ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Internal Quality Assurance System
(IQAS)

Institution : Athens University of Economics and Business

Date: 15/03/2025

Report of the Panel appointed by the HAHE to undertake the review of the **Internal Quality Assurance System** (IQAS) of the Athens University of Economics and Business for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the **Internal Quality Assurance System** (IQAS) of the Athens University of Economics and Business comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. ECONOMIDES SPYROS (Chair)
   (Title, Name, Surname)
   California State University, East Bay
   (Institution of origin)

2. FRIDERIKOS VASILIS
   (Title, Name, Surname)
   King's College London (KCL), University of London
   (Institution of origin)

3. HATZIMIHAIL NIKITAS
   (Title, Name, Surname)
   University of Cyprus
   (Institution of origin)

4. Michiotis Ioannis
   (Title, Name, Surname)
   CEN (European Committee for Standardization)
   (Institution of origin)

5. Papathomas Aristides
   (Title, Name, Surname)
   University of Western Macedonia
   (Institution of origin)

II.   Review Procedure and Documentation

Please refer briefly to the Panel preparation for the IQAS review, as well as to the documentation provided and considered by the Panel. State the dates and of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Hellenic Authority for Higher Education (HAHE) provided the Panel members with key reference materials, including quality indicators, standards and guidelines, the mapping grid assessment guide, and the report template. Additionally, the University supplied approximately 20 documents related to various aspects of the accreditation process. These included the strategic plan developed by the internal quality assurance unit, the quality policy, target setting framework, study guide, course outlines, examination procedures, internal operational policies, and faculty information. Documents such as the Proposal for IQAS (Internal Quality Assurance System) Certification at AUEB, IQAS Manual of AUEB, IQAS Review, MODIP Report Evaluation & Publication on Website, 5Y progress report were provided, among others. The material was made available to the EEAP more than a week prior to the visit, serving as the foundational background for the Panel's preparation and review.

The review of the internal quality assurance system took place on-site on March 4-5, 2025, in Athens. Site Visit Schedule and Meetings:

Tuesday, March 4, 2025

• 09:30 - 10:15 | Meeting with Institutional Leadership

The Panel met with the Rector and Vice Rectors to discuss the University's governance structure, strategic objectives, and ongoing quality assurance initiatives. The discussion covered the institution's strengths and potential areas for improvement, focusing on academic affairs, financial planning, research, internationalization, and infrastructure development.

• 10:30 - 11:30 | Meeting with the Quality Assurance Unit (QAU/MODIP) – Strategic and Policy Discussion

The Panel engaged with the Vice Rector for Academic Affairs and Personnel and members of the Quality Assurance Unit (QAU/MODIP), including faculty members from different departments and administrative representatives. The discussion focused on institutional quality culture, quality assurance policies, the structure and operation of the Internal Quality Assurance System (IQAS), and the self-assessment process.

• 11:30 - 12:30 | Meeting with the Quality Assurance Unit (QAU/MODIP) – Operational Procedures

The second session with QAU/MODIP staff, including its Deputy Supervisor and administrative members, provided insights into the internal procedures of the unit, staff training, coordination mechanisms, and the effectiveness of internal evaluations.

• 12:45 - 13:30 | Meeting with Internal Evaluation Groups (IEG/OMEA)

The Panel met with members of the Internal Evaluation Groups (IEG/OMEA) from various academic departments to gain a deeper understanding of the self-assessment process, the alignment of departmental evaluations with institutional quality objectives, and the working

relationship between IEGs/OMEA and QAU/MODIP as well as overall workload of the participants

- •   14:45 - 15:30 | Meeting with Faculty Members

Faculty members from different academic ranks, including department heads, professors, associate professors, and assistant professors, participated in discussions on teaching staff recruitment and promotion procedures, student evaluations, faculty-student interaction, and academic mobility.

- •   15:30 - 16:30 | Tour of Institutional Facilities

The Panel conducted a guided tour of the University's classrooms, lecture halls, libraries, laboratories, and administrative offices, accompanied by representatives from the Quality Assurance Unit and administrative staff. The visit aimed to evaluate the adequacy of infrastructure, digital learning environments, and facilities supporting teaching and research.

Wednesday, March 5, 2025

- •   10:00 - 10:45 | Meeting with Undergraduate Students

The Panel met with students from various academic departments and study years to discuss their perspectives on the learning process, campus facilities, student involvement in quality assurance, and overall satisfaction with the University's educational environment.

- •   11:00 - 11:45 | Meeting with Postgraduate Students and Postdoctoral Researchers

A session with MSc, PhD students, and postdoctoral researchers explored issues related to postgraduate learning, academic progression, research opportunities, funding, and career development.

- •   12:00 - 12:45 | Meeting with Heads of Administrative Units

The Panel engaged with heads of key administrative units, including representatives from educational affairs, financial services, student support, digital governance, and the library, to discuss the role of institutional policies in shaping operational effectiveness.

- •   13:30 - 14:15 | Meeting with Alumni and Graduates

The Panel met with graduates and alumni from various study programs to discuss their academic experiences, career development, and perspectives on how well the University prepared them for the job market.

- •   15:45 - 16:30 | Meeting with External Stakeholders

Representatives from industry, social partners, and local authorities participated in discussions about the University's engagement with external stakeholders, collaboration with the private and public sectors, and the alignment of academic programs with market needs.

- •   17:00 - 18:15 | Closure Meeting with Institutional Leadership

The Panel met with the Rector and the Vice Rector for Academic Affairs and Personnel to present preliminary findings and provide an informal summary of key observations. Specific points requiring further clarification were addressed.

III.   Institution Profile

Please provide a brief overview of the Institution, with reference to the following: history, academic remit, student population, campus, orientation challenges or any other key background information.

Athens University of Economics and Business (AUEB), established in 1920, is one of Greece's oldest and most distinguished universities. Initially focused on Economics and Business Administration, it later expanded to include Informatics and Statistics. Today, it serves over 23,000 students across three schools and eight departments, offering undergraduate, postgraduate, and doctoral programs. AUEB has 184 faculty members and 261 administrative staff, with 34 research laboratories engaged in international collaborations. It is a key participant in Erasmus+, facilitating 8,000 student exchanges since 1987, with funding reaching €2.1 million for 2024-2025. The university also offers eight English-taught master's programs, strengthening its global presence.

