



## 2026 - 2029



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# 1 Strategic Framework: Vision, Mission, and Development Directions

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## 1.1 The Institution's Vision and Mission

In today's rapidly evolving economic and digital landscape, universities must evolve beyond their traditional boundaries and emerge as dynamic catalysts for growth, innovation, and social progress. Within this context, the International Hellenic University (IHU) envisions itself as a modern, internationally oriented, and globally recognized academic institution. It strives to serve as a pillar of excellence in education and research, making a substantial and measurable contribution to social, cultural, and economic development at regional, national, and international levels.

The Institution's mission is to deliver high-quality education, advance the frontiers of scientific knowledge, and create synergies between research, innovation, and entrepreneurship. By aligning its activities with the needs of society and the productive sectors, the University ensures its relevance in the modern world. To fulfill this mission, IHU systematically integrates pedagogical innovation at all levels of the educational process, leverages cutting-edge digital technologies, and commits to the continuous enhancement of its academic operations.

The core pillars of the University's strategy include internationalization, the commercialization of research outcomes, the integration of knowledge with entrepreneurship, and active engagement with society and the productive sectors. This dynamic transition is further fueled by the institution's extensive experience in delivering English-language graduate programs, cultivating global academic partnerships, and deploying innovative educational technologies.

Simultaneously, the International Hellenic University (IHU) is committed to driving social, cultural, and economic progress through the following strategic actions:

- **Cultivating Excellence in Education:** Establishing the necessary framework for high-quality, contemporary, and flexible undergraduate and postgraduate curricula that ensure our departments remain a premier and competitive choice for students,
- **Driving Economic Growth:** Strengthening local and national economies by fostering meaningful societal interaction and collaborating with entities that champion socio-economic activity, while building enduring partnerships with industry leaders and organizations,
- **Empowering Innovation and Careers:** Creating an ecosystem conducive to entrepreneurship and innovation, thereby generating high-value employment opportunities for our graduates.

The realization of the Institution's vision and mission is anchored in an institutionalized Quality Assurance Policy, which serves as an integral component of its overarching strategy. This policy is grounded in the core values of academic freedom, meritocracy, scientific integrity, and social responsibility. It is operationalized through:

- the continuous enhancement of academic curricula,
- the enrichment of the student learning experience,
- fostering young researchers and advancing research excellence,
- the strategic development and optimal utilization of human capital,
- the streamlining of administrative services and the provision of state-of-the-art infrastructure,
- amplifying the institution's global outreach, internationalization, and visibility,
- engaging with society and fostering sustainable regional and national economic growth.

The Quality Policy is directly aligned with the University's strategic pillars, including digital transformation, the integration of sustainable development principles, and the guarantee of equal access. Furthermore, it encompasses the development of market-oriented curricula, the expansion of internationalization, the promotion of research and innovation, and the continuous strengthening of the Institution's social impact.

To effectively monitor and achieve these objectives, the University operates a robust Internal Quality Assurance System (IQAS), fully compliant with the standards set by the Hellenic Authority for Higher Education (HAHE). The University Administration remains dedicated to fostering a pervasive culture of quality, ensuring the adequacy of resources, and driving the continuous improvement of all educational, research, and administrative functions.

With a student body of approximately 25,000 and over 300 faculty members, the International Hellenic University is establishing itself as a pioneering, internationally oriented institution. By addressing the challenges of the digital era, the University actively contributes to sustainable development and societal progress

## 1.2 Guiding Principles

The realization of the Vision and Mission of the International Hellenic University is governed by a set of fundamental principles that steer the strategic operation and evolution of the Institution's initiatives. These principles constitute the value-based and operational framework underpinning the design and implementation of the University's strategic choices, summarized as follows:

## **Academic Quality and Excellence**

The systematic pursuit of excellence in teaching and research through the rigorous monitoring of Key Performance Indicators (KPIs) and the continuous enhancement of academic processes.

## **Institutional Transparency and Accountability**

Operating with a clear delegation of authority, robust data management, and the regular publication of accountability reports to bolster trust within the academic community and society.

## **Global Outreach and Internationalization**

Expanding international collaborations, actively participating in European and global networks, and developing strategic initiatives to attract international students and distinguished researchers.

## **Inclusion and Social Responsibility**

Ensuring equal opportunity for access to and participation in higher education, enhancing student support services, and proactively aligning the Institution with evolving societal needs.

## **Digital and Green Transformation**

Integrating advanced technological tools into administration and pedagogy, while adopting sustainable practices in the management of the University's infrastructure and services.

## **Data-Driven Strategic Management**

Evidence-based decision-making grounded in reliable metrics and the systematic monitoring of strategic objectives, ensuring that corrective actions are implemented where necessary.

These principles serve as the interpretive framework for the strategic pillars outlined in this Strategic Plan, ensuring that the University's planning functions as a coherent, actionable, and results-oriented system.

## **1.3 Main Strategic Objectives**

In alignment with the current requirements and strategic priorities of the IHU, the main strategic objectives are categorized as follows:



- **Enhancing Administrative Capacity and Service Quality:** Developing and continuously improving the administrative framework and the quality of services provided by the University to all stakeholders.
- **Advancing Market-Oriented Research and Education:** Promoting research initiatives and educational programs specifically designed to address contemporary market needs and industry demands.
- **Fostering Academic Excellence Amidst Global Developments:** Staying at the forefront of economic, socio-political, and technological shifts through high-level teaching and impactful research that shapes modern society.
- **Cultivating an International and Diverse Academic Community:** Building a vibrant, inclusive, and multicultural community of students, faculty, and researchers.
- **Expanding Global Academic Collaborations:** Facilitating and strengthening partnerships between IHU academic staff and distinguished professors and researchers from international institutions.
- **Building Synergies with Society and Industry:** Developing strategic alliances and productive synergies between the University, social organizations, and the business community.
- **Strengthening the International Hellenic University's Position in International Higher Education Rankings:** Enhancing the University's visibility, reputation, and performance in internationally recognized higher education rankings.
- **Developing the University's Infrastructure and Facilities:** Modernizing and expanding the University's physical and digital infrastructure to support excellence in education, research, innovation, and campus life.

## 1.4 Strategic Development Pillars

The International Hellenic University structures its growth around the following Key Strategic Pillars:

- **Academic and Research Policy:** Advancing the Institution's scientific footprint and research output.
- **Lifelong Learning and Educational Excellence:** Focusing on continuous improvement in teaching methodologies and professional scientific training.
- **Global Outreach and Internationalization:** Strengthening the University's international presence and expanding global academic networks.
- **Socio-Economic Engagement:** Solidifying the ties between the Institution, society, and the productive economy.



- **Innovation Development:** Fostering a culture of innovation and entrepreneurship within the University ecosystem.
  - **Enhancement of the Academic Environment:** Upgrading the quality of infrastructure and services to support the academic community.

To ensure a holistic approach, the following Cross-cutting Thematic Pillars are integrated across all strategic axes during their implementation:

- **Sustainable Development Plan:** Embedding environmental and social sustainability into all operations.
- **Inclusive Access Plan:** Ensuring equal access and support for Persons with Disabilities (PWD) and Persons with Special Educational Needs (PSEN).
- **Digital Transformation Plan:** Leveraging advanced technologies to modernize administrative and educational processes.

#### KEY STRATEGIC DEVELOPMENT PILLARS (IHU)



#### CROSS-CUTTING THEMATIC PILLARS



1: Strategic Axes and Thematic Pillars of Development for IHU 2026–2029

### 1.4.1 Academic and Research Policy

Academic and Research Policy constitutes the cornerstone of the International Hellenic University (IHU) Strategic Plan, as it embodies the core of its institutional mission: the generation, dissemination, and practical application of knowledge through the lenses of academic excellence, social responsibility, and global competitiveness. The strategic approach for the 2026–2029 period transcends incremental improvements, aiming to establish a cohesive academic ecosystem where pedagogy, research, and quality assurance function as mutually reinforcing catalysts.

At the programmatic level, priority is given to the systematic overhaul and modernization of academic curricula, grounded in evidence-based benchmarking, global scientific advancements, and the evolving requirements of the economy and society. By fostering interdisciplinarity, integrating contemporary thematic fields, and clearly defining learning outcomes, IHU aims to elevate the educational process and improve key performance indicators, such as graduation rates and time-to-degree. Aligning curricula with strategic research priorities bolsters the Institution's academic profile and fosters a distinct thematic identity.

In this context, the Institution promotes the development of innovative study programs integrated into the University's strategic roadmap, in accordance with Law 4957/2022. Specifically, plans are underway to launch several new undergraduate programs:

- **Maritime and Combined Transport Management** (Department of Supply Chain Management, Katerini)
- **Graphic Design and Digital Visual Communication** (Department of Creative Design and Fashion, Kilkis)
- **Early Childhood Special Education** (Department of Early Childhood Education and Care, Sindos)
- **BA/BSc in Cultural Management** (English-taught program, Department of Humanities, Social and Economic Sciences, Themi)

A primary focus remains the internationalization of studies through flagship joint postgraduate programs with world-class institutions, such as Rutgers University and New York University (NYU). Furthermore, the University is expanding its strategic European presence by establishing a new undergraduate program in European Institutional Administration and a Master's in European Program Management at its Brussels Annex.

Simultaneously, the research policy aims to transition from fragmented activities to thematically coherent research clusters with a robust international orientation and an increased capacity to attract

competitive funding, emphasizing thematic areas aligned with the University's international profile and strategic priorities. Key drivers for elevating research performance include boosting publication output in high-impact journals, supporting early-career and postdoctoral researchers, and actively participating in national and European research programs. This strategy is intrinsically linked to the institutional evaluation and quality indicators of the Hellenic Authority for Higher Education (HAHE), ensuring full alignment with national quality assurance standards.

A critical success factor is the strategic planning and revitalization of the academic workforce. The targeted renewal and expansion of teaching and research staff—with an emphasis on cutting-edge fields and scholars with significant international experience—strengthens the University's scientific competence and global visibility. Furthermore, the adoption of transparent evaluation procedures and the linking of academic performance to internal incentive mechanisms contribute to the development of a culture of excellence and accountability.

The organic integration of teaching and research is a foundational strategic choice. By promoting the active participation of students in research activities and integrating findings into teaching practices, IHU reinforces its academic character and promotes the generation of new knowledge. The University must function as a dynamic research ecosystem and an innovation hub, rather than exclusively a provider of educational services.

Finally, the systematic strengthening of the Internal Quality Assurance System (IQAS) - using reliable data, digital monitoring tools, and annual performance reviews—establishes a functional framework for continuous improvement. The transition from formal compliance to a mature culture of quality is a prerequisite for sustainable academic development. Overall, the Academic and Research Policy for 2026–2029 aims to establish a robust and internationally competitive academic model that will solidify IHU's position in the global higher education landscape.

#### 1.4.2 Educational Development & Lifelong Learning

Educational Development and Lifelong Learning constitute a strategic pillar that transcends the boundaries of formal higher education, positioning the International Hellenic University as a continuous provider of knowledge, skills, and scientific expertise throughout an individual's professional and social life. The strategic direction for the 2026–2029 period focuses on the systematic enhancement of the educational experience, the strengthening of pedagogical quality, and the establishment of a flexible and responsive lifelong learning ecosystem. At the undergraduate and postgraduate levels, the primary objective is the transition from a conventional knowledge-transfer model to an active learning model. This shift emphasizes a student-centered approach, fostering interactivity and the integration of modern pedagogical tools into the classroom. To support this

transition, the University prioritizes the systematic professional development of teaching staff in instructional methodology, digital technologies, and the rigorous assessment of learning outcomes. These initiatives are designed to elevate teaching quality and improve critical performance indicators, such as academic progression and timely graduation.

Furthermore, the strengthening of mentoring mechanisms and the implementation of early warning systems for students facing learning challenges are integral components of a broader Student Success Framework. This framework is specifically designed to reduce dropout rates, provide tailored support, and ensure a high level of academic achievement for all members of the student body. By fostering a supportive and technologically advanced educational environment, IHU reaffirms its commitment to excellence and the long-term success of its graduates. In the field of Lifelong Learning, the Institution seeks to systematically develop flexible training programs, specialization, and skills upgrading, leveraging the potential of the Lifelong Learning Center (KEDIVIM) and the institutional tools provided by the current framework for higher education. The development of short, targeted training cycles, the use of micro-credentials, and the adaptation of programs to the needs of the labor market strengthen the University's role as a key provider of reskilling and upskilling at the regional and national levels. Close collaboration with professional bodies, businesses, and public organizations ensures that the educational portfolio responds to real-world requirements rather than academic self-sufficiency.

The digital dimension of educational development is a cross-cutting priority. The use of hybrid learning formats, the upgrading of digital infrastructure, and the development of high-quality educational content enhance the University's accessibility and geographic reach. The systematic monitoring of participation, satisfaction, and the effectiveness of lifelong learning programs, using measurable indicators and annual evaluation cycles, enables the transition from quantitative expansion to qualitative consolidation. Overall, Educational Development and Lifelong Learning form a strategic field in which the International Hellenic University strengthens its institutional resilience, expands its social footprint, and consolidates its position as a Learning Organization with a lasting presence in the life cycle of its graduates and the broader society.

### 1.4.3 Extroversion & Internationalization

Global Outreach and Internationalization constitute the most central developmental orientation of the International Hellenic University (IHU), in full harmony with its very institutional identity. The international dimension is not treated as a supplementary strategy, but as an organizational principle that permeates all the Institution's academic, research, and administrative functions. The University's outward-looking strategy encompasses both the international dimension and the strengthening of its

position within the national higher education landscape. The 2026–2029 period marks the transition from a diffuse international presence to a coherent, institutionally anchored, and geostrategically targeted internationalization policy. A key priority is the institutional strengthening of the University's physical presence at the heart of European decision-making through the establishment of a strategic office in Brussels. This initiative aims to establish direct links with the institutions and networks of the European Union, systematically monitor developments in European policy on higher education and research, and strengthen the Institution's participation in competitive funding programs and thematic alliances. The presence in Brussels serves as a hub for international networking, strategic intelligence, and institutional representation, substantially enhancing the University's footprint in the European Knowledge Ecosystem.

At the same time, internationalization takes on a clear geo-economic focus by opening to high-growth emerging markets, particularly China and India. The strategic approach to these markets is not limited to attracting students but includes establishing institutional partnerships with universities and research institutions, the development of English-taught or joint degree programs, and the creation of academic and business networking initiatives. The systematic mapping of educational needs and thematic areas of interest in these specific countries is a prerequisite for targeted interventions and the avoidance of fragmented initiatives. Concurrently, the University is implementing a targeted strategy to enhance its attractiveness within the national higher education landscape through the systematic promotion of its academic strengths and the differentiation of its study programmes. Strengthening international mobility for students and staff, expanding the portfolio of English-taught degree programs, and developing joint or dual degree programs are part of a comprehensive framework for the internationalization of educational operations. The creation of support structures for international students, including administrative and academic advising services, enhances the attractiveness and sustainability of the university's international presence. The internationalization of educational experience contributes to the intercultural enrichment of the academic environment and to enhancing graduates' global employability.

At the research level, the international strategy aims to establish thematically focused alliances and research clusters with an international orientation, capable of participating on an equal footing in multinational consortia and attracting competitive funding. The targeted promotion of research activity, the strengthening of English-language scientific communication, and documented participation in international evaluations and rankings enhance the institution's institutional recognition and academic identity. Overall, outward-looking engagement and internationalization are strategic priorities of central importance for the International Hellenic University (IHU). By combining a strong institutional presence at the heart of Europe with targeted expansion into high-growth markets such as China and India and the systematic enhancement of its international educational and

research activities, the University seeks to establish a stronger position on the global academic map through international partnerships and the continued strengthening of its research and educational profile. Ultimately, through these actions, the International Hellenic University consolidates its role as an international academic hub, bridging the national higher education system with the global knowledge economy and creating new horizons for its academic community.

#### 1.4.4 Connection with Society & the Economy

Connection with Society and the Economy is a strategic pillar repositioning the International Hellenic University (IHU) as an active contributor to development. The 2026–2029 period marks the transition from fragmented outreach initiatives to a systematic model of interaction with the productive sector, public administration, and civil society, with a measurable social and economic impact. In the field of education, the strengthening of internships, industrial PhDs, and collaborations with businesses and organizations reinforces the alignment of curricula with the needs of the labor market. The upgrading of the Career Services Office, the development of mechanisms to track graduates' career paths, and the systematic involvement of social partners in the design or revision of curricula enhance the functional relevance of education to economic activity. This connection is not intended to be a mere instrumental adaptation of academic knowledge, but rather a balanced interaction between scientific autonomy and social utility.

At the research level, the strategy focuses on increasing collaborative research with businesses, public bodies, and organizations, as well as on strengthening service contracts, the transfer of know-how, and the utilization of research results. The development of thematic collaborations in sectors of regional priority, in line with smart specialization strategies and development policies, reinforces the Foundation's role as a hub for innovation and technological support. Measuring revenue from collaborations, contracts, and applied research serves as an indicator of the maturity of the Foundation's integration with the economy. At the same time, the social dimension of this connection includes initiatives for the open dissemination of knowledge, participation in public dialogue, the provision of scientific evidence on policy and development issues, as well as programs targeting vulnerable or specific social groups. Strengthening social accountability and systematically documenting the Foundation's social impact contribute to its institutional legitimacy and to building a relationship of trust with society.

The strategy of engaging with the economy and society also requires internal organizational upgrades. Establishing clear procedures for managing partnerships, supporting student and alumni entrepreneurship, and strengthening a culture of outward-looking scientific activity within the Institution create an environment that facilitates the transformation of knowledge into developmental

outcomes. Overall, the connection with society and the economy positions the International Hellenic University as an institutional pillar of regional and national development. Through the systematic strengthening of partnerships, knowledge transfer, and social engagement, the University seeks to become an integral part of the productive and social fabric, generating measurable added value for the economy and society.

#### 1.4.5 Innovation Development

The development of innovation within the International Hellenic University (IHU) is a strategic priority that goes beyond the mere production of research results and focuses on the systematic transformation of knowledge into practical applications, technological solutions, and business activity. The 2026–2029 period aims to transition from isolated innovation initiatives to an organized innovation ecosystem, characterized by clear processes, supportive structures, and measurable results. A central element of this strategy is the strengthening of mechanisms for the transfer of know-how and the commercialization of research findings. Systematic support for securing intellectual property rights, fostering the creation of technology spin-offs, and developing partnerships with businesses and investment entities form a functional framework for the commercial exploitation of research. Strengthening structures, such as the Technology Transfer and Innovation Office and research project support services, contributes to the professional management of innovation activities and the improvement of key indicators, including the number of patents, spin-offs, and commercialization agreements.

At the same time, fostering a culture of innovation within the academic community is a fundamental prerequisite. The integration of entrepreneurship into curricula, the development of interdisciplinary innovation workshops, and the active participation of students and young researchers in accelerator programs and business idea competitions enhance the capacity to produce practical solutions. Innovation is treated as a cross-cutting skill rather than an exclusive domain of the technological sciences. This strategy is directly linked to research policy and engagement with the economy, as innovation serves as a bridge between academic knowledge and practical application. Participation in national and European funding schemes that promote research and innovation strengthens the institution's financial base and international networking, while the establishment of cutting-edge thematic areas allows for the creation of critical mass and the enhancement of competitiveness.

Furthermore, the development of innovation requires a modern supportive environment. Upgrading research infrastructure, leveraging digital technologies, and optimizing administrative processes to support research and business initiatives create an ecosystem that reduces administrative barriers and accelerates the implementation of ideas. Overall, the promotion of innovation within the university



positions the International Hellenic University as a catalyst for technological and social innovation. Through the systematic promotion of knowledge transfer, the cultivation of an entrepreneurial culture, and the organized utilization of research, the Foundation seeks to transform its scientific potential into tangible developmental outcomes, strengthening its institutional sustainability and socioeconomic impact.

#### 1.4.6 Enhancing the quality of the academic environment

Upgrading the quality of the academic environment constitutes a horizontal strategic pillar that cuts across all IHU's functions and acts as a multiplier of effectiveness for the other pillars. The quality of the academic environment is not limited to physical infrastructure but encompasses administrative organization, digital maturity, academic culture, student experience, and institutional transparency. In terms of infrastructure, the priority is to upgrade and rationalize the use of educational and research facilities, with the aim of improving functionality, safety, and accessibility. Systematic maintenance of laboratories, modernization of equipment, and the use of digital teaching and administrative tools enhance the quality of the daily academic experience. The adoption of sustainable resource management and energy efficiency practices places the Institution within a modern framework of environmental responsibility.

At the same time, improving administrative efficiency is a critical factor in quality. The simplification of procedures, the digitization of services, and the clear allocation of roles and responsibilities reduce bureaucratic burdens and enhance services for students and staff. Strengthening internal governance mechanisms, systematically monitoring performance indicators, and conducting annual performance reviews reinforce institutional accountability and transparency. The quality of the academic environment is directly linked to fostering a culture of respect, collaboration, and academic integrity. The adoption and implementation of codes of conduct, the prevention of misconduct, and the promotion of equality and inclusion enhance the sense of safety and trust within the university community. Supporting the psychosocial well-being of students and staff is a fundamental prerequisite for academic performance and institutional resilience.

