.8 Social Strategy

Exploitation and dissemination of the Institution's research activities for the benefit of society and the economy

The potential to exploit and disseminate knowledge acquired from research is evident. The Institution organizes several activities per year and shares its knowledge with the community.

Promotion of interaction between the Institution and the labor market

The Institution is actively pursuing a close relationship with the local labor market and is well received by the local business. Based on testimonies of local businessmen, the function of the Institution, programmes and services it provides are appreciated.

Sustained relationships with key local and regional bodies

The Institution maintains close relationships with local businesses and hospitals where students complete the requirements for their practical training (hands-on experience). Students expressed strong support for this experience and stated that it is one of the main reasons they choose to attend the Institution.

However, the EEC heard clearly a desire for stronger collaboration with the Institution that was expressed by industry representatives. The EEC has commented in other parts of this report and has given recommendations related to this matter.

Contribution to the cultural development of society, the city and the region

The Institution is actively involved in the organization and implementation of programmes to help the local community. Specific programmes that were discussed during the visit include the following:

- CPR classes
- Breast feeding and neonatal care for young mothers
- Seminars on proper diet for all ages
- Support for athletic events
- Blood bank
- Various programmes to support cystic fibrosis
- Involvement in drug rehabilitation programs
- Digitization of the library of the local community (Municipality of Delta)
- Participate in feeding the homeless in the Municipality of Delta
- Providing computers for the local school and local police department
- Providing food for local orphanages.

The above list is not exhaustive but rather indicative to the breadth and level of such contribution of the Institution regarding the cultural development of society, the city and the region.

Reciprocal and long-lasting relationship with the alumni community

Alumni are often consulted to develop courses that will be more responsive to labor market demand. The EEC members noted strong alumni support for the Institution. However, there is no formal industry advisory committee for each department and/or the Institution. The formation of such a committee is highly recommended.

Furthermore, industry leaders expressed strong support for the Institution's programmes and would welcome greater involvement and collaboration. Based on this, the EEC recommends that more formal links between alumni, industry and the Institution are developed.

Please decide in respect to the specific evaluation area (&3.1.8):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Information Management: The EEC received information regarding activities and programs that contribute to the cultural development of the society, the city of Thessaloniki and the region. However, such information was not centrally managed and/or disseminated in a way to see the overall impact of the Institution in this area. The EEC recommends that such information is collected in a systematic way and is presented through the online website, annual reports etc. This information should inform marketing strategies and public relations to increase its value and deliver maximum return for the Institution. The EEC wishes to make no further comment or give more ideas regarding this matter but is confident that a great deal of work is needed and can be done to improve the performance of the Institution in this area.

3.1.9 Internationalization Strategy

The EEC received the following summary points as the Internationalization Strategy of the Institution.

Milestones

- Strengthen the mobility of students and staff.
- Enhance existing relations with other HEI and create new collaborations.
- Establish membership of HEI networks.
- Strengthen visibility in research networks.
- Promote visibility of the Institution through social media.
- Promote actions organized by the Institution's international student office.
- Promote lifelong relationships with foreign alumni.

Actions

- Raise the number of courses offered in another language besides Greek.
- Increase the number of visiting staff from other countries.
- Increase the number of collaborations with HEI in other countries.
- Enhance Institution's participation in events organized by HEI networks.
- Create Facebook/twitter accounts in all central administrative services.
- Support foreign students during their studies.
- Include foreign alumni in Institution's alumni database.

Measures

- Offer one new course in another language per curriculum per year.
- At least one successful invitation of a visiting professor per curriculum per year.
- At least one new agreement with other HEIs.
- Institutional presentation in one HEI network event/year.
- Institution's participation in at least two events per year.
- Regular updating of all social media accounts.
- Organize joint events with foreign alumni – at least one per year.

The institutional policy for foreign students is summarised and presented mostly on the site: http://erasmus.teithe.gr/strategy_en.html.

Additionally, there are the decisions of the General Assembly of the Institution regarding the registration of foreign students and Greeks from abroad in accordance with national policy.

http://dps.auth.gr/sites/default/files/announcements/YpoyrgikiApofasiEggrafonAllo dapon.pdf.

The following is an extract from the online pages of the Institution as accessed in late November 2015:

"ATEITh, the second largest Technological Educational Institution of Greece comprises five schools (faculties) and 23 departments offering, in total, over 2,000 course modules for local students. A great number of them (continuously expanding) are offered in English, supported by state-of-the-art laboratory

equipment and highly qualified personnel. Agricultural Technology, Business Administration and Economics, Food Technology and Nutrition, Medical Care, almost every Engineering discipline, and a lot more can be studied at the highest level. ATEITh offers a high quality academic experience that helps students improve themselves with an emphasis on novelty and originality. The students are an active part of a leading academic community characterized by independent thought and enquiry. They study and work alongside academics and practitioners who are experts in their field. At ATEITh we pride ourselves on our excellence, which can be seen in all aspects of academic and student life. Our academics are global experts and they translate their excitement about their research into teaching. They work alongside with the students to explore the latest approaches in order to provide a better understanding in their chosen area of study. The Institution was listed in the 2013 Webometrics University Ranking Report as the top Greek Technological Educational Institution, ranked higher than 10 Greek Universities and within the top 7.5% of the highest ranked Universities worldwide. ATEITh is constantly updating its academic facilities with state-of-the-art information and teaching resources. The Library contains the majority of resources needed to successfully work and study here, while the Computer Centre provides facilities to enhance learning and personal development."

The page goes on to provide the following as the International Strategy:

"The strategy of international development is a constituent part of ATEITH's main strategy, strongly related to EU regulations, international standards and provisions. By implementing this International Strategy, the Institution becomes part of the EU educational institution network, and contributes to the EU targets of increasing cooperation between industry and the education sector, strengthening the cooperation of EU higher education institutions, as well as increasing innovation transfer. In this context, the Institution is participating in various international educational and research projects. The Institution's international strategy is based on the principle that international cooperation equips individuals with a range of competencies, including improved language skills, which are increasingly valued by employers. In addition to the knowledge gained through study and research, the ability to understand different perspectives and cultures helps academic staff and students to become more self-reliant, independent and culturally aware.

The main overall objectives of the international strategy of ATEITH are:

- To promote cooperation between institutions, thus mutually enriching the educational environment, to share responsibility and accountability for their joint efforts in partnership by facilitating transfer of know-how and good practices.
- To enable talented students to benefit linguistically, culturally and educationally from the experience of pursuing academic studies in another country.
- To enhance the skills and qualifications of its staff so that they can contribute actively towards the improvement in quality of university research, in changes in

system governance and to the innovation of higher education.

- To improve the transparency and recognition of studies and qualifications, in particular by favoring the practical implementation of common areas of higher education, as suggested by the Bologna process and ECTS (European credit transfer and accumulation system).
- To enhance in the medium term the political, cultural, educational, research and economic links between the European Union and other countries, promoting common values of respect for human rights, fundamental freedoms, peace, democracy, good governance, gender equality, the rule of law, solidarity and justice.

Integration of the international dimension in the curricula

During the meetings with academic staff, the EEC was informed that there is an international dimension integrated in the curricula of most departments of the Institution. The international dimension has facilitated the long-lasting participation of the Institution in European and international staff and student exchanges. Evidence for the international dimension is shown in the following ways:

- The reference literature provided in the syllabi of courses is mainly in English.
- Teaching methodology in most departments uses electronic platforms, special electronic packages and special software in English.
- Most departments offer courses in English to Greek and ERASMUS exchange and other students.
- All departments publish their curricula in English as a "Diploma Supplement" available to foreign students and Greek students who continue their education abroad.

Integration of the international dimension in research

The EEC was given evidence of the participation of academic staff in competitive proposals for European and international funding.

The EEC heard that:

- Academic staff pursuit research leading to post-doctoral or doctoral degrees in other countries.
- Most publications of academic staff are in international scientific journals.
- Many research projects of academic staff are in partnership with researchers from foreign HEI.

The EEC received data for many of the above points but for instance received no data regarding how many journal research papers were co-authored by academics of the Institution and others from foreign ones. The EEC recommends that performance indicators and data are monitored and trends are well documented to inform policy and strategy in this area.

Integration of the intercultural dimension within the campus

The EEC was informed that there is a stronger intercultural dimension in the Institution than what is visible. For example, there is a constant influx of Greek Muslim-minority students admitted each year. All students however speak Greek,

so the evidence of intercultural dimension within the campus appeared weak:

- Only a few signs were in a language other than Greek.
- Only a few foreign-looking students were visible within the campus.

Participation in international HEI networks

The EEC was informed that ATEI is a member of EURASHE (European Association of Institutions in Higher Education) www.eurashe.eu

Collaboration with HEIs in other countries (with a specific collaboration agreement) - measures taken to reach goals

The Institution has signed agreements with all Universities collaborating for staff and student exchanges through the ERASMUS and other programs.

Please decide in respect to the specific evaluation area (&3.1.9):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Internationalization Strategy: The EEC thinks that the Internationalization Strategy of the Institution is still in its infancy, and needs further development and clarification.

English Signage: The EEC felt that the campus and the grounds of the Institution were not friendly to foreign students. There was little evidence that signs and information were available in English.

Further Recommendations

English Signage: The EEC recommends that a comprehensive review and implementation plan is developed and executed as a matter of urgency to transform the campus into a friendlier one for foreign visitors and students alike.

Map and Key Resources: The EEC recommends that the Institution's online map and elsewhere, and other key publications, are developed in the English language as a matter of urgency.

3.1.10 Student Welfare Strategy

Student hostel operation and development strategy

The Institution has adequate student housing for 217 students. In addition, approximately 3,100 students receive three meals per day. The EEC heard future plans include the renovation of an old hotel for student housing located in the city centre. Occupation of the building by students will commence in two or three years.

Student refectory development strategy

The EEC thought that the student refectory development strategy was adequate.

Scholarships and prizes strategy

The EEC felt that the Institution had limited number of scholarships and prizes. The EEC recommends that a comprehensive strategy regarding an Awards system for excellence is developed and implemented.

Sports facilities operation and development strategy

The EEC did not visit sports facilities but thought that such facilities were adequate. Such conclusion was made based on formal and informal discussions with many key stakeholders.

Cultural activities strategy

The EEC received positive comments regarding the cultural activities within the Institution's campus and outside and that such activities were deemed adequate.

Strategy for people with special needs

The EEC received information regarding the Institution's strategy for people with special needs and the summary of such information is as follows:

Students with disabilities

Objectives:

- Normal accession of Students with Special Needs (SSN) to the educational environment of the Institution.
- Environmental adjustment of educational facilities.
- Educational and personal development of SSN.
- Enhance the academic potential of the Institution.
- Enhance social dimension of the Institution.

Actions:

- Development of an administrative structure to facilitate implementation of strategy.
- Develop building adjustments to facilitate access (ramps, lifts, toilets).
- Organization of supporting events and meetings.
- Development of a network of volunteers among students to help SSN when they are on campus.

Measures:

- Building of ramps at all entrances of buildings.

- Attachment of special lifts at all staircases in all buildings.
- Adjustments to toilets.
- Record personal data about SSN and their needs per school and per department.
- Provision of psychological support to SSN.
- Provision of one workstation equipped with special software for blind SSN.
- Construction of a web page for SSN (http://amea.teithe.gr).
- Provision of personal identification for facilitations during lectures, practical work and mobility in the campus.
- Provision of public transport with special adjustments for SSN.
- Special parking areas.
- Communication and cooperation with organizations of people with SN.
- Organization of special and awareness events.

http://amea.teithe.gr/index.php?q=el/menu-grafeio

Student's Advocate (SA):

The EEC received information regarding the student advocate and some key points are as follows.