Located in central Athens, AUEB spans 40,000m² across nine buildings, reflecting its integration within a dense urban environment. Expansion is necessary but challenging, requiring multiple separate facilities. Ongoing projects include three new floors for the postgraduate building (completion in Spring 2025) and a new facility at Patision and Antoniadou Streets, pending approval. The university is also seeking two additional land plots in Athens for further growth.

AUEB continually updates its curriculum, aligning postgraduate programs with industry needs and expanding executive education. It offers 29 master's programs, including joint and dual degrees with New York University, the European University Institute, and Trieste University. It also partners with institutions like Indiana University's Kelley School of Business and William & Mary for immersion trips and study-abroad programs.

AUEB fosters strong industry links through internships, career services, and entrepreneurship initiatives. Its internship programs achieve a 70.9% job placement rate, while career days and networking events connect students with top employers. The Entrepreneurship and Innovation Hub (AceIn) supports startups, training, and business development, having launched eight spinoffs.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION

INSTITUTIONS SHOULD DEVELOP A FOUR-YEAR STRATEGY, WITHIN WHICH THE QUALITY ASSURANCE STRATEGY IS INCLUDED. THE QUALITY ASSURANCE STRATEGY IS SPECIFIED THROUGH THE QUALITY ASSURANCE POLICY, WHICH SETS OUT THE PRINCIPLES OF THE OPERATION OF THE IQAS AND AIMS AT THE CONTINUOUS IMPROVEMENT OF THE SYSTEM. THE QUALITY ASSURANCE POLICY IS SPECIFIED THROUGH THE ANNUAL QUALITY TARGET SETTING WHICH EXTENDS TO ALL ASPECTS AND DIMENSIONS OF THE INSTITUTION'S OPERATION AND ACTIVITIES.

The Institution's strategy provides the general guidelines for the actions to be implemented within the specific forthcoming period. The strategic goals for quality assurance constitute one of the main pillars of the Institution's strategy. These goals are set out and specified following to analysis of relevant parameters and quality indicators. The quality assurance strategy includes the quality assurance policy as a specific document.

The quality assurance policy is the guiding document which sets the operating principles of the Internal Quality Assurance System (IQAS), the principles for the continuous improvement of the Institution, as well as the Institution's obligation for public accountability. It supports the development of a quality culture, according to which, all internal stakeholders assume responsibility for quality and engage in quality assurance. This policy has a formal status and is publicly available.

The quality assurance policy is implemented through:
- *the commitment for compliance with the laws and regulations that govern the Institution;*
- *the establishment, review, redesign, and redefinition of quality assurance objectives, that are fully in line with the institutional strategy*

This policy mainly supports:
- *the organization of the internal quality assurance system;*
- *the Institution's leadership, departments and other organizational units, individual staff members and students to take on their responsibilities in quality assurance;*
- *the integrity of academic principles and ethics, guarding against discriminations, and encouragement of external stakeholders to be involved in quality assurance;*
- *the continuous improvement of learning and teaching, research and innovation;*
- *the quality assurance of the programmes and their alignment with the relevant HAHE Standards;*
- *the effective organisation of services and the development and maintenance of infrastructure;*
- *the allocation and effective management of the necessary resources for the operation of the Institution;*
- *the development and rational allocation of human resources*

The way in which this policy is designed, approved, implemented, monitored, and revised constitutes one of the processes of the internal quality assurance system.

For the implementation of the quality assurance policy, an annual quality target-setting (using the SMART methodology) and a specific action plan for the achievement of the targets are drafted. The quality targeting includes all annual goals required for addressing weaknesses and improving the parameters of the Institution's teaching, research, and administrative work, according to the

Documentation/Annexes

E1.1 Strategic planning of the Institution (including the quality assurance strategy)

E1.2 Quality assurance policy of the Institution in liaison with the strategy

E1.3 Quality Targeting of the Institution (SMART), as implementation of the strategy and policy

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

Athens University of Economics and Business (AUEB) has implemented a suitable Quality Assurance (QA) framework that explicitly outlines evaluation procedures and Key Performance Indicators (KPIs). The assessment process occurs annually. Ongoing enhancement is ensured by a comprehensive committee comprising representatives from all departments. A continuous data analysis procedure is conducted to enhance
learning, teaching, research, and innovation activities.

AUEB's comprehensive strategic plan, dated February 2024, which identifies the main strengths, weaknesses, opportunities and threats (SWOT) for the University and integrates QA processes in achieving the stated goals and KPIs.

AUEB has in place a comprehensive Quality Manual, which is regularly updated and is currently in its third edition. QA obligations are fully integrated at every level of the institution, aligning seamlessly with the Quality Manual. IQAS has set up well-defined roles for students, academic and administrative personnel in QA processes. The AUEB IQAS clearly outlines a logical distribution of its workforce to ensure ongoing compliance. Improvement efforts are developed and maintained.

AUEB has in place comprehensive web pages dedicated to QA and the IQAS, which provides academic staff, students and the general public with access to all pertinent information in Greek and English. This platform allows users to find essential documentation and directly engage with the QAU by submitting inquiries or seeking clarifications.

II.   **Analysis**

AUEB's quality assurance policy is effectively integrated into the University's Strategic Plan for the next four years. AEUB's quality assurance policy is evaluated through IQAS processes that are being developed, implemented, and revised at regular intervals in order to adapt and keep pace with the quality criteria and regulatory framework defined by the European Higher Education Area and the principles and guidelines of the Hellenic Authority for Higher Education (HAHE).

The AUEB's IQAS received full compliance certification from HAHE during a previous accreditation in 2019. The EEAP was provided evidence of continuous effort at further improvement at all levels and aspects of the process. As part of the IQAS evaluation, the academic community is critically involved, and the administration is committed to continuous quality improvement. AUEB's Quality Assurance Manual is detailed, comprehensive and updated regularly. The EEAP was told that a fourth edition is under progress expecting to integrate the results of this ongoing evaluation process.

The evaluation results are made public by all appropriate means to the public, students, stakeholders, and interested parties. On every occasion, the EEAP witnessed a strong and widespread commitment by AUEB's academic and administrative personnel, as well as increasing student numbers, to participate meaningful in AUEB's evaluation and to contribute to their university's continuous improvement. Stakeholders were aware of some AUEB initiatives and established protocols to improve the transition from academic to professional environment in terms of the QA processes. However, the involvement of external stakeholders in IQAS is not clearly defined.