Emphasis is placed on the overall student experience, from enrollment to graduation. Strengthening support services, developing digital information tools, and actively involving students in evaluation and improvement processes contribute to the creation of a participatory and dynamic academic environment. Quality is measured not only in terms of infrastructure and processes, but also in terms of the experience and satisfaction of members of the academic community. Overall, the enhancement of the academic environment's quality aims to create a functional, safe, modern, and supportive framework for learning and research. Through targeted interventions in infrastructure, administration,

digital maturity, and institutional culture, IHU strengthens its sustainability and attractiveness, creating the conditions for achieving its strategic goals by 2029.

#### 1.4.7 Sustainable Development

Sustainable Development is a cross-cutting strategic pillar of the International Hellenic University, with distinct institutional weight and clear integration into the operational planning for the 2026–2029 period. It is not treated as a policy issue limited to the environment, but as a comprehensive governance framework that influences the Institution's academic, research, administrative, and development functions. According to the approved Sustainable Development Plan, sustainability is approached through three interrelated dimensions: environmental responsibility, social cohesion, and economic resilience. At the environmental level, the priority is the systematic reduction of the energy and environmental footprint of university facilities through energy-saving measures, infrastructure upgrades, rational management of water resources and waste, and the promotion of the circular economy within university campuses. The gradual adoption of green procurement and the integration of environmental criteria into decision-making processes reinforce the operational consistency of the strategy. The systematic monitoring of quantitative indicators, such as energy consumption, emissions, and recycling rates, ensures that sustainability is a measurable reality rather than a mere slogan.

At the social level, sustainability is linked to the creation of an inclusive, safe, and equitable academic environment. Promoting equality, combating discrimination, enhancing accessibility, and supporting the psychosocial well-being of students and staff are part of a broader social responsibility strategy. At the same time, the integration of sustainability themes into curricula and research activities contributes to the development of graduates with ecological awareness and the ability to manage complex global challenges. At the economic and institutional level, sustainable development is linked to ensuring the long-term viability of the Institution. The rational use of resources, the diversification of funding sources, and the enhancement of cost efficiency are part of a framework of financial resilience. Sustainability concerns not only the environment but also the University's ability to maintain high standards of quality under conditions of fiscal pressure and a changing institutional environment.

Horizontally, sustainability permeates all strategic pillars: it is integrated into academic policy through green courses, into internationalization through participation in sustainable development networks, in the connection with the economy through support for sustainable business models, and innovation through the development of environmental and social technology solutions. The systematic recording and publication of sustainability performance enhances institutional transparency and international credibility. Overall, Sustainable Development serves as a fundamental principle of strategic coherence

and institutional maturity. By integrating it into planning, operations, and culture, the International Hellenic University seeks to become a model of a sustainable academic institution, capable of combining scientific progress, social responsibility, and environmental awareness.

#### 1.4.8 Equal Access

Equal Access is a fundamental cross-cutting pillar of the International Hellenic University (IHU) strategy, grounded in the institutionally approved Plan for Equal Access for Persons with Disabilities (PWD) and Persons with Special Educational Needs (PSEN). This pillar transcends individual accommodations, constituting a comprehensive policy framework that ensures participation in the educational, research, and administrative operations of the Institution is truly universal, free from discrimination and structural barriers. According to the Plan, equal access encompasses five key dimensions: physical accessibility, access to the educational process, digital accessibility, support for labor market integration, and equal participation in academic life. The Institution's strategy for the 2026–2029 period aims to fully integrate these dimensions into central operational planning with measurable targets and annual updates.

In terms of physical accessibility, the systematic upgrading of infrastructure, specialized signage, accessibility maps, and evacuation plans prioritizing PWD form a coherent framework for removing spatial barriers. The provision of transportation and escort services, where required, further enhances the practical possibility of equal participation. Within the educational process, the implementation of an inclusive, student-centered learning model, alternative assessment methods, and the provision of assistive technology are critical tools for meaningful inclusion. The availability of digital textbooks, Greek Sign Language interpretation, and the integration of the disability dimension into curricula shift policy from mere accommodation to active inclusion. The operation of the Equal Access Unit and the ongoing training of faculty and staff reinforce the institutional consistency of this policy.

Digital accessibility, ensuring that websites and digital services comply with current standards while developing methods for distance learning and teleworking, embeds equality at the core of digital transformation. Supporting the transition to the labor market through specialized counseling, internship support, and entrepreneurship ensures that equal access extends to subsequent career paths. Furthermore, active participation in research projects through the Special Account for Research Funds (ELKE) promotes inclusion in knowledge production. Finally, promoting active participation in academic life through psychosocial support, volunteer groups, and fostering a culture of inclusion highlights equality as a value-based choice. Overall, Equal Access serves as a structural factor for quality, justice, and institutional maturity, ensuring that the International Hellenic University evolves

into a truly inclusive institution where diversity is an institutional advantage and a source of academic pluralism.

#### 1.4.9 Digital Transformation

Digital Transformation is a cross-cutting and catalytic pillar of the University's strategy, institutionally enshrined in the approved Digital Transformation Plan. The Plan entails a comprehensive restructuring of processes, services, and organizational culture, with the aim of enhancing the effectiveness, transparency, and quality of the academic experience. In this context, the University recognizes the rapid evolution of Generative Artificial Intelligence (GenAI) and seeks its gradual, institutionally governed integration into its operations, while ensuring security, ethical use, and academic integrity. At the administrative level, the transformation focuses on the full digitization and interoperability of core administrative functions, the reduction of bureaucracy, and the automation of workflows. The development of integrated information systems, unified data management, and enhanced cybersecurity creates an environment of reliable and efficient administration. The adoption of emerging technologies, including artificial intelligence applications, is considered subject to the existence of a clear regulatory framework and suitable safeguards for the protection of personal data. The use of business intelligence tools and performance indicators enables evidence-based decision-making and systematic monitoring of the Strategic Plan's progress.

In the educational sector, digital transformation enhances hybrid and distance learning models, the upgrading of e-learning platforms, and the utilization of digital repositories and multimedia materials. In this context, the University is gradually strengthening AI literacy across its academic community. The integration of modern learning content management tools, support for collaborative learning environments, and the development of digital skills among students and staff enhance the flexibility and quality of the educational process. Digital transformation is directly linked to equitable access, as it enables the removal of geographical and operational barriers.

At the research level, the development of digital data infrastructures, support for open science, and the management of research projects through integrated information systems enhance transparency and efficiency. The use of advanced digital tools, including artificial intelligence techniques, strengthens the University's capacity to produce innovative research while ensuring compliance with the principles of scientific ethics and research integrity. The systematic documentation of research activity and interconnection with national and international registries and platforms enhance international visibility and interoperability.

At the same time, digital transformation requires organizational maturity. Staff training in digital skills, fostering a culture of innovation, and adopting data governance principles are critical success factors.

This also includes the gradual development of institutional guidelines for the responsible use of artificial intelligence. The transition to a digitally mature operating model is not merely a technical project, but a strategic shift that affects roles, processes, and collaboration models. Overall, Digital Transformation acts as an accelerator for all other strategic pillars. It enhances internationalization through digital connectivity, supports innovation through data management and research infrastructure, improves the quality of the academic environment through modern services, and strengthens equitable access through accessible digital solutions. Through the systematic implementation of the Plan, the International Hellenic University aims to transform itself into a digitally mature and institutionally resilient university, capable of meeting the demands of modern higher education by 2029.

## 2 Internal Environment Analysis

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### 2.1 Programs and Services Offered

The International Hellenic University (IHU) provides a wide range of educational, research, and support services, aiming to bridge the gap between academic knowledge and the labor market, society, and cutting-edge research. The University is distinguished by its commitment to the internationalization of education, excellence in research, and a robust interdisciplinary approach across all scientific fields.

#### **Undergraduate Programs**

The International Hellenic University offers undergraduate programs across all its Schools, except for the University Center of International Programs of Studies (UCIPS), covering diverse academic fields such as Management and Economics, Social and Educational Sciences, Health Sciences, Engineering and Technology, Agriculture, and Design Sciences. These programs focus on the acquisition of solid theoretical knowledge and practical skills, preparing students for successful professional and research careers.

#### **Graduate Programs**

The University offers an extensive range of graduate programs, taught in both Greek and English. While many English-taught programs are hosted by the University Center for International Programs of Studies (UCIPS), the Institution has expanded its international academic scope by offering English-language graduate programs at other campuses, including Sindos (e.g., in the field of Biomedical Sciences). This development significantly broadens the University's international appeal. The English-taught graduate programs cover a wide range of subject areas, including:

- Humanities and Social Sciences
- Economics and Business Administration
- Digital and Technological Sciences
- Health and Biomedical Sciences

Students acquire world-class competencies and benefit from numerous mobility opportunities, substantially enhancing their global career prospects. The distribution of the University's degree programs by School is detailed in the following table, summarizing the number of undergraduate and graduate programs alongside their primary academic focus. This overview highlights the breadth of academic disciplines covered by the University and its inherently interdisciplinary character.

| School                                        | Departments | Study Programs  | Indicative Areas of Focus                                                        |
|-----------------------------------------------|-------------|-----------------|----------------------------------------------------------------------------------|
| Economics & Management                        | 5           | 5 UG & 14 Grad  | Management, Economics, Entrepreneurship, Digital Economy                         |
| Social Science<br>Mechanical Engineering<br>s | 2           | 2 UG & 4 Grad   | Sociology, Education, Library Science, Information Systems                       |
| Health Sciences                               | 5           | 5 UG & 10 Grad* | Medicine, Public Health, Nursing, Physical Therapy, Biomedical Sciences          |
| Engineering                                   | 5           | 5 UG & 11 Grad  | Energy, Environmental Technology, Mechanical Engineering, Information Technology |
| Engineering Sciences                          | 2           | 2 UG & 1 Grad   | Civil & Mechanical Engineering, Geoinformatics, Technological Innovation         |
| Design Sciences                               | 2           | 2 UG            | Interior Architecture, Product Design, Industrial Design                         |
| Geotechnical Sciences                         | 2           | 2 UG & 3 Grad   | Rural Development, Agronomy, Sustainable Agriculture, Food Technology            |

|                                                           |   |                        |                                                                   |
|-----------------------------------------------------------|---|------------------------|-------------------------------------------------------------------|
| <b>Humanities, Social &amp; Economic Sciences (UCIPS)</b> | - | 12 English-taught Grad | Interdisciplinary Studies, International Relations, Humanities    |
| <b>Science &amp; Technology (UCIPS)</b>                   | - | 14 English-taught Grad | AI, Machine Learning, Data Science, Energy Systems, Cybersecurity |

\*Includes 1 English-taught program in the field of Biomedical Sciences.

**Table 1 : Summary of Study Programs by School**

It should be noted that, based on its existing academic profile, the University's strategic objective is to integrate the School of Engineering and its Departments into the Polytechnic School.

### **Lifelong Learning**

The International Hellenic University offers lifelong learning and continuing education programs designed for professionals and adult learners. These programs provide opportunities for specialized education, skill updates, and the development of new knowledge that meets the evolving needs of the market and society. Through these initiatives, the University reinforces its role as a provider of continuous professional development.

### **Support Services**

The University offers a wide range of support services for students, staff, and partners, ensuring comprehensive academic and social experience:

- **Lifelong Learning Center (KEDIVIM):** Delivering continuing education and professional development programs.
- **Teaching and Learning Support Center (CTL):** Promoting innovative teaching practices and pedagogical excellence.
- **Student Ombudsman:** Protecting student rights and facilitating the resolution of issues related to student life.
- **Equal Access Unit:** Providing specialized support for students with disabilities or special educational needs.
- **University Gym and Sports Activities:** Promoting physical exercise, health, and recreation within the academic community.
- **Innovation and Technology Units:** Supporting the transfer of know-how and the establishment of technology startups and spin-offs.



## International Programs and Collaborations

The Institution actively participates in international networks and programs, such as **Erasmus+**, promoting student and staff mobility. Through these collaborations, the academic community gains access to global knowledge exchange, joint research programs, and partnership opportunities with leading universities worldwide. Simultaneously, the University participates in strategic international alliances to expand its global footprint, leverage international best practices, and strengthen ties with organizations across the globe.

## Research Infrastructure

The International Hellenic University actively supports interdisciplinary research through its laboratories, research centers, and thematic networks, strengthening collaboration with businesses and social organizations. The institutional strategy focuses on leveraging research findings to develop innovative solutions and promote **sustainable development**. By providing state-of-the-art infrastructure, the University fosters an environment conducive to high-impact scientific output and technological advancement.

## 2.2 Student data

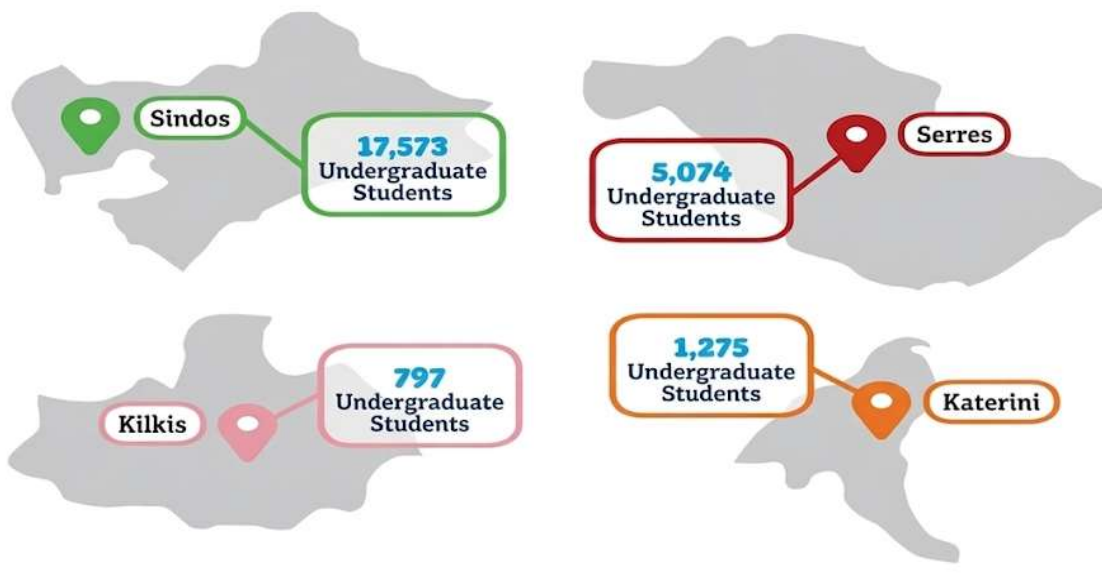
The International Hellenic University is one of the largest public universities in Greece, with a significant student body that includes undergraduate, graduate, doctoral, and postdoctoral students. Education is provided in both Greek and English, reinforcing the Institution's international dimension and attracting students from diverse geographical and cultural backgrounds.

The University ranks among the leading Greek higher education institutions, with a large student population distributed across its various campuses.



INTERNATIONAL  
HELLENIC  
UNIVERSITY

**24,719** Undergraduate Students  
**4,188** Postgraduate Students  
**381** Doctoral Candidates  
**8** Postdocs



This composition demonstrates a particularly strong representation of undergraduate students, while master's and doctoral programs continue to expand. The University also maintains a long-standing tradition of attracting international students.

The student community is characterized by:

- **Diversity in academic levels**, with a robust base of undergraduate students and a steady presence of graduate and doctoral candidates.
- **An international focus in selected programs**, particularly within the English-language graduate offerings.
- **A presence across multiple cities and campuses**, with students located at educational units in Thessaloniki (Sindos and Thermi), as well as regional facilities in Serres, Kilkis, and Katerini.



Within the framework of international development and institutional promotion, the University has established a branch in **Brussels**. This strategic hub offers an undergraduate program in the **Administration of European Institutions and Organizations**, a master's program in **European Program Management**, and hosts a dedicated office for the submission and management of research projects. This initiative strengthens the University's strategic presence at the heart of Europe and facilitates direct collaborations with European institutions and organizations.

## 2.3 Staff/Human Resources

Human resources are at the core of the operation and development of the International Hellenic University (IHU), as they contribute to the realization of the Institution's academic, research, and social goals. The staff is divided into teaching and research staff (comprising faculty members, adjunct faculty, and special teaching and laboratory personnel), administrative and support staff, and various categories of personnel that ensure the smooth and effective operation of the University.

## Teaching and Research Staff

The University's teaching and research staff include members of the Teaching and Research Staff (TRS) and Laboratory/Research Teaching Staff, who serve across the Institution's Departments and research laboratories. These personnel play a decisive role in delivering courses, supervising research projects, and shaping academic policy.

At the departmental level, faculty members—including Professors, Associate Professors, Assistant Professors, as well as Special Teaching and Technical Laboratory Personnel (EEP/EDIP/ETEP)—comprise scientists in various disciplines, such as engineering, health sciences, economics, and social sciences. These members are responsible, among other duties, for the academic and scientific integrity and the overall operation of the degree programs.

## Administrative and Support Staff

The administrative staff of the University covers a wide range of essential functions, including secretarial support, student affairs management, technical support, project management, IT services, financial services, and student welfare support. The organizational structure comprises administrative personnel within the Schools and Departments, staff in central services and support units, as well as specialized personnel dedicated to functions such as internships, the **Erasmus+** office, and accessibility support. These services ensure the seamless daily operation of the Institution and provide effective support to both students and academic staff.

## Staff Mobility and Development

University staff actively participate in mobility and professional development programs, primarily through the **Erasmus+** framework. These initiatives offer opportunities for training, specialized education, and the exchange of best practices with partner institutions abroad. Participation in such programs enhances the professional skills of the staff and promotes a global perspective within the University's operational and educational framework.

## Analysis of Staff Structure

The composition of the Institution's workforce reflects a continuous effort to adapt to evolving academic, educational, and administrative requirements. The gradual expansion of staff categories is intrinsically linked to the development of new academic programs, the broadening of educational activities, and the overall support of the University's complex operations. In this context, the **staff-to-student ratio** serves as a critical operational indicator, directly contributing to the quality of the educational process, research productivity, and the overall academic experience.

## 3 Analysis of the External Environment

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### 3.1 Current trends and developments

The operating environment of Greek Higher Education Institutions (HEIs) is characterized by increased institutional regulation, intensifying international competition, shifts in the demographic profile of students, and the acceleration of both digital and green transformation. These developments shape a context in which the strategic orientation of institutions is no longer merely an internal choice but an institutional necessity for survival and growth. Demographic trends and changing educational preferences affect the University's regional, reinforcing the need for strategic adaptation and measures to strengthen the attractiveness of each academic unit.

At the national level, the linkage of state funding to quantitative and qualitative performance indicators—as defined by the current evaluation framework of the Hellenic Authority for Higher Education (HAHE) and the associated university funding criteria—reinforces the transition from a model of fixed block grants to a performance-based and accountable system. This shift fundamentally transforms the relationship between strategic planning and fiscal sustainability, making performance on specific KPIs a critical factor for financial stability.

Simultaneously, the European environment strengthens the interconnection between higher education, research, and innovation through specialized funding instruments, such as the Horizon Europe and Erasmus+ programs, European University Alliances, and policies governing the European Education and Research Areas (EEA & ERA). Within this framework, securing competitive funding, promoting international mobility, and participating in transnational research networks have become key indicators of institutional strength and global prestige.

From a demographic perspective, the gradual decline in Greece's young population, combined with the geographical dispersion of regional institutions, is creating conditions of increased competition for attracting students. In this environment, the quality of academic programs, international reputation, and the overall student experience are becoming strategically vital.

At the same time, the digital transformation of higher education, the integration of hybrid teaching formats, and the use of data for administrative decision-making are reshaping institutional operations. The existence of reliable information systems and monitoring mechanisms is now a structural prerequisite for strategic management.

Finally, European and national policies on the green transition directly impact university infrastructure, investments, and daily operations. Energy efficiency, the sustainability of building facilities, and access

to green financing are shaping a new landscape of strategic choices. These trends constitute a highly complex external environment in which an institution's strategic capacity is evaluated not only based on academic quality, but also based on institutional adaptability, managerial competence, and international competitiveness. In this context, this Strategic Plan aims to set the International Hellenic University (IHU) on a path of stable, measurable, and institutionally aligned development.

### 3.2 European and International Strategy

The contemporary European and international strategy of universities transcends the traditional concept of extroversion, moving beyond the mere geographical expansion of collaborations or simple student and staff mobility. Internationalization is now an integral part of an institution's overall operations, embedded across all academic and administrative structures. It fundamentally influences the design of curricula, the shaping of research directions, the development of human resources, and the organization of administrative efficiency. In this light, internationalization emerges as a central strategic pillar that enhances quality, institutional resilience, and international recognition of higher education institutions.

This approach is directly linked to the ability of universities to respond to global challenges, such as the digitization of social and economic functions, climate change, public health, and sustainable development. At the same time, Greece's geographical location and the dynamic development of Southeast Europe create additional opportunities for academic collaboration, internationalization, and engagement with emerging educational and research networks across the region. Universities seeking a meaningful international presence do not limit themselves to the production of knowledge; they take an active role in shaping solutions to global issues, adapting their research and educational strategies accordingly.