Objectives:

- Mediation between students and teaching or administrative staff.
- Adherence to legality within academic freedom.
- Coping with non-optimal decisions made by management.
- Assurance for smooth institutional operation.

Actions:

- Develop an administrative structure to facilitate implementation of strategy.
- Assign one member of academic staff to act as SA.
- Construct a web page.

Measures:

- web page atei-sf@teithe.gr
- Number of mediations.
- Number of consultations.

Please decide in respect to the specific evaluation area (&3.1.10):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC recommends that a comprehensive review of the entire campus and facilities is undertaken to evaluate the effectiveness of such facilities against

requirements to make them friendly for people with special needs and disabilities.

The EEC recommends that KPIs are developed and monitored in this area. Such KPIs need to be published and well documented to identify trends, needs and effectiveness, and like in all other cases, inform policy and strategy.

3.2 Strategy for Study Programmes

3.2.1 Programmes of Undergraduate Studies (first cycle)

The main strengths and weaknesses of the programmes

The EEC received input regarding the UG programs offered by the Institution. The following points, mostly unedited by the EEC, are summary of what was advised by the various Departments.

School of Business Administration and Economics

Department of Accounting and Finance

Strengths

- The curriculum was revised recently in accordance with the criteria for accreditation
- Small-scale revision of curriculum every year
- Networking with professional bodies to keep the curriculum updated
- Measures to motivate students for active participation in teaching and coursework during the semester
- Communication with students regarding the need for development of quality culture
- Strong employability of graduates

Weak points

- There is no experience related to external evaluation in the Department.
- To be further identified after the implementation.

Department of Business Administration

Strengths

- The curriculum was revised recently in accordance with the criteria for accreditation.
- Small-scale revision of curriculum every two years.
- Technological character (practical skills).

Weak points

- There is no experience related to external evaluation in the Department.
- To be identified after implementation.

Department of Library Science and Information Systems

Strengths

- Compatibility of curriculum with some criteria for accreditation

- Balance between theory and practice
- Systematic follow-up of student and graduate progression

Weak points

- There is no evidence for its compatibility with similar curricula abroad
- There is no systematic participation of stakeholders' involvement in the design of the program
- There is no mapping of program objectives against learning outcomes of each course
- Low employability of graduates in relevant work places
- The program targets research skills more related to postgraduate study programs
- The program does not offer specialised paths (academic libraries/general)
- There is no strategic planning for the curriculum development
- Low graduation rate
- There is no QA at departmental level
- There is no procedure for the management of changes at departmental level

School of Agriculture Technology, Food Technology and Nutrition

Department of Food Technology

Strengths

- The BSc offers a well-balanced and comprehensive programme of studies providing the students with the opportunity for a very good educational experience in the field of food technology.
- Continuous, well above average student satisfaction rates, as supported by student evaluation questionnaires.
- The job placement of BSc graduates is quite high even during periods of economic recession.
- The programme can be effectively supported by the existing faculty for at least the next five years with each faculty member teaching subjects compatible to their discipline and expertise.
- The programme takes advantage of the extensive laboratory infrastructure of the department including an extensive (and unique in Greece) pilot-plant, and a world-class research facility with state-of-the-art equipment.
- Undergraduate students have to opportunity to engage in research through their mandatory thesis project.
- The faculty's multi-disciplinarity allows coverage of the field of Food Technology from multiple perspectives.
- The Department is geographically located close to a developed industrial area with strong activity in the food sector, giving ample opportunities to its students for practical training and job placement in the nearby area.

Weak points

- The graduation rate is low and graduation comes after many years of studies. This creates a huge burden both for the Department as well as for the students themselves and their families.

- The weak reputation of TEIs in Greece deprives the Department of the privilege of attracting more highly qualified students than it currently does.
- The number of incoming students per year is high relative to the capacity of the Department's facilities (laboratories and classrooms). Moreover, due to the constantly changing policies on student admissions, the number of incoming students varies greatly every year making difficult for the Department to find a constant pace to run the programme.
- The attendance by the students of lectures in theoretical courses is increasing over the last years but it is still unsatisfactory in some courses.
- Facilities are not friendly to students with special needs.
- State funding is limited and decreasing every year making problematic the coverage of even the basic needs (mainly related to the use of laboratory facilities for education).
- Collaboration with industry has been increasing over the years but still cannot be considered to have reached a satisfactory level.
- The heavy teaching load burdens the faculty from participating to the desired degree in other activities such as research and other educational programs (such as post-graduate and life-long-learning programs).

Department of Agriculture Technology

Strengths

- The curriculum was revised recently in accordance with the criteria for accreditation
- QA system in operation at departmental level
- Multiple learning paths available to students

Weak points

- There is no external evaluation experience in the Department.
- To be identified after implementation.

Department of Nutrition and Dietetics

Strengths

- The curriculum is in accordance with the objectives of the Department and the requirements of the community.
- There is compatibility with similar programs abroad, the requirements of the work market and the requirements of professional bodies.
- The revision was accomplished with the participation of all members of the academic community of the Department, including students.
- The curriculum is structural and logical and has a natural sequence of courses.
- The level of final year projects is above the level corresponding to undergraduate study programs.

Weak points

- The program has not been accredited by international bodies in order to award its graduates the title of "Registered Dietitian", which is necessary for the professional development of graduates.

- The program does not include a system of additional support for students whose competencies at entry to the Department, fall short of those required by the program (teacher to student or student to student).
- The program is weak regarding the importance of certain specialty courses like, Psychology, Counseling, Drug Interactions, Food preferences, Nutritional therapy at different levels, Herbs, Sports Nutrition and Water quality.
- Does not include courses taught in a language other than Greek.
- The student time for personal study is limited.
- Does not include a "Guide for professional practice" with learning outcomes, verification of learning outcomes, projects, nutritiona/dietetic protocols and guidelines for "Professional Portfolio" based on international guidelines.

School of Health and Welfare Professions

Department of Aesthetics and Cosmetology

Strengths

- The sequence of courses is logical.
- Graduates have a high employability.

Weak points

- Lack of compatibility with targets, since it does not offer specialization in cosmetology (training in the manufacture of cosmetics).
- There is no clear procedure for designing or revising the program taking into consideration the views of all stakeholders.
- The topic of the final year project does not match the placement for practical training.
- Fragmentation of the same topic in different semesters.
- The ratio of cosmetology / aesthetics courses is small (<1/3).
- There are no similar departments abroad, so its compatibility with similar programs cannot be determined.
- There is no risk control system, compatible with European standards for health and safety.
- The program cannot continue its operation, considering the small number of teaching staff.
- There is no strategic plan for the improvement of the program.

Department of Pre-School Education

Strengths

- The program has been revised recently in accordance with the comments of external examiners and the criteria for accreditation.
- The employability of students is satisfactory.
- Many graduates continue their education to postgraduate level in Greece and abroad.

Weak points

- To be identified after implementation

Department of Medical Laboratories

Strengths

- The curriculum is aligned with the goals of the Department.
- The revision of the curriculum considered similar curricula abroad.
- There was participation of all members of the academic community of the Department in the revision including students.
- The curriculum is equivalent to similar programs abroad.
- The curriculum is in accordance with the guidelines of international and European professional bodies.
- The program is logical, structural, coordinated and has a natural sequence of courses.
- There is an international dimension with participation in ERASMUS.

Weak points

- The title which corresponds to the content of the curriculum is "Department of Biomedical Laboratories".
- The level of the final projects is not equivalent to international standards.
- Practical training does not include hospitals outside Thessaloniki.
- The quality of student assessment is not ensured with participation of external examiners.
- Student assessment does not use codes instead of names of students.
- There are no guidelines to students regarding plagiarism.
- There is no clear and systematic protocol for QA regarding the implementation of the program.

Department of Midwifery

Strengths

- It is compatible with European standards.
- The sequence of courses is logical.

Weak points

- There is no emphasis on non-interventional birth and on continuation of care for women, contrary to modern models of professional practice.
- The views of all stakeholders were not considered for the design of the program.
- The vocabulary used for course description reflects medical and nursing theory while midwifery content and competencies are not identifiable.
- There is no evidence for social topics of midwifery, like cultural and sexual issues.
- It is required that it is enriched with theoretical topics (sociology, medical anthropology, humanities in general), which can help students acquire a critical approach to everyday issues of midwifery in Greece.
- The focus of courses is on disease and medical interventions and not on health

and primary health care.

Department of Nursing

Strengths

- The program is newly revised in accordance with the comments of external examiners and the criteria for accreditation.

Weak points

- Remain to be identified after implementation.

Department of Physiotherapy

Strengths

- The program is aligned with its targets.
- The employability of graduates is high.
- The courses are equivalent to courses in similar programs abroad.
- Student workload is equivalent to similar programs in Europe.
- There is balance between theory and practice.
- Significant infrastructure.
- The quality of incoming students is high.
- High-level practical training.
- According to students, the program requires critical thinking.

Weak points

- It is not clear whether external clinical stakeholders were involved in the design of the program.
- The revised program has not been submitted for approval.
- The program has no balance between basic topics (Anatomy, Physiology, Kinesiology) and special topics (Diagnostic scanning, Bio-Informatics).
- Some courses were inadequately presented in the curriculum.
- According to the students, some courses had no structure, and there was no commitment of some teachers to the curriculum.
- According to students, exams were easy and failure was rare. This affected the motivation of students to study harder.
- Although there was a typical balance between theory and practice, when there was not much time, theory prevailed over practice.
- The procedure for guidance for project work was not clear.
- The topics for final year projects were chosen by the staff according to their personal interests.
- There is no QA at departmental level.
- Some optional courses are not required at undergraduate level.
- The distribution of student work load between lectures/ seminars/ tutorials/ personal study is wrong. The time for personal study must be increased.
- There is not an effective cooperation among scientific sectors and laboratories.
- There is not enough information to students related to the content of courses, the assessment process and the criteria for assessment.

School of Technological Applications

Department of Automation Engineering T.E.

Strengths

- The curriculum design considered similar programs abroad.
- The curriculum is compatible with its design.
- The structure is functional.
- Students' view about the program is positive.

Weak points

- The design did not consider all stakeholders, including the industry.
- The program is not revised frequently.
- The distinctive characteristics of the program, which make it unique, are not apparent.

Department of Civil Engineering T.E.

Strengths

- The revised program has recently been submitted for approval.

Weak points

- There is no experience of external examination in the Department.
- To be identified after being reviewed and implemented.

Department of Electronics Engineering T.E.

Strengths

- The program is newly revised in accordance with the comments of external examiners and the criteria for accreditation.

Weak points

- To be identified after implementation.

Department of Informatics Engineering T.E.

Strengths

- The program was recently revised in accordance with the comments of external examiners and the criteria for accreditation.
- Multiple learning paths available to students.

Weak points

- To be identified after implementation.

Department of Vehicle Engineering T.E.

Strengths

- The program was recently revised in accordance with the comments of external examiners and the criteria for accreditation.

Weak points

- To be identified after implementation.

<u>*Observations:*</u> the EEC analysed the above information and thinks that in many cases the statements are unclear and too generic in nature. The EEC is not in a position to advise each individual department based on the information provided above. The EEC notes that most UG programs have been reviewed and revised recently and this is a very positive development overall.

The basic obligations of students, e.g. attendance of lectures, course requirements, etc.

