EXTERNAL EVALUATION REPORT

HAROKOPIO UNIVERSITY

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1. EXTERNAL EVALUATION COMMITTEE

The Committee responsible for the External Evaluation of the University named: HAROKOPIO UNIVERSITY comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. **Professor Emeritus Vangelis Coufoudakis**, ,Indiana University – Purdue University Fort Wayne, Indiana, U.S.A., former President of the HQA **(Coordinator)**

2. **Professor Peggy Agouris,** George Mason University, Washington, DC, U.S.A.

3. **Professor George Frantziskonis**, University of Arizona, Tucson, Arizona, U.S.A.

4. **Mr. Rodios Gamvros**, Scientific Committee to Hellenic Food Industry Association, Athens, Greece

5. **Professor Emeritus Dionyssis Kladis**, International Expert, U.K.

N.B. The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; the Committee's reply to those questions is meant to provide a general outline of issues that need to be addressed.

2. INTRODUCTION

2.1 The External Evaluation Procedure

- Dates and brief account of the site visit
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the EEC
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the EEC

The External Evaluation Committee (EEC) visited HAROKOPIO UNIVERSITY (HU) on April 18th,19th and 22nd, 2016.

On April 18th, the EEC met with the Rector and the Deputy Rectors, the Quality Assurance Unit (QUA/MODIP) of the Institution, the Internal Evaluation Groups of the Departments (IEGs/OMEAs) and the President and members of the Institution's Administration Council. Additionally, the EEC toured the campus and the university facilities.

On April 19th, the EEC met with the Deans of Schools and the Heads of the Departments, the Deputy Rector of Economic Affairs and Research, the Chief Administration Officers and University Services, and representatives of academic staff, undergraduate students, Master and Doctorate students. The Committee also met alumni and selected external stakeholders representing industry, society and local authorities.

On April 22nd, the EEC gave a short presentation of its major findings to select members of HU.

Documents examined: 1. The Institution's Self-Evaluation Report (SER)

                2. The Internal Regulation of QAU/MODIP

                3. The Departmental Syllabi

                4. The Council's Mid-term activity report

                5. Various departmental and institutional informational materials and brochures

The Committee visited three university facilities and toured various labs, classrooms, offices and the Student Restaurant.

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

Justify your rating:

The above rating is justified because of the completeness of the preparation and the unhindered completion of the process.

2.2 The Self-Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

The Self-Evaluation Report seemed to be comprehensive, accurate and sufficient. The provided documentation was appropriate and informative. The objectives of the evaluation were met in a satisfactory manner. The procedure that the Institution followed for the production of the SER was inclusive and according to standard practices. The Report itself included useful information. The major difficulty that emerged from the process was the limited extent of student participation which was expected. In the future this may require a revised solicitation process in order to improve the outcome.

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

Justify your rating:

3. PROFILE OF THE INSTITUTION UNDER EVALUATION

3.1 Institutional Governance, Leadership & Strategy

Please comment on:

3.1.1 Vision, mission and goals of the Institution

- What are the Institution's mission and goals

- Priorities set by goals

- How are the goals achieved

- Procedures established by the Institution to monitor the achievement of goals

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

Harokopio is a small university established in 1990, based on the endowment of Panagis Harokopos. Its vision is to serve scientific fields contributing to the improvement of quality of life, especially in areas not served by other educational institutions, while maintaining the intent of the endowment, i.e. the School of Home Economics.

In implementing this vision, Harokopio University addresses scientific areas that serve society, health education, technology and the environment, through the following three Schools that comprise four Departments:
1. School of Health Science and Education
   o Department of Nutrition and Dietetics
2. School of Digital Technology
   o Department of Informatics and Telematics
3. School of Environment, Geography and Applied Economy
   o Department of Home Economics and Ecology
   o Department of Geography

Furthermore, Harokopio has developed five postgraduate programmes on
1. Sustainable Development
2. Applied Nutrition and Dietetics
3. Applied Geography and Spatial Management
4. Education and Culture
5. Informatics and Telematics

Harokopio University recognises that its small size has been an advantage so far in terms of its capability to maintain a personalised educational experience for its students. However, it does not object to increasing its size, provided that the State can ensure the allocation of appropriate resources and infrastructure. HU fully intends to pursue actions that will improve its national and international standing and reputation.