A broader culture of quality assurance was evident in this evaluation. This would include a strong commitment to compliance with both HAHE standards and the laws and regulations that govern the Institution. The Institution's leadership, departments, other organizational and administrative units, individual staff members, and students are committed to taking on their responsibilities in quality assurance. Academic principles and ethics are followed, guarding against any form of discrimination. There is an effective organisation of services and the development and maintenance of infrastructure, including a new building in operations and plans to acquire and develop further immovable property.

III. Conclusions

AUEB has set in place a well-established QA policy for continuous improvement of the IQAS. Operational and activity targets for monitoring and improving the quality of the system are set annually.

Panel Judgement

Please tick one of the following:

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R1.1 The IQAS should continue to strive for further improvement
R1.2 The Institution should make better efforts at integrating external stakeholders into the QA processes, including at the IQAS level.

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES

INSTITUTIONS SHOULD ENSURE ADEQUATE FUNDING, HUMAN RESOURCES, INFRASTRUCTURE, SERVICES AND SYSTEMS FOR TEACHING, RESEARCH, AND INNOVATION, AS WELL AS FOR THE WHOLE RANGE OF THEIR ACADEMIC ACTIVITIES, FOR THE PURPOSE OF FULFILLING THEIR MISSION AND STRATEGIC GOALS. THE ABOVE RESOURCES ARE PLANNED OVER A FOUR-YEAR HORIZON, ARE LINKED WITH THE STRATEGY AND ARE ALLOCATED IN A RATIONAL MANNER, IN ACCORDANCE WITH THE PERTINENT PROCEDURES. THEIR MANAGEMENT AND MONITORING IS IMPLEMENTED BY MEANS OF INFORMATION SYSTEMS.

Funding
The institution ensures adequate funding to cover not only the overhead and operational costs (regular budget and public investment budget) but also costs related to research, innovation, and development by exploiting external sources of financing. The financial planning and the operation of an effective financial management system constitute necessary tools for the full exploitation of the resources.
The annual public funding of the Institution follow the procedures set out in article 16 of Law 4653/2020 and the relevant ministerial decisions.
The annual budgets for the past five years, the absorption and the main categories of expenditure as well as the amount and sources of the external funding are key elements for the assessment of the principle.

Infrastructure
Based on the requirements and needs arising during its operation, the Institution has determined ways to define, allocate and maintain all the necessary resources to ensure its smooth and proper functioning, i.e. teaching, research and auxiliary facilities, equipment and software, support facilities (cleaning, transportation, communication) etc. The scope of the IQAS should include a suitable managing and monitoring system to safeguard the infrastructure. Compliance with the internal regulations is also necessary.

Working environment
The institution ensures -as far as possible- that the working environment has a positive effect on the performance of all members of the academic community (students and staff). Factors that are taken into consideration towards the creation of such a favourable environment are, among others, the sanitary facilities, the lighting/heating/ventilation system, the cleanliness and the overall appearance of the premises, etc. The scope of the IQAS should include an appropriate managing and monitoring system to promote a favourable working environment and to ensure compliance with the existing provisions.

Human resources
The Institution and the academic units bear the responsibility for the allocation and development of the human resources. The rational allocation of human resources is based on

a system of criteria, in line with the mission and the strategic options of the Institution.
The subject areas, as well as the competences and tasks of the staff members are defined by the corresponding job descriptions that are established within the operation scope of each academic or administrative unit. These posts are filled following the requirements set by the law, on the basis of fair and published processes. The continuous training and evaluation of the staff is considered necessary for the enhancement of the performance, which is recorded and monitored as provided in the context of the IQAS.

The Institution should acknowledge and provide the necessary resources for the implementation of the IQAS, its enhancement and the provision of services that assist the satisfaction of the quality assurance requirements. Moreover, the Institution provides the necessary resources for the organization and staffing of the QAU, with a clear allocation of competences and tasks to its staff members.

Documentation/Annexes

E2.1 Annual planning and allocation of funding from all available sources for the next 4 years, or Programme Agreement of the Institution, if applicable

E2.2 Internal rules for the allocation and distribution of the financial and human resources to the academic units and the central services of the Institution

E2.3 Internal evaluation by the QAU of the resources, according to the relevant NISQA indicators and the performance indicators of the Institution

E2.4 Overview of the information systems for the management and monitoring of the financial and human resources of the Institution

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

The AUEB is widely recognized for its academic excellence, innovative research, and strong international presence. The University emphasizes in critical thinking, analytical skills, and adaptability to prepare students for leadership roles in a globalized economy with focus on economics, business administration, and information technology. To facilitate and maintain a productive learning environment the University has significant requirements in its everyday operation. It has been evident through the discussions that AUEB has a well-defined procedure for identifying and planning the necessary resources to support its academic activities. The University annually plans for funding, human resources, infrastructure, services, and systems over four years. Moving things forward a new administrative service organization has been established that modernize the operation and considered from scratch all administrative positions. To this end, new positions were established in key specializations such

as for example information technology experts whilst sunseting others such as for example telephone operators). At the same time emphasis is placed on continuous training and evaluation of the staff.

Based on the new organization services administration profiling the total number of permanent administrative staff positions has been increased. However, the current reality is that filling these positions remains a distant goal, with no established timeline at present. This matter falls beyond the University's control, as it is depending upon decision-making at the Ministry level.

Given the limitations in recruiting permanent administrative staff due to limited available resources and highly time-consuming and rigid practises the AUEB meets part of its staffing needs through contract employees. At the time of the EEAP visit the number of contract employees has approached the number of permanent administrative staff. As with respect to teaching requirements the University hires lecturers that are being paid through internal pre-allocated funding or via externally funded programs. Despite the limitations all teams are well organized and as a result the scarcity on the available funding is somehow mitigated.

On the academic side, increased levels of financial support are provisioned for young faculty members (early career) to enable them to expand their research and built their networks. However, financial support for faculty members can be deemed as rather limited and there are also complex procedures to secure funds for travelling to international events and/or publishing in high quality open journals that require timely payments of fees and invoices. Funds for doctoral and/or postdoctoral fellows is also limited.

II. Analysis

Undeniably, the University relies heavily on public funding. Given the limitations of such funding, the institution faces considerable challenges in ensuring effective operational management and securing its long-term sustainability. However, AUEB has a highly skilled/knowledgeable, albeit aging, administrative staff members that manage to operate all aspects of the University life in an efficient manner. In parallel, the University has been successful in increasing external funding such as for example an improved ERASMUS+ budget due to a successful overall internationalization strategy. In fact, AUEB is now operating an extensive Erasmus and internationalization program that includes a large number of international Universities, the operation of English based postgraduates' programs including the introduction in 2025/26 academic year of an English based undergraduate programme.