According to the Regulations of Studies approved by each department, attendance of lectures / tutorials can be either compulsory / optional / be given a bonus as motivation. Attendance of Laboratory Practical sessions is compulsory once only; in case of failure, the student cannot attend the Laboratory Practical again, but has to re-sit the exam of the Laboratory Practical.

Course requirements include success in all Compulsory courses, a number of Optionally Compulsory courses (according to the program description), and a number of Optional courses. Also a final year project has to be submitted and examined orally by a Committee of internal examiners, according to the Regulation of Studies. Finally a period of six months has to be spent successfully at a work placement approved by the Committee of Practical Training of the Department.

The way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units.

All departments were asked to revise their curricula considering the remarks of the external examiners and the current criteria for approval.

<u>*MOODLE*</u>

The Institution has adopted the well-known platform Moodle as a way to deliver online content for all courses, undergraduate and postgraduate. Historically, other platforms such as E-class and Blackboard have been used. Based on a study made by the Institution's Library that compared different platforms against performance and capabilities, it was decided that Moodle is the best platform for replacing all other platforms and unifying the way the courses are supported by technology. At this stage not all courses of every school and department have been uploaded and made active on Moodle. There are still other platforms that are used concurrently that need to be phased out eventually. A uniform approach to delivering content must be adhered to in order to ensure that student learning experiences are enhanced and support services to that effect are highly efficient and effective.

Digitising of lecture notes: It was observed that, although certain courses have online content, such content is at times a pure digitalization of older notes. The quality of such notes with respect to presentation and content can and must be optimized. The digitalization of information is an opportunity to revise content and bring it up to date and such opportunity needs to be capitalized on for all courses and all degrees across the board.

The EEC noted that there are a number of courses that belong to different curricula although the content is highly similar. A review of the content of such online course should be made and cases of overlapping should be resolved. The Institution needs to consider providing a means to ensure that the latest reference and textbooks become available. The Institution should explore possibilities to deliver services and access to books and monograms in collaboration with other local libraries and other universities. Interlibrary loans and editor donations should also be explored as options.

OQA internal feedback: The Institution's OQA has provided feedback for all new postgraduate programs being proposed, and current and new undergraduate ones as well. However, such feedback is at procedural level only and does not include a more rigorous academic review by an expert or expert panels. Moreover, it is not clear if such a review has been made to improve the submissions. The EEC recommends that external discipline experts are given the opportunity to advise the departments and Institutions with regards to the design and implementation of the curricula.

Please decide in respect to the specific evaluation area (&3.2.1):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Course outlines: The EEC was provided by many course outlines based on the latest templates required. The template of these course outlines was comprehensive, clear and as required by international standards.

Learning outcomes: The learning outcomes for each course were well defined in most cases. The EEC recommends that a thorough review of all learning outcomes for each course are reviewed and mapped against graduate attributes. Evidence on how such learning outcomes are achieved must be further understood and documented.

Contact hours breakdown and student activities: The EEC perused numerous course outlines and analysed numerous data related to contact hours' breakdown and student activities. The EEC recommends that a thorough review of all course outlines is performed to eliminate discrepancies between total semester contact hours and per week data.

Student skills and graduate attributes: The course outlines provided had a thorough documentation of skills gained by students during a given course and
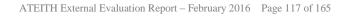
their mapping against graduate attributes. The EEC recommends that graduate attributes for a given degree and course specific skills gained are further understood and presented in more coherent way.

Course outline for exchange students: The EEC notes that many course outlines had indicated that the course was also available in English. However, the EEC received clarification notes on this availability. It usually means that the lectures were not to be offered in English, and/or a textbook in English was specified by the lecturer in charge to support learning for those students registered for the course as ERASMUS exchange students.

The EEC thinks that since not all the activities the course outline describes for a given course were not always followed by the exchange students, quite understandably, the course outline did not actually reflect the reality. This implies possibilities for misunderstandings, failure to meet expectations, inability to assess learning outcomes and how such outcomes are delivered by a slightly modified version of a given course to accommodate exchange students.

Modified and identifiable course outlines: The EEC recommends that modified course outlines are produced for courses modified for exchange students. The EEC recommends that a different course code is used for this purpose to serve the exchange students. For instance a letter E for English could be added at the end of the course code to identify a variation of a particular course outline to suit different needs and students.

Exam paper documentation: The EEC perused several examination papers from different departments. The EEC recommends that a more unified approach to exam papers is followed. The EEC saw no evidence of formal review of exam papers by either internal or external persons. The EEC recommends that a more formal review of exam papers is developed.

3.2.2 Programmes of Postgraduate Studies (second cycle)

Only the Department of Food Technology, the Department of Nursing and the Department of Informatics Engineering offered postgraduate programs in the 2013-2014 academic year. Since the 2007-2008 academic year, the Department of Electronics Engineering offered a postgraduate programme in cooperation with Brunel University of the United Kingdom. This programme continued until the 2012-2013 academic year and did not accept any students in the 2013-2014 academic year.

Following the external evaluation of most departments, the various departments proposed new postgraduate programs as follows:

- Quality Management and Production Organization Systems for the Food Industry (Department of Food Technology).

Among the plans of the Institution is the establishment of a School of Graduate Studies. There are also plans to establish a School of Lifelong Learning. There is also a Lifelong Learning Institute.

The main strengths and weaknesses of the Programmes

The EEC received no specific information regarding programs offered by the various Departments to ascertain the main strengths and weaknesses of the programmes.

In the following only the information that was received is included**.**

1. School of Business Administration and Economics

     1. Department of Accounting and Finance

     2. Department of Business Administration

     3. Department of Library Science and Information Systems

2. School of Agriculture Technology, Food Technology and Nutrition

     1. Department of Food Technology

Strong points

- It is unique among the postgraduate courses offered in Greece that the Institution's focus on subjects which are in high demand in the food industry worldwide; it attracts both recent university/TEI graduates as well as food professionals already employed in the industry.
- The programme's curriculum combines in a unique way quality management systems and production organization systems, allowing the students to develop strong professional skills in fields of interest in industrial practice.
- The programme appeals to the needs of all food-related disciplines attracting students with diverse backgrounds such as Chemistry, Chemical Engineering, Food Technology, Nutrition, Veterinary Medicine, and Agriculture etc.
- Student enrolment is intentionally kept at a small number (~15 per year) to allow close monitoring of their progress and educational needs.
- Coursework is done during evening hours or weekends to allow food professionals to participate in the programme.

- Course instructors include not only Department faculty but also qualified experts from state agencies and industry.
- Students are required to participate in novel research and submit a relevant thesis; this requirement complements effectively the exposure of students to more practical subjects through their coursework.
- The employability of the programme's graduates in Greece is high; Greek food companies hire students from the programme even prior to their graduation. Graduates also get jobs in highly competing job placements in international companies (such as Heinz) abroad. Actually, 12% of the programme graduates found jobs in countries such as Great Britain, the Netherlands, Germany and Cyprus.
- The programme takes advantage of the extensive laboratory infrastructure of the Department including a world-class research facility.

Weak points

- Falling demand due to inability of some talented young people to afford tuition fees.
- Demanding mainly for already employed food professionals who have to combine studies with work. The failure rate in some modules in the programme has increased ever since the programme was opened to professionals.
- Maintaining high quality academic standards is challenging.
- The Department cannot award PhD degrees and that limits the ability of the faculty to engage extensively into research which would, in turn, benefit its MSc students.

     2. Department of Agriculture Technology

     3. Department of Nutrition and Dietetics

3. School of Health and Welfare Professions

     1. Department of Aesthetics and Cosmetology

     2. Department of Pre-School Education

     3. Department of Medical Laboratories

     4. Department of Midwifery

     5. Department of Nursing

     6. Department of Physiotherapy

4. School of Technological Applications

     1. Department of Automation Engineering T.E.

     2. Department of Civil Engineering T.E.

     3. Department of Electronics Engineering T.E.

     4. Department of Informatics Engineering T.E.

     5. Department of Vehicle Engineering T.E.

The basic obligations of students, e.g. attendance of lectures, course requirements, etc.

The EEC did not analyse information regarding the basic obligations of students for the postgraduate programmes. Given that most PG programmes are relatively new, the EEC expects that more information and data will be become available as these programs are matured.

The way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

Given that these programmes are relatively new, such information is limited at this stage.

Please decide in respect to the specific evaluation area (& 3.2.2):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC believes that there are opportunities to enhance collaboration with other HEI and universities, mobility of incoming staff, and to open up opportunities for research.

The EEC recommends that the postgraduate degrees must be further reviewed, especially by subject experts, to ensure the academic demands on students are at an appropriate level.

The design of new postgraduate courses can be enhanced by capitalizing on experience and knowledge of all stakeholders both internally and externally. Such stakeholders could include experience of support services including the Library.

3.2.3 Programmes of Doctoral Studies (third cycle)

Currently, the Institution does not offer any PhD programmes as a result of the current legal framework. The EEC noted the strong desire by academic staff and administration for the development of doctoral programmes. While a great number of academic staff have the academic qualifications to support such a programme, the supplementary support is missing.

Currently, research excellence exists in certain areas and naturally this can be elevated to a higher level. In the interim, the current research collaborations with other institutions can be enhanced. This will strengthen the case for earning the rights to offer independent PhD programmes. Moreover, in few years time it is likely that the new postgraduate programmes introduced recently will enhance the Institution's research output.

Please decide in respect to the specific evaluation area (& 3.2.3):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Willingness: The EEC noted the strong willingness of the institution and the Departments to offer PhD programs.

Readiness: The EEC wishes to stress that the willingness of the Institution to offer PhD programs is strong but the readiness is not aligned to such level.

Plans: The EEC wishes to advise that comprehensive plans and feasibility studies are done to identify needs regarding the offer of PhD programs.

Infrastructure: The EEC is not convinced that the research infrastructure is at the level where PhD programs can be supported. The EEC noted that there were pockets of excellence with respect to currently available research infrastructure but the overall picture did not warrant that such level is enough to support internationally competitive PhD programs.

3.3 Profile of the Institution under evaluation - Conclusions and recommendations

*Please complete the following sections regarding the overall **profile of the Institution under evaluation**:*

<u>Underline specific positive points</u>

Academic teaching and learning
- New postgraduate programs and revised undergraduate programs
- Cohesiveness among academic staff

Research
- Academic staff with qualifications to conduct research at all levels
- Research active staff and relatively strong academic staff with many years of experience
- Potential for collaboration with other institutions for meaningful research.

Infrastructure
- Relatively clean, open campus
- Old, large and highly respected institution

Services
- Relatively clean, well maintained campus

Outreach
- Location allows easy access to nearby industry albeit such industry has shown signs of decline recently
- Highly regarded by local authorities and industry
- Close ties with local industry

QA procedures
- Positive and collaborative environment

<u>Underline specific negative points</u>

General
- Inward focused
- Lacking ambition
- More courses should be taught bilingually, especially postgraduate ones

Infrastructure
- Most labs lack access to the latest laboratory equipment and access to such equipment to conduct high quality research.

Services
- Unfriendly campus to foreigner speaking visitors

Make your suggestions for further development of the positive points:

It is suggested by the EEC that:
- All undergraduate programs are reviewed and restructured in accordance with the criteria for accreditation.
- More departments organize postgraduate programs in specialisations needed by the local labour market.
- More collaborations are established among different departments of ATEI and with other Universities in the region, to address regional research needs.
- The available infrastructure is made known to the community by organizing open events and exhibitions inside the campus.
- The visibility of the Institution is enhanced through its restructured and more informative web page.
- The Institution strengthens its ties with the local scientific community by organizing meetings and conferences and inviting local experts from other AEIs.

