



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Undergraduate Study Programme in Operation of:

Management Science and Technology

Institution: International Hellenic University

Date: 29 April 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Management Science and Technology** of the **International Hellenic University** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Management Science and Technology** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. George Vozikis** (Chair)
California State University, Fresno, United States of America
2. **Prof. Emeritus Spyros Economides**
California State University, East Bay, United States of America
3. **Prof. George Papadopoulos**
University of Cyprus, Cyprus
4. **Mr. Christos Kopatsaris**
Member of the Economic Chamber of Greece, Greece
5. **Mr. Triantafyllos Zervas**
Student of UGP in Business Administration, Hellenic Open University, Greece

II. Review Procedure and Documentation

Teleconference with the Vice-Rector/President of MODIP & the Head of the Department

1. Prof. Kalliopi Makridou (Vice – Rector / President of MODIP)
2. Prof. Vassilios Chatzis (Head of Management Science and Technology department)

The Department Chair gave a presentation which was in effect the content of PART A.III, below, the profile of the Department. He made some additional comments such as that 75% of the incoming students in the academic year 2020-2021 had this Department as one of their top 3 choices. He attributed this favourable occurrence to the fact that the Department's knowledge curriculum combined business and technology (information science/ informatics), primarily, knowledge and training that is very desirable in today's job market and offered by only five other departments in the country. Regrettably, however, the Department has not been able to secure professional credentials (επαγγελματικά δικαιώματα) for the graduates of the program because it has only been in existence for two years. In fact, there are no graduates yet.

Teleconference with OMEA & MODIP representatives

1. Prof. Vassilios Mardiris (Head of OMEA)
2. Prof. Vassilios Chatzis (OMEA member, Head of Management Science and Technology department)
3. Assistant Prof. Leonidas Fraggidis (OMEA member)
4. Assistant Prof. Kosmas Kosmidis (OMEA member)
5. Prof. Maria Papageorgiou (MODIP Member)
6. Mrs. Maria Tsantouka, (MODIP Staff)

The entire time available for this meeting was dedicated to a power point presentation of Professor Mardiris elaborating the Department's response to the 12 Principles that ETHAAE requires of all Departments to comply with to satisfy the requirements for accreditation. The EEAP members had the opportunity to ask questions during this interactive session.

Teleconference with teaching staff members

1. Prof. Ioannis Gerontidis
2. Prof. Efstathios Dimitriadis
3. Prof. Nikolaos Theriou
4. Prof. Irene Kamenidou
5. Prof. Dimitrios Maditinos
6. Prof. Spyridon Mamalis
7. Associate Prof. Georgios Theriou
8. Associate Prof. Lazaros Sarigiannidis
9. Assistant Prof. Stylianos Krinidis
10. Assistant Prof. Ifigenia Mylona

The main topic of discussion in this meeting was regarding the Departmental need for additional faculty members to meet the instructional load. It was revealed that there is an outstanding authorization for one additional faculty member to be hired who will mainly teach courses related to tourism while allocating a good portion of his/her time to a Tourism Institute to be established soon in the city of Kavala. EEAP members expressed their concern regarding tourism related courses to be introduced into the curriculum as this might detract from the focus from the niche that the Department is focusing on with a good chance to expand its reputation in Northern Greece.

Teleconference with students

The students expressed their satisfaction in terms of instructional performance, congeniality, with the faculty members and easy access to the departmental facilities and services. They welcomed the fact of having practical training / internships established as a mandatory requirement in the curriculum. They were somewhat critical of the facilities maintenance that they felt is lacking. They also mentioned that they experience a certain degree of duplication in the material coverage of some courses. As expected, the answer to the question regarding their knowledge and awareness about the departmental and institutional Quality Assurance policy was limited. Their only active contribution is the participation in class evaluations. A couple of students mentioned that they have noticed few limited corrective actions in their academic experience which have resulted from the student evaluations comments.

Online Video Tour of Facilities and Discussion

1. Prof. Vassilios Chatzis
2. Prof. Vassilios Mardiris
3. Assistant Prof. Leonidas Fraggidis
4. Mr. Fotios Panagiotopoulos, Laboratory Teaching Staff
5. Mr. Alexandros Giaki, Laboratory Teaching Staff
6. Mr. Charilaos Mizas, Technical & Teaching Staff
7. Mrs. Olga Vergopoulou, Chief Secretary Office
8. Mrs. Eleni Tokousbalidou, Secretary Office
9. Mrs. Anna Moschou, Secretary Office

This session mainly included the presentation of a nicely done video about the university environment, location, and facilities. Classrooms, laboratories, departmental and institutional service offices that are available to the students were shown and explained.

Teleconference with employers, social partners

1. Dr. Georgios Michailidis, (Kavala city Deputy Mayor of Digital Services and Youth Planning Development)
2. Dr. Vassilis Aggelidis (Director of Administration, Finance and Information Technology at the General Hospital of Kavala)

3. Mrs. Stamatoula Karagianni, (Financial Manager - Intertruck S.A., Logistics Services, Thessaloniki)
4. Dr. Dimitrios Vezeris (General manager - IONIKI Business Group, Xanthi)
5. Dr. Dimitrios Stylidis, (Manager, The Anthemion House - Hotel, Kavala)
6. Mrs. Katerina Nassou (Web strategist & COO, Manbiz - digital services, Kavala)

All the External Partners were pleased to see mandatory student practical training be initiated since they anticipate mutual benefits for the university community and businesses in Eastern Macedonia and elsewhere, especially because of the rather unique curriculum of the Department. They agreed that the interaction between the Department and the business community, which is now on an informal, ad-hoc basis, would be substantially enhanced with the establishment of an institutionalized Advisory Board. A hospital executive pointed out that there has been a notable cooperation between the Department and the health sector in the local area for some time. When a local government official was asked if there is any type of funding support to the institution by the local government, he replied that there is none, because an institutionalized platform to manage this activity does not exist.

Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP

1. Prof. Kalliopi Makridou (Vice – Rector / President of MODIP)
2. Prof. Vassilios Chatzis (Head of Management Science and Technology department, OMEA member)
3. Prof. Vassilios Mardiris (Head of OMEA)
4. Assistant Prof. Leonidas Fraggidis (OMEA member)
5. Assistant Prof. Kosmas Kosmidis (OMEA member)
6. Prof. Vassiliki Vrana (MODIP Member)
7. Mrs. Kalliopi Kazaki (MODIP Staff)

In this final meeting, the EEAP president, Prof. George Vozikis gave an overview of the panel's experience and impressions during the visit. The EEAP acknowledged the tremendous overload that the OMEA and MODIP teams must undertake on top of their regular tasks and responsibilities and reiterated the intent to make this known once again to ETHAAE. The subject regarding the prospective hiring of an additional faculty member who is expected to undertake the teaching of some courses in tourism came up once again, and the Department Chair gave his arguments to justify the decision and appease the concerns of the EEAP. The EEAP questioned the feasibility of the departmental graduates to be granted professional credentials to practice accounting with only two courses of accounting in the curriculum. Prof. Kosmidis who oversees the Finance and Accounting area of the curriculum gave a satisfactory argument defending the corresponding curriculum requirements, coupled with a commitment to further investigate the issue.

III. New Undergraduate Study Programme in operation Profile

The Department of Management Science and Technology is one of 8 departments of the School of Economy and Business Administration of the International Hellenic University located in the city of Kavala in Northern Greece.

Facilities Infrastructure Profile

There is approximately 9,000 m² space available for the operation of the Department. There are six (6) specially equipped classrooms with a capacity of 40-60 students and four (4) classrooms of 70-90 students, a large university auditorium is also available for use, as needed. There are nine (9) computer laboratory rooms with capacity for 20-25 stations per room and a total of 160 desktop computers.

There are two research laboratories, (1) Laboratory of Criminality and Management of Digital Data and (2) Laboratory of Innovation, Creativity and Competitiveness of Businesses and Organizations.

There is a computer centre, a library, an administration office, a conference room, faculty offices, and student dining and residential facilities. There are special ramps at the entrance to the library and the building with the administrative office, the faculty offices, the classrooms, and laboratories for easy access by the disabled. There is also an elevator for access to the first floor of the library building. The operation of the Department does not require new building infrastructures, as the existing ones cover teaching and practical training needs in suitable laboratory spaces for the students.

Undergraduate Studies Program Profile

The Department's Undergraduate Program of Studies was redesigned upon its establishment in 2019 when the Technological Educational Institute (TEI) of Eastern Macedonia and Thrace merged with the International Hellenic University. The program does not include any courses of its predecessor curriculum of the Department of Business Administration of the TEI. The content of the taught courses in the new program has significant differences in the scientific subject as well as in the level of scientific knowledge and learning results compared to those taught in the TEI. The goal of the new program is the promotion of research and teaching in the wider interdisciplinary field of Administrative Science and Technology for the benefit of society and science, aiming to match the standards of the best institutions of higher education in European countries.

The program is an eight-semester program with 240 ECTS units awarded upon graduation with a mix of required core and elective courses, offering two study tracks:

- Strategy, Entrepreneurship, and Human Resources (Management Science Track)
- Technology and Information Systems (Technology Track)

Each major includes six (6) compulsory specialty (major) courses and four (4) additional courses of choice from the elective courses offered for each major.

Student Profile

The optimal number of students for the smooth operation of the Department is estimated to be 100 incoming students per year, a number which may gradually increase to 120. This number is formally requested and communicated to the Ministry of Education which instead dictated an arbitrary number of 335 to be admitted in 2021. In April of 2023 there were 490 male students and 259 female students. The ratio of students per faculty member was 50:1 for regular Faculty and 30:1 for all instructors. The percentage of students for the Management Science Track is 80%, and for the Technology Track is 19.3%.

Due to its establishment in 2019, the Department does not have any graduates yet and it has made the necessary curriculum provisions, as required, to offer the choice to the students who were caught in the merging transition to either continue and graduate with a degree under the old TEI curriculum or graduate with a degree under the new department curriculum by taking a few additional courses to satisfy the requirements of the new, upgraded Undergraduate Study Program.

Academic and Technical Personnel Profile

As of the submission date of the Accreditation Proposal, the departmental academic and technical personnel included 15 faculty members of which 7 are Professors, 4 Associate Professors, 4 Assistant Professors, and also 2 Application Lecturers, as well as 1 Emeritus Professor. Also, there are 3 laboratory teaching instructors (EDIP) and 1 laboratory technician (ETEP). Finally, there is a 3-member administrative personnel.

The Department feels that additional scientific and technical administrative staff is required. As of the academic year 2021-2022, the existing permanent staff was sufficient to cover approximately 80% of educational needs. The remaining 20% has been covered by temporary staff. In the future, it will be necessary on the one hand to immediately replace retiring faculty members and a gradual reinforcement with at least 1 new faculty member per year to address the needs covered by temporary staff and to implement the Department's planning for the operation of new curriculum options in majors.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities, or risks from the operation of new academic units and study programs and plan all the necessary actions towards the achievement of their goals. The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes. More specifically, the feasibility study of the new undergraduate study programs should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems. During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be place upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study program should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field for the new department.

c. The documentation of the feasibility of the operation of the department and the study program

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map: the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank, and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum.*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation.*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

The Department of Management Science and Technology at the International Hellenic University, which is based in the city of Kavala, was established in the year 2019. The Department runs an undergraduate (UG) program in Management Science and Technology, resembling a program of studies in line with other well-established similar in nature Departments in Greece (notably the same in name Department of the Athens University of Economics and Business) but also at the international level (such as similar Departments at the Technical University of Milano, EPFL, etc.). Currently, the Department welcomes approximately 150 students each academic year, which is close to what the Department can currently support (even though when it started operating the intake was more than double). Beyond the UG program, the Department also offers five Postgraduate (PG) courses: Business Administration and Organizations for Executives, Business Administration with International Orientation, Digital Marketing, Information Systems, and Tourism Business Administration for Executives.