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

Justify your rating:

3.1.2 Organizational Development Strategy

- Effectiveness of administrative officials

- Existence of effective operation regulations

- Specific goals and timetables

- Measures taken to reach goals

The Administrative officials of HU stated that they are well aware of the Institution's strategy and objectives. They believe that the Institution has sufficient resources to serve its current size. The effectiveness of the Administrative team is considered sufficient (see also chapter 5). The Administrative efficiency is generally restricted by government regulations applying to public higher education. It appears that HU operates with internal procedures that reflect the ubiquitous "family" culture among faculty, administration and students. It is recommended that HU establish sufficient internal procedures, particularly if/when the university expands its mission.

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

Justify your rating:

3.1.3 Academic Development Strategy

- Response of the Institution to Faculties and Departments

- Goals and timetables

- Measures taken to reach goals

Based on the SER and discussions with administrators, faculty and students, the EEC concludes that the internal academic structure is consistent with the institutional vision and mission. The established goals and measures are adequate under the present circumstances. However, in considering further growth and academic development, the Institution must engage in more in-depth planning. Additionally, further growth and academic development should respect and preserve the current unique identity of HU and should ensure high quality standards. In this regard, HU could consider alternatively its further development and growth on the basis of other flexible and multiple learning paths and programmes addressed to a new, diversified student population/clientele, like e.g. lifelong learning programmes, short cycle study programmes, undergraduate programmes in English addressed to foreign students out of European Union, etc. These initiatives can improve the unique identity of the Institution but also can offer the required resources for this growth.

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

Justify your rating:

3.1.4 Research Strategy

- Key points in research strategy

- Research strategy objectives and timetables for achieving them

- Laboratory research support network

- Research excellence network

- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programmes, etc.)

Key points in the Institution's research strategy include the expectation for quality research output in high impact outlets and the performance of basic and applied research. Faculty is expected to engage in research. The Institution provides support mechanisms to encourage junior faculty participation in quality research. Faculty and students have access to labs and research infrastructure which appears to be adequate under the present circumstances.

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

Justify your rating:

The rating is based on: international statistics on publications; re-investment of external research funds to provide seed funds to junior faculty.

3.1.5 Financial Strategy

- General financial strategy and management of national and international funds

- Regular budget management strategy

- Public investment management strategy

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

- Organisation and strategy of the University Property Development and Management Company

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

Given the present regulatory and financial constraints, evidence presented shows that institutional needs are met adequately and the financial management appears to be efficient. The Institution has been successful in seeking additional funding from private and other national and European sources.

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

Justify your rating:

3.1.6 Building and Grounds Infrastructure Strategy

- Strategy key points

- Objectives and timetables

- Measures taken to reach goals

- Deviations from model 1 campus/HEI

Even though the Institution has implemented an adequate infrastructure strategy for its current needs, it is challenged by decisions made by the Ministry of Education resulting in increased numbers of transfers and new admissions. These conditions are likely to affect academic growth at both undergraduate and graduate levels.

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

Justify your rating:

3.1.7 Environmental Strategy

- Recycling strategy and measures taken to reach goals

- Hazardous waste management and measures taken to reach goals

- Urban waste management and measures taken to reach goals

- Green energy strategy and measures taken to reach goals

Given the presence of environment-related academic programmes, there is no evidence of transferring ideas into actual good practices.

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

Justify your rating:

3.1.8 Social Strategy

- Exploitation and dissemination of the Institution's Research Activities for the benefit of society and economy

- Promotion of interaction between the Institution and the Labour Market

- Sustained relationships with key local and regional bodies

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

- Reciprocal and long-lasting relationship with the alumni community

Given its academic orientation, HU:

- contributes to Greek society and economy,

- undertakes sustained relationships with local and regional bodies

- contributes to the cultural development of society by holding seminars and other activities relevant to the Institution's mission, and

- maintains long term relationships with its alumni and other stakeholders.