At leading international institutions, the international strategy is fully integrated into the institutional vision through a unified approach to coordinating all units, often referred to as the **"One University"** model. Institutional cohesion and a unified presence in the international environment are the results of structured internal organization, clear resource management, and strategic investment in human resources and infrastructure. Similarly, prominent European universities integrate the international dimension into all aspects of their operations by systematically investing in digital services, data analytics, modern infrastructure, and administrative capacity. Ultimately, international competitiveness requires a high level of internal institutional maturity.

In this context, internationalization is effectively extended to the educational sector through the concept of **"Internationalization at Home."** The international dimension is integrated into curriculum design, English-medium instruction, and the creation of English-taught programs at both the undergraduate and graduate levels. At the same time, administrative capacity for managing

international projects and coordinating budgets is being strengthened with a view to supporting international activities. In this way, international experience becomes part of the daily educational process for all students, not just those participating in mobility programs.

Attracting talent and enhancing international recognition are also central pillars of this strategy. Universities in Greece and Europe systematically seek to attract outstanding students, researchers, and academic staff of international standing, recognizing that highly specialized human resources are a key factor in ensuring quality in education and research. Participation in international networks and global rankings serves as a complementary measure, enhancing the reputation and research influence of the institutions.

The University prioritizes the establishment of mechanisms for the systematic external academic review of its English-taught study programmes and international academic activities. The establishment of International Advisory Boards, together with the implementation of periodic external peer reviews by internationally recognised academics and experts, strengthens quality assurance, promotes alignment with international standards, and supports the continuous enhancement of the University's international profile. Institutionalizing these mechanisms fosters a culture of outward-looking evaluation, enhances institutional credibility, and strengthens the strategic positioning of the International Hellenic University within the European and global higher education landscape.

The successful implementation of such a strategy requires the modernization of administration and infrastructure. Effective management of international projects and programs, the digitization of processes, and the development of monitoring systems with **Key Performance Indicators (KPIs)** are critical prerequisites. Furthermore, the reorganization of administrative processes and the strategic allocation of resources ensure the Foundation's long-term stability. Investments in technology, data, and infrastructure strengthen the Institution's ability to respond to the rigorous demands of the international environment. Overall, the European and international strategy emerges as a horizontal axis running through the entire operation of the university, enhancing its resilience, quality, and global competitiveness.

| Critical Dimension           | Strategic Direction                                         | Impact on the Institution                                         |
|------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|
| International Collaborations | Development of long-term academic and research partnerships | Strengthening of international networks and exchange of expertise |

| <b>Critical Dimension</b>                  | <b>Strategic Direction</b>                                                                            | <b>Impact on the Institution</b>                                                           |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Mobility</b>                            | Systematic utilization of European mobility instruments (Erasmus+)                                    | Cultivation of a multicultural environment and dissemination of best practices             |
| <b>Internationalization at Home</b>        | Expansion of English-taught programs and internationalized curricula                                  | Development of global competencies across the entire student community                     |
| <b>Transnational Education (TNE)</b>       | Establishment of a strategic branch in Brussels offering UG/Grad programs and a representation office | Enhanced international footprint and provision of educational services in the European hub |
| <b>Research Internationalization</b>       | Active participation in international research networks and consortia                                 | Increase in research quality, visibility, and competitive funding                          |
| <b>External Academic Review</b>            | International Advisory Boards                                                                         | International Standards and Continuous Quality Enhancement                                 |
| <b>Administrative Support</b>              | Modernization of administration and implementation of e-governance                                    | Enhancement of institutional maturity, transparency, and effectiveness                     |
| <b>Infrastructure &amp; Sustainability</b> | Digital and "green" upgrade of university facilities                                                  | Creation of a modern, sustainable, and resilient academic environment                      |



| Critical Dimension        | Strategic Direction                                               | Impact on the Institution                                       |
|---------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|
| Institutional Recognition | Improvement of international image and global ranking performance | Enhanced prestige, academic attractiveness, and global standing |

Table 2 : Summary of European and international strategy

### 3.3 National Strategy, Legislative and Regulatory Framework

The national strategy for higher education in Greece is shaped by a comprehensive institutional and regulatory framework aimed at improving quality, strengthening the international competitiveness of Greek universities, fostering links with society and the economy, and aligning with the standards of the European Higher Education Area (EHEA). This strategy is not merely a political aspiration; it constitutes a legal obligation and a guiding framework for the operation of all universities, including the International Hellenic University (IHU).

At the legislative level, **Law 4957/2022**, titled “New Horizons in Higher Education Institutions: Strengthening the Quality, Functionality, and Connection of Higher Education Institutions with Society and Other Provisions,” constitutes the central regulatory framework. This law introduces a series of provisions aimed at enhancing the quality and functionality of universities and serves as the institutional foundation upon which the strategic planning of each institution is based. Key provisions include new governance models, the reorganization of administrative structures, and mechanisms for increased outreach, such as the legal framework allowing for the establishment of branches of Greek universities abroad.

This legislation is part of a broader effort to modernize the regulatory environment, addressing long-standing structural issues and aligning university operations with modern standards of governance. The implementation of the law facilitates administrative autonomy and enables institutions to participate more actively in international collaborations and networks. At the institutional level, the **Hellenic Authority for Higher Education (HAHE)** plays a fundamental role as the national quality assurance body. As an independent administrative authority, HAHE ensures high standards in higher education and contributes substantially to the formulation and implementation of national strategy. Furthermore, the Authority advises the Ministry of Education on the continuous improvement of

quality, the promotion of internationalization, and the allocation of public resources based on objective quality criteria and performance indicators.

The national strategy is also reflected in four-year planning programs prepared by the **Hellenic Authority for Higher Education (HAHE)** in collaboration with universities, in accordance with the current legislative provisions. These programs include medium-term goals, strategic guidelines, investment plans, and specific actions aimed at strengthening Greek higher education. In this context, the Universities' "**Development Plans**" are drawn up as four-year programs dedicated to implementing national policies on education, research, and innovation.

The national strategy transcends the institutional sphere, linking directly to the implementation of policies and operational plans. Strategic planning documents from the Ministry of Education include specific lines of action, such as:

- Strengthening the internationalization and outward-looking nature of universities through the operation of foreign-language programs and the recruitment of international students.
- Simplifying procedures for the academic and professional recognition of degrees, in alignment with European practices.
- Modernizing the evaluation processes and the quality of the educational experience.
- Strengthening strategic planning and the administrative functioning of higher education institutions.
- Linking education to the evolving needs of the labor market and society.

The **Hellenic Authority for Higher Education (HAHE)** plays a pivotal role in monitoring and evaluating Higher Education Institutions (HEIs) within the national strategic framework. The Authority's annual reports provide critical data on the academic landscape, research productivity, and the performance of Greek HEIs in international rankings, utilizing indicators that assess progress toward national objectives. Furthermore, the national regulatory framework incorporates provisions for the recognition of degrees from foreign universities, facilitating mobility and academic recognition within a European and international context.

Recent changes to the legislation concerning higher education, particularly Law 5094/2024 on the establishment and operation of non-profit branches of foreign Universities in Greece, are reshaping the competitive environment and strategic positioning of Greek higher education institutions, creating new dynamics both in student recruitment and in international academic presence.

Overall, the national strategy for higher education in Greece serves as a mandatory framework of regulations and policies that guides the operation, development, and internationalization of universities. Within this framework, institutions are called upon to design and implement strategies

that integrate quality, global outreach, and social contribution, aligning their institutional operations with broader national and European policies on higher education and research.

## 4 Current Situation (SWOT) and Strategy Selection

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### 4.1 Strengths

#### 1. Academic Quality & Curricula

- Modern, up-to-date, and fully accredited study programs with clear learning objectives and strict alignment with international academic standards.
- A strong and diverse portfolio of Master's programs and institutionally approved Doctoral Programs.
- High-quality teaching performance supported by consistently positive student evaluations.

#### 2. Human Resources

- Highly specialized and interdisciplinary faculty with a significant international research presence and influence.
- Robust research output characterized by high-impact international publications and global recognition.
- Effective and constructive collaboration between faculty members, administrative staff, and the student body.

#### 3. Infrastructure & Laboratories

- State-of-the-art laboratory infrastructure and modern equipment across individual academic units and research centers.

#### 4. Internationalization & Outreach

- Active and expanding international collaborations, including **Erasmus+** and numerous bilateral strategic agreements.
- Ongoing joint and dual degree initiatives with prestigious international higher education institutions.
- Strong and productive links with local, regional, and national industry partners and stakeholders.
- The strategic establishment of a university branch in **Brussels**, enhancing the Institution's European footprint.

## 5. Quality Assurance & Governance

- A structured and effective quality assurance process supported by active services, such as the **Quality Assurance Unit (MODIP)** and the **Internal Audit Unit**.
- Commitment to continuous internal evaluation, transparency, and data-driven strategic planning.

## 4.2 Weaknesses

### 1. Understaffing

- Insufficient number of permanent faculty members, adjunct faculty, technical personnel, and administrative staff.
- Significantly increased workload concerning both teaching and administrative responsibilities.
- Procedural delays in the recruitment and hiring of temporary teaching and support staff.

### 2. Infrastructure & Resources

- Shortage of classrooms and presence of outdated or inadequate equipment in specific departments.
- Limited financial resources available for the renewal and strategic development of facilities.
- High reliance on state funding, leading to fiscal constraints.
- Limited number of officially accredited laboratories across the Institution.

### 3. Organizational & Strategic Issues

- The need to further redefine and solidify the Institution's identity and long-term vision.
- Inadequate institutional procedures and developing academic culture (currently in a transitional stage of post-merger integration).
- Limited information and specialized support for faculty members regarding research grant proposals and the creation of technology spin-offs.
- Constraints on the implementation of administrative strategies due to staff shortages.
- Low performance in international university rankings

### 4. Student Support

- Shortcomings in student welfare services and support mechanisms for specific or vulnerable student groups.

- Low attendance rates in theoretical courses within certain departments, affecting educational outcomes.

## 4.3 Opportunities

### 1. Internationalization

- Development and expansion of English-taught courses and specialized summer schools to attract a global student audience.
- Cultivating broader collaborations with prestigious international institutions for the delivery of joint and dual degree programs.

### 2. Connection to the Market & Innovation

- Strengthening strategic partnerships with the business community to enhance internship opportunities and boost graduate employability.
- Fostering the development of technology spin-offs and the systematic commercialization of high-impact research results.
- Capitalizing on opportunities for further expansion and diversification of competitive research programs.

### 3. Strategic Development

- Elevating the Institution's academic prestige and global standing through international accreditations and intensified research activity.
- Strengthening the International Hellenic University's Role as an International Academic Hub.
- Implementing a comprehensive improvement of administrative procedures and the systematic reorganization of the administrative operating model to enhance efficiency.
- Exploring opportunities for academic development in new strategic fields of knowledge, aligned with the Schools' development plans and the Strategic Plan review process.

## 4.4 Threats

### 1. Demographic & Competitive Pressures

- Declining numbers of prospective students due to national demographic shifts.
- Intensifying competition from other national and international higher education institutions.
- Geographical dispersion and regional locations potentially affecting institutional attractiveness compared to central hubs.

### 2. Financial Uncertainty

- Persistent underfunding and severe resource constraints affecting operational stability.
- Macroeconomic uncertainty impacting the availability of research grants and private sector investments.

### 3. Human Resources

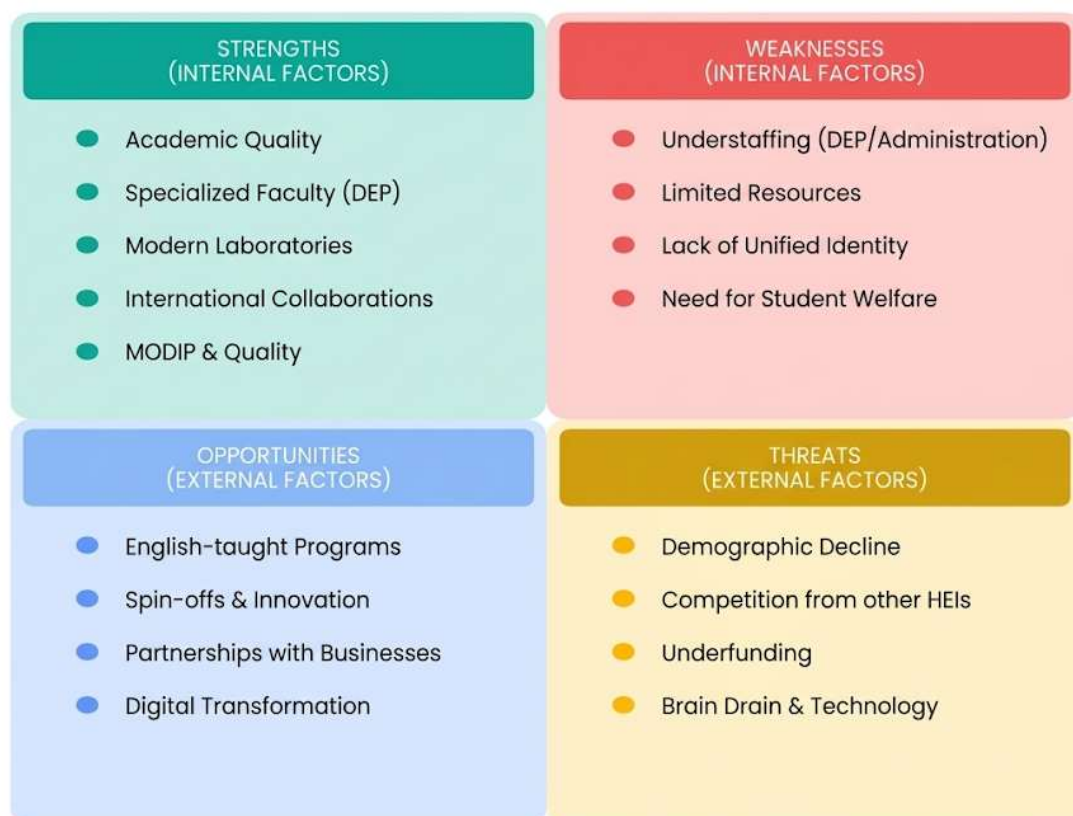
- Risk of "brain drain" and high staff turnover due to excessive workloads and/or perceived limited career development opportunities.

### 4. Institutional & Regulatory Changes

- Increasingly stricter institutional accreditation requirements and the implementation of minimum admission standards (EBE), which may affect enrollment numbers.

### 5. Scientific & Technological Developments

- The constant and urgent need to adapt to rapid scientific breakthroughs and disruptive technological changes (e.g., AI integration) to remain relevant.



## 4.5 Conclusions – Strategic Assessment

The overall picture presented by the SWOT analysis reveals an institution with a robust academic core, institutional maturity in quality assurance, and significant research potential, while simultaneously navigating a transitional phase of organizational and strategic consolidation. Accredited degree programs, positive teaching evaluations, the extensive availability of graduate and doctoral programs, and the production of internationally recognized research form a solid academic foundation. Simultaneously, international collaborations and strategic links to the labor market foster a functional outward-looking approach and enhance graduate employability.

However, this momentum develops under clear structural constraints. Understaffing across academic, administrative, and technical personnel creates a cumulative operational burden, limiting the potential for strategic development and systematic research expansion. Dependence on state funding and limited flexibility in resource management make the institution's development prospects vulnerable to fiscal fluctuations. Furthermore, issues of internal organization, unified identity, and academic culture—particularly within an environment of institutional transition—affect cohesion and long-term strategic consolidation.

The external environment presents a twofold reality. On one hand, opportunities for internationalization, the development of English-taught curricula, the commercialization of research through spin-offs, and strengthened industry ties constitute a substantial area for growth and differentiation. On the other hand, the demographic decline in the student population, intensifying competition among universities, regional distribution, and evolving regulatory requirements create an environment of heightened uncertainty and pressure for continuous adaptation.

Strategically, the University possesses the necessary scientific capital and academic quality to strengthen its position, provided there is a shift from mere crisis management to institutional consolidation and targeted development. A critical success factor is the strengthening of human resources, not only in terms of numbers but also through the creation of incentives, research support, and organizational streamlining. Simultaneously, diversifying funding sources and actively leveraging research and international programs can reduce fiscal dependence and strengthen strategic autonomy.

In conclusion, the emerging picture is not static but transitional: the Organization has strong foundations and is called upon to capitalize on its comparative advantages in an environment of increasing competition and limited resources. The success of the next development phase will depend on the ability to achieve internal cohesion, institutional stability, and targeted outward-looking engagement, transforming existing strengths into sustainable strategic advantages.

## 5 Strategic Planning

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The Strategic Plan of the International Hellenic University for the period 2026–2029 is formulated in response to an environment of heightened uncertainty, intensifying competition, and demographic constraints, as well as significant opportunities linked to internationalization, digital transformation, and research funding.

Based on the analysis of the internal and external environment, the Institution's strategy does not rely on the horizontal expansion of activities, but rather on the **targeted strengthening** of sectors where it possesses a comparative advantage and established scientific capital.

The Foundation's strategic direction for the 2026–2029 period is based on four key strategic choices:

- **Focus on quality rather than quantity:** Prioritizing academic excellence and accredited outcomes over simple numerical growth.
- **Strengthening research intensity and international presence:** Boosting high-impact research output and global visibility.
- **Institutional consolidation and administrative maturity:** Achieving internal cohesion and professionalizing administrative operations.
- **Linking education, research, and innovation with the real economy:** Creating tangible value for society and industry.

The success of this strategy requires:

1. **Strengthening human resources** through recruitment and professional development.
2. **Improving administrative efficiency** and streamlining workflows.
3. **Diversification of funding sources** to ensure fiscal sustainability.
4. **Continuous performance monitoring** through measurable Key Performance Indicators (KPIs).

In this context, the Strategic Plan focuses on **six thematic pillars**, which form the operational foundation for the next four years.

The formulation of the objectives, actions, and monitoring indicators of this Strategic Plan was based on a comprehensive, multi-level framework of documentation and institutional consultation. Specifically, the findings of the annual internal evaluation reports from administrative services, submitted to the **Quality Assurance Unit (MODIP)**, were utilized. These reports systematically document operations, operational challenges, and proposals for the improvement of administrative procedures.



Simultaneously, targeted discussions and interviews were conducted with the heads of units in key departments to accurately identify operational needs, existing challenges, and opportunities for service optimization. Regarding the student experience, the aggregated results of student evaluation processes were integrated, as recorded within the Institution's quality assurance system.

Furthermore, as part of the consultation process, the **Rectorate** held meetings with faculty members in every Department. These sessions addressed departmental operations, academic and research priorities, and proposals for the Institution's strategic development.

Finally, to ensure a truly participatory and multi-level planning process—shaped **bottom-up** by the university community—an open and permanent online platform for submitting ideas and proposals was established. This platform enables all members of the academic and administrative community to contribute to the strategic development of the Institution, ensuring broad participation and inclusivity.

The **Academic and Research Policy** for the 2026–2029 period is centered on the following **Strategic Objectives** and corresponding **Action Plans**. These were formulated through the synthesis of the aforementioned documentation sources, policy documents, and the departmental consultation process, reflecting the key priorities and actions that emerged from the collective university community.

## 5.1 Academic and Research Policy

### Objective A1: Enhancing Research Quality and International Impact

**A1.1 Establishment of a Research Incentive Framework** *Implementation of a unified framework for research incentives, rewards, and performance support:*

- **Incentive Schemes for High-Impact Publications:** Establishment of specific rewards for publications in **Q1 journals** (top-quartile).
- **Research Fellowships:** Launching competitive fellowship programs to attract and retain talented researchers.
- **Faculty Excellence Awards:** Introduction of annual awards recognizing outstanding research performance by faculty members.
- **Project Management Support Mechanism:** Creation of a dedicated administrative unit to support the submission and financial management of competitive research proposals.
- **Dissertation & Conference Support:** A structured program to fund the publication of doctoral theses and the participation of researchers in prestigious international conferences.

- **Internal Research Funding Policy:** Establishment of an internal seed-funding mechanism based on competitive, merit-based criteria.
- **Research and Laboratory Infrastructure Enhancement:** Sustained investment in state-of-the-art research and laboratory infrastructure to strengthen research capacity and support innovation.

**A1.2 Development of a Research Benchmarking & Analytics System** *Creation of a comprehensive system for monitoring and benchmarking research performance:*

- **Internal KPI Monitoring:** Development of a mechanism to track research **Key Performance Indicators** (publications, h-index, etc.).
- **Strategic Metrics & Visibility Management:** Implementation of a marketing and visibility mechanism to enhance citations and institutional prestige.
- **Global Ranking Alignment:** Systematic monitoring of research indicators to improve the Institution's standing in international university rankings.

**A1.3 Systematic Monitoring of International Research Evaluations** *Ongoing assessment of how the University's research output is perceived and evaluated by international academic and funding bodies.*

**A1.4 Strategic Documentation and Promotion of Research Results** *Developing a framework to promote research findings to stakeholders:*

- **ESG & Sustainability Alignment:** Linking research output to global **Sustainability and ESG** (Environmental, Social, and Governance) priorities.