The University's central location in the heart of the Athens metropolis offers distinct advantages in attracting high quality students (and staff members). However, it also presents significant challenges, including limited available space, constraints on expansion, and aging buildings and infrastructure. Despite the limited resources the university has been successful in maintaining an

appropriate learning environment for students to study, socialize, learn and eventually thrive. The library, situated within the main building, is managed by a team of dedicated and highly skilled administrators. It provides access to a vast repository of knowledge, catering to all levels of study, including undergraduate, postgraduate, and doctoral programs. In addition, the new building at Troias street provides state of art facilities including the Athens Centre for Entrepreneurship and Innovation (ACEin) of AUEB which is one of the best incubators and acceleration centers in Greece.

On the other hand, there is a shortage of essential auxiliary facilities that contribute to student well-being and overall experience, such as adequate common/social areas where students can interact and athletic facilities that promote health and wellbeing via physical activities for the broader student population. The limited space and the juxtaposition of different buildings that are not co-located might decrease the overall student experience. Emphasis should be placed also on the provision of increased levels of security since the University is vulnerable to external interference due its central location.

In terms of infrastructure and overall operations, the University should develop a more clear and forward-looking vision that prioritizes issues such as energy efficiency, environmentally sustainable practices, and/or even pathways towards carbon neutrality. By committing to these efforts, AUEB could not only reduce its ecological footprint but also serve as a model for sustainable higher education.

III.   Conclusions

The external evaluation of the University's resources by EEAP reveals that despite the scarcity of the available funding and the heavy reliance on public funding the University manages to successfully operate and, in many respects, to thrive in such challenging conditions. The implemented four- to five-year strategic plan should be developed vis-à-vis in alignment with a holistic vision that defines the University's desired strategic positioning within the specified timeframe.

Panel judgement

Please tick one of the following (per subsection):

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES	
2.1 Funding	
Compliance	**X**
Partial compliance	
Non-compliance	
2.2 Infrastructure	
Compliance	
Partial compliance	**X**
Non-compliance	
2.3 Working Environment	
Compliance	**X**
Partial compliance	
Non-compliance	
2.4 Human Resources	
Compliance	**X**
Partial compliance	
Non-compliance	

Please tick one of the following:

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES (overall)	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R2.1 Efforts should be directed toward reducing the University's dependence on contract-based personnel and prioritising the expansion of its permanent administrative workforce across all departments.

R2.2 The University should provide dedicated shared office spaces for doctoral and post-doctoral researchers, rather than accommodating them within laboratories that are concurrently used for teaching activities.

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS

THE IQAS INCLUDES ALL NECESSARY PROCESSES AND PROCEDURES FOR THE COMPLIANCE OF ALL THE INSTITUTION'S ACADEMIC STRUCTURES, ACTIVITIES AND ADMINISTRATIVE SERVICES WITH THE QUALITY STANDARDS. THE QAU IS THE COMPETENT UNIT FOR THE ORGANISATION AND OPERATION OF THE IQAS AND HAS THE REQUIRED FUNCTIONAL INDEPENDENCE AND OPERATIONAL CAPACITY FOR THE EFFECTIVE IMPLEMENTATION OF THE IQAS, AS WELL AS FOR ITS COMPLIANCE WITH THE PRESENT STANDARDS.

The key goal of the internal quality assurance system (IQAS) is the development, effective operation and continuous improvement of the whole range of the Institution's activities, and particularly, of teaching, research, innovation, governance and relevant services, according to the international practices - especially those of the European Higher Education Area - and the HAHE principles and guidelines described in these Standards.

Structure and organization
In each Institution, the Quality Assurance Unit (QAU) holds the responsibility for the administration and management of the IQAS. The QAU is set up according to the existing legislative framework and is responsible for:
- the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;
- the organisation, operation and continuous improvement of the Institutions' internal quality assurance system;
- the coordination and support of the evaluation process of the Institution's academic units and other services, and
- the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system in the context of the HAHE principles and guidelines.

The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law, and are published in the Government's Gazette, as well as on the Institution's website. The above are reviewed every five years, at the latest.

To achieve the above goals, the QAU collaborates with the HAHE, develops and maintains a management information system to store the quality data, which are periodically submitted to the HAHE, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.

The QAU structure has been approved by the Institutions' competent bodies, as provided by the law, while all competences accruing from this structure are clearly defined.

The QAU is staffed by a sufficient number of permanent personnel, so as that the operational needs of the IQAS are completely met. The administrative officer of the QAU has comprehensive updating and knowledge about the implementation of its operations and activities.

Operation

The institution takes action for the design, establishment, implementation, audit and maintenance of the Internal Quality Assurance System (IQAS), taking into account the requirements of the Standards, while making any necessary amendments to ensure fitness to achieve its aims.

The above actions include:

- o the provision of all necessary processes and procedures for the successful operation of the IQAS, as well as the participation of all parties involved, across the Institution. The Institution's areas of activity can constitute the IQAS processes, e.g. teaching, research and innovation, governance, services etc. An IQAS process is an area of activity including data input, data processing and outputs. A procedure defines the way an action is implemented and includes a course of stages or steps, e.g. the curriculum design procedure;
- o the determination of how the IQAS procedures/ processes are audited, measured and assessed, and how they interact;
- o provision of all necessary resources to enable the IQAS implementation.

Documents

The IQAS documentation includes, among other things, a series of key documents demonstrating its structure and organisation, and the Quality Manual, which describes how the requirements of the Standards are met.

The Annexes of the Quality Manual include:

- o the Quality Policy and the Quality Assurance Objectives;
- o the necessary written Procedures, along with the entailed forms;
- o the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;
- o the standing organisational structure of the QAU, with a detailed description of the competences, the required qualifications and the goals for each post. The organisational chart is structured in a manner that ensures that the IQAS organisational requirements are fully and properly met.

Documentation

E3.1 Government Gazette for the approval, structure, and operation of the IQAS and the QAU

E3.2 Updated IQAS Quality Manual (including the QAU organisational structure- job descriptions, tasks, skills)

E3.3 QAU Internal Regulation

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts.</u>

I.   **Findings**

The AUEB's Quality Assurance Unit (QAU), responsible for the operation of IQAS, is composed of MODIP at the Institution level and the OMEAs at the Department level. The Institution's IQAS and its implementation processes are determined by the decisions of the relevant bodies, as provided by law. MODIP's Statute was enacted by AUEB's Senate on 21.12.2017 pursuant to Article 14 of L. 4009/11 and published in the Government Gazette on 22.1. 2018). It provides a clear description on the structure, membership and operation of QAU, as well as setting out the basic principles guiding the Institution's IQAS. Publication in the Gazzette (and availability on the Institution's website) ensures transparency and awareness of the IQAS and QAU's protected status.