Make your suggestions on needed steps for improvement:

1. A clear marketing strategy should be developed
2. A clearer internationalisation strategy should be developed
3. A clearer research strategy should be developed.

The Institution would benefit from the production of an annual report. Such a report would serve as a key marketing document to showcase and highlight key facts and figures of the Institution as well as achievements of students and academic/professional staff. It would also summarise key events and happenings with industry and international visitors.

The Institution would benefit from production of marketing material, including bilingual campus maps.

An effort should be made to attract more international, full fee-paying students and students of Greek descent.

4. INTERNAL SYSTEM OF QUALITY ASSURANCE

4.1 Quality Assurance (QA) Policy and Strategy

The Institution's policy and goals regarding QA and improvement

The Institution has a policy and set of goals regarding QA and improvement. The policy is outlined and the goals are listed in the institutional Internal Evaluation Report (IER). The policy procedures are posted on the webpage of the Institution's OQA (ΜΟΔΙΠ) at: http://www.modip.teithe.gr/index.php?mod=modip-ateith.

According to these procedures, each department is responsible, through its Internal Evaluation Group (OMEA), for the compilation of data and submission of annual reports to the OQA. For its part, the QAO responds to these reports by providing feedback and suggestions for improvement. The system has been in place since 2008 and it is worth to notify that the number of participating units is steadily increasing. The EEC was provided with a sample of unit reports and the QAO follow-ups on the reports.

The EEC has met with numerous members of the teaching and administrative staff, current students, both pre- and post-graduates, and professionals who have graduated from the institution. The overall assessment of the EEC is that the QA and improvement system is fair and well communicated to students and staff. The EEC recommends that more students become involved in the process and all units participate in the internal system of QA.

Whether the Institution has developed a specific system of QA

In the IER there is a description of the QA system which is implemented at ATEI since 2008. Details of the system were also presented at the meeting of the EEC with the OQA (MODIP) of the Institution. The QA system was revised in 2014 in order to include external QA procedures, following the guidelines of ADIP.

The revised QA system has several internal procedures:

- Provision of assistance to departments in order to improve their organization
- Provision of assistance to departments in order to implement the QA system
- Actions to promote the commitment of the Institution to quality
- Self-assessment of the work and services at departmental and institutional levels on a yearly basis
- Improvement actions at personal, departmental and institutional levels on a yearly basis
- Monitoring of the implementation of improvements
- Correcting interventions
- Rewards for quality

The QA system is enhanced by periodic external evaluation of the departments, every 5 years, which is organized by the QAO. The External Evaluation Committee consists of members from the Registry of External Examiners of QAU

(MODIP). The Registry contains members of faculties of other AEIs as well as members of Professional Bodies. The external evaluation requires a site visit and results in the External Evaluation Report (EER). The QAU (MODIP) takes into account the IER and proposes to the Academic Board the approval of the program.

How the Institution's internal QA system has been organized

The QA system is organized so that all stakeholders are involved: students, graduates, employers offering student placements, teaching staff, directors of research laboratories, heads of departments, heads of departmental secretariats and heads of central administration. All stakeholders participate in QA procedures:

- Completion of questionnaires related to quality
- Assessment of learning process, quality of teaching, quality of study programs, quality of supporting services
- Proposal of corrective measures for the improvement of quality
- Implementation of decisions for enhancing adherence to quality
- Proposal and implementation of actions for the promotion of commitment to quality

How the students and staff of the Institution are protected from biased interventions and discriminations

Students and staff are protected from biased interventions and discriminations through their right to object to decisions of management, at departmental and at institutional levels.

Whether a detailed implementation guide has been put together, containing an analysis of the QA system's operating procedures

A detailed guide for the implementation of the QA system has been edited and made available to the departments.

The involvement of students in QA

The role of students in the QA system includes:

- Participation of students' representatives in the OQA (MODIP) of the Institution, Departmental Assembly, Departmental Internal Evaluation Group (IEG) and Departmental Working Groups for the organization of study programs.
- Assessment of the learning process in all courses
- Assessment of administrative services, once a year.

How the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

The effectiveness of the QA system is assessed internally every two years by:

- Departmental Internal Evaluation Groups (IEG),

- OQA (MODIP) which edits the Internal Report on QA, which includes proposals for improvement,
- Academic Board of ATEI which approves the Internal Report on QA
- Council of ATEI which approves the revision of QA

The efforts of the OQA of the institution are exceptional. There is, however, a need to further develop the QA culture among all academic staff.

The Institution has a policy and set of goals regarding QA and improvement. The policy is outlined and the goals are listed in the Internal Evaluation Report (IER). The policy procedures are posted on the www page of MODIP at http://www.modip.teithe.gr/index.php?mod=modip-ateith.

According to these procedures, each academic unit is responsible [through its OMEA] for the compilation of data and submission of annual reports to MODIP. For its part, MODIP responds to these reports by providing feedback and suggestions for improvement. The system has been in place since 2008 and the number of participating units is steadily increasing. The EEC was provided with a sample of unit reports and the MODIP follow-ups on the reports.

The EEC has met with numerous members of the teaching and administrative staff, current students, both pre- and post- graduates, and professionals who have graduated from the institution. The overall assessment of the EEC is that the QA and Improvement system is fair and well communicated to students and staff. The EEC recommends that more students become involved in the process and all units participate in the internal system of QA.

Every six months the Institution organises a one day symposium to inform staff about the QA progress of the various departments and the Institution itself. The OQA also organises conferences and other events to disseminate information and cultivate the QA culture among its staff, students, industry and community.

Please decide in respect to the specific evaluation area (&4.1):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC believes that while the QA culture is evolving within the processes of the Institution at both Institutional and Departmental levels, more work is needed to achieve internationally accepted standards. This is not to say that QA related progress is not satisfactory at this stage, but rather to acknowledge the efforts made so far and to point out that there is more required to achieve levels of operation and performance where QA is natural and working not as an impediment to progress but becomes the enabling vehicle to deliver excellence and world-class results.

4.2 Design, approval, monitoring and evaluation of the study programmes and degrees awarded

Have the learning outcomes been clearly formulated and have they been published?

Educational objectives have been formulated and published by each unit. Class syllabi include clear statements about learning outcomes and units have implemented the ECTS system. Many courses seem to be exceeding the unit's pre-defined goals and objectives, but all is not evident if one restricts the analysis and reports only on the goals. The EEC would like to recommend that in the design of learning outcomes the units place a greater emphasis on high order thinking skills (e.g., abilities to analyze, synthesize, and evaluate).

During our visit, OQA members and other staff provided the EEC with all requested material as well as ample opportunities to interact with students and stakeholders from local industry. The overall assessment of the EEC is that there are mechanisms established which allow these actors to provide feedback for the revision and update of the curricula. Based on the provided data and interactions with students and teaching staff, the EEC finds that the Institution's Erasmus Office has played a very active role in the promotion and achievement of high international mobility among students and faculty members.

Whether the programmes are designed in such a way as to involve students and other stakeholders in the work

Students and other stakeholders are involved in the designing of programs, at various stages:

- Assessment of study programs by students and graduates
- Participation of student representatives in IEG (OMEA) which edits the evaluation of programs
- Participation of student representatives in Departmental Assembly which approves actions for improvement of programs
- Participation of student representatives in Departmental Working Groups which work on the program design criteria

How the achievement of learning outcomes is monitored

Departmental level

- IEG (OMEA) interprets quality indices relating to learning process.
- Employers of students in work placements propose skills that need improvement.
- Departmental Assembly approves correcting actions proposed by each teacher, the Committee of Practical Training and IEG (OMEA).
- The Head of the Department who monitors the implementation of the decisions of the Departmental Assembly.

Institutional level

- OQA monitors the Departmental Internal Evaluation Reports submitted each year, and provides feedback to the departments relating to quality indices of the learning process as well as the effectiveness of correcting actions of the departments.

Whether there is a published Guide regarding the organization of programmes of study

OQA has edited the "Guide for the organization of programs of studies", in accordance to the national assessment criteria. The Guide has been approved by OQA (MODIP) and the Academic Board and has been made available to all departments. The EEC was familiarized to the Guide through the IER. It is worth to mention that searching in the official web site of the Institution and regarding the organization of programmes of study, there is limited uploaded info-material which could help the students. No doubt that such material is provided to them by the secretariat of every department each year as mentioned above, but this is a crucial start up particularly for the new involved students and the foreign ones that look for opportunities abroad.

Whether the ECTS system is taken into consideration and implemented
The ECTS system is taken into consideration in the organizing of study programs:

- There are guidelines relating to the system in the "Guide for the organization of programs of studies"
- The implementation of the system is evaluated by the Departmental Committee for the Study Program
- The implementation of the system is evaluated by the students (related question in assessment questionnaire: students' work load)
- The implementation is monitored by the Head of the Department

Whether there is a periodic evaluation of the programmes according to set procedures and criteria aimed at safeguarding their consistency and regular updating

Each year:

Internal (I) and external (E) evaluation by:

- Students (I)
- Teaching staff (I)
- Employers of students in practical training placements (E)
- Graduates (E)

The criteria for the evaluation include: achievement of learning outcomes, functionality of program, teaching materials, tutorials, student assessment process, quality and suitability of teaching staff.

The IEG (OMEA) analyses the proposals of internal and external examiners in the Departmental IER and proposes correctional interventions to the Departmental Assembly. Minor interventions, which do not affect the structure of the

curriculum, are implemented by the department and monitored by its Head. The interventions are submitted to QAO which monitors the process.

Every five years:

Internal (I) and External (E) evaluation by:

- Department (Committee of Study Program, IEG (OMEA), Assembly, Head) (I)
- QAO (E)
- OQA (E)
- External Examiners (E)

The OQA (MODIP) calls the Department to submit a "Proposal of Academic Accreditation" of its restructured study program. Indications for premature (before the 5-year implementation of the study program) structural revision include: proposals of employers of students in practical placements, student and graduate evaluations, indices of student progression, indices of student employability, changes in the requirements of the labour market, changes in the educational system and changes in professional rights.

The student participation in the QA procedure of the study programmes :

- Assessment of study programs by students
- Participation of student representatives in IEG (OMEA) which edits the Departmental Internal Evaluation Report (IER)
- Participation of student representatives in Departmental Assembly which approves actions for improvement of programs
- Participation of student representatives in OQA (MODIP) which proposes approval/disapproval of study programmes

Whether the programmes include well-structured international mobility and -where appropriate- placement opportunities

International mobility (including placement) is not integrated in the structure of the programs. Opportunities for international mobility are advertised each year by the ERASMUS office and all staff and students can apply to participate. The Departmental ERASMUS Liaison coordinates approval of applications according to set criteria of selection. Student mobility might refer to practical training (placement), final year project, or attending courses. Staff mobility might refer to a teaching or other activity included in the advertisement. ERASMUS mobility is regulated by EU and coordinated nationally by IKY (Foundation of State Scholarships) and at institutional level by the ERASMUS office.

Please decide in respect to the specific evaluation area (&4.2):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Most departments have gone through formal internal and external evaluation processes. The departments have produced reply documents for the recommendations made in the external evaluation report. However, the replies given and the way the answers are provided are at times superficial. There is a need to provide concrete, specific evidence and supporting documentation to illustrate beyond question what actions were taken and how, and this must be as detailed as possible, addressing each specific recommendation. Vague statements and generalizations are not sufficient to address the recommendations. Particularly for the departments that due to restructuring had to merge, forced by the general policy in order to reduce the academia cost, and therefore did not succeed to apply External Evaluation procedures, the EEC strongly suggests that their replies should be robust and very clear.