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

Justify your rating:

There is sufficient evidence from both the community and the institutional engagement that justifies this rating.

3.1.9 Internationalization Strategy

- Integration of the international dimension in the curricula

- Integration of the international dimension in research

- Integration of the intercultural dimension within the campus

- Participation in international HEI networks

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

Even though there are internationalisation activities, they do not appear to be part of a clear internationalisation strategy or vision, but they rely mainly on individual contacts and initiatives.

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

Justify your rating:

3.1.10 Student Welfare Strategy

- Student hostel operation and development strategy

- Student refectory development strategy

- Scholarships and prizes strategy

- Sports facilities operation and development strategy

- Cultural activities strategy

- Strategy for people with special needs

With the addition of the latest campus building (Tavros), the student refectory adequately serves students and faculty. HU does not have dormitories or sports facilities to accommodate student needs. Scholarships are available through the Harokopio endowment. Cultural activities are sponsored by the university and are open to student participation. Buildings are accessible to students with special needs.

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

Justify your rating:

3.2 Strategy for Study Programmes

3.2.1 Programmes of Undergraduate Studies (first cycle)

Please comment on:

- the main strengths and weaknesses of the Programmes

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

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

Based on the external departmental evaluations, the EEC was informed that the recommendations are being implemented.

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

Justify your rating:

3.2.2 Programmes of Postgraduate Studies (second cycle)

Please comment on:

- the main strengths and weaknesses of the Programmes

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

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

HU has developed several postgraduate programmes relevant to student and market needs, aiming to improve its visibility further. The implementation plan is largely based on the use of external lecturers in order to overcome the limited faculty resources. The question arises as to whether the university has the infrastructure to support further expansion of such programmes, increased student enrolment, while maintaining the quality of the programme.

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

Justify your rating:

3.2.3 Programmes of Doctoral Studies (third cycle)

Please comment on:

- the main strengths and weaknesses of the Programmes

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

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

There is interest in the PHD programmes offered at HU which is driven mainly by the research activity by the faculty. They follow an open call process for the selection of PHD candidates many of whom come from outside HU. Earlier external departmental evaluations had recommended that the institution take measures to structure PHD studies. These recommendations appear not to have been implemented yet.

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

Justify your rating:

3.3 Profile of the Institution under evaluation - Conclusions and recommendations

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

- *Underline specific positive points*:
  - Consistently with its vision, Harokopio University addresses scientific areas that serve society, health education, technology and the environment.
  - The small size of the Institution allows for efficient administration and good relations with students.
  - The Administrative officials of HU are well aware of the Institution's strategy and objectives.
  - Effective administrative team.
  - The internal academic structure is consistent with the institutional vision and mission
  - The established goals and measures are adequate under the present circumstances.
  - The Institution provides support mechanisms to encourage junior faculty participation in quality research.
  - Faculty and students have access to labs and research infrastructure which appears to be adequate under the present circumstances.
  - Institutional needs are met adequately and the financial management appears to be efficient, under the present regulatory and financial constraints.
  - The Institution has been successful in seeking additional funding from private and other national and European sources.
  - Strong interface with the broader community
  - With the addition of the latest campus building (Tavros), the student refectory adequately serves students and faculty.
  - Scholarships are available through the Harokopio endowment.
  - Cultural activities are sponsored by the university and are open to student participation.
  - Buildings are accessible to students with special needs.
  - The recommendations of the external departmental evaluations are being implemented.
  - HU has developed several postgraduate programmes relevant to student and market needs, aiming to improve its visibility further.

- *Underline specific negative points*:
  - HU does not have dormitories or sports facilities to accommodate student needs.