MODIP, in collaboration with the respective OMEA when applicable, coordinates and implements the processes of Quality Assessment and Quality Assurance of the University; the continuous improvement of educational and research work and more generally the services provided by the Institution, in accordance with international practices, especially those of the European Higher Education Area and the principles and guidelines of the HAHE. Evaluation consists of the systematic, documented and detailed recording, assessment and promotion of the Institution's work; the critical analysis of the results of internal and external evaluations of all kinds; the submission of proposals for the continuous improvement of the quality of the work provided, according to established criteria and indicators. Evaluation results and improvement measures are made public to ensure transparency and utilization by the intended addressees and beneficiaries.

The Institution's Quality Assurance Unit complies with article 215 of Law 4957/2022, which ensures its functional independence from the other Organizational Units of the University and its supervision by the Rector or the competent Vice Rector, to whom the relevant authority has been delegated.

MODIP is operated by a Committee, consisting of 5 full professors and representatives of staff, serving four-year terms and one undergraduate and postgraduate student, serving one-year terms. It is chaired by the Rector or a Vice-Rector (which is the case at present). It is supported by the MODIP Bureau ("Service") which reports directly to the MODIP chair. The Bureau is staffed by administrative personnel or external collaborators, who must posses the qualifications detailed in the Institution's pertinent regulations. The MODIP

Bureau is entrusted with administrative support to MODIP, with monitoring the enforcement of its decisions and any service relevant to the execution of MODIP's responsibilities.

MODIP has adopted an Internal Regulation for its operation (Appendix E3.3), which outlines the mode of operations for both committee and administrative staff and includes a Schedule detailing both the main responsibilities and the frequency of relevant meetings for each task, ranging from daily to annually.

The documentation provided includes key documents, including the Statute (E.3.1), Internal Regulations (E.3.3) and an updated and very comprehensive Quality Manual (E.3.2.). The material is well structured, supported by relevant data and documenting responsibilities, qualifications and objectives.

II.   Analysis

The QAU of the Institution fully complies with the legislative framework. The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law.

The EEAP was provided ample evidence, both by the documentation included in the application and by the discussions and additional documentation provided for during its visit, that MODIP has fulfilled its responsibilities, namely the development of the policy, strategy and relevant processes towards the continuous improvement of the quality of the institution's work and provisions; the organization, operation and improvement of the IQAS; the coordination and support of the evaluation process of the Institution's academic units and other services; the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system.

The Quality Assurance Manual details all appropriate actions to ensure effective planning, implementation and control of the institution's processes. It provides a clear description of inputs and outputs for each process. Manual and the MODIP Internal Regulations provide a blueprint for regular action and a clear allocation of responsibilities.

MODIP's faculty members and OMEA representatives demonstrated in our meetings a sincere and longstanding commitment in their work as part of the QAU.

MODIP's Bureau is staffed by very competent administrative personnel, including one permanent administrator, another long-term collaborator employed by contract and two junior members of supporting staff, with the expectation of a second permanent staff member being appointed soon. The work and enthusiasm of MODIP's administrative personnel is admirable and well attested. However, the Institution would benefit significantly by adding to MODIP's staff.

III.   Conclusions

The Institution has endowed its QAU with the requisite autonomy and resources. The Institution's MODIP has in its turn operated effectively in a challenging environment.

Panel judgement

Please tick one of the following:

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R3.1 The Institution should strenghten the MODIP with additional staff with the appropriate qualifications

R3.2 The IQAS should continue to strive for setting an example of best practices in terms of QAU operation

Principle 4: SELF-ASSESSMENT

THE INTERNAL QUALITY ASSURANCE SYSTEM CONDUCTS INTERNAL EVALUATION OF THE WHOLE RANGE OF ACADEMIC AND ADMINISTRATIVE ACTIVITIES OF THE INSTITUTION, AS WELL AS ANNUAL REVIEW OF THE SYSTEM, TO IDENTIFY ANY OVERSIGHTS, DEFICIENCIES OR DISCREPANCIES. CORRECTIVE ACTIONS AND IMPROVEMENTS ARE PROPOSED TOWARDS THE ACHIEVEMENT OF THE QUALITY AND STRATEGIC GOALS. DURING THE SELF-ASSESSMENT, THE EFFECTIVE INTERNAL COMMUNICATION WITH THE INTERNAL AS WELL AS THE EXTERNAL STAKEHOLDERS IS ENSURED.

The QAU conducts, on an annual basis, a self-assessment of the IQAS, following the written procedure provided for each area of activity, which is implemented by a certain academic or administrative unit, as appropriate. The procedure determines the timing, the participants, the data under consideration, and the expected outcomes. The self-assessment aims at a final estimation of the suitability of the IQAS in force, as well as at basing decisions concerning the necessary remedial or precautionary actions for improvement.

The data considered in the context of the self-assessment of a programme may, for example, include:
- *students performance;*
- *feedback from students / teaching staff;*
- *assessment of learning outcomes;*
- *graduation rates;*
- *feedback from the evaluation of the facilities/ learning environment;*
- *report of any remedial or precautionary actions undertaken;*
- *suggestions for improvement.*

The outcomes of the self-assessment are recorded in internal reports drawn by the QAU. The reports identify any areas of deviation or non-compliance with the Standards and are communicated to the interested parties (if appropriate). The Institution's resolutions concerning any modification, compliance, or enhancement of the IQAS operation are made in the context of the annual IQAS review and might include actions related to:
- *the upgrade of the IQAS and the pertinent processes;*
- *the upgrade of the services offered to the students;*
- *the reallocation of resources;*
- *the introduction of new quality goals, etc.*

The outcomes of the self-assessment are recorded and, along with the source data, are archived as quality files.
A special procedure is followed for the compliance check of newly launched programmes (of all three cycles), or programmes that are to be revised shortly, prior to the institutional approval of the programmes.