Currently, there are approximately 2777 UG students, 293 PG students and 11 PhD students hosted at the Department. Regarding its UG program, the Department offers 54 courses out of which a student is required to enrol and successfully pass 37 of them in order to graduate (this is equivalent to 240 ECTS). Furthermore, a student should complete a three-month industrial placement. Also, a student can substitute one of the advanced electives with a thesis project which is equal to 6 ECTS (as any other course). A student chooses one of two directions, namely Strategy, Entrepreneurship, and Human Resources or Technology and Information Systems, at the beginning of the 6th semester. The emphasis of the curriculum is on the interdisciplinary integration of technological, economic and administrative sciences. More specifically, the purpose of the UG program is to create executives with basic knowledge of management science framed with knowledge and skills of management and use of modern technologies but also with the necessary administrative and leadership skills.

The Department intersects across 10 amphitheatres (with a capacity ranging from 40 to 90) and 7 labs that can be used for different practical components in different courses and for research. There is also another bigger amphitheatre with a capacity of 300 that is shared with other Departments of the University. For every taught course in the curriculum and in both semesters the Department conducts electronic evaluations about the delivery of the course using questionnaires that are distributed to the students. In terms of the delivery of the courses student feedback is considered. More specifically, the students are given a questionnaire that covers a wide range of questions and allows students to provide detailed feedback on a large number of aspects related to the quality of the teaching. Members of staff are involved in state-of-the-art research and contribute to their corresponding research scope areas. During the discussions with the faculty, evidence has been offered to the Panel to indicate how the research is linked to teaching and how it propagates to the students in

the Department. This activity is enhanced via the research activities of two labs, namely the Electronic Criminology & Digital Data Management Lab as well as the Business Innovation, Creativity and Competitiveness (BICC) Lab.

II. Analysis

The number of admitted students is more or less in line with other similar Departments within the national sector. The student to staff ratio (8 to 1) is appropriate and the teaching workload of the faculty (around 10 hours per week) is within acceptable limits.

The available facilities are adequate. The UG program of study reflects the needs of the national market. However, there is concern regarding the fact that around 80% of the students prefer the Strategy, Entrepreneurship, and Human Resources specialisation, which creates a significant imbalance with respect to the other offered specialisation of Technology and Information Systems.

The faculty believes this problem will be alleviated if they are allowed to get students from the 2nd cycle of national university entrance exams, which targets more technological fields (such as Computer Science). The thesis option of 6 ECTS may be insufficient, especially for the more technological specialization of Technology and Information Systems and the lack of prerequisites may be weakening the capacity of the UG program to pass on to the students the intended technical know-how. Further expansion of the faculty with more academic staff is recommended but their areas of interest should strengthen the current philosophy and strategy of the Department and avoid any confusion or diluting of its central strategic planning.

III. Conclusions

The Panel is satisfied with the synthesis and the quality of the offered courses that constitute the UG program. Members of staff are research active, and they are heavily engaged in the day-to-day operation of the Department as they strive to provide a high quality program at both UG and PG levels. Their research and teaching roles are facilitated by professional administrative staff that provide services to both students and staff in the Unit in a robust and timely fashion. Overall infrastructure is adequate, and further recruitment of academic staff is strongly recommended. Some aspects of the UG program need to be improved.

Panel Judgement

Principle 1: Strategic planning, feasibility, and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility, and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Admit students from the 2nd cycle in the national university entrance exams.

R1.2 Introduce prerequisites.

R1.3 Strengthen the thesis project with more ECTS.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. To implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

According to the faculty interviews, the Department used as a model for the cycle of their program and most of their courses the curriculum of the Economic University of Athens, the premier Business School in Greece. They have also developed *gratis*, close ties with both the administration and the faculty there

and engage into many seminars and intellectual exchanges in order to make sure they strictly follow this very useful and beneficial for the department model. That in itself is the core of their Quality Assurance Policy among additional activities that complement it, especially in reference to the name of the University being International Hellenic University.

Since the Department emanated from a Technical Educational Institute (TEI) with an exclusive focus on the practical side of the taught subjects, to a university status level, the Department and its faculty needed to begin adding a complementary research orientation with some surprising success. They have developed a postgraduate exchange program with Greenwich University in the U.K. and have made efforts to connect with other European Universities regarding their doctoral programs. Additionally, they have had a great deal of success with the Erasmus program with many students participating before the Covid pandemic, and now trying to bring those numbers back up. Faculty also will be receiving sabbaticals through Erasmus to add an international flare to the faculty of the department. Finally, students and faculty are encouraged to participate in international meetings and conferences connected to their field. As a matter of fact, two faculty during the faculty interviews communicated with the committee from Germany where they and some of their students were participating in an international meeting with many other universities present. These movements and directions of the program have been sufficiently communicated to faculty, students, and staff so all components of the Department are on the same page, and the quality of the department is assured for the future.

II. Analysis

There are some signs of continuous improvement in the department. For example, there is a disparity between the number of students that are interested and choose to concentrate in the Business Administration area of the department rather than the Management Science area of the order of 80% vs. 20%. However, the very same day of the committee's visit, it was reported that the gap has been narrowed to 73% vs. 27% and that is encouraging because the Department would have a hard time to man the Business Administration courses. That in itself shows how the department deals with obstacles to the achievement of the Quality Assurance Policy that should be the paramount objective of the department. On the other hand, we observed some desire or need by certain faculty to add some non-related, directly at least, courses that would jumble the overall clear direction of the Department and weaken the focus of the model that was transposed from the Economic University of Athens, a tested and robust template toward a similar program for Northeastern Greece. The inauguration of a Tourism Institute which has not been activated yet, may create waves of change in the department which may not be advisable,

especially since there are no faculty in that specific area, and any changes in the programs of study need to be approved by the Ministry and it will take many years to be approved. The faculty to student ratio is about 50:1 and there is a valiant effort to satisfy the demand of the students for the department's programs. There is a request to the Ministry of Education for two additional positions that if approved, will be operational in a couple of years.

The instructional facilities are impressive, but funds for their maintenance and repairs are thin, and some additional monies are provided by the postgraduate programs where the department is allowed to charge fees. Additionally, there are possibilities of procuring services to local businesses by the electronic criminality and economic labs of the department. When faculty are engaged in grants and consulting the university charges an overhead contribution of 10+5% and if and when the Department's incubators produce inventions that may translate into commercial innovations, the Department and the university will share the Intellectual Property with the faculty and/or the student.