**A1.5 Access to Global Scientific Knowledge Infrastructures** *Ensuring the academic community has the necessary tools for high-level research:*

- **Institutional Subscriptions:** Ensuring uninterrupted access to leading international scientific databases and digital libraries (e.g., **Scopus, Web of Science, ScienceDirect**).
- **Open Access Support:** Promoting and funding open access for scientific publications and conference proceedings.
- **Inter-University Infrastructure Sharing:** Development of strategic collaborations with other universities for the shared use of specialized laboratory equipment and research facilities.

## **Objective A2: Strengthening Competitive Funding and International Research Collaborations**

**A2.1 Establishment of a Unified Research Proposal Support Mechanism** *Creation of an integrated system to support the submission and management of research proposals (covering both pre-award and post-award phases):*

- **Support for Early-Career Researchers:** Dedicated coaching and technical assistance for junior faculty and researchers in proposal development.
- **Targeted Funding Acquisition:** Strategic focus on high-value funding opportunities (e.g., Horizon Europe, Interreg).
- **Integrated Research Support Framework:** Development of a comprehensive support mechanism covering the full research project lifecycle (pre- and post-award), including a cross-functional support team for proposal development, contract management, research data management, dissemination, and regulatory compliance, alongside the establishment of research collaboration networks within and beyond the University to strengthen participation in competitive funding programmes.

**A2.2 Optimization of Research Project Management** *Digitization and streamlining of project management workflows in direct collaboration with the **Special Account for Research Funds (ELKE)**.*

**A2.3 Strategy for International Research Consortia** *Developing a framework for active participation in European and global scientific networks:*

- **Incentivized Global Networking:** Creation of institutional incentives for faculty members to join international networks, scientific forums, and expert committees.
- **Strategic Partner Mapping:** Systematic monitoring of networking opportunities and mapping of potential strategic partners in cutting-edge research fields.

**A2.4 Development of a Competitive Funding Portfolio** *Implementing a strategy to diversify research income by leveraging economies of scale:*

- **Multi-Source Funding Strategy:** Systematic utilization of the NSRF (ESPA), Horizon Europe, Erasmus+, and direct industrial R&D contracts.
- **Synergy Building:** Leveraging existing infrastructure to support large-scale collaborative projects.

- **Research Funding Performance Monitoring:** Development of an institutional monitoring mechanism for research funding performance, based on key indicators including the number of proposals submitted, success rates, external funding for research, and the evolution of the active research project portfolio.

#### **A2.5 Promotion of Applied Research Collaborations** *Fostering partnerships with industrial and social stakeholders for joint applied research projects:*

- **Sustainability & Digital Economy Projects:** Developing applied research initiatives focused on ESG, the digital economy, and sustainable development.
- **Agri-food & Food Industry Partnerships:** Building specialized collaborations within the agri-food sector, leveraging the University's regional expertise.
- **Healthcare Innovation:** Joint research planning and clinical collaborations with healthcare institutions and hospitals.
- **Shared Research Infrastructure Framework:** Development of a collaborative framework for the shared use of research infrastructure and laboratory equipment to strengthen interdisciplinary collaboration and support applied research projects with industry and other external stakeholders.

### **Objective A3: Acceleration and Institutional Safeguarding of Research Processes**

#### **A3.1 Implementation of Fast-Track Research Approval Procedures** *Simplification and acceleration of administrative and procurement workflows for research projects:*

- **Streamlined Procurement:** Simplification of approval and procurement procedures to ensure timely acquisition of research equipment and services.
- **Agile Funding Management:** Optimization of research funding management processes to reduce administrative lead times and enhance project execution.

#### **A3.2 Digital Integration of Research Workflows** *Optimization of internal procedures within the Special Account for Research Funds (ELKE) through full digital integration and the adoption of modern management information systems (MIS).*

#### **A3.3 Transparent Allocation of Internal Research Resources** *Establishment of a merit-based and transparent framework for the distribution of internal funding and resources:*

- **Structured Resource Allocation:** Implementation of a transparent and data-driven process for the allocation of internal research budgets.
- **Strategic Infrastructure Framework:** Development of a long-term strategic plan for research priorities and the sustainable maintenance/upgrade of laboratory infrastructure.

**A3.4 Systematic Monitoring of Institutional and Regulatory Changes** *Ongoing monitoring of national and European legislative changes that affect the regulatory framework and operational functionality of research activities.*

## **Objective A4: Strengthening Research Human Capital**

**A4.1 Acceleration of Recruitment and Staffing Procedures** *Expediting the processes for announcing and filling faculty, adjunct, and technical staff positions:*

- **Operational Staffing:** Accelerating recruitment workflows to fill vacant positions and ensure the seamless operation of academic Departments.
- **Faculty Replenishment:** Prioritizing the filling of faculty vacancies to maintain high standards of teaching and research.

**A4.2 Strategic Staff Replacement and Succession Planning** *Development of a long-term strategy for staff turnover and academic continuity:*

- **Succession Plan:** Establishing a plan for replacing retired faculty members while safeguarding the institution's hallmark **interdisciplinarity**.
- **Strategic Expansion:** Targeting an increase in faculty members within critical and emerging academic disciplines.

**A4.3 Mechanisms for Attracting and Retaining Young Talent** *Creation of dedicated incentives to prevent "brain drain" and attract emerging researchers:*

- **Retention Incentives:** Establishing financial and career incentives to retain and attract promising young researchers and postdoctoral fellows.

**A4.4 Implementation of Postdoctoral and Research Fellowship Programs** *Development of structured postdoctoral programs and fellowships to foster high-level independent research.*

**A4.5 Enhanced Support for Doctoral Candidates** *Identifying and securing diverse funding instruments and scholarships to provide consistent financial support to doctoral candidates, ensuring they can focus on their research output.*

## **Objective A5: Strengthening the Master's and Doctoral Ecosystem**

**A5.1 Development of Interdisciplinary and Research-Oriented Master's Programs** *Designing a framework for creating and adapting Master's programs to modern scientific and market demands:*

- **Interdisciplinary Curricula:** Establishing a mechanism for developing new programs in cutting-edge fields such as **Digital Economy** and **Sustainable Entrepreneurship**.
- **Research Integration:** Linking Master's programs directly to active research projects and international academic collaborations.
- **Professional Master's Programs:** Developing specialized programs tailored to professional practice and industry needs.

**A5.2 Strengthening and Expanding the Doctoral Ecosystem** *Enhancing the impact and sustainability of doctoral research:*

- **Consortia-linked Dissertations:** Directly linking doctoral research to active, competitive projects and international research consortia.
- **Research Incentives:** Creating institutional incentives (e.g., grants, tuition waivers) specifically for high-performing doctoral researchers.
- **Industrial Doctorates:** Increasing the number of **industry-sponsored doctoral degrees** to foster innovation through university-business partnerships.

**A5.3 Quality Assurance in Doctoral Supervision** *Establishing a robust institutional framework to ensure high standards of supervision, mentoring, and research guidance throughout the doctoral cycle.*

**A5.4 Integration of Undergraduate Students into the Research Pipeline** *Encouraging the early involvement of undergraduate students in the Institution's research activities:*

- **Dissemination Support:** Providing institutional support and funding for the publication of outstanding undergraduate theses and student participation in scientific conferences.
- **Research Team Participation:** Facilitating the formal integration of undergraduate students into active research teams and laboratories.

## 5.2 Lifelong Learning, Education, and Scientific Training; Continuous Improvement of Teaching and Learning

### Objective B1: Continuous Renewal and Flexibility of Study Programs

**B1.1 Periodic Review of Study Programs** *Establishment of a unified mechanism for the periodic review of curricula with the active participation of the labor market and social partners:*

- **Market-Driven Revisions:** Continuous review of study programs to ensure alignment with current market trends and technological breakthroughs.
- **Enrollment Management:** Strategic adjustment of student intake to maintain sustainable quality levels and educational excellence.
- **Class Size Optimization:** Managing large student cohorts through the strategic redistribution of teaching loads and resources.

**B1.2 Academic Updating of Courses** *Systematic updating of course content based on the latest technological and scientific developments:*

- **Emerging Fields Integration:** Curriculum updates focusing on automation, industrial digitization, and sustainable production methods.
- **Smart Systems & Digital Shift:** Embedding digital transformation, IoT, and smart systems into the core educational fabric.
- **Modern Competencies:** Updating curricula to include **ESG**, data analytics, and green technologies.

**B1.3 Modernization of Educational Content** *Upgrading educational resources with modern software, laboratory equipment, and advanced learning tools:*

- **Software & Lab Investment:** Targeted investment in industry-standard software and modern laboratory tools for practical training.
- **Digital Learning Materials:** Comprehensive development of interactive digital educational materials via the **Moodle** platform.

**B1.4 Ensuring European and Professional Compliance** *Guaranteeing that all curricula comply strictly with European directives and international professional standards:*

- **Regulatory Alignment:** Continuous updating of study programs in accordance with **Directives 2005/36/EC & 2013/55/EU** to ensure professional recognition.

**B1.5 Institutional Strengthening of Internships** *Redesigning and fortifying the institutional framework for internship placements and practical training:*

- **Professional Integration:** Expanding and strengthening internship programs to bridge the gap between academic theory and professional practice.
- **Enhanced Supervision:** Institutional strengthening of the internship supervision and evaluation framework.
- **Logistical Support:** Institutional coverage of travel and relocation expenses for participating students and academic supervisors.

**Objective B2: Digital Transformation of Teaching**

**B2.1 Hybrid Teaching Model** *Development of a comprehensive model for blended and distance learning with a clear institutional and operational framework:*

- **Blended Learning Expansion:** Integration of blended teaching formats across both undergraduate and graduate curricula to enhance flexibility.
- **Flexible Graduate Programming:** Continuous strategic development of hybrid, fully online, and weekend-based graduate programs to cater to working professionals.
- **Global Hybrid Courses:** Design of hybrid courses with an international scope to facilitate cross-border academic participation.
- **Continuous Digital Enhancement of Classroom Teaching:** Upgrading classroom teaching through the continuous integration of digital technologies and smart learning environments.
- **Internet Infrastructure Upgrade:** Upgrading internet connectivity and network infrastructure across all University campuses.

**B2.2 Unified Digital Learning Platform** *Establishment of a single digital learning environment as the central hub for instruction, communication, and assessment:*

- **Standardized Moodle Integration:** Systematic adoption of the **Moodle** platform for all course modules and automated assessment tools.
- **Digital Content Expansion:** Broadening the range of available digital educational resources and interactive content via Moodle.
- **Infrastructure Fortification:** Continuous technical strengthening of the e-learning server capacity and digital infrastructure.



**B2.3 Certified Digital Courses** *Development and delivery of short-term, certified digital courses focusing on cutting-edge scientific and professional fields:*

- **Specialized Seminars:** Design of certified digital seminars in high-demand areas such as GIS, Artificial Intelligence (AI), ESG, and automation.
- **Digital Business Programs:** Development of specialized digital certificates in modern management and digital entrepreneurship.
- **Sustainable Tech Education:** Implementation of digital courses in precision agriculture and sustainable production systems.

**B2.4 Certification Framework for Digital Tools** *Establishment of a rigorous institutional process for the selection, pedagogical evaluation, and certification of third-party digital teaching tools and software.*

### **Objective B3: Ensuring Teaching Quality**

**B3.1 Unified Framework of Teaching Quality Indicators** *Establishment of a unified framework of performance indicators for the evaluation and enhancement of educational work:*

- **Educational KPI Development:** Development of a comprehensive set of **Key Performance Indicators (KPIs)** specifically designed for educational output.
- **Continuous Improvement Cycle:** Systematic use and integration of KPIs into a formal mechanism for the ongoing enhancement of teaching standards.
- **Faculty Professional Development:** Continuous advancement of teaching staff's pedagogical knowledge and digital skills through **KEDIMA** (Center for Teaching and Learning) training initiatives.

**B3.2 Digital Integration of Quality Indicators** *Integration of teaching quality metrics and learning outcomes directly into the Institution's centralized digital management systems.*

**B3.3 Exam Quality Control** *Establishment of a rigorous mechanism for exam quality control, ensuring the comparability and fairness of assessments:*

- **Assessment Integrity:** Developing protocols to ensure the integrity and security of assessments, particularly within digital and remote testing environments.

**B3.4 Institutional Utilization of Student Feedback** *Implementation of a robust system for student participation in the evaluation process with formal institutional utilization of the results:*

- **Feedback Incentivization:** Establishment of strategic incentives to encourage meaningful student participation in course and faculty evaluations.
- **Engagement Campaigns:** Launching targeted communication campaigns to highlight the importance of student feedback in shaping the University's future.

**B3.5 Rewarding Teaching Excellence** *Establishing a formal institutional mechanism to recognize and reward outstanding teaching quality:*

- **Merit-Based Advancement:** Linking professional development and career progression opportunities to consistently high teaching evaluation results.

#### **Objective B4: Academic Guidance and Student Support**

**B4.1 Establishment of an Academic Mentoring System** *Establishment of a structured academic mentoring system for students with clear roles and procedures:*

- **Structured Mentoring Mechanism:** Development of a formal mentoring framework to guide students through their academic journey and career planning.
- **Strategic Enrollment Alignment:** Creation of a plan to align student enrollment numbers with available infrastructure and faculty capacity to ensure high-quality guidance.

**B4.2 Early Warning Mechanism** *Development of a data-driven mechanism for the early detection and prevention of academic delay or dropout risks.*

**B4.3 Support for Vulnerable Students** *Strengthening support structures for vulnerable student groups and ensuring equal access to education:*

- **Inclusive Support Mechanisms:** Development of tailored support services for students from vulnerable or underrepresented backgrounds.
- **Learning Support Infrastructure:** Identifying and filling gaps in learning support structures, including tutoring and accessibility services.

**B4.4 Quality Control of Internship Supervision** *Institutional strengthening and rigorous quality control of the internship supervision and evaluation process.*

## Objective B5: Lifelong Learning and Micro-credentials

**B5.1 Micro-credentials and Flexible Lifelong Learning Programs** *Development of certified micro-credentials and flexible lifelong learning (LLL) programs:*

- **Cutting-Edge Micro-credentials:** Creation of certified, short-term micro-credentials in high-demand and emerging scientific fields.
- **Flexible LLL Design:** Designing flexible Lifelong Learning programs that cater to the needs of working professionals and non-traditional learners.

**B5.2 Quality Assurance in Lifelong Learning** *Integration of a dedicated internal quality assurance mechanism into all lifelong learning and vocational training programs.*

**B5.3 English-Language Lifelong Learning Programs** *Development of English-language LLL programs with a clear strategic positioning in the international market:*

- **International Vocational Training:** Development of hybrid vocational training programs with an international scope, targeting global professional communities.

## 5.3 Internationalization, Outreach, and Strategic Alliances

### Objective C1: International Collaborations and Strategic Alliances

**C1.1 Framework for International Agreements** *Establishment of a unified framework for the conclusion and implementation of international cooperation agreements with measurable outcomes:*

- **Strategic Partnerships:** Concluding international cooperation agreements with high-impact research institutes and prestigious universities.
- **MoU Strengthening:** Developing new bilateral agreements and fortifying existing **Memoranda of Understanding (MoUs)** with a primary focus on joint project implementation.
- **Balkan Regional Strategy:** Expanding transnational collaborations in the **Balkans** aimed at fostering joint research and educational initiatives.

**C1.2 Participation in International Networks and Thematic Alliances** *Strategic participation in international educational and research networks and specialized European programs:*

- **Global Network Engagement:** Active participation in international scientific networks and thematic academic alliances.
- **Institutional Presence:** Ensuring a systematic and coordinated institutional presence at major international conferences and forums.

**C1.3 Development of Thematic International Consortia** *Development of thematic international consortia and joint projects in the University's strategic priority areas:*

- **Joint Initiatives:** Designing and launching joint educational and research initiatives with foreign higher education institutions.
- **Collaborative Curricula:** Designing joint elective courses and curriculum modules in partnership with international academic stakeholders.

**C1.4 Strategic Use of International Conferences** *Systematic utilization of international conferences and scientific meetings as a primary tool for institutional networking and visibility.*

**C1.5 Strengthening IHU's European Footprint** *Leveraging the establishment of the **Brussels Branch** as a strategic hub to strengthen the Foundation's European presence, networking, and representation.*

**C1.6 International Academic Dialogue and Collaboration:** Development of thematic initiatives for international academic dialogue and strategic collaborations.

- **International Conferences and Thematic Scientific Meetings:** Organization of international conferences and thematic scientific meetings to promote academic exchange and strengthen the University's international visibility.
- **Strategic Regional Academic Partnerships:** Development of strategic partnerships with universities, research centers, and institutional stakeholders.
- **Policy Briefs and Academic Policy Engagement:** Production of policy briefs and evidence-based academic contributions addressing issues of regional importance.

**Objective C2: English-language Portfolio and Joint International Programs**

**C2.1 Development of English-language Programs and Courses** *Expansion of the Institution's English-medium educational offerings at both undergraduate and graduate levels:*

- **Graduate Expansion:** Increasing the number of fully English-taught Master's programs to attract a global student body.

- **Undergraduate Internationalization:** Increasing the availability of individual course modules taught in English within the Undergraduate Program to facilitate incoming exchange students.

## **C2.2 Development of Joint and Dual Degrees** *Design and implementation of collaborative international degree programs with prestigious partner institutions:*

- **Strategic Dual Degrees:** Designing and launching dual degrees and joint international programs that offer students multi-institutional recognition.
- **Priority Area Focus:** Development of joint degrees in strategic priority areas such as the digital economy, green transition, and health sciences.

## **C2.3 Development of Summer Schools and Short-term Programs** *Creation of intensive, short-term international educational initiatives and seasonal academic programs:*

- **International Summer Schools:** Planning and implementing high-quality summer schools delivered in English, leveraging Greece's geographical advantages.
- **Blended Mobility Initiatives:** Developing short-term international blended mobility programs (combining physical and virtual presence) to increase participation.

## **C2.4 Quality Assurance and Administrative Support for Joint Degrees** *Establishment of an institutional quality assurance framework and dedicated administrative support mechanisms specifically for the management of joint and dual degrees.*

### **Objective C3: Student and Staff Mobility**

#### **C3.1 Utilizing Erasmus+ as a Strategic Mobility Mechanism** *Strategic utilization of the Erasmus+ program as a core, permanent mechanism for institutional mobility:*

- **Best Practice Dissemination:** Centralized collection and promotion of best practices for maximizing the impact of the Erasmus+ program across all departments.
- **Collaborative Teaching:** Leveraging Erasmus+ for international co-teaching initiatives and the development of joint academic projects.

#### **C3.2 Expansion of Bilateral Mobility Agreements** *Expansion of bilateral agreements for the exchange of students, academic, and administrative staff:*

- **Strategic Partnership Growth:** Expanding international collaborations to increase the volume and quality of student and staff exchanges.

- **Targeted Global Outreach:** Expansion of Erasmus+ partnerships with targeted countries that align with the University's research and academic priorities.

### **C3.3 Incentives for Outgoing Mobility** *Development of institutional incentives and support mechanisms to encourage outgoing mobility:*

- **Participation Incentives:** Creation of financial or academic incentives to encourage student participation in international exchange and training programs.
- **Career Path Alignment:** Linking international mobility experiences directly with graduates' career prospects and global employability.

### **C3.4 Improvement of Administrative Mobility Procedures** *Enhancement of the administrative framework supporting mobility, focusing on efficiency and transparency:*

- **Streamlined Processes:** Improving procedures for automatic course recognition, digital certificate issuance, and automated document management to reduce bureaucracy.

### **C3.5 Framework for Incoming Students and Staff** *Establishment of a comprehensive support framework to facilitate the reception and integration of incoming international students and staff:*

- **Integration Services:** Development of arrival and orientation services to ensure a seamless transition for international guests into the University community.

## **Objective C4: International Identity and Recognition**

### **C4.1 Development of an International Branding Strategy** *Development of a unified strategy for the Institution's international visibility, reputation, and identity:*

- **Multi-level Strategic Branding:** Development of coordinated branding initiatives at the institutional, School, and Departmental levels to ensure a cohesive image.
- **Global Platform Promotion:** Implementation of a targeted strategy for promoting the University's programs and research on international academic and digital platforms.
- **International Communication Policy:** Design of a comprehensive communication framework specifically tailored for global audiences and stakeholders.
- **Cohesive Institutional Communication and Visual Identity:** Development of a cohesive institutional communication and visual identity, aimed at ensuring consistent representation and strengthening cohesion across IHU campuses.

- **Institutional Branding and Design Initiative:** Development of the IHU Design Collection as an institutional branding initiative to strengthen the University's international visibility and cultural identity through interdisciplinary collaboration in design and innovation.
- **Institutional Identity Strategy:** Preparation of a comprehensive strategic study to guide the development, implementation, and governance of the University's cohesive communication and visual identity.