Documentation

E4.1 Minutes and other documents and relevant correspondence regarding the annual internal evaluation of the IQAS by the QAU

E4.2 Results of the last annual internal evaluation of the IQAS by the QAU, and the relevant minutes and documentation

E4.3 Correspondence and other actions (workshops, meetings) for collecting feedback from the external stakeholders

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

Within the collection of documents that the institution submitted, the following documents were relevant to Principle 4, Self-Improvement, which in effect is the Principle of the annual Internal Evaluation:

Ε1_Προταση_Πιστοπ_ΕΣΔΠ_ΟΠΑ (E1.Proposal for Accreditation of the IQAS of AUEB). This document is a verbal description overview of the Internal Evaluation procedure implementation and associated data collection, results and follow up actions for the academic year 2021-2022.

The following two documents are pivotal ones that discuss and explain how the Internal Evaluation process of the IQAS system for AUEB was conducted.

Ε3.2 Εγχειρίδιο_ΟΠΕΣΠ_ΟΠΑ (IQAS Quality Manual of AUEB)

Ε4.1 _new ΠΡΑΚΤΙΚΑ κλπ (E4.1_new MINUTES etc)

Other documents that supplement and/or update the 2021-2022 Internal Evaluation process are:

Ε1.3_new_Στοχοθεσία (E1.3_new Goal Setting), a tabular display, in the format prescribed by ETHAAE , with updated 2023-2024 KPI values and planned corresponding actions associated with these goals that relate to the institution's strategic planning categories:

-Excellence in all programs of study

-Excellence in research

-Connection with and service to society

-Internationalization,

-Enhancement and upgrading of the university environment and quality assurance).

Ε2.3_new _Εσωτερικ Αξιολ (E2.3_Internal Evaluation). MODIP tabular presentation format of goal indicator values (KPIs) of the institution for the academic year 2021-22 / calendar year 2022 and 2022-23 / calendar year 2023 associated with resource categories such as financing and funds allocation, human resources, infrastructure and services. These indicators that are mandated by ETHAAE, correspond to indicators that are in the Integrated

National Quality Information System (ΟΠΕΣΠ) of ΕΤΗΑΑΕ.

E5.4_new_Εκθ ΜΟΔΙΠ (E5.4_new Report by MODIP). For the academic year 2022-23 / calendar year 2023, twenty-seven (27) goal indicators of interest that have been adopted by the institution were evaluated and displayed in a tabular form. In conjunction with questionnaires used, a wealth of conclusions emerged and are reported in this document regarding the implementation of actions aimed at improving several processes of AUEB, ranging from academic programs to laboratories to the website and others to which relevant indicators are associated with.

E5.1 Έκθεση ΜΟΔΙΠ για Στρατηγικές προτεραιότητες του AUEB (Ε.1 MODIP Report on institutional Strategies). From the totality of AUEB's quality indicators, MODIP selected and analyzed a subset of indicators related to the strategic priorities of the Institution, with the aim of implementing actions to improve the quality of the Institution, to enhance decision-making for the University's strategy, to submit progress reports to the National Council for Higher Education, to submit proposals for certification of the National Curriculum Framework and study programs, etc.

II.   Analysis

From the documents mentioned above it is obvious that a wealth of information relating to the Internal Evaluation of the IQAS of AUEB was submitted, with the most significant document being the E4.1 _new ΠΡΑΚΤΙΚΑ κλπ (E4.1_new MINUTES etc).

The purpose of the Internal Evaluation process of the IQAS, other than to serve in the quality assurance improvement in all operational aspects of the institution, is to demonstrate compliance with the 7 ΕΤΗΑΑΕ Principles that are described in the Accreditation Template. For that purpose, Principle 4 in this Template serves as the guide to ensure that the road map and the methodology used to evaluate the rest of the Principles are being applied as discussed in the Quality Manual of each institution. In the Manual, there is one Διεργασία (process) with several Διαδικασίες (procedures) within it to be followed. Each Process discussed in the Quality Manual corresponds to a given Principle in the Accreditation template. The EEAP examined the Internal Evaluation of the IQAS material submitted by AUEB and is satisfied to a large degree that the Internal Evaluation process for the academic year 2021-2022 was conducted properly following the Quality Manual processes. In fact, to update the submitted 2021-2022 Internal Evaluation package, MODIP went beyond the prescribed methodology and data gathering suggestions of the Manual, updating and supplementing goals, as some of the above documents demonstrate. Additional indicators were devised, and suggestions were made for new actions to be undertaken or policies to be adopted to enhance the existing aspects of operational areas of the institution.

Positive aspects of the Internal Evaluation process presented, include:

a. The consultation, use, and adherence to the Quality Manual to conduct the Internal Evaluation of the IQAS Principles to ensure compliance with the ETHAAE Accreditation Template requirements.

b. The adoption of the "Process" and associated "Procedures" approach suggested by the Διεργασία 4 (Process 4)of the manual for the Internal Evaluation of all other Principles.

c. The extensive use of quantitative (statistical) information quality indicators (KPIs) required by OPESP and as defined for a specific purpose (metric) of the institution.

d. The extensive verbal description and justification of results, conclusions, recommendations, action items, implementation procedures and follow up corrective actions, if needed.

The weak aspects of the Internal Evaluation material submitted are:

a. The lack of organization, proper management, cohesiveness presence of duplication in the submitted documents that created some confusion during the examination process by the EEAP.

b. The absence of a document in the form of an Annual Internal Evaluation Report presenting the process, the results, the conclusions and follow up actions in a more compact, concise manner, rather than having the reader search, look and find information of interest dispersed in a pile of documents.

c. The absence of indication that any forms (Έντυπα) were utilized, as suggested in the Quality Manual Appendix D to formally record and document results and follow up activities of the Internal Evaluation. Despite this, the EEAP feels that more than adequate documentation exists in the various documents presented.

III.   Conclusions

The EEAP finds that the Internal Evaluation Process of the IQAS of AUEB was conducted in accordance with the directives of the institutional Quality Manual. It was extensive and comprehensive encompassing a wealth of both quantitative and qualitative information. The results were adequately supported, and follow-up actions were well articulated. The quality assurance personnel conducted the tasks involved in a dedicated, thorough manner, smooth cooperation and regular formal meetings for information exchange, documentation of the proceedings and decisions for follow up actions.

Panel judgement

Please tick one of the following:

Principle 4: SELF-ASSESSMENT	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R4.1 Improve the management, organization and presentation of all material for easier follow up and understanding by potential reviewers.