III. Conclusions

It seems that the direction and the goals of the Administration and the Department are in sync and there is continuous improvement in the efforts to emulate as much as possible the Economic University of Athens template and its quality. These goals and the efforts to accomplish them are sufficiently communicated to the academic community of the Department, and some specific, relevant, and timely objectives are set, especially as they relate to the students, and the faculty evaluations but whether they are achievable or not, remains to be seen, since the Department has not graduated its first class yet having been formed only in 2019. The Department also monitors the practical Internships, which are a major segment of a student's practical experience such as with the City Hall, the Regional Hospital, and other organizations with main emphasis in MIS, Management, and Finance. The measurement of the effectiveness of these services is much easier to monitor and evaluate the interface with the external stakeholders.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Stick to what the original quality goals and do not deviate from the main core areas of Business Administration and Informatics.

R2.2 Strengthen the internationalization of the program with more activities, exchanges, programs with Erasmus etc. both with incoming and outgoing students to justify the university's name and mission.

R2.3 Specify the types of consultation, feedback, and exchanges with EUA and the comparable departments of the Aristotelian University of Thessaloniki in order to use them as areas for continuous improvement.

R2.4 Structure the internship programs as a course with a faculty advisor and a final report due at the end of the internship.

R2.5 Specify the benefits vs. the costs of all the international programs and concentrate on the ones with the biggest payoff.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications, and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes, and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution. The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP.*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide.*
- *Course outlines.*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship).*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

Study Programme Compliance

As mentioned earlier, the Department will graduate its first batch of students in 2024, however the incoming students are aware of the quality of the program, and this is proven by the fact that many of them declare this Department and University within their first three choices during their panhellenic university entrance exams. It seems

that the content and the structure of the Program of Undergraduate Studies (UGP), which was developed by having the Economic University of Athens as a model and absolute standard, along with the professional orientation that this specific Department has in relationship to possible employment after graduation, is very attractive and contains a full scientific education along with practical training. This is because the faculty, even though they still cannot be compared in terms of academic quality with a long-established university, they possess many diverse skills and can teach the range of courses from MIS to Scientific Criminality and from Management and Marketing to Strategic Management and Entrepreneurship that the Economic University of Athens model commands in order to design and create the program that is based on these tough standards. However, there is a need for a more structured curriculum with logical sequences of prerequisites. Finally, the Department is in constant consultation with two departments at the Aristotelian University of Thessaloniki in similar educational fields, in order to derive additional input about the specific needs of Northern Greece and the appropriate standards needed in relation to the Departmental offerings.

II. Analysis

The Department has achieved a great deal in such a short time. The faculty, the Department head, and the Vice President of the University are pursuing with diligence the development of a quality undergraduate program that they can be proud of. Another strong point in making sure that the quality of the undergraduate program remains strong, is the involvement of the external stakeholders that believe in the quality of the departmental educational offerings and teaching, and “positively vote” by picking a lot of students for internships in their place of business, in areas such as Digital Marketing, Electronic Criminality, MIS and other areas. Quite often these students remain as employees once they graduate. The major weak point is the uneven balance between Business Administration “majors” and “technology” majors, which as mentioned earlier, is beginning to wane, and is hoped it will come close to fifty-fifty in the future. One of the objectives to remedy this imbalance is by reducing the to achieve a better balance closer to fifty-fifty.

The plan and its related quality assurance and monitoring is presented in documents B9, B5, and B24 submitted in the Departmental proposal for accreditation (B1) to the EEAP with subgoals especially concerning sustainability of this quality assurance. The feasibility and sustainability of the program aims at producing an exclusive hybrid educational program that will stand out as unique, especially in the region of North-eastern Greece. This will happen if the funding from the Ministry of Education continues and recognizes the achievements of the Department and the International Hellenic University. This is because in order for the quality of the program to sustain itself, additional courses need to be added, such as Finance, and especially Human Resources, that seem to be in high demand and suggested by the external regional stakeholders.

III. Conclusions

Periodic revisions of the program are undertaken with student comments and grade distribution taken into consideration with the goal of adjusting for continuous improvement. At the same time, postgraduate programs are offered which will hopefully lead to research by both faculty and students. No other evaluation departmental or otherwise has been carried out in the past since the department was founded in 2019. We recommend the establishment of a Business Advisory Council that will advise the rector, and the department head on the external stakeholder needs and at the same time, provide a forum for both administrators and faculty to bounce ideas to businesspeople and regional leaders to finetune their offerings and curricula. A similar effort should be undertaken by organizing an alumni organization which will support the school, its reputation, and engage in regional lobbying for the university. Alumni would also be excellent mentors for existing students, especially first- and second-year ones.

Panel Judgement

Principle 3: Design, approval, and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Create an external business advisory council

R3.2 Create an alumni association for mentoring incoming students

R3.3 Create a more structured curriculum program with appropriate prerequisites

R3.4 Specify the types of consultation, feedback, and exchanges with EUA and the comparable departments of the Aristotelian University of Thessaloniki in order to use them as areas for continuous improvement.

R3.5 Evaluate, monitor, and document departmental faculty progress toward promotion and tenure in terms of research, teaching, and service to the community and the profession, not only teaching.