#### **C4.2 Attracting International Students** *Designing and implementing proactive recruitment strategies for key global markets:*

- **Market Entry Initiatives:** Strategic initiatives to penetrate and expand within the high-potential student markets of **China and India**.
- **Global Agent Partnerships:** Developing and managing strategic partnerships with international recruitment agents to boost student enrollment.
- **Targeted Recruitment Strategy:** Designing customized marketing funnels and outreach programs for specific regional markets.
- **International Portfolio Growth:** Development of specialized English-language programs specifically designed to meet the demands of international students.
- **Brussels Hub Academic Offering:** Development and delivery of high-value study programs at the IHU Branch in Brussels.

#### **C4.3 Participation in International Rankings and Accreditations** *Systematic engagement with global university rankings (e.g., QS, THE) and seeking international thematic accreditations to validate academic quality.*

#### **C4.4 Leveraging International Distinctions and Awards** *Strategic utilization of institutional and individual awards to enhance international credibility and prestige:*

- **Success Story Management:** Centralized collection, documentation, and promotion of project successes, research breakthroughs, and academic milestones.
- **Institutional Credibility Building:** Strategic promotion of international awards and distinctions to strengthen the University's global standing and attractiveness.

## C4.5 Academic Showcase Week

[Establishment of an annual University-wide outreach initiative to strengthen the International Hellenic University's engagement with secondary education and the broader educational community].

- **Academic Showcase Week:** Establishment of an annual University-wide Academic Showcase Week with a coordinated schedule across all academic departments.
- **Institutional Identity:** Development of a unified communication and visual identity for the initiative to strengthen the University's brand recognition and institutional cohesion.
- **Interactive Academic Presentations:** Delivery of interactive presentations showcasing the University's study programmes, research activities, and career opportunities.
- **Experiential Learning Activities:** Organization of experiential learning activities, laboratory visits, and open educational experiences for secondary school students.
- **School Engagement Framework:** Development of a collaborative framework with secondary schools and Regional Directorates of Secondary Education to coordinate organized school visits to the University.
- **Digital Registration and Evaluation Platform:** Development of a unified digital registration platform and evaluation mechanism for participating schools and secondary school students.

## Objective C5: Supportive Internationalization Ecosystem

**C5.1 Creation of an International Alumni Network** *Establishment and activation of a global alumni network equipped with a sophisticated tracking and engagement mechanism:*

- **Alumni Tracking System:** Implementation of a dedicated mechanism for tracking the professional progression and locations of international graduates.
- **Global Alumni Engagement:** Creation of an active international alumni network to foster lifelong institutional ties and facilitate global networking.

**C5.2 Development of Hospitality and Hosting Infrastructures** *Development of specialized structures and professional services for hosting international visitors, researchers, and collaborators:*

- **Administrative Upgrading:** Enhancing physical spaces and administrative workflows to meet the specific requirements of internationalization.
- **Visitor Support Services:** Creation of high-standard hospitality and technical support structures to ensure a seamless experience for international guests.



**C5.3 Improving Accessibility and Connectivity of University Hubs** *Defining and implementing requirements for the enhancement of physical and digital connectivity across all University locations:*

- **Transportation Connectivity:** Coordinating with regional authorities to improve public transportation links to the University's various hubs and campuses.
- **Infrastructural Modernization:** Upgrading both physical facilities and digital networks to support the demands of a modern, internationalized academic environment.

## 5.4 Strengthening Links with Society and the Economy

**Objective D1: Institutional Integration of the Institution into the Regional Development Framework**

**D1.1 Upgrading the Liaison Office** *Transforming the Liaison Office into a high-impact central hub for institutional collaboration with productive and social entities:*

- **Career Weeks:** Establishment of annual "Career Weeks" to facilitate direct networking between students, faculty, and industry leaders.
- **Institutional Synergies:** Development of formal structures and standardized procedures for collaboration with Chambers of Commerce and civil society organizations.
- **Industrial Zone Strategy:** Designing a targeted strategy for long-term collaboration with businesses located in the **Thessaloniki Industrial Zone**.
- **Sector-Specific Contact Points:** Establishing specialized liaison points for key regional sectors: **Agri-food, Health, Logistics, and Green Transition**.

**D1.2 Creation of a Service Portfolio for the Economy** *Establishment of a unified portfolio of services for businesses, graduates, and social partners with a clear development-oriented focus:*

- **Bespoke Micro-credentials:** Developing certified micro-credentials specifically tailored to the skill gaps and technical needs of local productive sectors.
- **Business-Linked Master's:** Strategically linking Master's programs with business networks to provide specialized consulting services and applied research solutions.

**D1.3 Establishing Interoperability with Central Units** *Creating technical mechanisms for the interoperability of information systems to optimize the use of employability and regional participation data:*

- **Graduate Employment Analytics:** Development of a centralized mechanism for systematic research into graduate employment trends and the strategic utilization of data at the Institutional level.

**D1.4 Development of Regional Contribution Indicators** *Development of a robust framework of performance indicators (KPIs) to measure and document the Institution's socio-economic contribution to regional development.*

**Objective D2: Establishment of a system for monitoring graduates' career paths**

**D2.1 Creation of a Unified Graduate Database** *Development of a centralized institutional database with the capacity to analyze regional and national employment trends:*

- **Integrated Data Hub:** Establishing a unified digital repository of graduate profiles to facilitate long-term institutional connection and data integrity.

**D2.2 Establishment of a Career Tracking Mechanism** *Implementing a structured mechanism for monitoring alumni career progression with an emphasis on sectoral and geographical distribution:*

- **Strategic Sector Monitoring:** Creation of a specialized tracking system to monitor graduate absorption into key regional sectors such as **Health, Agri-food, and Industrial Manufacturing.**
- **Employment Dashboard:** Development of an interactive digital dashboard to visualize regional and sectoral employment data for strategic decision-making.

**D2.3 Development of an Employment Tracking System** *Design and implementation of a targeted system to track professional placement and success within strategic productive sectors:*

- **Alumni Career Mapping:** Systematic mapping of graduates' career trajectories to identify the institution's impact on the labor market.

**D2.4 Establishment of a Periodic Report on Employability** *Institutionalization of a formal, periodic report documenting graduate employability and the University's measurable contribution to the local and national economy.*

## Objective D3: Development and Activation of a Graduate Network

**D3.1 Activation of a Graduate Network** *Creation of an institutionally organized alumni network designed to bridge the gap between the University and the regional economy:*

- **Organized Alumni Database:** Developing a structured and searchable repository of graduates to facilitate long-term institutional engagement.
- **Alumni Mentoring Framework:** Establishment of a formal mentoring structure where established graduates guide current students through their professional transition.
- **Sectoral Engagement:** Actively engaging alumni in regional development projects and sector-specific initiatives (e.g., tech, manufacturing, services).

**D3.2 Integration of Graduates into Mentoring and Networking** *Formal integration of alumni into mentoring programs, business networking events, and institutional knowledge transfer activities.*

**D3.3 Engaging Graduates in Regional Initiatives** *Developing formal mechanisms to ensure the active and systematic participation of graduates in regional and sectoral economic initiatives.*

## Objective D4: Establishment and Development of Strategic Partnerships with Productive and Institutional Entities

**D4.1 Framework for Strategic Partnerships** *Establishment of a comprehensive framework for strategic alliances with businesses, chambers of commerce, and local government bodies:*

- **Industrial Zone Alliances:** Forging deep-rooted partnerships with the **Thessaloniki Industrial Area (Sindos)** for technical and research cooperation.
- **Regional & Local Governance:** Strengthening ties with the Regional Authority and Municipalities on green transition and climate resilience projects.
- **Professional Services Networking:** Establishing partnerships with engineering firms, design offices, and technical consultants.
- **Social Impact Collaborations:** Formalizing cooperation with social organizations and rehabilitation facilities to promote social responsibility and inclusivity.

**D4.2 Systematization of Participation in Regional Programs** *Securing a proactive role for the Institution in regional development and sectoral funding programs:*

- **Smart Specialization (RIS3):** Active institutional participation in **Regional Smart Specialization Strategies (RIS3)** to drive local innovation.
- **Sustainability & Climate Resilience:** Participation in large-scale regional projects focused on sustainable energy, the green transition, and climate adaptation.
- **Agricultural & Digital Programs:** Engaging in regional initiatives for the modernization of the agricultural sector and digital transformation.

**D4.3 Development of Applied Education-Research-Production Partnerships** *Fostering structured collaborations for applied projects that link academic curricula with research and industrial production:*

- **Strategic Clinical Partnerships:** Developing formal alliances with hospitals and healthcare facilities for clinical training and applied medical research.
- **Joint Industry Initiatives:** Implementing joint research and practical initiatives with key industry partners.
- **Agro-Economic Synergies:** Developing partnerships in sustainable agro-economics and innovative entrepreneurship.

**D4.4 Development of Practical and Industrial Cooperation Agreements** *Systematic development of cooperation agreements covering internships, applied research, industrial R&D, and technical support services.*

**D4.5 Laboratory Capacity Enhancement:** Strengthening the University's laboratories through dedicated funding mechanisms and enhanced engagement with industry, public-sector organizations, and other institutional stakeholders.

## **Objective D5: Enhancing Employability and the Productive Relevance of Studies**

**D5.1 Quality Improvement of Internships** *Systematization and qualitative enhancement of internship programs with a clear sector-specific focus:*

- **Green & Agri-focused Placements:** Strengthening internship opportunities within modern agricultural units and enterprises driving the green transition.
- **Logistics & Transport Expansion:** Expanding internship placements within regional logistics centers and major transport hubs.
- **Healthcare & Clinical Internships:** Developing structured internship positions in collaboration with hospitals, specialized clinics, and rehabilitation centers.

**D5.2 Development of Targeted Internship Partnerships** *Forging strategic and specialized internship alliances within high-growth and priority economic sectors.*

**D5.3 Strategic Intervention for Professional Rights** *Proactive interventions to clarify and strengthen the professional and licensing rights of graduates where necessary:*

- **Professional Rights Advocacy:** Targeted institutional initiatives to secure and formalize professional rights (e.g., ASEP PE Midwifery) and ensure career mobility.

**D5.4 Strategy for Promoting Productive and Social Impact** *Development of a comprehensive strategy to highlight and communicate the social and economic impact of the Departments:*

- **Sector-Specific Outreach:** Designing a targeted communication policy tailored to the specific needs and language of each industrial and social sector.
- **Labor Market Engagement:** Systematic promotion of departmental initiatives and research breakthroughs to the labor market and broader society.
- **Partnership Sustainability:** Development of a long-term strategy for maintaining and nurturing institutional partnerships with local and regional organizations.

## 5.5 Promoting innovation within the university

**Objective E1: Establishment and Strengthening of Technology Transfer Mechanisms**

**E1.1 Unified Interface with the Office of Technology Transfer & Innovation** *Establishment of a streamlined, unified interface between all academic Departments and the University's Office of Technology Transfer & Innovation:*

- **Institutional Connectivity:** Developing formal communication channels to ensure that research breakthroughs from all Departments are efficiently funneled to the Technology Transfer Office.

**E1.2 Definition of a Technology Transfer Operational Framework** *Establishing a comprehensive operational framework for technology transfer, including process flows, roles, standard agreements, and response timelines:*

- **Standardized Procedures:** Creating a "playbook" for innovation that includes template licensing agreements and clear internal protocols for researchers.

**E1.3 Staffing of the Technology Transfer & Innovation Office** *Strengthening the Office with specialized personnel to support high-level innovation management:*

- **Expert Recruitment:** Additional staffing with professionals specialized in **Intellectual Property (IP)** management and the **commercialization** of research results.

**E1.4 Training Programs on Intellectual Property & Entrepreneurship** *Development of training and mentoring programs for researchers and students focused on IP rights, entrepreneurship, and research commercialization:*

- **Innovation Literacy:** Implementing workshops and mentoring sessions to transform academic research into viable business models and startups.

**E1.5 Creation of Thematic Technology Transfer Hubs** *Establishment of specialized technology transfer hubs in strategic fields, operationally integrated into the central Office:*

- **Strategic Sector Focus:** Development of thematic hubs in priority sectors, such as **Agrotechnology**, to provide industry-specific commercialization support.

**Objective E2: Establishment of a Framework for Intellectual Property and Commercial Exploitation**

**E2.1 Establishment of a Unified Intellectual Property Framework** *Creation of a single, institution-wide policy for the protection and management of all intellectual assets generated within the University:*

- **Policy Harmonization:** Aligning internal IP regulations across all Departments to provide legal certainty for researchers and external partners.

**E2.2 Creation of a Patent Support Mechanism** *Implementing a robust support system to facilitate the identification, protection, and strategic management of inventions:*

- **Proof-of-Concept (PoC) Support:** Establishment of a dedicated mechanism for patent maturation and prototype validation prior to formal registration.
- **Strategic Portfolio Management:** Developing a framework to manage the University's IP portfolio based on clear strategic prioritization and marketability criteria.

**E2.3 Creation of a Patent Promotion Mechanism** *Developing a proactive strategy to showcase the University's patent portfolio to international markets and potential industrial investors.*

**E2.4 Establishment of a Licensing Framework for Commercialization** *Formulating a structured approach to the commercial licensing of institutional know-how:*

- **Standardized Licensing Agreements:** Creation of "template" agreements tailored to specific technology categories to expedite the negotiation process.
- **Revenue Monitoring & Reinvestment:** Establishing a transparent mechanism for monitoring licensing income and ensuring its reinvestment into further research and development.

**E2.5 Creation of a Pre-Commercial Maturation Mechanism** *Fostering the development of "market-ready" innovations through technical and business maturation stages before they reach the commercial sector.*

**E2.6 Simplification of Know-how Exploitation Procedures** *Simplification and standardization of legal and administrative workflows for the exploitation of intellectual assets and the finalization of commercial contracts:*

- **Operational Agility:** Reducing bureaucratic hurdles to allow for faster contract conclusions with industry partners.

### **Objective E3: Development of an Entrepreneurship and Tech-Startup Ecosystem**

**E3.1 Developing Partnerships with Business Incubators and Accelerators** *Fostering strategic alliances with external innovation ecosystems to support nascent technology ventures:*

- **Innovation Hub Synergy:** Collaborative engagement with digital innovation hubs and sector-specific business incubators.
- **Thematic Partnership Strategy:** Designing specialized partnership frameworks for key areas such as **Agrotechnology, Health Sciences, and Creative Industries.**

**E3.2 Establishment of a Framework for Founding Tech Startups** *Creating the regulatory and operational conditions necessary for the birth of high-tech spin-offs:*

- **Pre-seed Support Structure:** Establishment of a dedicated support mechanism for the pre-seed preparation phase of emerging tech startups.
- **Viability Assessment:** Implementation of a rigorous technical and commercial viability assessment process prior to the formal establishment of a spin-off.

**E3.3 Creation of a Business Support Structure for Tech Startups** *Establishing an internal support unit to provide business coaching, legal advice, and administrative guidance to university-affiliated startups.*

**E3.4 Development of Pre-incubator Initiatives** *Implementing early-stage programs to nurture entrepreneurial thinking and project maturity:*

- **Mentoring & Pre-incubation:** Developing "pre-incubator" style initiatives and mentoring programs to guide researchers and students through the early stages of startup formation.

**E3.5 Linking Laboratories with the Innovation Ecosystem** *Establishing structured connections between research laboratories and the broader innovation landscape:*

- **Lab-to-Market Integration:** Creating direct links between specialized research teams (e.g., **Robotics & Smart Industry labs**) and business incubators to facilitate technology transfer and collaborative innovation.

#### **Objective E4: Development of Applied Research with a Target Market and Social Impact**

**E4.1 Design of Applied Projects with a Target Market** *Design and implementation of applied research projects with a clearly defined target market and commercialization pathway:*

- **Policy Alignment:** Aligning applied research projects with regional and national innovation policies to maximize funding and impact.
- **Economic Modernization:** Designing applied projects focused on the sustainable financial sector and the digital economy.
- **Digital Business Focus:** Developing research initiatives tailored to digital and sustainable business models.

**E4.2 Connecting Laboratories with Businesses** *Connecting laboratories and research teams with enterprises and organizations to provide solutions to specific industrial or social problems:*

- **R&D Contracts:** Developing specialized **Research & Development (R&D)** contracts with businesses across diverse thematic areas.
- **Startup-Lab Synergies:** Linking established university laboratories and research projects with high-growth health and technology startups.



**E4.3 Development of Pilot and Demonstration Actions** *Utilizing available infrastructure (laboratories, farms, living labs) to test, validate, and demonstrate innovative solutions:*

- **Farm-based Innovation:** Development of pilot projects on the **IHU University Farm** to test agrotechnology solutions.
- **Sustainable Tech Validation:** Implementing pilot projects in sustainable digital technologies and green infrastructure.
- **Restoration Practices:** Designing applied actions in sustainable restoration and conservation practices.

**E4.4 Scaling Up Applied Interventions** *Expanding and scaling up applied interventions within the Foundation's strategic priority areas:*

- **Creative Economy Scaling:** Development of pilot projects in sustainable fashion and creative industries.
- **Smart City Infrastructure:** Implementing applied projects in renewable energy, sustainable infrastructure, and **Smart Cities**.
- **Digital Health & Rehab:** Developing applied projects in digital health and sustainable rehabilitation practices.
- **Lab Service Delivery:** Providing expertise and funding to university laboratories (e.g., **Neurophysiology Laboratory**) for specialized service delivery to third parties.

**E4.5 Enhancing the Outreach of Technological Outcomes** *Increasing the visibility and market penetration of the University's technological outcomes through systematic participation in international exhibitions and technology forums.*

## **Objective E5: Integrating the Green Transition and Digital Transformation into Innovation**

**E5.1 Integrating the Green Transition into Technology Transfer** *Integrating the Green Transition as a cross-cutting priority across all technology transfer and applied research activities:*

- **Sustainable Energy Focus:** Development of high-impact applied projects in renewable energy sources and the modernization of sustainable infrastructure.

**E5.2 Integrating Digital Transformation into Technology Transfer** *Embedding Digital Transformation as a cross-cutting priority within the University's technology transfer mechanisms and applied research initiatives:*

- **Digital Synergy:** Ensuring that digital tools and smart systems are integrated into the commercialization pathway of every research project.

**E5.3 Ensuring Measurable Technology Commercialization** *Ensuring that the adoption of new technologies in education and research is directly linked to measurable commercial or social impact:*

- **Impact-Driven Innovation:** Systematic integration of innovative technologies into research and product development cycles with documented social and economic outcomes.

## 5.6 Upgrading the Quality of the Academic Environment at the University

**Objective F1: Quality Upgrade of Physical and Digital Teaching and Research Infrastructure**

**F1.1 Implementation of a Program to Upgrade Building and Laboratory Infrastructure** *Development and implementation of a program to upgrade building and laboratory infrastructure based on teaching and research quality:*

- **Modern Simulation Center:** Creation of a modern simulation center to enhance practical training and research capabilities.
- **Space Optimization Plan:** Plan for the reallocation and optimization of teaching space based on the actual needs of the Departments.
- **International Hosting Infrastructure:** Creation of infrastructure to host international collaborators and visiting professors.

**F1.2 Establishment of Equipment Renewal Cycle** *Establishment of an equipment renewal cycle system to ensure a modern educational and research environment.*

**F1.3 Upgrade of Network and Digital Infrastructure** *Modernization of network and digital infrastructure to ensure stability, security, and academic functionality:*

- Development of a plan to upgrade network and computing infrastructure to support resource-intensive applications, such as CAD, simulations and data processing.
- Design and implementation of a comprehensive wireless network.
- Modernisation of ICT systems, with particular emphasis on cybersecurity and the reliability of academic operations.

**F1.4 Integration of Digital Administrative Systems** *Integration and upgrading of digital administrative systems to support the educational process.*

**F1.5 Centralized Research Software Licensing:** Procurement and institution-wide provision of licenses for specialized analytical software to support research and teaching activities

## **Objective F2: A Sustainable and Environmentally Responsible University Environment**

**F2.1 Implementation of Building Energy Upgrades** *Design and implementation of energy upgrades for buildings and facilities:*

- Planning of energy self-sufficiency projects (e.g., RES at the campus level)

**F2.2 Adoption of Sustainable Operation Practices** *Adoption of sustainable operation practices and reduction of the environmental footprint.*

**F2.3 Maturation of Sustainability Projects for Financing** *Development of technically and administratively mature projects for the utilization of financing tools.*

**F2.4 Monitoring Energy and Environmental Performance** *Systematic tracking and evaluation of energy consumption and environmental impact metrics.*

## **Objective F3: Strengthening Administrative and Technical Support for Academic Operations**

**F3.1 Staffing of Critical Administrative and Technical Positions** *Strategic recruitment of specialized personnel to bolster the university's technical and operational capacity:*

- Staffing of EDIPS/ETEP/EEP in specialized automation fields
- Hiring permanent IT staff to support digital systems
- Staffing of the University Farm

**F3.2 Filling of Permanent Staff Vacancies** *Filling of permanent staff vacancies and ensuring the continuity of essential service operations:*

- Filling administrative vacancies due to retirements

**F3.3 Simplification and Digitization of Administrative Procedures** *Simplification and digitization of administrative workflows that directly affect academic operations and efficiency.*

**F3.4 Redesign of Student and Staff Service Procedures** *Redesign of operational procedures to provide faster and higher-quality service to students and staff:*

- Institutional maturation of administrative management and service mechanisms
- Strengthening decentralized student and staff service procedures

**F3.5 Building Infrastructure Safety and Functional Upgrading:** Upgrading the University's building infrastructure to enhance safety, functionality, and operational efficiency.