4.3 Teaching and learning - Assessment by students

Whether multiple and coherent learning paths are provided according to the needs of students in the Institution's Departments / Faculties

According to the "Regulation of Studies" multiple learning paths are possible and are decided by each student. At the beginning of each semester the courses to be attended are declared by each student. The student declaration is approved by the Department, according to a set of standards included in the structure of the program.

The coherence of multiple learning paths is assured by the following:

- There are prerequisites for some courses (chains of courses)
- There is a limited number of optional courses available
- A student cannot declare courses beyond his/her typical semester
- There is a limit to the total ECTS that can be declared each semester

How proper guidance and support is offered to students by the Departments / Faculties' teaching staff

The guidance offered to students by teaching staff aims to the development of a sense of responsibility towards the achievement of learning outcomes. Learning must be owned by students in order to be successful. Attendance of courses without active participation and ownership of responsibility is not adequate.

Guidance and support are provided at group and personal levels.

Group:

- Clarification of the aims of each course, learning outcomes and methods of teaching and assessment used.
- Clarification of the content of each course and assistance to its understanding.
- Interactive discussion on special topics and assistance to understand the topics in depth and critically appraise scientific issues.
- Assistance in the application of theory and methodology to practice.
- Encouragement to widen the learning experience with multiple learning processes.
- Reward of active participation and initiatives.

Personal:

- Working together with each student to define personal educational and professional targets.
- Working together with each student to diagnose learning issues/ difficulties and finding ways to cope.
- Guidance relating to multiple learning paths.
- Guidance relating to project work.
- Guidance related to multiple learning processes.
- Support in personal issues.

Each department appoints on a yearly basis one member of the teaching staff as "Consultant", who can counsel students on personal non-educational issues.

The career office (DASTA) provides counselling on career paths after graduation.

Whether students are informed clearly and in detail regarding the strategy of evaluation that is implemented for their programme of study, the exams or other methods of assessment they will be subjected to, what is expected of them and which criteria will be applied for the evaluation of their performance

All programs have clear assessment strategy, in the "Proposal for Academic Accreditation". This strategy is published in the Departmental web page and the "Regulation od Studies" of the Department.

At the beginning of each semester, the strategy is discussed between teachers and students. Students receive feedback related to learning outcomes as well as counseling on the learning process.

Whether there is a formal procedure for addressing complaints and objections by students in the Departments / Faculties of the Institution

Students have the right to complain or object to any decisions of management at departmental and institutional levels. The procedures relating to complains/objections are published in the "Organismos".

The institution of "Students' Advocate" is in operation at the Institution, which aims to intervene between students and staff and to assure adherence to regulations and legal status.

As with most educational institutions in Greece, the ongoing "crisis" has impacted the Institution's access to both human and material resources, thus potentially limiting the implementation of viable and innovative visions. Despite these circumstances, the teaching staff is eager to keep the content of the curriculum up to date and promote a culture of excellence among the student body. Teaching methods are diverse and adapted to modern methods of information publishing and communication. Laboratories are well equipped. Computers are also equipped with software for use in learning, to analyze data, and assist in scholarship. Some students and faculty have mentioned that the types of software available are not always the most current, or up to date. Overall, students were satisfied with the number of opportunities they have of hands on experiences during their studies.

Students are well informed of the expectations of their professors and the procedures and criteria their professors use to assess learning. The EEC met with about 30 students, all of whom expressed their overall satisfaction with the levels of support they receive from faculty. There were some complaints about a very small number of professors who were not to be found in their offices during their posted consultation hours.

The Institution has a formal procedure for addressing complaints and objections by students. In addition, there is an Ombudsman's Office on campus which investigates complaints and mediates in the resolution of grievances by students and staff.

Please decide in respect to the specific evaluation area (&4.3):	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	X
Negative evaluation	

The EEC thinks that this is an area of importance and the Institution needs to make significant effort to improve its performance regarding student evaluations and participation. Once again, this is not to sound too negative but rather point out that all efforts should be made to engage the students in this area of QA related activity. The EEC is confident that the Institution will make significant steps forward in this area over the next few years and as procedures of QA become more mature. Needless to say that trust of all parties and convincing them on the importance and need of the QA is the key to improve participation.

The EEC recommends that the Institution develops, monitors and reports on KPIs related to its performance in this area.

4.4 Admission of students, progression and recognition of studies

Whether the procedures and criteria for admission to the second and third cycle of studies are implemented with consistency and transparency

Departments and the Institution have no direct control over the number of students admitted each year because such matters are decided centrally and on the basis of student performance in national exams. The IIER provides aggregated statistics about the numbers of students entering and graduating each year from a particular programme. This means that there are no statistical data for the yearly progress of each student towards his or her degree or disaggregated statistics about those who do not finish their programme on time.

Admission into the graduate programme is based on an applicant's first degree GPA, letters of recommendation, and interviews conducted by one faculty member. Admission procedures and criteria are clearly stated and applied with consistency. The interview process assures the accurate assessment of a broad array of formal and non-formal qualifications. The EEC recommends that more than one faculty member is involved in the interview phase to ensure even higher levels of consistency and transparency.

Whether there are clear and distinct procedures within the Departments/Faculties, as regards recognition of higher education degrees, periods of study and knowledge acquired at an earlier stage

There are clear and distinct procedures regarding recognition of HE degrees, periods of study and knowledge acquired an earlier stage at other HEI, which are described in legal documents.

DOATAP (Inter-university Institution for the Recognition of Academic Degrees) is the Body responsible for the recognition of university degrees in other countries and operates at national level. At departmental level recognition issues are dealt by the "DOATAP Counsel", according to the relevant legislation. The Departmental "Counsel" proposes recognition and DOATAP recognizes foreign degrees.

Recognition of periods of study in other AEIs is recognized by Departmental Assembly. The ERASMUS Liaison or the Committees of Students' Admission Transfers/ Graduates' Classification propose, and the Assembly decides. The standards for recognition of periods of study in other AEIs are set by EU.

Whether there are clear and distinct procedures of recognition of study periods and prior learning (including the recognition of non-formal and informal learning)

Studies in the Greek Higher Education Institutions include two six months period per year (two semesters). Following exams at the end of each semester, there is clear recognition of the appropriate degrees by the faculty secretariat. No other learning periods are recognized, informal or non-formal ones. The only time-period that is used as an extra qualification for the students is the so called "practice" period, a six months period, which is essential and is required for every TEI student in order to get her/his final degree. A detailed analysis of the lessons

and the degrees (including the practice) obtained by a student during the study period, is provided in written by the faculty and via "Pythia" system.

Additionally, there are clear and distinct procedures of recognition of study periods and prior learning at other European institutions in the framework of ERASMUS mobility regulated by EU. Recognition of study periods outside ERASMUS mobility is decided by the Assembly, and is regulated by the "Agreement between HEI Institutions".

Whether there are clear procedures in place regarding the cooperation of other Institutions with national ENIC/NARIC centers for ensuring coherent recognition and mobility among programmes within / among Institution (s)

The EEC heard that there is cooperation with ADIP, DOATAP, IKY (ENIC/NARIC) and other HEIs in order to assure the consistency of recognitions in all HEIs according to regulations. ADIP and IKY counsel, while decisions are made by Departments and DOATAP.

Whether students are provided with detailed information (e.g. Diploma Supplement) regarding the degrees conferred to them, the achieved learning outcomes as well as the framework, the level and the content of studies they successfully completed

All graduates are provided with their "Diploma Supplement", which is edited according to EU regulations and the "Regulation of Studies" of the Department. A sample of the "Diploma Supplement" is included in the IIER.

Whether the Institution has in place processes and tools to collect, monitor and use information regarding student progression

The Institution stores information regarding student progression in the Information System PYTHIA. The stored information can be used to monitor student progression and work out statistics about such student progression. Some statistics using data from PYTHIA are used by the OQA (electronic link with Information System MODIP) in order to calculate quality indices.

Please decide in respect to the specific evaluation area (&4.4):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC thinks that are ever more opportunities to be exploited with respect to improving the quality of data and their analysis to obtain more accurate picture of student progression and associated trends. The EEC leaves initiatives to be

undertaken to the OQA of the Institution and wishes to make no further comment.

FINAL DRAFT

4.5   *Quality Assurance as regards the teaching staff*

How it is guaranteed that the vacancy notices and recruitment of teaching staff include procedures which provide assurance that all new teaching staff members have at least the basic teaching skills?

The Institution's hiring procedures are clearly defined and reflect the national policy requirements, which are the same across all institutions. A regulatory framework is in place for the investigation of disciplinary and academic misconduct relating to teaching staff. There is evidence that a good number of the teaching staff engages in scholarly activities and that the results of these activities are embedded in their teaching and other interactions with students.

Potential weaknesses of teaching staff are identified with the customary use of student opinion surveys. Currently, students are provided with anonymous access to an online questionnaire, which they can complete in their own time. An identified flaw of this particular method is that not many students participate in the process. Besides increasing student participation in the QA process, the EEC recommends the use of additional methods for the improvement of teaching. For instance, the teaching staff could use the method of peer observation, which means an instructor invites a colleague of his or her choice to observe his/her teaching and provide feedback.

Although the national policy does not require a hired individual to demonstrate a certain level of skill in pedagogy, the EEC would like to suggest that the Institution develop training and/or professional development programmes that focus on enhancing the pedagogical capabilities of all teaching staff. This is normal practice in most world-class HE institutions.

Opportunities offered to the teaching staff for their professional/scientific advancement

Members of teaching staff, if they wish, can teach in other HEI for short periods, through the ERASMUS program. They can also engage in research for periods of one semester (every 3 years), during sabbaticals.

The following actions are also encouraged:

- Participation in educational seminars, scientific conferences and mobility programs in order to improve their educational abilities and skills.
- Participation or organization of meetings on innovative topics or new scientific and technological advances.

How potential weaknesses of the teaching staff are identified as regards the delivery of their teaching courses

Potential weaknesses of the teaching staff are identified through:

- Assessments of the quality of teaching by students each semester.
- Learning outcomes achieved by students (exam grades) each semester.

- Poor quality or long duration of final year projects

Each year, the IEG (OMEA) evaluates the above and proposes correctional interventions to the departmental Assembly.

The Institution's procedures for the support of new teaching staff as regards the teaching and evaluation methods

The EEC assumes that there are no formal procedures for the support of new teaching staff regarding the teaching and evaluation methods, neither at departmental nor at institutional levels based on the information provided. New teaching staff relies on their self-study of Regulations of Studies and their own initiatives regarding personal advancement in educational abilities and skills.

How scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research

Scientific activity is encouraged by:

- Approval of educational leave of absence (sabbatical) for research activities relevant to the disciplines of the Department.
- Approval of mobility for short-term engagement in educational or research activities abroad
- Approval of research programs relevant to the disciplines of the Department.
- Recognition of relevant scientific activities during assessments for promotion.
- Recognition of supervision of undergraduate and postgraduate thesis which lead to publications in international journals/ scientific conferences.
- Promotion of scientific activities related to the disciplines of the Department (open lectures, web page).
- Award of excellence by the Institution, for exceptional scientific activities relevant to the disciplines of the Department.

The procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students

Teaching staff have direct access to the results of the assessment of the learning process by students. The members of IEG (OMEA) have access to the results of student assessment for all staff, as well as the reported teaching and assessing methodology and procedures used by all staff. On a yearly basis, feedback is given by IEG (OMEA) to all members of teaching staff, and results are edited in the Departmental IER.

Whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

There is a regulatory framework for the investigation of disciplinary and academic misconduct of the teaching staff. The regulatory framework is described in the "Organismos" which has been made available to the EEC (Section of peitharxika

paraptomata). There is a reference to the framework in the IER-2013/2014.

The regulatory framework includes the nature of disciplinary and academic misconduct, the nature of penalties, the bodies responsible for enforcing regulations and the procedures followed in cases of disciplinary or academic misconduct. The regulatory framework is monitored by the Council (Symvoulio) which approves the decisions of the Disciplinary Committees.

Please decide in respect to the specific evaluation area (&4.5):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC is not in a position to comment on the effectiveness of the Institution's procedures in this area. The EEC recommends KPIs are developed, monitored and used to assess the Institution's performance in this area.

4.6 Learning resources and student support

Whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students

In relation to library and information services, there is evidence of sufficient support.

The following services/facilities are available:

- Library facilities
- Computer, internet and networking facilities
- Printing and photocopying facilities
- Workshop and laboratory facilities
- Health and physical exercise facilities
- Erasmus office services
- Career services (which include information on postgraduate studies).

The EEC had the opportunity to review data about the student usage of these services. Overall, students were satisfied with the quality of the provided services and support. However, in areas identified as in need of improvement, the Institution did not provide clearly state plans for remedial action.

The available support services in regard to Libraries, Information systems and infrastructure

Library:

The central library is situated on campus, is equipped with modern facilities and bibliography and gives free access to all members of the academic community. More specifically, they give free access to 35000 book titles in online bibliographic and full text data bases, through SEAB, WEB Science and electronic books. There is total management of hard and soft materials in ILS environment. The library is a member of the Network for University Libraries.

It has a reading area of 200 m2 while there are programs for informational literacy, live and online through the portal callisto.lib.teithe.gr.

The yearly budget is above 20 000 €, although it was reduced by 43% during the last 4 years.

The services provided by the library are evaluated by students in the framework of QA. Results are fed back to the library in order to make improvements.

Information Systems and infrastructure:

The Information Systems operating at ATEI include PYTHIA (management of student enrolments and student progression), MODIP (management of quality indices), DASTA (management of data relating to graduates) and MOODLE (electronic learning platform).

The infrastructure includes space and facilities for teleconferencing, free internet and email, through an internal network of 100 Mbits/s. It also includes local

servers used by academic and administrative departments.

The procedure in place for offering individual assistance (counseling and tutoring) to students

1. Personal assistance is provided during tutorials and laboratory/practical training.
2. All teaching staff work with students on a personal level on personal educational matters, during pre-assigned times:

- Working together with each student to define personal educational and professional targets.
- Working together with each student to diagnose learning issues/ difficulties and finding ways to cope.
- Guidance relating to multiple learning paths.
- Guidance relating to project work.
- Guidance related to multiple learning processes.
- Support in personal issues.

Each department appoints on a yearly basis one member of the teaching staff as "Consultant", who can counsel students on personal non-educational issues.

The career office (DASTA) provides counselling on career paths after graduation.

Please decide in respect to the specific evaluation area (&4.6):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

There are formal methods (e.g. based on questionnaire distribution) for collection of documentation, which according to established procedures, are electronically linked to MODIP, where review and simple statistical methods produce relevant information. However there is an obvious need for further statistical support. Such procedures should be established in a consistent way, where periodically and in clearly defined time-slices relevant data can create records, which can be accessible and have the advantage of correlative character over time.

There are adequate support services in regards to the Library, with an electronic system of book selection (EUDOXOS) (minimum departmental exceptions). Other platforms like MOODLE are active as well, applicable to a medium-high percentage of students. According to the recorded data, e-learning procedures, e-material and multimedia are also widely used, while hardcopies are less utilized. Special software is also used in specific departments, as appropriate.

Teacher-student communication is divided into personal (in private) communication with the students and communication through e-mail. Staff numbers are decreasing over time, while the number of students remains the same, leading to less time being devoted to students by staff. This drives to the reduction

of direct assistance and subsequently less personal contact with the students and to the increase of more indirect (via e-mail) support.

4.7   Information Systems for Recording and Analyzing Data and Indicators

Whether the Institution possesses reliable means for collecting, analyzing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates

The tools to collect monitor and use information regarding student progression exist in the information system called PYTHIA. There is a reference to this information system in the IER-2013/2014.

PYTHIA manages data regarding the programmes of studies of the academic departments, the regulations of studies, the inflow of students, the individual study programs of students, students' grades and dates of exams, the title of their degree thesis, date of their thesis oral exam and grade, and the dates and places of the practical training of students.

The link between the PYTHIA system and the MODIP information system allows MODIP to monitor student progression. Indicators of student progression as used by MODIP are the success rates for exams, participation rates in exams, average grades of students in each topic taught and examined, the students' graduation rates each year, length of completion of studies of each student, and departmental and institutional averages.

On the MODIP website (www.modip.teithe.gr), there are Quality Reports for previous years, which illustrate the monitoring. For example, in the Quality Report for 2012/2013 (pages 77 and 78, tables 4.9.a and 4.9.b and Diagram 4.9) one can read the number of students completing their studies in four years (normal duration n), 4-6 years (n<X<n+2) and in more than 6 years (>n+2), as well as the departmental and Institution averages for such data.

Concerning student progress and satisfaction, the EEC finds that the Institution uses reliable means for the collection of data. More specifically, the OQA electronically collects data in respect to a specific list of performance indicators, which adequately cover the above areas. The tools used for the collection of data can be accessed electronically by students and faculty at: http://www.modip.teithe.gr/index.php?mod=modip-ateith. The statistical analyses and interpretations of the collected data are listed in the IIER. As aforementioned (in Section 4.1), each academic unit is responsible through its Quality Assurance Committee for the compilation of data and submission of annual reports to OQA. Subsequently, the OQA responds to these reports by providing feedback and suggestions for improvement.

The EEC was able to access several unit reports, the OQA follow-ups on the reports, and the external evaluation reports on these units. Although not fully implemented across all units, it became evident from reviewing these documents that the Institution has in place an efficient system for recording and analyzing data relevant to quality indicators. It was also clear that the participating units had assessed their programme curricula in reference to international standards and practices. Besides engaging all units in this process, an area in need of improvement is the availability of all, not only a few, of the unit reports and OQA follow-ups in English.

Whether the Institution possesses reliable means for collecting, analyzing and utilizing valid information regarding its other functions and activities

The QA system includes procedures to collect and analyze valid information regarding all functions and activities, beside those related to the learning process. Such processes are implemented by the QAO and the collected information is stored in the Information System MODIP. The information is analysed, and relevant reports are edited and published by the QAO.

These QA processes are:

- Self-evaluation of all central administrative services of the Institution
- Student evaluation of administrative services

Whether the Institution collects information about student satisfaction with their programmes of study and the career paths offered to graduates

The Institution collects information about student satisfaction with their programmes of study through the Graduates Survey, which is run once a year by the OQA. Graduates are conducted via email and are asked to fill in a questionnaire. The questionnaire consists of two parts:

- Program satisfaction
- Career satisfaction

 The results of these surveys are edited in the Graduates' Report which is published in the OQA (MODIP) web page www.modip.teithe.gr .

Whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

The EEC has received evidence that the Institution has in place immediate and medium-term plans to address the much needed benchmarking of its departments and the Institution itself.

The summary of the key high-level action points regarding benchmarking of both immediate and medium-term plans are as follows:

Departmental Level

- Contact similar departments in Greece and abroad, in order to cooperate in benchmarking exercises.
- Sign benchmarking agreements with departments.
- Research into international practice relating to benchmarking.
- Decide on methodologies and apply them in cooperating departments.
- Identify best performance procedures.
- Apply best performance procedures in the Regulations for Studies in order to improve performance.

Institutional Level

There are medium-term plans for benchmarking at the institutional level within

Greece and abroad, after applying benchmarking procedures at departmental level. The best performance procedures at institutional level will be included in the Internal Regulations, after being identified.

1. Collection of information is being made electronically, but it is proving less applicable to the number of students' evaluations in relation to previous hardcopy (forms) completions. There is no specific software in place and despite no statistician being on the staff, basic statistics have been applied to provide a basic level of information. However there is a plethora of relevant, valid data recorded for the last five years, which can be analyzed in more detail, thus resulting in better information and outcomes.

2. The website of the Institution is basically well constructed and provides adequate information and documentation for many processes – for example: courses offered, research project submission, financial management, future and past congresses, etc. The applicable language is Greek but a page in English is under construction.

3. As mentioned above, there is a standardized procedure, which is periodically applied, for collection of relevant information. Since it is provided electronically it is considered a highly safe platform (PYTHIA codation) and therefore valid, despite the aforementioned problems of low analysis. Further postgraduate opportunities are given on the website of the Institution including the three MS programmes offered in-house.

4. The Institution, through its various departments and following the external evaluation procedure recommendations, examined and correlated relevant courses and programmes of Greece and other countries in order to come to a final decision on the courses to be offered by each department. Master's courses started and operated in departments only after the external quality evaluation concluded. It has to be pointed out that a few departments, although ready to be evaluated, did not start this procedure, since the Ministry applied the so called "Athena Plan", which in some cases merged procedures, changing and restructuring some departments.

Please decide in respect to the specific evaluation area (&4.7):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC is confident that the Institution understands that benchmarking will improve the quality of programs of studies (undergraduate and postgraduate) at departmental level, and the quality of management at institutional level. Nevertheless, the EEC understands that there has not been any benchmarking at either departmental or institutional levels.

4.8 Dissemination of information to stakeholders

How the Institution sees to the publicization of information on the programmes offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students

The Institution has an official webpage. The public part of the site can be easily accessed and provides directory information and a description of some programmes and campus activities and services. In addition, the Institution's main page is linked to the webpage of the Institution's OQA. The latter provides public access to all documents of the IIEP, the internal and external evaluations of most units, etc. On the other hand, this public communication channel has not been fully utilized. For example, only a few units have links which provide online information about their programs of study (and these are mainly postgraduate), the teaching staff, career opportunities, etc. Instead, paper copies are still used to disseminate information to the public and in many cases to students and faculty. Finally, the webpage is urgently in need of an update.

The Institution uses the traditional way of attaching relevant information via a wall-board for every department, where appropriate, though electronic announcements follow up the majority of important information via the links provided in the main Institution's website.

Whether the information regarding the Institution's offered programmes of study is available in English or in other languages

Most electronic services are provided in the Greek language and only part of the material is in English, thus a creating a restricted environment and limiting opportunities.

Whether the teaching staff's CVs are included in the publicized information, both in Greek and in English

Such information was not possible to find in the relevant departmental links from the main Institution website, in either Greek or English. In any case there should be a common template to be used for the curricula and faculty.

General comments

1. The English translation of the introductory page is indicated by the EU flag instead of the accepted usage of the UK flag, thus creating confusion to users.

2. Some departments' names, although renamed and/or merged and restructured, are included in the web page under their old description (e.g. the Infrastructure Department, has been renamed the Civil Engineers Department).

3. In all curricula there are number of staff that are employed who are not full-time employees. These part-time staff's CVs should be included as part of every department's web material, as this would improve Institution's national

and international profile.