Principle 4: Student-centered Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- ✓ *considers and uses different modes of delivery where appropriate.*
- ✓ *flexibly uses a variety of pedagogical methods.*
- ✓ *regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement.*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys.*
- ✓ *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff.*
- ✓ *promotes mutual respect in the student-teacher relationship.*
- ✓ *applies appropriate procedures for dealing with students' complaints.*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The academic program consists of classic learning methodologies and modern learning opportunities, such as lectures and case studies followed by class discussions and laboratory practice. Group activities are encouraged as well, mainly through the 2 research Laboratories of "Electronic Criminology & Digital Data Management" and "Business Innovation, Creativity and Competitiveness", as indicated in the English version of the website. Students are assessed through final exams and essays of secondary scientific research, at times. Exams consist of multiple-choice questions and case studies. Assessment criteria and teaching methods are announced prior to the beginning of each semester. Regarding student satisfaction surveys, these are conducted regularly on the 8th-10th week of each semester and in the current winter semester of 2022-2023, their completion rate reached 10,65%. The overall rating of the study program for the last semester is 3,93 out of a scale of 5. Moreover, as found in document B16, the department has set up a simple and student-friendly questionnaire that students can rate on a scale of 1-5. Students expressed the feeling that the process of satisfaction surveys does not practically improve their academic life and that they feel participation in it is an 'obligation'. Regarding the academic advisor, at the

beginning of every academic year, a faculty member is assigned to each student and is supposed to assist the student whenever needed, until the completion of the studies. Students didn't mention clear connection with their academic tutors, but expressed the feeling that contact with their professors is overall encouraged. The study program consists of mandatory core courses for the first 5 semesters and from semester 6, students are offered the possibility to choose between 2 different academic streams: 1) Strategic planning, Entrepreneurship & Human Resources and 2) Technology & Information Systems. Regarding student appeals, as mentioned in Document B17, there is a procedure in place, where appeals are moderated by a specialized faculty member rotating every one or two years and as a result, is exempted (partially or fully) from his/her academic obligations. Students didn't mention any case of submitted appeal, but stated that they feel encouraged to express themselves, when needed.

II. Analysis

The study program consists of two different scientific streams – Strategic planning, Entrepreneurship & Human Resources and Technology & Information Systems. Moreover, a plethora of elective courses is offered to all students from the 6th semester of the study program. The program teaching methodology and assessment is mainly based on traditional methods such as lectures, case-studies, final exams, and a semester essay, at times. Scepticism arises when considering the disproportional ratio of streams allocation to students, while 80% of them select the Strategic/HR stream and merely 20% decide to follow the Technology stream. Moreover, the panel positively acknowledges the initiative of the faculty members to organize a welcome event at the beginning of every academic year for the 1st year students. On the other side scepticism arises, with the strong will of the academic staff to be exempted from the 'eternal students', that practically doesn't heavily affect the staff members' workload. Last but not least, the faculty staff expressed their strong will to exceed themselves by helping students with any problem they might be facing.

III. Conclusions

The academic program is delivered in an environment characterized by respect and will for progress. Good academic practices were observed, and the faculty members expressed their strong interest to implement best practices from public Greek business schools. Further progress can be observed by raising the evaluation metrics and by balancing the ratio of stream selection.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching, and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 The Department should encourage students to fill in satisfaction surveys and actively participate in the overall evaluation process.

R4.2 The Department should encourage students to select the 'Technology & Information systems' stream, by implementing new courses or/and provide incentives.

R4.3 The Department should reduce the high student to staff ratio (50:1, including all instructional personnel).

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition, and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships.*
- ✓ *the procedures and terms for writing the thesis (diploma or degree).*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies as well as,*
- ✓ *the terms and conditions for enhancing student mobility.*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content, and status of the studies that were pursued and successfully completed (Diploma Supplement).

All the above must be made public within the context of the Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility, and student assignments*
- *Printed Diploma Supplement Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies.*

Study Programme Compliance

I. Findings

The faculty staff welcomes Incoming students by organizing a special greet event and provides newcomers with valuable information regarding student life, academic processes and sets the overall students' expectations from the study program.

The progression of the students is monitored through the electronic platform of 'E-Class', where students can view the study material from the total courses they attended, monitor their grades, and have an overall view of their academic path. Student mobility is adequately encouraged, as the institution has sent 5 Erasmus students and has received 10 incoming students from abroad. The required information regarding students' mobility is uploaded on the IHU specialized website (on a university level), which provides all necessary information for the transferred students.

The European Credit Transfer and Accumulation System (ECTS) is applied across all the curricula. A student must obtain a total of 240 ECTS points (216-222 from curriculum courses and 18 from practical training and 6 from the dissertation thesis), in order to fully complete the study program. Each lesson consists of 6 ECTS points and the minimum number of completed courses for the successful completion of the study program is 37. Moreover, throughout the course of the program the department offers 15 courses in English for the incoming Erasmus students.

The Diploma Supplement is issued without request for all graduates in Greek and in English language, as indicated in the Document B21.

The Thesis dissertation is optional for the moment. The requirements set by the institution for the implementation of the dissertation Thesis, which can be conducted after the 6th semester, are shown in Document B20 as/on Article 17. A Thesis handbook is not currently available. Moreover, the thesis consists of 6 ECTS and doesn't currently have a minimum number of words and/or pages for its successful completion.

Furthermore, as the study program premiered in October 2019 and the practical training is scheduled (a priori) to regularly begin on the 8th semester, practical training is not yet in place and the first trainees will theoretically have completed their training by August 2023. The practical training will regularly last 3 months and is obligatory for the successful completion of the program. Students mentioned that they don't yet know the businesses/stakeholders where they will complete their practical training in the upcoming period.

II. Analysis

The department consists of a good progression guide and essential information is available to all students from the beginning of their academic journey. The majority of the faculty staff

members, showed a will to support the students. Although, there are some areas of improvement that the faculty management should address.

III. Conclusions

The department staff shows a willingness to improve day by day. There is still enough room for progress, mainly regarding the topic of the dissertation thesis, the practical training framework, and the proper communication with the students. Last but not least, faculty members showed a positive attitude to support the students in whatever they may need.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

R5.1 – The department should raise the dissertation Thesis allocated ECTS and set minimum limits and quality requirements for its completion.

R5.2 – The department should organize informative consultations about the dissertation Thesis and the practical training.

R5.3 - The department should create a thesis handbook and set the thesis as obligatory.

R5.4 - The department should set prerequisites for the higher-level courses.

R5.5 - The department should set strict and specific criteria and requirements for the stakeholders' participation in the practical internship program.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training, and further development.