#### **Objective F4: Institutional Stabilization and Organizational Cohesion of the Institution**

**F4.1 Resolution of Outstanding Property and Legal Issues** *Resolution of outstanding property and legal issues affecting the operational status and development of university infrastructure:*

- Legal resolution of outstanding property issues regarding facilities that affect funding
- Institutional clarification of building usage status among departments

**F4.2 Stabilization of the Facility Management Framework** *Stabilization of the institutional and administrative framework for the comprehensive management of university facilities.*

**F4.3 Implementation of the Organizational Integration Plan** *Implementation of the organizational integration and internal cohesion plan following the institutional mergers:*

- Strategic focus on harmonizing internal operations and fostering a unified academic culture across all campuses.

**F4.4 Establishment of a Unified Administrative Identity** *Establishment of a unified operational and administrative identity for the Institution to ensure brand consistency and procedural uniformity.*

#### **Objective F5: Enhancement of the Student Experience and Learning Conditions**

**F5.1 Development of Student Welfare Infrastructure** *Development and improvement of student welfare and support infrastructure:*

- Program for the phased development of student housing infrastructure
- Strengthening support structures for students with increased financial needs

**F5.2 Ensuring Universal Accessibility** *Ensuring universal accessibility and equal participation for all students:*

- Installation of ramps, accessible restrooms, and parking spaces for people with disabilities
- Improving public transportation connections between campuses

**F5.3 Strategic Capacity Planning Based on Enrollment Figures** *Strategic capacity planning based on enrollment numbers and teaching quality.*

**F5.4 Ensuring Adequacy of Learning Spaces and Resources** *Ensuring adequacy of spaces and resources for a quality educational experience.*

## 6 Translation of the Strategic Plan into Specific Performance Indicators

### 6.1 Academic and Research Policy

#### Objective A1: Enhancing Research Quality and International Impact

Objective A1 reflects the Institution's strategic aim to strengthen research excellence, international collaboration, and competitive funding. Its monitoring is based on institutional quality indicators from the **Hellenic Authority for Higher Education (HAHE)** and is supplemented by targeted transformational indicators that reinforce the Institution's strategic direction toward international recognition.

| Indicator                                                                                                                                               | Source |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| A4.1.1 Average number of peer-reviewed scientific publications per faculty member                                                                       | HAHE   |
| A4.1.2 Average number of peer-reviewed scientific publications per faculty member (for universities with an emphasis on the humanities/social sciences) | HAHE   |
| A4.2.1 Average number of citations per faculty member                                                                                                   | HAHE   |
| A4.2.2 Average number of high-impact publications per faculty member (for universities with an emphasis on the humanities/social sciences)              | HAHE   |
| B3.2 Faculty members with significant recognition                                                                                                       | HAHE   |
| B2.5 ERC projects                                                                                                                                       | HAHE   |

Note: Higher education institutions may choose to be evaluated using one of the pairs of indicators (A4.1.1, A4.2.1 or A4.1.2, A4.2.2) depending on the nature of the institution

#### Objective A2: Strengthening Competitive Funding and International Research Collaborations

Objective A2 reflects the Institution's strategic aim to systematically increase competitive research funding and strengthen its participation in international and European consortia. Its monitoring is based on indicators of funding performance and international research networking, which are directly linked to the evaluation criteria of the Hellenic Authority for Higher Education (HAHE) and the securing of external resources.

| Indicator                                                                        | Source |
|----------------------------------------------------------------------------------|--------|
| B2.1 Total external project funding per faculty member                           | HAHE   |
| B2.3 Average annual number of active projects per faculty member                 | HAHE   |
| IHU.103 Percentage of funding from other sources                                 | IHU    |
| B2.2 Funding from competitive R&D projects (Horizon and GSRI) per faculty member | HAHE   |

|                                                                                                          |      |
|----------------------------------------------------------------------------------------------------------|------|
| B2.4 Average annual number of active European projects coordinated by the institution per faculty member | HAHE |
|----------------------------------------------------------------------------------------------------------|------|

### Objective A3: Acceleration and Institutional Safeguarding of Research Processes

Objective A3 reflects the strategic aim of simplifying, accelerating, and digitally integrating research processes, with an emphasis on transparency and institutional stability. Its monitoring is based on indicators of operational efficiency and administrative maturity, which enhance the Institution's ability to effectively support research work.

| Indicator                                                                                   | Source |
|---------------------------------------------------------------------------------------------|--------|
| IHU.1 Average (median) time for approval of a new research project                          | IHU    |
| IHU.2 Average (median) time for processing project financial requests                       | IHU    |
| IHU.3 Percentage of internal research funds allocated through an established open procedure | IHU    |

### Objective A4: Strengthening Research Human Capital

Objective A4 reflects the strategic aim of retaining, renewing, and enhancing the quality of the research workforce, with an emphasis on attracting young scientists and ensuring the sustainability of critical research fields. Its monitoring is based on indicators of human resource adequacy and renewal, in conjunction with data from the Hellenic Statistical Authority (ELSTAT).

| Indicator                                                                                                    | Source |
|--------------------------------------------------------------------------------------------------------------|--------|
| A3.1 Ratio of doctoral candidates per faculty member                                                         | ELSTAT |
| B1.1 Number of doctoral dissertations completed per faculty member                                           | HAHE   |
| B4.2 Full-time equivalent (FTE) of external research collaborators                                           | HAHE   |
| IHU.4 Percentage of faculty positions filled                                                                 | IHU    |
| IHU.5 Number of active postdoctoral researchers per year                                                     | IHU    |
| B4.1 Percentage of ELKE expenditures for external collaborators with research duties from the regular budget | HAHE   |

## Objective A5: Strengthening the Postgraduate and Doctoral Research Ecosystem

Objective A5 reflects the strategic goal of strengthening the integration of master's and doctoral studies with active research and competitive funding. Its monitoring is based on indicators that reflect the growth dynamics of the doctoral ecosystem and its connection to the Institution's research projects.

| Indicator                                                                                       | Source |
|-------------------------------------------------------------------------------------------------|--------|
| B1.2 Scientific publications / Doctoral dissertations                                           | HAHE   |
| IHU.101 Number of Master's Programs per School                                                  | IHU    |
| IHU.6 Percentage of doctoral candidates with active funding from a competitive research project | IHU    |

## 6.2 Lifelong Learning, Education, and Scientific Training; Continuous Improvement of Teaching and Learning

### Objective B1: Continuous Renewal and Flexibility of Study Programs

Objective B1 reflects the Institution's strategic aim for the systematic review, updating, and alignment of study programs with scientific developments, the labor market, and European standards. Its monitoring is based on indicators of renewal, vocational relevance, and the institutional integration of internships.

| Indicator                                                              | Source |
|------------------------------------------------------------------------|--------|
| IHU.7 Percentage of Study Programs Revised within the Last Three Years | IHU    |
| IHU.8 Percentage of courses updated in the last 3 years                | IHU    |
| IHU.9 Percentage of study programs with institutionalized internships  | IHU    |
| A2.1 Number of active Master's Programs / Number of Departments        | HAHE   |
| A2.2 Ratio of graduate to undergraduate students                       | HAHE   |

### Objective B2: Digital Transformation of Teaching

Objective B2 reflects the strategic goal of systematically integrating hybrid teaching formats, digital tools, and certified online courses. Its monitoring is based on indicators of digital maturity, platform utilization, and the development of certified digital programs.

| Indicator                                                                | Source |
|--------------------------------------------------------------------------|--------|
| IHU.10 Percentage of courses actively using a Learning Management System | IHU    |
| IHU.11 Percentage of courses with electronic student assessment          | IHU    |



|                                                                                                                  |      |
|------------------------------------------------------------------------------------------------------------------|------|
| IHU.12 Percentage of courses offered in a hybrid or distance learning format                                     | IHU  |
| IHU.13 Number of certified digital courses or micro-credentials offered by the Institution                       | IHU  |
| A6.1 Percentage of courses in which students acquire digital skills and are provided with a relevant certificate | HAHE |

### Objective B3: Ensuring Teaching Quality

Objective B3 reflects the strategic goal of establishing a unified framework for teaching quality, systematic evaluation, and active use of student feedback. Its monitoring is based on indicators of institutional integration and mechanisms for continuous improvement.

| Indicator                                                                                                                                      | Source |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| A1.1 Percentage of annual graduates relative to new annual enrollments                                                                         | HAHE   |
| A1.2 Percentage of graduates within the standard duration of study (n)                                                                         | HAHE   |
| IHU.14 Percentage of courses with a completed student evaluation process                                                                       | IHU    |
| IHU.15 Percentage of courses for which a documented improvement plan has been developed based on evaluation results                            | IHU    |
| IHU.16 Percentage of faculty members who participated in organized professional development in teaching excellence within the last three years | IHU    |
| E6.1 Operation of the Center for Teaching and Learning (CTL)                                                                                   | HAHE   |
| E6.2 Recognition of excellence among various categories of staff and students                                                                  | HAHE   |
| E.6.3 Award for Outstanding University Teaching                                                                                                | HAHE   |

### Objective B4: Academic Guidance and Support for Students

Objective B4 reflects the strategic goal of establishing an organized system of academic guidance, early detection of risks of academic progress delays, and strengthening support structures. Its monitoring is based on indicators of mentoring effectiveness, early warning, and quality control of internships.

| Indicator                                                                                                                      | Source |
|--------------------------------------------------------------------------------------------------------------------------------|--------|
| A1.3 Average time to degree                                                                                                    | HAHE   |
| IHU.102 Annual number of withdrawals per 1,000 students                                                                        | IHU    |
| IHU.17 Percentage of active students who had at least one documented meeting with an Academic Advisor during the academic year | IHU    |
| IHU.18 Percentage of high-risk students who received documented supportive intervention through an Early Warning Mechanism     | IHU    |
| IHU.19 Percentage of internship students with a documented supervision evaluation                                              | IHU    |

### Objective B5: Lifelong Learning and Micro-credentials

Objective B5 reflects the strategic goal of developing certified micro-credentials, English-language programs, and institutional quality assurance in Lifelong Learning. Its monitoring is based on indicators of program production, internationalization, and quality mechanisms.

| Indicator                                                                                                                   | Source |
|-----------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.20 Number of active L-LLC (KEDIVIM) programs per year                                                                   | IHU    |
| IHU.21 Total number of trainees in L-LLC (KEDIVIM) programs per year                                                        | IHU    |
| IHU.22 Percentage of L-LLC (KEDIVIM) programs that award a certified micro-credential                                       | IHU    |
| IHU.23 Percentage of ODL programs that have completed an internal quality assessment process                                | IHU    |
| IHU.24 Percentage of English-language Lifelong Learning programs out of the total number of active L-LLC (KEDIVIM) programs | IHU    |
| C3.1 Number of programs at L-LLC (KEDIVIM) / Number of faculty members                                                      | HAHE   |
| C3.2 Percentage of students in L-LLC (KEDIVIM) programs out of the total number of active students                          | HAHE   |

## 6.3 Strengthening the Institution's Outward-looking Approach and Internationalization

### Objective C1: International Collaborations and Strategic Alliances

Objective C1 reflects the Foundation's strategic goal of fostering active and measurable international collaborations that go beyond formal agreements. Its monitoring is based on indicators that reflect tangible results, joint projects, and institutional presence in international networks.

| Indicator                                                                                                                  | Source |
|----------------------------------------------------------------------------------------------------------------------------|--------|
| B3.1 University faculty members with significant international impact                                                      | HAHE   |
| IHU.25 Percentage of active institutional international collaborations and networks with documented activity               | IHU    |
| IHU.26 Number of international scientific conferences of strategic importance organized or co-organized by the Institution | IHU    |
| IHU.27 Institutional international presence of the Institution outside Greece                                              | IHU    |
| D3.2 Participation in a European University Alliance                                                                       | HAHE   |
| D3.3 Number of active international collaborations per Department                                                          | HAHE   |

## Objective C2: English-language Portfolio and Joint International Programs

Objective C2 reflects the strategic goal of developing a strong English-language portfolio and joint international programs, which serve as a lever for attracting international students and strengthening the university's international presence.

| Indicator                                                                                                                   | Source |
|-----------------------------------------------------------------------------------------------------------------------------|--------|
| D4.1 Number of foreign-language Undergraduate Study Programs (USP)                                                          | HAHE   |
| D5.1 Number of foreign-language Master's Programs as a percentage of all master's programs                                  | HAHE   |
| IHU.28 Percentage of courses offered in English out of the total number of courses offered                                  | IHU    |
| IHU.29 Number of active Joint Degrees or Double Degrees with international institutions                                     | IHU    |
| IHU.30 Number of international summer schools and short-term international educational programs implemented during the year | IHU    |
| D2.4 Number of foreign-language courses for international students as a percentage of the total number of courses           | HAHE   |
| D3.1 Number of Joint/Double Degrees                                                                                         | HAHE   |
| D5.2 Percentage of international graduate students out of the total number of graduate students                             | HAHE   |

## Objective C3: Student and Staff Mobility

Objective C3 reflects the strategic goal of increasing outgoing and incoming mobility as the operational core of internationalization. Its monitoring is based on indicators of mobility and administrative efficiency.

| Indicator                                                                                                               | Source |
|-------------------------------------------------------------------------------------------------------------------------|--------|
| D2.1 Annual percentage of outgoing Erasmus+ students out of the total number of active students                         | HAHE   |
| D2.2 Annual percentage of incoming Erasmus+ students out of the total number of active students                         | HAHE   |
| D6.1 Annual percentage of incoming Erasmus+ faculty members relative to the institution's total faculty                 | HAHE   |
| IHU.31 Annual percentage of outgoing faculty members under international mobility programs                              | IHU    |
| IHU.32 Average (median) time for credit transfer and recognition (ECTS recognition time)                                | IHU    |
| IHU.33 Student Mobility Balance Index                                                                                   | IHU    |
| D2.3 Annual percentage of outgoing faculty members participating in Erasmus+ out of the total number of faculty members | HAHE   |

|                                                   |      |
|---------------------------------------------------|------|
| D6.2 Number of visiting professors per Department | HAHE |
|---------------------------------------------------|------|

#### Objective C4: International Identity and Recognition

Objective C4 reflects the strategic goal of enhancing the Institution's international visibility and institutional recognition through branding, rankings, and international distinctions.

| Indicator                                                                             | Source |
|---------------------------------------------------------------------------------------|--------|
| D1.1 Percentage of international students among the total number of active students   | HAHE   |
| IHU.34 Number of full-time international students (degree-seeking) per year           | IHU    |
| IHU.35 Number of countries of origin of full-time international students              | IHU    |
| IHU.36 Number of active entries in university rankings rankings and certifications    | IHU    |
| IHU.37 Number of international distinctions and awards with institutional recognition | IHU    |
| A5.1 Position of the HEI in international rankings                                    | HAHE   |
| A5.2 Ranking of the university's academic fields in international subject rankings    | HAHE   |

#### Objective C5: Supportive Ecosystem for Internationalization

Objective C5 reflects the strategic goal of creating a comprehensive ecosystem to support internationalization, with an emphasis on alumni, hospitality, and infrastructure.

| Indicator                                                                                                               | Source |
|-------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.38 Percentage of international graduates actively registered and participating in the institutional Alumni Network  | IHU    |
| IHU.39 Percentage of international visitors served through an organized institutional hosting and hospitality structure | IHU    |
| IHU.40 Percentage of university campuses with fully functional hybrid and English-language digital support              | IHU    |

## 6.4 Strengthening Ties with Society and the Economy

#### Objective D1: Institutional Integration of the Institution into the Regional Development

Objective D1 reflects the strategic goal of actively and measurably integrating the Foundation into regional development planning through structured partnerships, a portfolio of services, and interoperability mechanisms.

| Indicator                                                                                                               | Source |
|-------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.41 Number of active institutional cooperation agreements with regional productive and social stakeholders           | IHU    |
| IHU.42 Percentage of study programs with institutionally documented cooperation with productive and social stakeholders | IHU    |
| IHU.43 Percentage of graduates employed in the Region within 12 months of graduation                                    | IHU    |
| IHU.44 Percentage of revenue from collaborations with regional entities out of total external revenue                   | IHU    |
| E5.1 Percentage of new funds from endowments and donations relative to the University's Regular Budget                  | HAHE   |

### Objective D2: Establishment of a System for Tracking Graduates' Career Paths

Objective D2 reflects the strategic goal of systematically tracking graduates and conducting a documented assessment of regional and sectoral employment.

| Indicator                                                                                                | Source |
|----------------------------------------------------------------------------------------------------------|--------|
| IHU.45 Percentage of graduates with complete and up-to-date data in the central Alumni Database          | IHU    |
| IHU.46 Percentage of graduates participating in the institutional Graduate Tracking Survey               | IHU    |
| IHU.47 Percentage of graduates employed in strategic productive sectors                                  | IHU    |
| IHU.48 Annual publication of an institutional report on graduate employability and regional contribution | IHU    |

### Objective D3: Development and Activation of a Graduate Network

Objective D3 reflects the strategic goal of institutionally establishing and activating an organized alumni network that plays a role in linking education, research, and the regional economy. Its monitoring is based on indicators of participation, mentoring, and active engagement in development initiatives.

| Indicator                                                                                          | Source |
|----------------------------------------------------------------------------------------------------|--------|
| IHU.49 Percentage of graduates actively participating in Alumni Network activities                 | IHU    |
| IHU.50 Percentage of study programs that utilize graduates in institutionalized mentoring programs | IHU    |
| IHU.51 Number of regional or sectoral initiatives with institutional participation of alumni       | IHU    |

#### Objective D4: Establishment and Development of Strategic Partnerships with Productive and Institutional Entities

Objective D4 reflects the strategic aim of systematizing and enhancing the quality of partnerships with businesses, chambers of commerce, local government bodies, and social partners. Its monitoring is based on indicators of implemented partnerships, joint projects, and economic interconnection.

| Indicator                                                                                                         | Source |
|-------------------------------------------------------------------------------------------------------------------|--------|
| IHU.52 Number of active strategic cooperation agreements with productive and institutional entities               | IHU    |
| IHU.53 Number of regional development programs in which the Institution participates in an institutional capacity | IHU    |
| IHU.54 Number of implemented Knowledge Triangle partnerships (Education–Research–Innovation)                      | IHU    |
| IHU.55 Number of active internship and industrial cooperation agreements                                          | IHU    |
| C2.1 Ratio of accredited laboratories to total laboratories                                                       | HAHE   |

#### Objective D5: Enhancing Employability and the Productive Relevance of Studies

Objective D5 reflects the strategic aim of enhancing the industry relevance of studies through quality internships, targeted partnerships, and institutional interventions regarding professional rights. Its monitoring is based on indicators of internships, relevance, and productive absorption.

| Indicator                                                                                                                    | Source |
|------------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.56 Percentage of students completing internships in strategic productive sectors of the Region                           | IHU    |
| IHU.57 Number of active strategic internship partnerships in priority sectors                                                | IHU    |
| IHU.58 Percentage of Departments with documented initiatives to strengthen or clarify Professional Rights and Qualifications | IHU    |
| IHU.59 Annual institutional report on the productive and social impact                                                       | IHU    |
| C1.1 Percentage of Departments participating in internships                                                                  | HAHE   |
| C1.2 Percentage of active students in internship programs                                                                    | HAHE   |
| C5.1 Networking activities at the institutional level                                                                        | HAHE   |

## 6.5 Development of innovation within the HEI

### Objective E1: Establishment and Strengthening of Technology Transfer Mechanisms

Objective E1 reflects the strategic goal of institutionally establishing, staffing, and operationally maturing the institution's technology transfer system. Its monitoring is based on indicators of intellectual property protection, operational effectiveness, and training of researchers in commercialization.

| Indicator                                                                                          | Source |
|----------------------------------------------------------------------------------------------------|--------|
| C4.4 Revenue from patents, spin-off participation, and licensing agreements relative to the budget | HAHE   |
| IHU.60 Number of new invention disclosures per year                                                | IHU    |
| IHU.61 Number of active Intellectual Property (IP) files (patents, copyrights, utility models)     | IHU    |
| IHU.62 Number of active spin-off companies involving the Institution                               | IHU    |
| IHU.63 Percentage of Departments with a designated Technology Transfer Liaison                     | IHU    |
| C.4.1 Operation of a Technology Transfer Office (TTO) and/or incubator                             | HAHE   |
| C.4.2 Number of patents                                                                            | HAHE   |

### Objective E2: Establishment of a Framework for Intellectual Property and Commercial Exploitation

Objective E2 reflects the strategic goal of establishing a comprehensive framework for the protection, management, and commercial exploitation of intellectual property. Its monitoring is based on indicators related to licensing, IP portfolio, and financial performance.