- *Make your suggestions for further development of the positive points*:

- *Make your suggestions on needed steps for improvement*:
  - HU should establish sufficient internal procedures, particularly if/when the university expands its mission.
  - In considering further growth and academic development, HU should engage in more in-depth planning.
  - Additionally, further growth and academic development should respect and preserve the current unique identity of HU and should ensure high quality standards. In this regard, HU could consider alternatively its further development and growth on the basis of other flexible and multiple learning paths and programmes addressed to a new, diversified student population/clientele, like e.g.

lifelong learning programmes, short cycle study programmes, undergraduate programmes in English addressed to foreign students out of European Union, etc. These initiatives can improve the unique identity of the Institution but also can offer the required resources for this growth.

o Given the presence of environment-related academic programmes, it is recommended to develop further and transfer relevant ideas into actual good practices.

o HU should develop an internationalisation strategy and means of implementation.

o Future expansion of postgraduate programmes should take into consideration relevant infrastructure needs in order to maintain programme quality.

o Earlier external departmental evaluations had recommended that the institution take measures to introduce structured PHD studies. EEC urges HU to effectively implement these recommendations.

4. INTERNAL SYSTEM OF QUALITY ASSURANCE

4.1 Quality Assurance (QA) Policy and Strategy

Please comment on:

- the Institution's policy and goals regarding QA and Improvement

- whether the Institution has developed a specific system of QA

- how the Institution's internal QA system has been organized

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

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

- the involvement of students in QA

- how the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

The policy of the Harokopio University (HU) regarding quality assurance and improvement has been approved by the Senate of the Institution. The policy is outlined in the "Internal Regulation for the Quality Assurance and the Quality Management of the HU" that has been produced by the QAU/MODIP and has been uploaded on its website. This policy is also outlined in the draft Statute of the University which has been submitted for approval to the Ministry of Education since October 2014, but without being approved till now. The EEC was informed that the Ministry has not approved any Statute from any higher education institution (HEI) till now. In the above mentioned official documents the quality policy of the HU is described as the ongoing improvement of the teaching and research performance and of the efficiency of the services offered by the Institution to its stakeholders (both internal and external). To that aim, subject to quality assurance and improvement are the overall activities of the University with regards to all three missions of higher education (teaching, research and services to society) including also effective and efficient management. As described in the above documents, the outcomes of the quality assurance procedures aim to point out the degree of achievement of goals but also the strengths of the Institution that should be further improved and better utilised as well as the weaknesses that have to be minimised or overcome.

The QA policy is implemented through the internal QA system of the Institution which is based on the operation of the Quality Assurance Unit (QAU/MODIP) at institutional level and the Internal Evaluation Groups (IEGs/OMEAs) at departmental levels. The development of the overall internal QA system is an on-going procedure which is based on the guidelines of the Hellenic Quality Assurance and Accreditation Agency (HQA) and which follows the stipulations of the Greek legislative framework for Quality Assurance and the European Standards and Guidelines (ESG) for Quality Assurance in Higher Education. The main axes of the internal QA system have also been approved by the Senate of the Institution.

The HU has not yet finalised the development of its internal QA system. As the EEC was informed, the internal QA system is currently implemented on the basis of the Internal Regulation of the QAU/MODIP and is expected to be further improved and fully operational in the context of the Statute after its approval. However, the characteristics and the goals of the internal QA system are in general described in the Self-Evaluation Report (SER), and they were also discussed in some details during the various meetings. The EEC understands that the internal QA system will be based on the one hand on the already operating Information System of the QAU/MODIP and on the other hand on a detailed and structured Quality Management System (QMS) within the Institution. This QMS is expected to include guidelines for internal QA and analytical description of operating procedures and documents, aiming also at the standardisation of the related management procedures. As for the Information System, the aim is that it will be linked with all the existing information systems within the Institution.

The QAU/MODIP of the HU is responsible for the effective operation of the overall QA system, the coordination of all evaluation processes within the institution, and the support of the external evaluation and accreditation procedure of the study programmes. A comprehensive analysis of the tasks and the goals of the QAU/MODIP is outlined in its Internal Regulation and is presented at the SER. Additionally, the QAU/MODIP is responsible for the preparation of all documents that are used in the context of the QA procedures. It is worth noting, in this regard, that all basic documents of the internal QA system of the Institution, together with the external evaluation reports, are uploaded on the well-structured and quite informative website of the QAU/MODIP.