The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves- as mandated by law). More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support, and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

As mentioned earlier, the Department has 15 permanent teaching staff members with sufficient scientific knowledge and experience, who cover 80% of the department's teaching needs. The remaining 20% of the teaching needs concerning tutorials and laboratory courses are covered by the special teaching staff (EDIP and ETEP). Also, aiming at strengthening the permanent teaching staff, 2 new positions have been announced in the field of "Computer programming" and "Tourism development". The selection and development procedures of the members of the teaching staff are carried out in accordance with the decisions of the general assembly of the Department and in accordance with the applicable legislation. The Department grants leave of absence for teaching or research to other institutions. Short-day leaves for scientific and research opportunities for participation in conferences and seminars are also granted. It also encourages participation in mobility programs associated

with the Erasmus+ exchange programs. The process of evaluating teachers by students is coordinated by the MODIP of DIPAE and an online information system has been developed for this purpose. The process is repeated every academic semester from the 8th to the 10th week and involves all courses. According to the student evaluations, the overall average score is 4.04 out of 5 and the student satisfaction index is 80.7%. The participation of students in the evaluation of teachers according to the documentation that was given to the panel is 50%, however during the discussion with the faculty the EEAP was informed that the percentage is 10,65%. This is a wide discrepancy and needs further clarification. The departmental permanent teaching staff and researchers, based on Google Scholar, had 599 publications and 12,355 citations as of December 2021 (B23).

II. Analysis

The Department has sufficient and suitable teaching staff and based on the data given they have participation in research activities. Figures about the publications have been given up to 2021, newer figures have not been given. Also, no specific impact factor journals were mentioned. The Department encourages the mobility of the teaching staff and their participation in research programs, but no examples on how the educational activity is connected to the research were given.

III. Conclusions

The panel considers that the Department should clarify its future objectives concerning the staff recruitment and the study program. Also, the Department needs to significantly improve on research issues and it has to choose a set of refereed journals with a high impact factor for Faculty research publications.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 The Department should clarify its future objectives regarding the new teaching position on 'Tourism development', which is not related to the current core academic objectives of the Department, and which will require a revision of the undergraduate curriculum.

R6.2 The student participation in course evaluation should be increased.

R6.3 Research activities should be increased and pursued vigorously resulting in high index journals. This will lead to higher Department's research quality and can also be used for Faculty promotion and other reward granting decisions.

R6.4 Attracting more external funding (e.g., 'Horizon' program) would have a direct positive impact on the quality of research.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career, and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, to offer students, the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support, and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources.*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications, and responsibilities).*
- *Informative / promotional material given to students with reference to the available services.*

Study Programme Compliance

I. Findings

After carefully examining the proposal for accreditation (Document B1), the digital presentation of the departmental infrastructure and the campus, the presentation of MODIP and the Chair with the overview of the department, the panel has observed the issues below:

- The department offers a total of 7 research laboratories, which include an asynchronous education lab with 90 student capacity, 2 labs of 30 seats each (one Cybercrime lab and one Innovation and Entrepreneurship lab)
- The department consists of 6 lecture classrooms of 60 seats each, a lecture hall of 90 seats and a shared (university level) amphitheatre of 400 seats, a conference hall, a restaurant, dormitories, and a sports stadium that needs dire maintenance.

- The department offers a renowned IT infrastructure that consists of 160 new computers allocated in 3 halls and is accessible in lab hours or/and in lecture.
- The department shares with the university a 2-floor library of a total area of 800 sqm, which is consisted of more than 300000 books and offers a study hall with 300 seats and a campus of 9000 m².
- The department offers free food to all students and dormitories to a number of students with specific socioeconomic criteria.
- The department offers support services such as: Office365 access, electronic services through 'e-class' (student progress and evaluation system), free wi-fi access while in-campus and VPN access for internal communication.
- The department regularly informs the students of the available services provided, which are functional and accessed with electronic means.
- The department is supported by 2 administrative staff members.
- The students of the department expressed their concerns about the department building's current situation, because of water-leaks cases.
- The department secretariat is open 2 hours (11am-1pm) per day.
- Faculty members and students, mentioned several delays in the secretarial office services.

II. Analysis

The department offers access to all students to the essential facilities and services required to support a proper student life, including numerous lecture halls and labs, a restaurant, and dormitories. Moreover, the department offers internet tools like e-class and VPN, which are useful for students. Although, progress could be observed with the renovation/restoration of the existing facilities, with the increase of the administrative staff up to a number that can adequately support the relatively high numbers of active students and by training properly the available human resources. Last but not least, concern arises regarding the quality of the existing IT facilities that are used for administrative purposes.

III. Conclusions

The panel feels that the department has adequate infrastructure facilities and supports services but needs to improve the quality of the facilities and the 'student to staff' ratio more.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 The Department should Increase the number of administrative staff.

R7.2 The Department must request additional resources for the renovation/restoration of the existing facilities and hopefully improve accessibility for disabled persons.

R7.3 The Department needs to regularly monitor the state of the existing facilities and take immediate action, when needed.

R7.4 The Department must without a doubt extend the administrative office operating hours.

R7.5 The Department must train all administrative staff members and resolve any software issue that results in delays.

R7.6 The Department must update the English version of its website, to fully match the contents and terminology of the Greek version.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units, and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete except for the fields that concern graduates in which a null value is registered.

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA). at the level of the Institution, the department and the new UGP.*
- *Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record).*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme.*

Study Programme Compliance

I. Findings

The Department uses various technologies and information management systems, such as:

1. The Information System of the Electronic Secretariat
2. The Information System of MODIP of Di.Pa.E.
3. The Project Management Information System (resCom) of ELKE of Di.Pa.E.
4. The Information System of the library of Di.Pa.E.
5. The Electronic Evaluation Information System MODIP Di.P.A.
6. The Integrated Information National Quality System of ETHAAE
7. The bibliographic databases Google Scholar and Scopus.

II. Analysis

The OMEA of the Department collects, processes, analyses, and utilizes the data that capture the image of the Department. OMEA includes and presents an analysis of the collected data, through the relevant statistical indicators. It recommends improvement actions that arise as a need from the evaluation of the educational work of the teaching staff, the internal evaluation from the staff and the students and the ranking indicators. Possible actions or measures for corrections and improvements are discussed in the Department Assembly.