| Indicator                                                                                              | Source |
|--------------------------------------------------------------------------------------------------------|--------|
| IHU.64 Establishment and updating of the Intellectual Property (IP) Regulation                         | IHU    |
| IHU.65 Average time from invention disclosure to decision on registration or commercial evaluation     | IHU    |
| IHU.66 Percentage of patents or technologies advanced to the Proof-of-Concept (PoC) or licensing stage | IHU    |
| IHU.67 Number of active licensing agreements                                                           | IHU    |
| IHU.68 Number of standardized IP and Know-how Agreement templates                                      | IHU    |

### Objective E3: Development of an Entrepreneurship and Tech-startup Ecosystem

Objective E3 reflects the strategic goal of establishing a dynamic ecosystem of spin-offs, pre-seed maturation, and the interconnection of laboratories with incubators. Its monitoring is based on indicators of establishment, survival, and supportive infrastructure.

| Indicator                                                                                             | Source |
|-------------------------------------------------------------------------------------------------------|--------|
| IHU.69 Number of active collaborations with incubators, accelerators, and innovation hubs             | IHU    |
| IHU.70 Number of teams participating in the Institution's pre-incubation or incubation programs       | IHU    |
| IHU.71 Percentage of pre-incubation teams that evolve into a spin-off or commercial venture           | IHU    |
| IHU.72 Percentage of labs with active links to the innovation ecosystem                               | IHU    |
| IHU.73 Number of entrepreneurship initiatives (hackathons, bootcamps, innovation challenges) per year | IHU    |
| C4.3 Number of tech-startups established                                                              | HAHE   |

#### Objective E4: Development of Applied Research with a Target Market and Social Impact

Objective E4 reflects the strategic aim of shifting applied research toward projects with a clear target market, commercialization pathway, and social impact. Its monitoring is based on indicators of applied projects, R&D contracts, and commercialization maturity.

| Indicator                                                                                                 | Source |
|-----------------------------------------------------------------------------------------------------------|--------|
| C2.2 Revenue from services provided to organizations and businesses under the regular budget              | HAHE   |
| IHU.74 Number of applied research projects with contractual participation of enterprises or organizations | IHU    |
| IHU.75 Percentage of laboratories with active R&D service contracts with enterprises                      | IHU    |
| IHU.76 Number of pilot or demonstration (demo) projects implemented per year                              | IHU    |
| IHU.77 Percentage of implemented projects leading to scaling-up or follow-on funding                      | IHU    |
| IHU.78 Number of participations in technology fairs, clusters, or thematic market platforms               | IHU    |

#### Objective E5: Integration of the Green Transition and Digital Transformation into Innovation

Objective E5 reflects the strategic aim of horizontally integrating the Green Transition and Digital Transformation into technology transfer and applied research. Its monitoring is based on indicators of thematic targeting of projects and strategic alignment with European priorities.

| Indicator                                                                                  | Source |
|--------------------------------------------------------------------------------------------|--------|
| IHU.79 Percentage of implemented projects with a clear focus on the Green Transition       | IHU    |
| IHU.80 Percentage of implemented projects with a clear focus on the Digital Transformation | IHU    |
| IHU.81 Percentage of implemented projects with documented commercial or social impact      | IHU    |



## 6.6 Upgrading the Quality of the Academic Environment at the University

### Objective F1: Quality Upgrade of Physical and Digital Teaching and Research Infrastructure

Objective F1 reflects the strategic goal of systematically upgrading building, laboratory, and digital infrastructure, with a focus on the quality of teaching and research. Its monitoring is based on indicators of space adequacy, equipment renewal, and digital functionality.

| Indicator                                                                                                                 | Source |
|---------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.82 Percentage of teaching and laboratory spaces that meet established adequacy and equipment standards                | IHU    |
| IHU.83 Percentage of equipment included in the active replacement/renewal cycle                                           | IHU    |
| IHU.84 Percentage of university premises with full coverage of high-speed network and Wi-Fi infrastructure                | IHU    |
| IHU.85 Percentage of core administrative processes digitized/fully implemented through paperless workflows                | IHU    |
| E4.1 Expenditures on support actions and accessibility projects for People with Disabilities (PwD) relative to the budget | HAHE   |
| E4.2 Percentage of rooms/facilities accessible to People with Disabilities (PwD)                                          | HAHE   |

### Objective F2: A Sustainable and Environmentally Responsible University Environment

Objective F2 reflects the strategic objective of energy upgrades, reducing the environmental footprint, and advancing sustainability projects through financial utilization. Its monitoring is based on energy efficiency and sustainable operation indicators.

| Indicator                                                                                            | Source |
|------------------------------------------------------------------------------------------------------|--------|
| IHU.86 Percentage of building stock with energy retrofit or certification                            | IHU    |
| IHU.87 Annual energy consumption per square meter (kWh/m <sup>2</sup> )                              | IHU    |
| IHU.88 Number of technically and administratively mature sustainability projects ready for financing | IHU    |
| IHU.89 Percentage of key environmental indicators subject to annual systematic monitoring            | IHU    |

### Objective F3: Strengthening Administrative and Technical Support for Academic Operations

Objective F3 reflects the strategic goal of staffing, simplifying, and digitizing administrative procedures that directly impact academic operations. Its monitoring is based on indicators of staffing adequacy and administrative efficiency.

| Indicator                                                                                                      | Source |
|----------------------------------------------------------------------------------------------------------------|--------|
| IHU.90 Percentage of administrative and technical staff positions filled                                       | IHU    |
| IHU.91 Median processing time for fully digitized administrative procedures                                    | IHU    |
| IHU.92 Percentage of core student and staff service processes with a fully standardized and digitized workflow | IHU    |
| A8.1 Percentage of data fields filled in OPESP                                                                 | HAHE   |
| E7.1 Percentage of administrative staff in MODIP                                                               | HAHE   |
| E1.1 Percentage of administrative staff at the Liaison Office                                                  | HAHE   |

#### Objective F4: Institutional Stabilization and Organizational Cohesion of the Institution

Objective F4 reflects the strategic goal of organizational integration, clarification of ownership status, and the establishment of a unified administrative identity. Its monitoring is based on indicators of institutional maturity and organizational integration.

| Indicator                                                                                                                  | Source |
|----------------------------------------------------------------------------------------------------------------------------|--------|
| IHU.93 Percentage of ownership and legal issues regarding facilities that have been definitively resolved                  | IHU    |
| IHU.94 Percentage of facilities with an institutionally defined and approved management framework                          | IHU    |
| IHU.95 Percentage of structures and departments fully integrated into the Internal Operating Regulations following mergers | IHU    |
| IHU.96 Percentage of key regulatory acts consolidated and updated into a unified institutional framework                   | IHU    |
| E2.1 Gender balance (Ratio of women to men) among faculty members                                                          | HAHE   |
| A7.1 Internal Quality Assurance System (IQAS) certification score                                                          | HAHE   |

#### Objective F5: Enhancing the Student Experience and Learning Conditions

Objective F5 reflects the strategic goal of improving student welfare, universal accessibility, and the adequacy of learning spaces. Its monitoring is based on indicators of satisfaction, accessibility, and capacity.

| Indicator                                                                                                 | Source |
|-----------------------------------------------------------------------------------------------------------|--------|
| IHU.97 Percentage of students covered by institutionally organized student welfare and support structures | IHU    |
| IHU.98 Percentage of the institution's universally accessible infrastructure                              | IHU    |
| IHU.99 Ratio of available teaching positions to the number of active students                             | IHU    |

|                                                                                                                             |      |
|-----------------------------------------------------------------------------------------------------------------------------|------|
| IHU.100 Percentage of courses conducted in classrooms within capacity limits                                                | IHU  |
| E3.1 Existence of a Psychological Counseling and Support Service                                                            | HAHE |
| E3.2 Number of specialized academic support staff per 1,000 students                                                        | HAHE |
| E1.2 Number of academic conferences organized by students                                                                   | HAHE |
| E1.3 Number of international scientific conferences (co-)organized by the Institution relative to the number of Departments | HAHE |

## 6.7 HAHE Indicators of the IHU Performance Report

### Strategic Axis A: Academic & Research Policy

| Indicator Code | Indicator Name                                                                                                |
|----------------|---------------------------------------------------------------------------------------------------------------|
| A4.1.1         | Average number of peer-reviewed scientific publications per faculty member                                    |
| A4.2.1         | Average number of citations per faculty member                                                                |
| B3.2           | Faculty members with significant international recognition                                                    |
| B2.5           | Total external project funding per faculty member                                                             |
| B2.1           | Total external project funding per faculty member                                                             |
| B2.3           | Average annual number of active projects per faculty member                                                   |
| B2.2           | Funding from competitive R&D projects (Horizon and GSRI) per faculty member                                   |
| B2.4           | Average annual number of active European projects coordinated by the institution per faculty member           |
| A3.1           | Ratio of doctoral candidates per faculty member                                                               |
| B1.1           | Number of doctoral dissertations completed per faculty member                                                 |
| B4.2           | Full-time equivalent (FTE) of external research collaborators                                                 |
| B4.1           | Percentage of ELKE expenditures for external collaborators with research duties covered by the regular budget |
| B1.2           | Scientific publications / Doctoral dissertations                                                              |

Table 3 : HAHE indicators used to monitor the objectives of Strategic Axis A: Academic & Research Policy

## Strategic Axis B: Educational Development & Lifelong Learning

| Indicator Code | Indicator Name                                                                                                      |
|----------------|---------------------------------------------------------------------------------------------------------------------|
| A2.1           | Number of active Master's Programs / Number of Departments                                                          |
| A2.2           | Ratio of graduate to undergraduate students                                                                         |
| A6.1           | Percentage of postgraduate programs in which students acquire digital skills and are awarded a relevant certificate |
| A1.1           | Percentage of graduates for the year relative to new enrollments for the year                                       |
| A1.2           | Percentage of graduates within the standard duration of study (n)                                                   |
| E6.1           | Operation of the Center for Teaching and Learning (CTL)                                                             |
| E6.2           | Recognition of excellence among various categories of staff and students                                            |
| E6.3           | Award for Outstanding University Teaching                                                                           |
| A1.3           | Average time to degree                                                                                              |
| C3.1           | Number of programs at L-LLC (KEDIVIM) / Number of faculty members                                                   |
| C3.2           | Percentage of students in L-LLC (KEDIVIM) programs out of the total number of active students                       |

Table 4 : HAHE indicators used to monitor the objectives of Strategic Axis B: Educational Development & Lifelong Learning

## Strategic Axis C: Extroversion & Internationalization

| Indicator Code | Indicator Name                                                                        |
|----------------|---------------------------------------------------------------------------------------|
| B3.1           | Faculty members of the university with significant international impact               |
| D3.2           | Participation in a European University Alliance                                       |
| D3.3           | Number of active international collaborations per Department                          |
| D4.1           | Number of foreign-language Study Programs (Undergraduate and Postgraduate)            |
| D5.1           | Number of foreign-language Master's programs as a percentage of all Master's programs |

|      |                                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------|
| D2.4 | Number of foreign-language courses for international students as a percentage of the total number of courses   |
| D3.1 | Number of joint/double degrees                                                                                 |
| D5.2 | Percentage of international graduate students out of the total number of graduate students                     |
| D2.1 | Annual percentage of outgoing Erasmus+ students out of the total number of active students                     |
| D2.2 | Annual percentage of incoming Erasmus+ students out of the total number of active students                     |
| D6.1 | Annual percentage of incoming Erasmus+ faculty members relative to the institution's total faculty             |
| D2.3 | Annual percentage of outgoing faculty members through Erasmus+ relative to the total number of faculty members |
| D6.2 | Number of visiting professors per Department                                                                   |
| D1.1 | Percentage of international students out of the total number of active students                                |
| A5.1 | Ranking of the University in international rankings                                                            |
| A5.2 | Ranking of the university's scientific fields in international subject rankings                                |

Table 5 : HAHE indicators used to monitor the objectives of Strategic Axis C: Extroversion & Internationalization

#### Strategic Axis D: Connection with Society & Economy

| Indicator Code | Indicator Name                                                                                  |
|----------------|-------------------------------------------------------------------------------------------------|
| E5.1           | Percentage of new funds from endowments and donations relative to the Regular Budget of the HEI |
| C2.1           | Ratio of accredited laboratories to the total number of laboratories                            |
| C1.1           | Percentage of departments participating in internships                                          |
| C1.2           | Percentage of active students in internship programs                                            |
| C5.1           | Institutional-level liaison and networking activities                                           |

Table 6 : HAHE indicators used to monitor the objectives of Strategic Axis D: Linkage with Society & Economy

## Strategic Axis E: Innovation Development

| Indicator Code | Indicator Name                                                                               |
|----------------|----------------------------------------------------------------------------------------------|
| C4.4           | Revenue from patents / participation in spin-offs / license agreements in the regular budget |
| C4.1           | Operation of a Technology Transfer Office and/or incubator                                   |
| C4.2           | Number of patents (annually)                                                                 |
| C4.3           | Number of spin-offs or start-ups established                                                 |
| C2.2           | Revenue from services provided to organizations and businesses under the regular budget      |

Table 7 : HAHE indicators used to monitor the objectives of Strategic Axis E: Innovation Development

## Strategic Axis F: Upgrading the Quality of the Academic Environment

| Indicator Code | Indicator Name                                                                                                         |
|----------------|------------------------------------------------------------------------------------------------------------------------|
| E4.1           | Expenditures on support actions and accessibility projects for People with Disabilities (PwD) relative to the budget   |
| E4.2           | Percentage of rooms/facilities accessible to People with Disabilities (PwD)                                            |
| A8.1           | Percentage of data fields filled in OPESP                                                                              |
| E7.1           | Percentage of administrative staff in MODIP                                                                            |
| E1.1           | Percentage of administrative staff at the Liaison Office                                                               |
| E2.1           | Gender balance (Ratio of women to men) among faculty members                                                           |
| A7.1           | Internal Quality Assurance System (IQAS) certification score                                                           |
| E3.1           | Existence of a Psychological Counseling and Support Service                                                            |
| E3.2           | Specialized academic support staff per 1,000 students                                                                  |
| E1.2           | Number of academic conferences organized by students                                                                   |
| E1.3           | Number of international scientific conferences (co-)organized by the Institution relative to the number of Departments |

Table 8 : HAHE indicators used to monitor the objectives of Strategic Axis F: Upgrading the quality of the academic environment

## 6.8 Indicators of the IHU Strategic Plan 2026-2029

This section lists all the objectives and indicators of the IHU Strategic Plan 2026-2029.

| Code     | Description                                                                 | Indicators<br>[HAHE / IHU]                           |
|----------|-----------------------------------------------------------------------------|------------------------------------------------------|
| <b>A</b> | <b>Academic &amp; Research Policy</b>                                       |                                                      |
| A1       | Improving research quality and international impact                         | A4.1.1, A4.2.1, B3.2, B2.5                           |
| A2       | Strengthening competitive funding and international research collaborations | B2.1, B2.3, IHU.103, B2.2, B2.4                      |
| A3       | Acceleration and institutional safeguarding of research procedures          | IHU.1, IHU.2, IHU.3                                  |
| A4       | Strengthening research human capital                                        | A3.1, B1.1, B4.2, IHU.4, IHU.5, B4.1                 |
| A5       | Strengthening the postgraduate and doctoral dissertations ecosystem         | B1.2, IHU.101, IHU.6                                 |
| <b>B</b> | <b>Educational Development &amp; Lifelong Learning</b>                      |                                                      |
| B1       | Continuous renewal and flexibility of study programs                        | IHU.7, IHU.8, IHU.9, A2.1, A2.2                      |
| B2       | Digital Transformation of Teaching                                          | IHU.10, IHU.11, IHU.12, IHU.13, A6.1                 |
| B3       | Teaching quality assurance                                                  | A1.1, A1.2, IHU.14, IHU.15, IHU.16, E6.1, E6.2, E6.3 |
| B4       | Academic guidance and student support                                       | A1.3, IHU.102, IHU.17, IHU.18, IHU.19                |
| B5       | Lifelong Learning and Micro-credentials                                     | IHU.20, IHU.21, IHU.22, IHU.23, IHU.24, C3.1, C3.2   |
| <b>C</b> | <b>Extroversion &amp; Internationalization</b>                              |                                                      |
| C1       | International Collaborations and Strategic Alliances                        | B3.1, IHU.25, IHU.26, IHU.27, D3.2, D3.3             |
| C2       | English-language portfolio and joint international programs                 | D4.1, D5.1, IHU.28, IHU.29, IHU.30, D2.4, D3.1, D5.2 |

|    |                                                                                                      |                                                      |
|----|------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| C3 | Student and staff mobility                                                                           | D2.1, D2.2, D6.1, IHU.31, IHU.32, IHU.33, D2.3, D6.2 |
| C4 | International identity and recognition                                                               | D1.1, IHU.34, IHU.35, IHU.36, IHU.37, A5.1, A5.2     |
| C5 | Supportive ecosystem for internationalization                                                        | IHU.38, IHU.39, IHU.40                               |
| D  | Connection to Society & Economy                                                                      |                                                      |
| D1 | Institutional integration of the Institution into the regional development framework                 | IHU.41, IHU.42, IHU.43, IHU.44, E5.1                 |
| D2 | Establishment of a system for tracking graduates' career paths                                       | IHU.45, IHU.46, IHU.47, IHU.48                       |
| D3 | Development and activation of an alumni network                                                      | IHU.49, IHU.50, IHU.51                               |
| D4 | Establishment and development of strategic partnerships with industry and institutional stakeholders | IHU.52, IHU.53, IHU.54, IHU.55, C2.1                 |
| D5 | Enhancing employability and the relevance of studies to the labor market                             | IHU.56, IHU.57, IHU.58, IHU.59, C1.1, C1.2, C5.1     |
| E  | Development of Innovation                                                                            |                                                      |
| E1 | Establishment and strengthening of technology transfer mechanisms                                    | C4.4, IHU.60, IHU.61, IHU.62, IHU.63, C4.1, C4.2     |
| E2 | Establishment of a framework for intellectual property and commercial exploitation                   | IHU.64, IHU.65, IHU.66, IHU.67, IHU.68               |
| E3 | Development of an entrepreneurship and tech-startup ecosystem                                        | IHU.69, IHU.70, IHU.71, IHU.72, IHU.73, C4.3         |
| E4 | Development of applied research with a target market and social impact                               | C2.2, IHU.74, IHU.75, IHU.76, IHU.77, IHU.78         |
| E5 | Integrating the Green Transition and Digital Transformation into Innovation                          | IHU.79, IHU.80, IHU.81                               |
| F  | Upgrading the Quality of the Academic Environment                                                    |                                                      |
| F1 | Quality upgrade of physical and digital teaching and research infrastructure                         | IHU.82, IHU.83, IHU.84, IHU.85, E4.1, E4.2           |



|    |                                                                            |                                                                                                                            |
|----|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| F2 | Sustainable and environmentally responsible university environment         | IHU.86, IHU.87, IHU.88, IHU.89                                                                                             |
| F3 | Strengthening administrative and technical support for academic operations | IHU.90, IHU.91, IHU.92, A8.1, <a href="#">E7.1</a> , <a href="#">E1.1</a>                                                  |
| F4 | Institutional stabilization and organizational cohesion of the Institution | IHU.93, IHU.94, IHU.95, IHU.96, <a href="#">E2.1</a> , <a href="#">A7.1</a>                                                |
| F5 | Enhancement of the student experience and learning conditions              | IHU.97, IHU.98, IHU.99, IHU.100, <a href="#">E3.1</a> , <a href="#">E3.2</a> , <a href="#">E1.2</a> , <a href="#">E1.3</a> |

Table 9 : Objectives and Indicators of the IHU Strategic Plan 2026-2029

## 7 Monitoring the Implementation of Strategic Planning

### 7.1 Monitoring Architecture

The monitoring of the 2026–2029 Strategic Plan is structured as an institutionalized and distinct strategic governance system, which ensures the systematic measurement of progress, transparency in decision-making, and the timely implementation of corrective actions. The monitoring architecture does not function as a supplementary evaluation mechanism, but as an integrated management tool. The system is organized at the Executive Level, which comprises the comprehensive set of 30 Key Performance Indicators (Executive KPIs) of high strategic importance. These indicators reflect the Institution’s overall performance across critical areas and provide the governing bodies with a concise yet reliable overview of strategic progress.

The architecture is organized according to the following principles:

- Single source of truth, with MODIP and MSS serving as central data certification and consolidation bodies.

- Distinct institutional responsibility per indicator, with explicit assignment of Data Ownership to a specific administrative or academic unit.
- A standardized reporting cycle, with regular monitoring of Executive KPIs and an annual comprehensive strategic performance assessment.
- Traceability capability from the aggregate indicator down to the raw data.

Monitoring is carried out via a digital dashboard environment, which draws data from the Institution's Information Systems and from recognized external databases, where required. The dashboard functions as a management tool and not merely as a reporting mechanism. The Monitoring Architecture ensures that the Strategic Plan is not a static policy document, but a dynamic system for measuring and guiding the Institution's institutional trajectory.