R4.2 Present the Internal Evaluation process and its findings in a more concise and summarized version in the form of an Internal Evaluation Report. Perhaps one report may be produced separately for each Principle, following the corresponding "Process" sections of the Quality Manual. Finally, consolidate these individual reports (one for each Principle) into a collective, comprehensive report. In the report, feel free to make references to the documents that are associated with the information pertaining to the specific Principle for more detailed information.

R4.3 Consider the design/creation of a "Standard Template" for each Principle and an overall template for the final report. These templates can be repeatedly used each year by merely updating the information, thus, reducing the quality assurance team effort and standardizing the Internal Evaluation Report which will be easy to follow.

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT

INSTITUTIONS ARE FULLY RESPONSIBLE FOR THE COLLECTION, ANALYSIS AND USE OF INFORMATION IN AN INTEGRATED, FUNCTIONAL AND READILY ACCESSIBLE MANNER, THROUGH INFORMATION SYSTEMS, AIMING AT THE EFFECTIVE MANAGEMENT OF THE

QUALITY DATA RELATED TO TEACHING, RESEARCH AND OTHER ACADEMIC ACTIVITIES, AS WELL AS THOSE RELATED TO THEIR ADMINISTRATIVE OPERATION.

The QAU should establish and operate an information system to manage the data required for the implementation of the Internal Quality Assurance System.

The QAU measures and monitors the performance of the various activities of the Institution, through appropriate procedures established in the context of the IQAS structure and assesses their level of effectiveness. The measuring and monitoring is conducted on a basis of indicators and data provided by the HAHE in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). These measurements may concern: the size of the student body, the size of the teaching and administrative staff, the infrastructure, the structural components of the curricula, students' performance, research activity performance, financial data, feedback on student and faculty satisfaction surveys, data related to the teaching and research activity services, infrastructure, etc.

The QAU makes use of the figures and presents the results for consideration using statistical analysis. Outcomes are displayed through histograms and charts. This sort of information is used by the Institution for decision making, at all levels, pursuing improvement, as well as for setting, monitoring, assessing and reviewing the Institution's strategic and operational goals.

Institutions are under an obligation to provide or transfer data (through the QAU) to the HAHE, for the purposes of quality assurance, and monitoring of their strategy and funding.

Documentation

E5.1 Reports from the National Information System for Quality Assurance in Higher Education (NISQA) and accompanying assessment report by the QAU

E5.2 Description of the functions of the QAU information system

E5.3 Sample of fully completed questionnaire of satisfaction surveys addressed to the teaching and the administrative staff

E5.4 QAU report on the utilisation of the data collected from the QAU information system (internal evaluation, quality targeting, etc.)

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The University is placing significant emphasis on data driven (evidence-based) decision making to enhance quality assurance and improve its day-to-day operation. And as such attention is placed in data information being collected, processed and displaced in meaningful ways. This is one of the key functions of the MODIP team which is understaffed but manage to produce all the required analysis to drive change and inform both academics that are part of the MODIP and OMEA. Based on the filtering from MODIP and OMEA the information is

presented to Departmental meetings where official decision making is taking place. The flow of information between all teams seems to take place seamlessly and all the processes are well organized and managed. The MODIP is constituted by one permanent professional administrative staff and 3 contractors. However, one more permanent administrative staff – which is much needed - will be joining the team over the next couple of months which will ensure minimizing risk.

II.   Analysis

Data for each course offered within a department, along with information about the respective course instructor, is systematically collected. However, student participation in completing these surveys remains relatively low, indicating a need for increased engagement. Enhancing student involvement in this feedback process could provide more comprehensive insights into course effectiveness, instructional quality, and areas for improvement. Implementing strategies such as raising awareness about the importance of these surveys, integrating them into the course structure, or offering incentives for participation may help improve response rates and the overall usefulness of the collected data.
It is worth pointing out that the participation ratio of students in providing feedback was reduced once the university moved to paperless/online surveys. Hence, this indicates that some more emphasis should be placed on allocating time during lectures/tutorials for the students to perform their feedback duty. According to the documentation the establishment of quality objectives takes place at the beginning of each calendar year and is a recurring process. However, such process might need to be synchronized with the academic year rather than the calendar year. Such a change in the decision-making time might help align with academic changes such as new courses, new programmes etc.

III.   Conclusions

One of the key strengths of the University is the excellent professional administrative MODIP team that provides an excellent interface to the upper management, the academics that participate in MODIP and OMEA as well as the heads of departments (and the other administrative teams in the University). The EEAP concludes that, despite insufficient funding from the Ministry, the University demonstrates excellence in data collection and management, and possesses well-defined goals and objectives aimed at further enhancing the quality and effectiveness of these operations.

Panel judgement

Please tick one of the following:

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R5.1 Allocate/dedicate sufficient time during lectures/tutorials for the students to fill the questionnaire for each course.

R5.2 Integrate different information systems to allow ubiquitous access to information and visualization of relevant data.

R5.3 Information of achieved examination results (in the form of histograms and/or other such informative visual aids) should be available to all members of staff across each

Department (and across Departments if possible)

Principle 6: PUBLIC INFORMATION

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES IN A DIRECT AND ACCESSIBLE MANNER. ALL PERTINENT INFORMATION THAT APPEARS IN THE INSTITUTION'S WEBSITE SHOULD BE UP-TO-DATE, CLEAR AND OBJECTIVE.

> *The QAU publishes data related to IQAS structure, organisation and operation. Furthermore, the QAU publishes data pertinent to the institutional quality policy and objectives, as well as information and data relevant to the Institution's internal and external evaluation. In the context of the self-assessment process, the QAU verifies that adequate information regarding the teaching activities and, particularly, the programmes' profile and the overall institutional activity is publicly available. QAU makes recommendations for improvement, where appropriate.*
>
> *The public information available via the internet should appear in Greek and in English, the webpages should have uniform architecture, structure and content across all academic units of the Institution, so that the users can easily identify the information of their interest.*

Documentation

E6.1 Results of the assessment of the functionality and the content, as well as of the maintenance and update of the Institution's webpage

E6.2 List of the links included in the Institution's and QAU webpage, and of the special personalized internet applications

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

  I.   Findings

AUEB maintains a well-structured digital presence ensuring transparency and accessibility regarding its teaching and academic activities. IQAU, along with Public Relations and relevant Departments, is responsible for overseeing the publication of institutional policies, programme profiles, and quality assurance processes on its official website. The available information covers key aspects such as the IQAS structure, quality policy, strategic objectives, programme accreditation details, and internal and external evaluation reports.
The institution has recently adopted an updated and detailed Information Disclosure Guide, approved by the Senate, outlining the necessary steps for publishing and updating information across all academic and administrative units. Additionally, accessibility measures are incorporated into the website, aligning with national and EU digital governance laws. The website provides content in both Greek and English to ensure inclusivity for an international

audience. The institution has also developed a wide range of external channels for communication e.g. online publications, social media, mainstream newspaper inserts etc.