III. Conclusions

The above findings are in line with the panel's expectations.

Panel Judgement

Principle 8: Collection, analysis, and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R8.1 The EEAP recommends that the Department, in the future, collects data about the career progression of graduates and develops an alumni data basis.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear, and objective.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme.*
- *Bilingual version of the website of the academic unit with complete, clear and objective information.*
- *Provision for website maintenance and updating.*

Study Programme Compliance

I. Findings

The Department uses the following tools for public provision of information:

1. Website of the Department of Administrative Science and Technology.
2. Social networks
3. Study guide
4. Welcome event for first year students
5. Conferences – meetings
6. Graduates

II. Analysis

The internet site of the Department is available in Greek and English language (<https://www.mst.ihu.gr/>). The page contains information for candidates, for students and graduates as well as for services, agencies, organizations and for those who may be interested. The content of the Website of the Department is initially determined by the Assembly of the Department and is updated regularly. The announcements are published

under the responsibility of the Secretariat and the course teachers. The website is divided into the following categories: a. The Department, b. Digital services, c. Studies, d. Personnel, e. Announcements and f. Student Life. There is no information online about practical issues such as accommodation, public transport, or university and area maps.

III. Conclusions

Public information regarding the new undergraduate study program achieves substantial compliance through the department's website. As mentioned before, there was no prior consultation or information process by the Department for the formation of the undergraduate program.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 The department should calculate and publish qualitative and quantitative performance indicators and keep historical records.

R9.2 The Department should establish an institutional Advisory Board composed of departmental personnel, external business and industry partners and alumni (when there are graduates) to meet and interact periodically concerning issues of mutual interest.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up to date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum.
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process.
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders).
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes.

Study Programme Compliance

I. Findings

The departmental documents examined, and the references accessed by the EEAP for the evaluation of this Principle were:

-B1. Proposal for Accreditation

-B15. Results of Internal Evaluation Review of the Undergraduate Program of Studies

-B26.1 Internal Evaluation Review 2019-2020 of the Undergraduate Program of Studies

-Internal Evaluation Review 2019-2020 of the UG Program of Studies:

<https://www.ihu.gr/modip/wpcontent/uploads/sites/5/2021/05/%CE%9F%CE%94%CE%95%CF%83%CF%89%CF%84%CE%91%CE%BE%CE%B9%CE%BF%CE%BB%CE%BF%CE%B3%CE%B7%CF%83%CE%B7%2020.pdf>

- Internal Evaluation Review 2020-2021 of the UG Program of Studies:

<https://www.ihu.gr/modip/wp-content/uploads/sites/5/2022/09/2020-21-%CE%94%CE%B9%CE%BF%CE%B9%CE%BA%CE%B7%CF%84.%CE%95%CF%80%CE%B9%CF%83%CF%84.%CE%A4%CE%B5%CF%87%CE%BD%CE%BF%CE%BB%CE%BF%CE%B3%CE%AF%CE%B1%CF%82.pdf>

- IHU Quality Manual:

<https://www.ihu.gr/modip/wpcontent/uploads/sites/5/2021/01/%CE%913-%CE%95%CE%B3%CF%87%CE%B5%CE%B9%CF%81%CE%B9%CE%B4%CE%AF%CE%BF-%CE%A0%CE%BF%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B1%CF%82 %CE%94%CE%99%CE%A0%CE%91%CE%95.pdf>

- Quality Assurance Documents: <https://www.ihu.gr/modip/useful - documents/>)

- Departmental Presentation on Proposal for Accreditation

- ETHAAE Presentation on Evaluation/Accreditation of New UG Programs in Operation

- IHU website

II. Analysis

The purpose of the Internal Evaluation for the Department, the main responsibility for which lies with the OMEA, is to formulate final assessments regarding the suitability of the applied Quality Assurance System, as well as to make decisions on the necessary corrective, preventive or improvement interventions.

ETHAAE has published a document with guidelines for the creation and requirements of the Internal Evaluation procedure (2498-ypodeigma-ekthesis-esoterikis-aksiologisis2011) in the form of a template. At the end of this template there are several tables to be filled in with quantitative, statistical information to serve for the definition of KPI's pertinent to the evaluation.

The Department submitted two documents for the Internal Evaluations for both years of its existence in operation, 2019-2020 and 2020-2021, as referenced above. Both documents followed the format and the directions of the ETHAAE template, and values for the required quantitative indicators were entered in the tables. Appropriate conclusions and courses of action were also included.

The Department in document B1. Proposal for Accreditation also discussed its process and approach in Principle 10. However, that discussion is merely a verbal description of the Internal Evaluation process as presented in the Quality Manual of the Institution. This Quality Manual describes the Internal Evaluation process relative to the tasks, procedures to be followed and responsibilities of MODIP. Nevertheless, for the most part it applies to the OMEA responsibilities as well. It includes several documents / templates which are very useful for recording results and serving as documented evidence of the Internal Evaluation process.

III. Conclusions

The Department has demonstrated that the OMEA and MODIP teams have conducted an Internal Evaluation review for each year of its existence, implementing the process as outlined in the 2498 template mentioned above, carefully, and thoroughly. Even though the required entries were completed in the standard tables of the template, EAAP feels that beyond that, the Internal Evaluation should include predefined custom quantitative indicators appropriate to track specific goals of interest which are associated with the Department's strategic plan priorities.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R10.1 Expand the set of goals that the Department has submitted in document B9. Quality Goals of the Department, and thoroughly quantify them with KPI values. It is recommended that the Departmental goals match or are a subset of the institutional goals, supplemented by additional ones chosen from the ETHAAE documents "Ανάλυση Κριτηρίων Διασφάλισης Ποιότητας Ακαδημαϊκών Μονάδων (ΑΔΙΠ 2011) " and "Διασφάλιση της Ποιότητας στην Ανώτατη Εκπαίδευση, Ενημερωτικό φυλλάδιο (ΑΔΙΠ 2007) ", as they may pertain to the Department. Additional goals of exclusive interest to the Department should also be included.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units, and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

As this is the **first external evaluation of the department and the program**, there cannot be a full and accurate analysis of judgment and conclusions regarding the compliance and/or utilization of the recommendations of previous external evaluations of the institution and the IQAS Accreditation Report. However, based on the current analysis and conclusions of the previous principles by the panel, an attempt of an assessed analysis will be undertaken which can serve as a foundation for future accreditation rounds.