## 7.2 Institutional Responsibility

The monitoring of the 2026–2029 Strategic Plan is based on a clearly defined institutional division of roles, with distinct responsibilities for strategic planning, operational implementation, and data verification. This distribution ensures accountability, avoids overlapping responsibilities, and ensures institutional continuity.

The **Strategic Planning Unit** plays a central role in the monitoring architecture, as explicitly provided for in Article 216 of Law 4957/2022 (Government Gazette 141 A, July 21, 2022)

According to the institutional framework, the Unit is responsible for:

- coordinating the preparation and revision of the Strategic Plan,
- monitoring its implementation,
- supporting management bodies in making evidence-based decisions,
- linking strategic objectives to operational actions and performance indicators.

## 7.3 Monitoring and Review Cycle

The implementation of the 2026–2029 Strategic Plan is part of a structured and iterative monitoring cycle, which ensures systematic assessment of progress, timely detection of deviations, and evidence-based readjustment of priorities. This cycle is aligned with the annual reporting obligations to HAHE

and the framework for the allocation of the regular state grant. The architecture of the monitoring cycle is organized into four distinct phases:

### 1. Data Collection and Consolidation

On an annual basis, the relevant administrative and academic units enter and update data in the information systems.

### 2. Internal Strategic Assessment

The Strategic Planning Unit processes the updated data and prepares an annual strategic performance report, which includes:

- an analysis of trends by Strategic Axis,
- an assessment of goal achievement,
- identification of areas of underperformance,
- documented recommendations for improvement.

### 3. Institutional Reporting and Accountability

The annual assessment is submitted to the Institution's Governing Bodies. At the same time, the required data are incorporated into the annual performance report, in accordance with the applicable framework of qualitative and objective criteria.

### 4. Review and Adjustment

Based on the results of the assessment, the following may be implemented:

- reallocation of resources,
- prioritization of actions,
- updating of specific KPIs,
- targeted intervention on specific objectives.

In addition to the annual cycle, a **mid-term review** is scheduled **for 2027**, with the following objectives:

- a comprehensive reassessment of the strategic direction and
- a revision of quantitative targets where necessary.

Monitoring is not limited to recording historical performance. Through regular monitoring of Executive KPIs, the Institution maintains an Early Warning Mechanism, allowing for administrative intervention before a deviation turns into a systemic problem. The combination of an annual institutional report and regular administrative monitoring forms a complete, closed-loop strategic

governance cycle, which makes the Strategic Plan a living management tool rather than a mere programmatic declaration.

## 7.4 Dashboard and Digital Tools

Digital support for monitoring the Strategic Plan is a critical factor in the success of the governance system. The Dashboard does not function as a simple visualization of indicators, but as an operational strategic management tool that consolidates data, highlights deviations, and enables evidence-based decision-making.

The system is organized into **an Executive Dashboard**, which covers the comprehensive set of 30 Executive KPIs. It provides a concise overview of:

- target achievement (target vs. actual),
- trends analysis,
- early warnings,
- alignment with strategic priorities.

The Executive Dashboard is intended for use by the Institution's Governing Bodies and is updated on a regular basis.

The digital architecture is based on the principle of Data Consolidation. MODIP ensures the compatibility, quality, and verifiability of the data fed into the system, while the Strategic Planning Unit is responsible for configuring the indicators, interpreting the results, and recommending corrective actions.

Key functional specifications of the Dashboard:

- Data traceability (from KPI down to source data).
- Time-series Data visualization.
- Flagging of deviations based on predefined thresholds.
- Generation of automated reports for internal and external use.
- Role-based Access Control (RBAC).

The Dashboard can be developed either by leveraging the Institution's existing IT infrastructure or by configuring a specialized Business Intelligence tool, provided that institutional data ownership and interoperability with central information systems are ensured.

The integration of digital tools into strategy monitoring is not a technological choice, but an institutional necessity. Without a reliable, automated, and timely data flow, the KPI system becomes an annual bureaucratic process. By adopting a structured dashboard, it becomes an active strategic management mechanism.

## 7.5 Corrective Action Mechanism

Monitoring indicators is not limited to identifying deviations. The effectiveness of the Strategic Plan depends on the existence of an institutionalized mechanism for triggering corrective actions, which ensures a timely, proportionate, and evidence-based response.

The Corrective Action Mechanism is triggered when the following is observed:

- a deviation from the annual target exceeding a predetermined threshold,
- a negative trend for two consecutive measurement periods,
- a systemic lag in Executive KPIs that affects public funding or institutional evaluation.

The process is organized into four stages:

### **Deviation Identification**

The Dashboard automatically flags the deviation based on predefined thresholds. The Strategic Planning Unit records the extent and duration of the lag, conducts a Root Cause Analysis, develops an intervention plan, and monitors its implementation.

## 7.6 Strategic Plan Review

The 2026–2029 Strategic Plan is a dynamic framework for guidance, not a static policy document. The established review process ensures the Institution's ability to adapt to changing institutional, fiscal, and academic conditions without compromising the strategic coherence of the plan.

The review is divided into two levels:

### **a) Annual Operational Review (Operational Adjustment)**

As part of the annual monitoring cycle, the following may be carried out:

- updating of quantitative targets,
- technical refinement of indicator definitions,
- reallocation of priorities within the same Strategic Objective,

- adjustment of alert thresholds in the Dashboard.

The annual review does not alter the basic architecture of the Strategic Axes or the structure of the KPI Framework, but ensures operational flexibility.

#### **b) Mid-Term Strategic Review (2027)**

In 2027, a comprehensive reassessment of the Strategic Plan is planned, with the following objectives:

- evaluating the overall achievement of objectives by Strategic Axis,
- adjusting strategic priorities in the event of significant external changes (institutional changes, changes in the funding framework, national higher education policies),
- updating projections and quantitative targets for the period 2027–2029.

The review process is coordinated by the Strategic Planning Unit. The results are submitted for approval to the Institution's Governing Bodies.

In the event of a significant change in the institutional framework for the evaluation and funding of HEIs, particularly regarding the quality and performance indicators established by regulation, the Institution may initiate an extraordinary review process to ensure full compliance and strategic alignment.

The review is not intended to retroactively adjust targets to justify performance. Rather, it serves as a mechanism for strategic maturation, ensuring that the Institution maintains a coherent course, institutional credibility, and the ability to adapt to a dynamic higher education environment.

## Appendix 1 – IHU Indicators

| Indicator Code | Indicator Name                                                                                                                                  |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| IHU.1          | Average (median) time for approval of a new research project                                                                                    |
| IHU.2          | Average (median) time for processing project financial requests                                                                                 |
| IHU.3          | Percentage of internal research funds allocated through an established open call procedure                                                      |
| IHU.4          | Percentage of faculty positions filled                                                                                                          |
| IHU.5          | Number of active postdoctoral researchers per year                                                                                              |
| IHU.6          | Percentage of doctoral candidates with active funding from a competitive research project                                                       |
| IHU.7          | Percentage of study programs revised within the last three years                                                                                |
| IHU.8          | Percentage of courses updated in the last 3 years                                                                                               |
| IHU.9          | Percentage of study programs with mandatory internships                                                                                         |
| IHU.10         | Percentage of courses actively using a Learning Management System                                                                               |
| IHU.11         | Percentage of courses with electronic student assessment                                                                                        |
| IHU.12         | Percentage of courses offered in a hybrid or distance learning format                                                                           |
| IHU.13         | Number of certified digital courses or micro-courses offered by the Institution                                                                 |
| IHU.14         | Percentage of courses with a comprehensive student evaluation process                                                                           |
| IHU.15         | Percentage of courses for which a documented improvement plan has been developed based on evaluation results                                    |
| IHU.16         | Percentage of faculty members who participated in organized pedagogical professional development in teaching skills within the last three years |
| IHU.17         | Percentage of active students who had at least one documented meeting with an academic advisor within the academic year                         |
| IHU.18         | Percentage of at-risk students who received documented supportive intervention through an early warning mechanism                               |
| IHU.19         | Percentage of internship students with a documented supervision evaluation                                                                      |
| IHU.20         | Number of active L-LLC (KEDIVIM) programs per year                                                                                              |
| IHU.21         | Total number of trainees in L-LLC (KEDIVIM) programs per year                                                                                   |
| IHU.22         | Percentage of L-LLC (KEDIVIM) programs that award a certified micro-credential                                                                  |
| IHU.23         | Percentage of VET programs that have completed an internal quality assessment process                                                           |

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|--------|----------------------------------------------------------------------------------------------------------------------|
| IHU.24 | Percentage of English-language Lifelong Learning programs out of the total number of active L-LLC (KEDIVIM) programs |
| IHU.25 | Percentage of active institutional international collaborations and networks with recorded activity                  |
| IHU.26 | Number of international scientific conferences of strategic importance organized or co-organized by the Institution  |
| IHU.27 | Institutional international presence of the Institution outside Greece                                               |
| IHU.28 | Percentage of courses offered in English out of the total number of courses offered                                  |
| IHU.29 | Number of active joint or double degrees with international institutions                                             |
| IHU.30 | Number of international Summer Schools and short-term international educational programs implemented during the year |
| IHU.31 | Annual percentage of outgoing faculty members in the context of international mobility                               |
| IHU.32 | Average (median) time for ECTS recognition (mobility courses)                                                        |
| IHU.33 | Student Mobility Balance Index                                                                                       |
| IHU.34 | Number of full-time international degree-seeking students per year                                                   |
| IHU.35 | Number of countries of origin of full-time international students                                                    |
| IHU.36 | Number of active entries in international university rankings and certifications                                     |
| IHU.37 | Number of international distinctions and awards with institutional recognition                                       |
| IHU.38 | Percentage of international graduates actively registered and participating in the institutional Alumni Network      |
| IHU.39 | Percentage of international visitors served through an organized institutional hospitality and reception structure   |
| IHU.40 | Percentage of university campuses with fully functional hybrid and English-language digital support                  |
| IHU.41 | Number of active institutional cooperation agreements with regional productive and social stakeholders               |
| IHU.42 | Percentage of study programs with institutionally documented cooperation with productive and social stakeholders     |
| IHU.43 | Percentage of graduates employed in the Region within 12 months of graduation                                        |
| IHU.44 | Percentage of revenue from collaborations with regional entities out of total external revenue                       |
| IHU.45 | Percentage of graduates with complete and up-to-date information in the central Alumni Database                      |



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| IHU.46 | Percentage of graduates participating in the institutional Graduate Tracking Survey                                   |
| IHU.47 | Percentage of graduates employed in strategic productive sectors                                                      |
| IHU.48 | Annual publication of an institutional report on graduate employability and regional contribution                     |
| IHU.49 | Percentage of graduates actively participating in Alumni Network activities                                           |
| IHU.50 | Percentage of study programs that involve graduates in institutionalized mentoring programs                           |
| IHU.51 | Number of regional or sectoral initiatives with institutional participation of alumni                                 |
| IHU.52 | Number of active strategic cooperation agreements with industry and institutional stakeholders                        |
| IHU.53 | Number of regional development programs in which the Institution participates in an institutional capacity            |
| IHU.54 | Number of implemented Knowledge Triangle partnerships (Education–Research–Production)                                 |
| IHU.55 | Number of active internship and industrial cooperation agreements                                                     |
| IHU.56 | Percentage of students completing internships in strategic productive sectors of the Region                           |
| IHU.57 | Number of active strategic internship partnerships in priority sectors                                                |
| IHU.58 | Percentage of Departments with documented initiatives to strengthen or clarify Professional Rights and Qualifications |
| IHU.59 | Annual institutional report on environmental and social impact                                                        |
| IHU.60 | Number of new invention disclosures per year                                                                          |
| IHU.61 | Number of active Intellectual Property (IP) files (patents, copyrights, utility models)                               |
| IHU.62 | Number of active spin-off companies involving the Institution                                                         |
| IHU.63 | Percentage of Departments with a designated Technology Transfer Liaison                                               |
| IHU.64 | Establishment and updating of Intellectual Property Regulations                                                       |
| IHU.65 | Average time from invention disclosure to decision on registration or commercial evaluation                           |
| IHU.66 | <b>Percentage of patents or technologies advanced to the Proof-of-Concept (PoC) or licensing stage</b>                |
| IHU.67 | Number of active licensing agreements                                                                                 |
| IHU.68 | Number of standardized IP and Know-how Agreement templates                                                            |
| IHU.69 | Number of active collaborations with incubators, accelerators, and innovation hubs                                    |
| IHU.70 | Number of teams participating in the Institution's pre-incubation or incubation programs                              |

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| IHU.71 | Percentage of pre-incubation teams that evolve into a spin-off or commercial venture                    |
| IHU.72 | Percentage of labs with active links to the innovation ecosystem                                        |
| IHU.73 | Number of entrepreneurship initiatives (hackathons, bootcamps, innovation challenges) per year          |
| IHU.74 | Number of applied research projects with contractual participation by businesses or organizations       |
| IHU.75 | Percentage of laboratories with active R&D contracts with businesses                                    |
| IHU.76 | Number of pilot or demonstration (demo) projects per year                                               |
| IHU.77 | Percentage of implemented projects leading to scaling-up or follow-on funding                           |
| IHU.78 | Number of participations in technology fairs, clusters, or thematic market platforms                    |
| IHU.79 | Percentage of implemented projects with a clear focus on the Green Transition                           |
| IHU.80 | Percentage of implemented projects with a clear focus on Digital Transformation                         |
| IHU.81 | Percentage of implemented projects with documented commercial or social impact                          |
| IHU.82 | Percentage of teaching and laboratory spaces that meet established adequacy and equipment standards     |
| IHU.83 | Percentage of equipment included in an active replacement/renewal cycle                                 |
| IHU.84 | Percentage of university spaces with full coverage of high-speed network and Wi-Fi infrastructure       |
| IHU.85 | Percentage of core administrative processes digitized/fully implemented through paperless workflows     |
| IHU.86 | Percentage of building stock with energy retrofits or certification                                     |
| IHU.87 | Annual energy consumption per square meter (kWh/m <sup>2</sup> )                                        |
| IHU.88 | Number of technically and administratively mature sustainability projects ready for financing           |
| IHU.89 | Percentage of key environmental indicators subject to annual systematic monitoring                      |
| IHU.90 | Percentage of administrative and technical staff positions filled                                       |
| IHU.91 | Median processing time for fully digitized administrative procedures                                    |
| IHU.92 | Percentage of core student and staff service processes with a fully standardized and digitized workflow |
| IHU.93 | Percentage of ownership and legal issues regarding facilities that have been definitively resolved      |
| IHU.94 | Percentage of facilities with an institutionally defined and approved management framework              |

|          |                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------|
| IHU.95   | Percentage of structures and departments fully integrated into the Internal Operating Regulations following mergers |
| IHU.96   | Percentage of key regulatory acts consolidated and updated into a unified institutional framework                   |
| IHU.97   | Percentage of students covered by institutionally organized student welfare and support structures                  |
| IHU.98   | Percentage of the institution's universally accessible infrastructure                                               |
| IHU.99   | Ratio of available teaching positions to the number of active students                                              |
| IHU.100  | Percentage of courses conducted in classrooms within institutionally defined capacity limits                        |
| IHU.101  | Number of Master's Programs (Postgraduate Study Programs) per School                                                |
| IHU.102  | Annual number of withdrawals per 1,000 students                                                                     |
| IHU. 103 | Percentage of external funding from other sources                                                                   |

## Appendix 2 – HAHE Indicators (Government Gazette 3980/B/28.07.2025 )

| Indicator Code | Indicator Name                                                                                                                                    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| A1.1           | Percentage of graduates for the year relative to new enrollments for the year                                                                     |
| A1.2           | Percentage of graduates within the standard duration of study (n)                                                                                 |
| A1.3           | Average time to earn a degree                                                                                                                     |
| A2.1           | Number of active Postgraduate Programs / Number of Departments                                                                                    |
| A2.2           | Ratio of graduate to undergraduate students                                                                                                       |
| A3.1           | Ratio of doctoral candidates per faculty member                                                                                                   |
| A4.1.1         | Average number of peer-reviewed scientific publications per faculty member                                                                        |
| A4.1.2         | Average number of peer-reviewed scientific publications per faculty member (for universities with an emphasis on the Humanities/Social Sciences). |
| A4.2.1         | Average number of citations per faculty member.                                                                                                   |
| A4.2.2         | Average number of high-impact publications per faculty member (for universities with an emphasis on the Humanities/Social Sciences)               |
| A5.1           | University ranking in international rankings                                                                                                      |
| A5.2           | Ranking of the university's scientific fields in international subject rankings                                                                   |
| A6.1           | Percentage of courses in which students acquire digital skills and receive a relevant certificate                                                 |
| A7.1           | Internal Quality Assurance System (IQAS) certification score                                                                                      |
| A8.1           | Percentage of data fields filled in OPESP                                                                                                         |
| B1.1           | Number of doctoral dissertations completed per faculty member                                                                                     |
| B1.2           | Scientific publications / Doctoral dissertations                                                                                                  |
| B2.1           | Total external project funding per faculty member                                                                                                 |
| B2.2           | Funding from competitive R&D projects (Horizon and GSRI) per faculty member                                                                       |
| B2.3           | Average annual number of active projects per faculty member                                                                                       |

|              |                                                                                                                |
|--------------|----------------------------------------------------------------------------------------------------------------|
| <b>B2.4</b>  | Average annual number of active European projects coordinated by the Institution per faculty member            |
| <b>B.2.5</b> | ERC Projects (European Research Council)                                                                       |
| <b>B3.1</b>  | Faculty members of the university with significant international impact                                        |
| <b>B3.2</b>  | Faculty members with significant international recognition                                                     |
| <b>B4.1</b>  | Percentage of ELKE expenditures for external collaborators with research duties relative to the regular budget |
| <b>B4.2</b>  | Full-time equivalent (FTE) of external research collaborators                                                  |
| <b>C1.1</b>  | Percentage of Departments participating in internships                                                         |
| <b>C1.2</b>  | Percentage of active students in internship programs                                                           |
| <b>C2.1</b>  | Ratio of accredited laboratories to total laboratories                                                         |
| <b>C2.2</b>  | Revenue from services provided to organizations and businesses under the regular budget                        |
| <b>C3.1</b>  | Number of programs at L-LLC (KEDIVIM) / Number of faculty members                                              |
| <b>C3.2</b>  | Percentage of students in L-LLC (KEDIVIM) programs out of the total number of active students                  |
| <b>C.4.1</b> | Operation of a Technology Transfer Office (TTO) and/or incubator                                               |
| <b>C.4.2</b> | Number of patents                                                                                              |
| <b>C4.3</b>  | Number of spin-off or start-up companies established                                                           |
| <b>C4.4</b>  | Revenue from patents / participation in spin-offs / licensing agreements relative to the regular budget        |
| <b>C5.1</b>  | Networking activities at the institutional level                                                               |
| <b>D1.1</b>  | Percentage of international students among the total number of active students                                 |
| <b>D2.1</b>  | Annual percentage of outgoing Erasmus+ students as a percentage of total active students                       |
| <b>D2.2</b>  | Annual percentage of incoming Erasmus+ students out of the total number of active students                     |
| <b>D2.3</b>  | Annual percentage of outgoing faculty members participating in Erasmus+ relative to total faculty              |

|       |                                                                                                                              |
|-------|------------------------------------------------------------------------------------------------------------------------------|
| D2.4  | Number of foreign-language courses for international students as a percentage of the total number of courses                 |
| D3.1  | Number of joint/double degrees                                                                                               |
| D3.2  | Participation in a European University Alliance                                                                              |
| D3.3  | Number of active international collaborations per Department                                                                 |
| D4.1  | Number of foreign-language study programs                                                                                    |
| D5.1  | Number of foreign-language Master's programs as a percentage of all Master's programs                                        |
| D5.2  | Percentage of international graduate students out of the total number of graduate students                                   |
| D6.1  | Annual percentage of incoming faculty members under Erasmus+ relative to the institution's total faculty                     |
| D6.2  | Number of visiting professors per Department                                                                                 |
| E1.1  | Percentage of administrative staff in the Liaison Office                                                                     |
| E1.2  | Number of academic conferences organized by students                                                                         |
| E1.3  | Number of international scientific conferences (co-)organized by the Institution relative to the number of Departments       |
| E2.1  | Gender balance (Ratio of women to men) among faculty members                                                                 |
| E3.1  | Existence of a Psychological Counseling and Support Service                                                                  |
| E3.2  | Specialized academic support staff per 1,000 students                                                                        |
| E4.1  | Expenditures on support actions and accessibility projects for People with Disabilities (PwD) relative to the Regular Budget |
| E4.2  | Percentage of rooms/facilities accessible to People with Disabilities (PwD)                                                  |
| E5.1  | Percentage of new funds from donations and endowments relative to the Regular Budget of the HEI                              |
| E6.1  | Operation of the Center for Teaching and Learning (CTL)                                                                      |
| E6.2  | Recognition of excellence among various categories of staff and students                                                     |
| E.6.3 | Award for Outstanding University Teaching                                                                                    |
| E7.1  | Percentage of administrative staff in the Internal Quality Assurance Unit                                                    |



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# Strategic Plan