II.   Analysis

AUEB's website meets the requirements of transparency and accessibility, offering extensive details on academic programmes, faculty, and institutional policies. The IQAU is monitoring and supervising actions so that teaching activities, programme outlines, examination procedures, and evaluation criteria are publicly available. Furthermore, the university follows structured procedures for regularly updating web content, as mandated by the Senate and Quality Assurance Unit.
Minor variations in the format and depth of programme descriptions across departments, or ceratin information availability in English, may affect clarity and ease of navigation for users seeking specific information.

III.   Conclusions

AUEB demonstrates strong compliance with the principle of publicizing teaching and academic activities in a structured and accessible manner. The institution has taken significant efforts to ensure that relevant information is readily available and up to date, using both established but also non-conventional channels of communication. Some further improvements could enhance uniformity across departmental web pages and ensure consistent bilingual presentation of all critical content.

EEAP considers the principle as fully compliant

Panel judgement

Principle 6: PUBLIC INFORMATION	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 6.1 Ensure conformity of look and feel across the site, where applicable

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS

INSTITUTIONS SHOULD BE PERIODICALLY EVALUATED BY COMMITTEES OF EXTERNAL EXPERTS SET BY THE HAHE, FOR THE PURPOSE OF ACCREDITATION OF THEIR INTERNAL QUALITY ASSURANCE SYSTEMS (IQAS). THE PERIODICITY OF THEIR EXTERNAL EVALUATION IS DETERMINED BY THE HAHE.

> External quality assurance, in the case in point external evaluation aiming at accreditation, may act as a means of verification of the effectiveness of the Institution's internal quality assurance, and as a catalyst for improvement, while opening new perspectives. Additionally, it can provide information with a view to public acknowledgement of the positive course of the Institution's activities.
>
> The Higher Education Institutions engage in periodic external quality assurance which is conducted taking into consideration any special requirements set by the legislation governing the operation of the Institutions and their academic units.
>
> Quality assurance, in this case accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Documentation

E7.1 Five-year Progress Report, on the response to the recommendations included in the most recent IQAS Accreditation Report

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

An IQAS External Evaluation process was conducted at the institution in February 2019, and an External Evaluation Report was submitted. The Panel has identified a consistent, active, and constant engagement of all the internal stakeholders of the academic community in the quality assurance process, as it is specified by MODIP.
The meetings with the University Administration, the QAU/MODIP, and theOMEA groups have revealed that this procedure has become part of the University life at all levels of its functions.
The basic findings and recommendations relating to the administration, faculty, students, and staff in this report were studied and discussed by the external panel that reviewed the IQAS of the institution for accreditation in 2019. This panel determined that the basic findings and recommendations of the 2016 IQAS External evaluation were fully addressed.

The additional suggestions and recommendations have responded by the Quality Assurance teams of the institution in the submitted Document E 7.1 (Progress Report).

II.   Analysis

The Panel examined the responses to the recommendations of the 2019 IAQS Accreditation Panel Report included in the E7.1 (Progress Report) document which were:
● Introduce additional measures and/or procedures for improving student's participation in the IQAS.
● The consistency of content and information across departmental web pages should be improved.
 ● AUEB should continue its efforts for developing and implementing a strategy for recruiting new faculty.
Document (Progress Report) in combination with 5 year Action plan (Tables 1,2)._new (Proposal for Accreditation of IQAS) addressed all these recommendations by providing a verbal description and justification for the approach taken to achieve compliance, followed by a table of actions taken and a table of achieved results ,with follow up actions for each one.
The tabular format for the "actions taken" table for each recommendation is:
GOALS, ACTIONS , RESPONSIBILITIES , COMPLETION DEADLINES, REQUIRED RESOURCES
The tabular format for the "achieved results and actions taken" for each recommendation is:
ACTIONS TAKEN , ACHIEVED RESULTS, PERCENT OF GOAL ATTAINMENT
Finally, the Panel did not see any evidence that any of the stakeholders of the institution engaged in the IQAS accreditation review or the entailed follow-up actions, but on the other hand, there is no need to because the issue is exclusively the assurance that the institution needs to demonstrate a satisfactory response to the recommendations.

III.   Conclusions

Panel was satisfied with this evaluation , which was largely positive and, moreover, the current University Administration endeavored to take into account the recommendations.

Panel judgement

Please tick one of the following:

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

NONE

PART C: CONCLUSIONS

I.   Features of Good Practice

Please state aspects of good practice identified, regarding the IQAS.

The understanding of the Quality Assurance issues by the entire community of AUEB that has created a culture of Quality awareness

The university's Internal Quality Assurance team (MODIP) is well aligned with AUEB's Quality Assurance needs, requirements, vision, and future plans, geared towards instiution's improvement and strategic development

AUEB's leadership actively aligns with quality assurance targets, ensuring that institutional goals reflect high academic standards while also engaging in detailed five-year planning in accordance with the requirements set in the previous evaluation.

II.   Areas of Weakness

Please state weak areas identified, regarding the IQAS.

An area for improvement identified is the limited availability of private working spaces for some doctoral students, the absence of dedicated facilities for physical exercise for students and faculty. Addressing these aspects could further enhance the overall well-being and productivity of the academic community.

The workload of AUEB's Internal Quality Assurance Unit (MODIP) can be demanding. Given that only one team member holds a permanent position, there is an inherent risk in ensuring continuity and long-term stability, especially in the event of staff turnover or replacement.

III.   Recommendations for Follow-up Actions

Please make any specific recommendations for development.

Ensure conformity of look and feel across the site, where applicable

Examine ways for further engagement of the students in the feedback surveys

Conduct a space utilization audit to better allocate existing areas and identify possibilities for multi-purpose use.

Explore public-private partnerships or municipal collaborations to secure access to off-campus athletic and social facilities.

Explore ways of enticing active student participation in Quality Assurance activities beyond the completion of student evaluation forms.

Add to the administrative staff and resources devoted to IQAS.

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

1,2,3,4,5,6,7

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

Overall Judgement	
Compliance	**X**
Partial compliance	
Non-compliance	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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