II. Analysis

The instructional facilities are impressive and more than adequate, but there is a shortage of funds for their maintenance and repairs. The only sources of funds for the department are provided by the fees that the department charges for its postgraduate program. Additionally, there are possibilities of strategic alliances with regional businesses that may need the very specific expertise that the department can provide, and which may be cost prohibitive to a small local firm. The faculty to student ratio is about 50:1 but the demand of the students for the department's programs is still very strong with an ascending trend, and the department has requested to the Ministry of Education two additional positions that if approved, will be operational in a couple of years. When faculty are engaged in grants and consulting the university charges an overhead contribution of 10+5 percent and if and when the

Department’s incubators produce inventions that may translate into commercial innovations, the Department and the university will share the Intellectual Property with the faculty and/or the student.

III. Conclusions

During the final meeting, with the administration and the faculty, the EEAP president, Prof. George Vozikis gave an overview of the panel’s experience and impressions during the visit. The EEAP acknowledged the tremendous effort that the OMEA and MODIP teams must have undertaken on top of their regular tasks and responsibilities. courses. That in itself shows how the department deals with obstacles to the achievement of the Quality Assurance Policy that is the strong motivating factor and the paramount objective of the department along with the continuous focus to the model that was transposed from the Economic University of Athens, a tested and robust template toward a similar program for North-eastern Greece.

It seems that the direction and the goals of the Administration and the Department are in sync and there is continuous improvement in the efforts to emulate as much as possible the Economic University of Athens template and its quality. These goals and the efforts to accomplish them are sufficiently communicated to the academic community of the Department, by setting specific, relevant, and timely objectives, especially concerning the faculty student evaluations. Whether they are achievable or not, remains to be seen, since the Department has not graduated its first class yet having been formed only in 2019. The Department also monitors the practical Internships, which are a major segment of a student’s practical experience such as with the City Hall, the Regional Hospital, and other organizations with main emphasis in MIS, Management, and Finance. The measurement of the effectiveness of these services is much easier to monitor and evaluate in the interface with the external stakeholders.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme.*
- *The study regulations, template for the degree and the diploma supplement.*
- *Name list of teaching staff, status, subject and the course they teach / examine.*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented.*

Study Programme Compliance

I. Findings

The Department of Management Science and Technology is a newly founded Department with a novel curriculum. It is independent of Programme studies that existed in the old TEI institution. The department has put in place provisions for the conduct of former TEI students to complete their practical training.

II. Analysis

The Department supports students of the former TEI to attend a supplemental credit program that grants them a university-level degree. There are currently around 1700

students from the former TEI that, according to the passed law 4957/2022 will have six years, starting from the academic years 2021-2022, to complete the extra courses and be awarded the University degree. Document B32 provides a comprehensive, detailed and easy to follow roadmap for those former TEI students who wish to continue their studies in the new study program.

III. Conclusions

The Panel deems the program as fully compliant with regards to Principle 12.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R12.1 The Department should encourage the remaining 1700 or so students to complete their studies or, indeed, transfer to the new university programme.

PART C: CONCLUSIONS

I. Features of Good Practice

- The innovative undergraduate Program track of Criminality and Management of Digital Data.
- The adoption of the Practical Training Exercise (Internship) as a mandatory Program Requirement.
- The high-quality undergraduate program standards is a template from the Economic University of (Athens).
- Consultation, feedback, and exchanges with the Economic University of Athens and the comparable departments of the Aristotelian University of Thessaloniki in order to use them as areas for continuous improvement.

II. Areas of Weakness

- ECTS allocated to the thesis are inadequate and the thesis is not mandatory.
- Facilities infrastructure maintenance is inadequate.
- Inadequate availability of courses taught in English to facilitate the mobility of Erasmus students and faculty.
- Insufficient departmental administrative staff.
- The departmental set of goals is not comprehensive enough and needs to be expanded and further quantified through specific KPIs.

III. Recommendations for Follow-up Actions

- Consider the designation of appropriate curriculum courses as prerequisites.
- Consider the adoption of a Quality Assurance course in the curriculum with emphasis (instead: aiming to educate and motivate the students) to take a proactive role in the pursuit of quality in all aspects of the Undergraduate Program and institutional environment.
- Establish an institutional Advisory Board composed of departmental personnel, external business and industry partners and alumni (when there are graduates) to meet and interact periodically concerning issues of mutual interest. If so, consider using the Career Office computer information system as a platform for communications concerning the Board.
- Revise and further quantify the Undergraduate Program and departmental goal set by selecting an appropriate subset of goals from the ETHAAE document (s) mentioned in the recommendation of Principle 10 supplemented by a set of

goals specific to the departmental strategies. Associate suitable KPI values for each one.

- Over time, create a flow diagram for each regular and/or significant process of the Department and the Undergraduate Program, much like the ones presented in the Quality Manual, so that procedures are standardized and are visually easy to follow by anyone. Assemble this documentation in a dossier which will be available to satisfy accreditation requirements in the future.
- Define the process, and preferably document it in the form of a flow chart, to be used for providing feedback to the students based on the results and comments of the student evaluations.
- Communicate the evaluation, monitoring, and documentation (perhaps in the form of a flow chart) of the departmental faculty promotion and tenure process.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 8, 9, 11, and 12.**

The Principles where substantial compliance has been achieved are: **2, 3, 4, 6, 7, and 10.**

The Principles where partial compliance has been achieved are: **5.**

The Principles where failure of compliance was identified are: **None.**

Overall Judgement	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. George Vozikis (Chair)**
California State University, Fresno, United States of America
2. **Prof. Emeritus Spyros Economides**
California State University, East Bay, United States of America
3. **Prof. George Papadopoulos**
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4. **Mr. Christos Kopatsaris**
Member of the Economic Chamber of Greece, Greece
5. **Mr. Triantafyllos Zervas**
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