Please decide in respect to the specific evaluation area (&4.8):	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	X
Negative evaluation	

The official web site of the Institution, could become more informative and needs better organization including all study programmes of the departments and faculties. The EEC recommends that an update and continuous maintenance of the website is absolutely necessary and will improve the Institutional profile as a whole.

4.9   Continuous monitoring and periodic review of the study programmes

The procedure followed with regard to assessment and periodic review of the contents of study programmes

On a regular basis, the OQA collects data about the quality of the various programmes, the employability of graduates, and the needs of industry. The IIER provides a clear tabulation of the collected data as well as an outline of the procedures to be followed by the units for the assessment and revision of programs of study. The EEC had the opportunity to review a sample of unit internal evaluation reports and found that in most cases there is consistency between the IIER recommendations and the action taken by the units to improve their programs.

Whether this procedure takes into account the changing needs of society

Some departments due to their study content are more easily directly connected to the needs of the society, some others not. For example tourism is very well established in Greece and there is a much better and direct communication of the relevant department's programmes with the relevant industry. Such a support provides an easier way for a regular updating, following better the developments in this branch.

Whether this procedure takes into consideration the findings emanating from monitoring the graduates' career paths

The EEC was advised that such procedure exists but no further and detailed information was made available.

The procedure with which the reviews take into account the students' work load, the progress rate and completion of studies

The EEC was advised that such procedure exists but no further and detailed information was made available.

Whether this procedure takes into account the cutting edge research activities in that particular discipline

The procedure takes into account recent and relevant research activities in the particular discipline and comments were made about such procedure in other sections of this report.

Each year:

Internal (I) and external (E) evaluation by:

- Students (I)
- Teaching staff (I)
- Employers of students in practical training placements (E)
- Graduates (E)

The criteria for the evaluation include: achievement of learning outcomes, functionality of program, teaching materials, tutorials, student assessment process, quality and suitability of teaching staff.

The IEG (OMEA) analyses the proposals of internal and external examiners in the Departmental IER and proposes correctional interventions to the Departmental Assembly. Minor interventions, which do not affect the structure of the curriculum, are implemented by the department and monitored by its Head. The interventions are submitted to QAO which monitors the process.

Every five years:

Internal (I) and External (E) evaluation by:

- Department (Committee of Study Program, IEG (OMEA), Assembly, Head) (I)
- QAO (E)
- External examiners (E)

The OQA (MODIP) calls the Department to submit a "Proposal of Academic Accreditation" of its restructured study program. Indications for premature (before the 5-year implementation of the study program) structural revision include: proposals of employers of students in practical placements, student and graduate evaluations, indices of student progression, indices of student employability, changes in the requirements of the labour market, changes in the educational system and changes in professional rights.

Whether the involvement of students and other stakeholders is secured in the revision of the programmes

1. Study programmes were recently externally reviewed by each department that underwent this procedure, following the recommendations of the Evaluation Committee. This Committee was appointed by HQA and the procedures followed those described in the relevant guidelines of the agency approved by the EC. Additionally there is also an internal evaluation conducted on a yearly basis prepared by each department and submitted to the OQA of the Institution (a Member of HQA) and an Internal Evaluation Report is prepared for the Institution by the Quality Assurance Unit (ver. June 2015).

2. The Internal Evaluation Report prepared for the Institution by OQA (ver. June 2015) clearly refers to society needs that must be taken into account in the procedures, and particularly the need to understand control and response mechanisms in a continuously evolving society.

3. Monitoring the career paths of the Institution's graduates is a difficult task and is not clearly described in the Institution's Internal Evaluation Report made available. It is suggested the procedure followed be clarified.

4. Establishing review and monitoring procedures could increase students' interest, helping them to be more efficient with their time, since work overload usually drives students to drop out of programmes. Such procedures should be developed.

5. Modern research activities are taken into account in all departmental curricula (Programmes of Studies) individually. The Internal Evaluation Report prepared for the Institution by OQA clarifies that specific working groups should be

organized for well constructed and documented proposals.

6. According to the Greek Law 4009/2011 students' presence in the relevant preparation committees for the Programmes of Studies revisions is a prerequisite (obligatory). This is clearly mentioned in the Institution's Internal Evaluation Report by OQA and also in the departmental Internal Evaluation Reports, where a student is always appointed as a member of the Self Evaluation Committee (OMEA). In order to revise the Programme of Studies the Institution asks for the opinion of the relevant market stakeholders taking seriously into account their practical experience and knowledge. This fact was confirmed by most industry representatives in meetings with the EEC.

Please decide in respect to the specific evaluation area (&4.9):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC is confident that the continuous evaluation of programmes occurs within the Institution and wishes to make no further comments regarding this matter.

4.10 Periodic external evaluation

The procedure already planned by the Institution in order to deal with the observations of the Institutional External Evaluation

Faculty and administrators were enthusiastic and very eager to hear suggestions coming from the members of the EEC. The overall institutional culture and attitude towards the external evaluation process was very positive. The members of the OQA were very well informed about the process and prepared to assist the EEC in the completion of its tasks. There is also sufficient evidence that the OQA has in place an effective mechanism to help each unit monitor the quality of its programme.

Recommendations

- Map follow up actions (including time frame) in order to implement recommendations made by MODIP.

- Approval of map by Academic Board (Synelefsi) and Council (Symvoulio).

- Implementation of map within the time frame.

- Submit follow up actions to ADIP.

- Submit new Internal Evaluation Report with improved performance indicators to ADIP.

How the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programmes

1. The Institution supports the idea that when the Institutional External Evaluation (IEE) is in place, there will be a follow up by another HQA Committee, which, based on the remarks of the IEE Report, will determine specific actions to be taken into account by the Institution. This in turn will help the Institution to get accreditation.

2. As commented elsewhere all departments of the Institution except two have undergone the External Evaluation procedure for reasons beyond the Institution's control. For those who have, and following the mostly positive evaluations, they implemented the suggested recommendations, attempting to be ready as soon as possible in order to develop their own postgraduate programmes (MSc's). Moreover the Internal Evaluation Reports developed for every department records, reviews and monitors consistently the Programmes of Studies.

Please decide in respect to the specific evaluation area (&4.10):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC is convinced that the Institution and its departments have embraced QA related activities to an acceptable level. The EEC made recommendations regarding the way the departments and the Institution responds to recommendation in other parts of this report. As a general comment, the EEC wishes to point out that more detailed responses and clear evidence to support arguments are provided and well documented, as this is a crucial part of any QA system. Generic statements that what was suggested is done is unfortunately not satisfactory.

4.11 Internal System of Quality Assurance – Conclusions and recommendations

*Please complete the following sections regarding the **internal system of quality assurance**:*

Underline specific positive points

- The Institution has a clearly written policy and a set of specific goals regarding QA and improvement
- The QA and improvement process is fair and well communicated to students and teaching staff.
- The overall attitude of administrators and teaching staff towards the external evaluation process is very positive.
- Teaching staff are eager to keep the content of their curricula up to date and promote a culture of excellence among the student body.
- Educational objectives have been formulated and printed by each unit.
- The Institution's Erasmus Office plays a very active role in the promotion and achievement of high international mobility among students and faculty members.
- In relation to library and information services, there is evidence of sufficient support.
- The Institution has in place an efficient system for recording and analyzing data relevant to quality indicators.
- The system maintains awareness of the quality and direction of the Institution.
- The system holds people accountable and focuses people on improving.
- The system forces people to think more strategically and defines the aims of the Institution.
- The system unifies the efforts of academic staff and administration to achieve those aims.

Underline specific negative points

- Although the institutional QA and improvement policies have been in place since 2008, there are a few academic units that still do not participate in the process.
- Only a small number of students become involved in the QA and improvement process.
- Only few units provide online comprehensive information about their programs of study, the teaching staff, and career opportunities for students.
- Evaluation systems are still seen by students as identifiable back to them, creating an environment of suspicion and unwillingness to contribute.

Make your suggestions for further development of the positive points

- Increase participation of the teaching and administrative staff, current students, both pre- and post- graduates, and professionals who have graduated from the Institution.
- In the design of learning outcomes, place a greater emphasis on high-order thinking skills (e.g., abilities to analyze, synthesize, and evaluate).
- Increase communication among units and share resources and experiences.

Make your suggestions on needed steps for improvement

- Fully engage all academic units in the QA process.
- Provide IT support to all academic units for the online publication of comprehensive information about their programmes of study, the teaching staff, their research work and field of interest, and career opportunities for students.
- Make documentation available in English.

5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION

5.1 Central Administration Services of the Institution

The operation of the central administration services of the Institution in regard to the various matters as presented below.

During the meeting with Central Administration staff, the EEC was presented with the following data, which was discussed extensively regarding its validity:

Special Account for Research Funds (SARF)
SARF is the central administrative service which supports all decisions of the Research Committee. It is responsible for the financial management of educational, research and development programs, which are funded either externally (mainly EU funds) or internally (by its reserve fund which is created from the 15% surplus on all budgets). SARF has been certified for its adequacy in project management, by the Hellenic Organization for Standardization.
The budget which is managed by SARF has increased by 63% during the last five years. The permanent administrative staff working in SARF is limited to three (3), but is assisted by contract personnel funded by its reserve fund.
The number of projects managed by SARF has increased twofold during the last five years (IER). Most projects are "low-budget" (below 50 000 € each), and employ a small number of staff (below 10).
Very few projects are funded by the private sector.
Most projects are in applied research.
The School with the largest contribution in terms of projects is the School of Agriculture, Food Technology and Nutrition.

Financial services
The Directorate of Financial Services manages all national subsidies to the Institution. These include the regular budget and the budget for public investments. The largest subsidy comes in the form of the regular budget.
Financial management is based on State laws and regulations. All financial decisions are decided by the President and approved by the Council.
Total budget was reduced by 52% during the last five years due to cuts in state subsidies.
The permanent administrative personnel working in the Directorate has decreased slightly during the last five years but remains high.

Supplies Department
The Supplies Department belongs to the Financial Services Directorate. It manages the financial competitions for the provision of supplies. Although the number of competitions decreased by 40% since 2010, the budget increased by 60%. Most competitions were low-budget (πρόχειρος διαγωνισμός).
The number of permanent administrative staff has decreased by 40% since 2010.

Technical Services

The department of Technical Services has seven administrative / technical members of staff who engage in the editing of the yearly Program of Tasks (maintenance and new constructions), and keeping Store of Materials. The total area of constructions maintained by the Department is 72.536,83 m2 (including the building at Kilkis which is not in use).

In the last year, the number of Tasks increased by 46% but the budget decreased by 100%. The number of staff decreased by 58% since 2010.

IT Services

The Department of IT Services maintains the following services: NOC (Network Operations Centre), Information System PYTHIA, Information System MOODLE, Digital Telephone Centre, Information Islets, Teleconferencing Room. The number of staff engaged in the Department is 5 members of permanent and contract personnel. The number decreased by 37% in the last year, although the load of maintenance tasks remained the same.

Student Support Services

The services available to students include: Construction of facilities for students with Special Needs, provision of companions to students with Special Needs and Medical Care to all students.

A large number of students have received medical care on campus, by the two nurses at the Medical Centre. The medical centre also organizes blood donation by students and staff regularly.

DASTA

DASTA is the administrative Department which coordinates the Career Office, the Office of Practical Training, and the Unit of Innovation. The Department engages eleven (11) staff members who engage in:

- Practical training placements
- Provision of information on postgraduate programs
- Career counseling
- Provision of information on student grants
- Organization of meetings and conferences
- Provision of information on professional bodies and labour market surveys
- Counseling on the creation of new enterprises
- Provision of information for new entrepreneurs
- Awards to new entrepreneurs

The Department cooperates with public and private sector professional bodies, most of which are small (with less than 30 employees).

Public/ International Relations Department

The Department coordinates Public and International Relations activities of the Institution.

The number of staff has tripled in the last years, but is still limited to three. The staff coordinates mainly the activities of LLP/ERASMUS. Other European and International programs are coordinated by academic personnel (Project Leaders). The number of student and staff exchanges has remained roughly the same in the last five years, although the number of cooperating HEIs has increased by 30%.

Foreign Language Services

The teaching of a number of foreign languages is integrated in the curricula of all departments. The demand has decreased during the last years; due to restructuring of programs, each language is taught now at one level (terminology), in most departments. The Department has ceased to exist as an independent department and all teaching personnel have moved to academic departments. Last year, four (4) languages were taught (English, French, German and Greek-for-foreigners). There are seven (7) teachers of foreign languages who are permanent members of staff.

The infrastructure includes five (5) teaching rooms (special for foreign languages).

Social and cultural activities

The social and cultural activities at the Institution include sports (basket-ball, foot-ball, martial arts, and archery and field sports), dancing, theatrical acting, music, exhibitions, book presentations and environmental actions. A large number of students and staff participate in the events, which take place on campus.

Only one permanent member of staff is engaged in social activities and most activities run voluntarily by members of the teaching staff.

Halls of residence and refectory services

The Department coordinates the management of student housing and student catering. The number of students using the housing facilities has remained the same, while the number of students using the catering facilities has decreased during the last five years by 32%. The number of staff has increased threefold.

Library

The central library is situated on campus, is equipped with modern facilities and bibliography and gives free access to all members of the academic community. More specifically, they give free access to 35000 book titles in online bibliographic and full text data bases, through SEAB, WEB Science and electronic books. There is total management of hard and soft materials in ILS environment. The library is a member of the Network for University Libraries.

It has a reading area of 200 m2 while there are programs for informational literacy, live and online through the portal callisto.lib.teithe.gr.

The yearly budget is above 20 000 €, although it was reduced by 43% during the last 4 years.

The services provided by the library are evaluated by students in the framework of QA. Results are fed back to the library in order to make improvements.

The staff working in the Library decreased by 38% during the last five years but remains adequate (8 permanent members of administrative staff).

The number of students using the library increased by 50% during the last five years, while the number of students using the reading area reduced by 28%.

The total budget as well as the budget used for the enrichment of the library increases steadily in the last five years, with the exception of 2013 when it increased twofold.

Please decide in respect to the specific evaluation area (&5.1):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

The EEC wishes to make no further comment.

5.2 Operation of the Central Administration of the Institution – Conclusions and recommendations

*Please complete the following sections regarding the **operation of the Institution's central administration***:

Underline specific positive points:
- o The focus is on student care services (SSN, health, housing, catering).
- o Library services are extensive and satisfactory.

Underline specific negative points:
- o The distribution of staff among the several administrative departments does not correspond to the workload of each department.
- o There is a shortage of Information Technology experts supporting the infrastructure available.
- o The operation of the Department of Public/International Relations is below international standards.
- o There is no official and thorough training of staff, appropriate to the level of management they are asked to apply.

Make your suggestions for further development of the positive points:
- o Student health care provided can be enhanced. The employment of a full time physician can raise the level of care as well as the extent of services available to students.
- o Student housing management including maintenance can be improved in order to make the campus more attractive to students and more lively.

Make your suggestions on needed steps for improvement:
- o The EEC feels that the Department of public/ international relations should be upgraded in staff and in responsibilities, in order to be able to undertake the coordination of all international and European programs, as well as activities to promote the visibility of the Institution locally, nationally and internationally.
- o The EEC feels that all administrative staff needs to be trained in managerial competencies and skills, so that they can undertake responsibilities at levels appropriate for a HEI.
- o The EEC feels that the Institution needs to seek funds to employ contract staff with expertise and experience in Information Systems, so that all such systems can operate to their maximum capacity. Also an interface linking all Systems will be beneficial to the sharing of information among different departments.
- o The EEC feels that an internal evaluation of all administrative services can lead to a more effective assignment of duties to staff.

6. FINAL CONCLUSION AND RECOMMENDATIONS

In connection with the

- General operation of the Institution
- Development of the Institution to this date and its present situation
- Institution's readiness and capability to change/improve
- Internal system of Quality Assurance of the Institution

Please complete the following sections:

Underline specific positive points

Academic:

- Modern disciplines producing graduates with high employability.
- Disciplines in areas crucial for the economic development of the country (tourism, agriculture).
- Laboratory training of students during their studies.
- Six-month practical training of students outside the Institution, in real employment/job environments.
- Teaching research through the final year research project in all departments.
- Widespread use of new teaching methods and facilities using web and electronic applications.
- High quality teaching staff.
- Teaching staff with industrial experience.

Research:

- Diversity of research activities in applied sciences and technology.
- Continuous enhancement of research through new, highly qualified staff.
- Coordinating or participating in research projects with external funding.

Infrastructure:

- Campus infrastructure with central student services.
- Teaching facilities (teaching rooms, amphitheatres, laboratories, agricultural fields, plants).
- Specialized equipment and self-owned facilities.

Services:

- Student friendly services.
- Central administration services.
- Library and information.
- Student hospitality areas.
- Sports areas.
- Student health services.

Outreach:

- High employability of graduates.

- Strong links with local industry and businesses.
- Relations with other institutions in research and academic activities.
- Historical bonds with local authorities and businesses that led to long lasting relations based on mutual trust.
- Convenient geographical location, at the crossroads of east-west and north-south major national road axes.

Quality Assurance:

- Established procedures for student assessment of teaching and teachers.
- Established procedures for follow-up of careers of graduates and assessment of their studying experience.
- Established procedure for self-assessment of teaching and administrative staff.
- Quality consciousness in entire academic community.
- Continuous improvement of QA system, through follow-up.

Underline specific negative points

Academic:

- The Institution was first established 31 years ago, and absorbed all teaching staff of a previous Institution with lower qualifications.
- Heavy teaching load of staff in all departments.
- Low student attendance of theoretical subjects.

Research:

- Not yet clearly determined Institution Research Policy or Strategy
- Lack of financial aid to cover the cost for experts who can facilitate applications.

Infrastructure:

- Low rate of renewing teaching equipment and facilities.

Services:

- Online services can be improved.

Outreach:

- Internationalization measures not yet established.

Quality Assurance:

- No motivation measures yet established.

Make your suggestions for further development of the positive points:

- Maintain practical content and other key elements of the curriculum that ensure the Institution has a competitive advantage
- Increase further the research output and support mechanisms to increase funding received through national and international research programs
- Increase involvement of industry and alumni in the processes and activities
- Strengthen QA processes even further

Make your suggestions on needed steps for improvement:

Academic Teaching, learning, staff

- The relationship between programme outcomes and learning objectives should be better defined.
- The achievement of programme outcomes should be monitored more closely.
- Supporting personnel for academic staff, especially for laboratory supervision should be considered.
- A list of resources, especially software, should be readily available. This will enhance intra- and inter-departmental collaboration.
- When responding to specific recommendations made by external evaluation committees and other bodies, the response should be thorough and well-documented so that the actions taken to address recommendations can be assessed.
- A formal system of awards and rewards to encourage and recognise excellence for academic, professional staff, students and alumni should be established.
- Current efforts to deliver teaching and learning materials online should be unified and completed across all courses and all degree programmes.
- Prior to transferring teaching content online, obsolete and outdated material should be deleted. In addition, the quality of documentation should be improved where possible.
- The content of each course should be updated periodically to keep inline with current knowledge and latest developments.
- Development and training programs should be adopted to enhance advanced learning for academic and professional staff.
- Exposing students to professional practices and environments earlier in their programmes and prior to the final practical placement is highly recommended.
- The design, development and implementation of courses and curricula must reflect and serve the needs of the local industry and professional community and society at large.
- Introducing PhD programs, subject to legislative changes, would be a challenge as it would impose severe stress with the existing demands placed on academic staff due to already high teaching workloads. The Institution should develop strategies to deal with the possibility of introducing PhD programmes, or otherwise. Both possible directions would impact profoundly on staff, resources, infrastructure, development strategy and the entire Institution.

Research grants, papers, research office

- Inter- and intra-departmental research collaboration should be encouraged.
- Research collaboration with other institutions should be strengthened.
- A research report should be produced at institutional level annually. Such report should be widely disseminated and be made available.
- A centralised unit within the institution to support research should be established.
- When reporting research output a distinction should be made between projects applying existing know-how and research projects that lead to new

knowledge. It should be noted that only research output that adds to existing knowledge contributes to the positive growth of the institution.

- Strategies and systems should be developed and implemented to increase funding received through competitive national and international agencies.
- Increased participation of academic staff in research projects should be made a priority.
- Inter-laboratory collaboration should be enhanced to optimise use of equipment and increase output.

Services and infrastructure

- Upgrading signage and presenting information in foreign language(s) throughout campus will enhance the already positive image of the institution.
- Involving Institution's personnel and capitalising on other resources to improve grounds, facilities and buildings would not only improve its image but would also deliver multi-dimensional benefits.
- Organising physical activities for students should be done on a more regular basis.
- Upgrading of teaching laboratories and classrooms should be prioritised.
- Optimising of energy usage should be a key performance indicator.

Outreach

- The involvement and contribution of industry and other key stakeholders to the processes of the institutions should be enhanced.
- Strategies to internationalise the institution further should be developed and implemented.
- It is emphasised that urgent steps should be taken to ensure online presence of the Institution is provided in English as soon as possible.
- An Annual Report for the institution should be produced.

QA

- Quality assurance concepts should be further integrated in all processes and procedures. Continuous improvement and excellence should be the culture of the institution. This will enhance institutional and personal pride and undeniable sense of achievement.
- Efforts should be made to collect, analyse and document mainly pertinent information to the monitoring of processes and services to improve performance. Such information should be succinctly documented.

Online Portal

- Significant development and improvement is needed.

6.1 Final decision of the EEC

Please decide in respect to the overall Institutional evaluation:	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Overarching impression: The EEC noted the hard work and progress of the institution over the last few years towards improving all procedures and processes. The QA process has started to deliver excellence in teaching and learning processes, services, outreach and relation with all key stakeholders. The institution will benefit by developing more strategic approaches and documentation, including academic, research, internationalisation and other key strategies.

Overarching recommendations

The EEC recommends that the messages of the report are unpacked and a specific list of action addressing them is developed. The list should include clear implementation plans, responsibility and authority for such implementation plans, timescales, deliverables and other specific measures to ensure that the Institution moves forward.

The EEC is confident that the Institution will benefit from its first external evaluation process.

The EEC recommends that each Department learn from the others as theis document includes specific input from all departments. The EEC believes that cross-fertilisation of ideas will deliver ever-higher excellence in all activities pursued by the Institution.

The Members of the Committee

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**ALEXANDER TECHNOLOGICAL
EDUCATIONAL INSTITUTE OF
THESSALONIKI**

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Name and Surname   Signature

Prof. Peter Kokkinos

Georgetown University, U.S.A.

Prof. Loucas Petronicolos

University of Wisconsin - Oshkosh, U.S.A.

Prof. Eleni Hadjiconstantinou

Frederick University, Cyprus

Prof. Vassilios Agelidis

University of New South Wales, Australia

Dr. Spyridon Bellas

Ministry of Reconstruction of Production, Environment & Energy, Greece