There are no concrete and official structures and procedures in the context of the internal QA system of the HU to deal with appeals and complaints posed by students or staff for any kind of biased interventions or discriminations. Such procedures have been included in the draft Statute of the Institution waiting for approval by the Ministry of Education. Moreover, similar procedures do exist in the old Internal Regulation of the University which is in place since 1993. However, the EEC understands that, if such issues appear, it is upon the responsibility of the collective and participatory decision-making bodies of the Institution to handle them. Additionally, the students informed the EEC that they can raise any similar issue during their everyday cooperation with their professors and with the leadership of the Departments.

Students participate actively in the overall QA procedures of the Institution in two ways. Firstly, they participate in the bodies in charge of internal QA (the QAU/MODIP at the level of the Institution and the IEGs/OMEAs at the level of the Departments); and, secondly, they provide formative feedback on the courses, the study programmes and the teaching performance of the academic staff, as well as on the quality of the administrative services, by filling the related questionnaires.

The achievement of the objectives and the overall effectiveness of the QA system are ensured, on the one hand, through monitoring from the QAU/MODIP and, on the other hand, through the periodic external evaluations. All four Departments of the HU have undergone external evaluation from the HQA during the period 2011-2014.

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

Justify your rating:
The Institution has made significant steps in designing (and making public) a QA policy and in preparing an effective and efficient internal QA system, even though one of the basic official documents (the new Statute) still awaits for the approval by the Ministry of Education together with the Statutes of all other HEIs in Greece.

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

Please comment on:

- whether the learning outcomes have been clearly formulated and whether they have been published

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

- how the achievement of learning outcomes is monitored

- whether there is a published Guide regarding the organization of programmes of study

- whether the ECTS system is taken into consideration and implemented

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

- the student participation in the QA procedure of the study programmes

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

In general, the study programmes have clearly stated learning outcomes which are published in the Study Guide of each individual Department and are available online also in English. The Study Guides contain also information regarding the curriculum, the level of qualification, the organisation of studies and the student workload expressed in ECTS. In the module descriptions, the following are described: the teaching methods, the relevant literature and the whole range of written, oral and practical tests/examinations; additionally, group projects, performances, presentations and portfolios that are used to assess the student's progress and ascertain the achievement of the learning outcomes of each separate course are described as well. All information related to the study programmes is available in the Study Guides which are uploaded on the webpage of the respective Department.

The study programmes are designed by specific committees and the General Assemblies of the respective Departments with the participation of student representatives and are approved by the Senate and the Rector of the Institution after consultation with the Deanery of the respective School in accordance with the stipulations of the Greek legislation. Students' involvement is also ensured through the questionnaires that they fill with regards to the quality of the study programmes. The involvement of external stakeholders is also ensured in these procedures, especially with regards to the respective professional unions for the various Departments. It is worth noting the initiative of the Department of Informatics and Telematics which has established an international advisory committee for that purpose. Additionally, the potential future employers of the graduates of the HU have the possibility to give their input on the relevance of the respective curricula and on the competences of the graduates through their cooperation with the Career Office of the Institution and, moreover, through the procedures of practical training of students. These procedures are also expected to foster the employability of students.

The study programmes are expected to be reviewed and reassessed on a regular and periodical basis, while in parallel, according to the Greek law, all study programmes will undergo an accreditation procedure in the coming academic year by the HQA. The involvement of students in the QA procedures of the study programmes is ensured through the questionnaires that they fill with regards to the quality of the programmes, as well as through their participation in the IEGs/OMEAs.

The EEC was informed that the international mobility of students (either outgoing or incoming) is adequate. However, the EEC is of the view that the Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. As regards especially the study programmes, they should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities.

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

Justify your rating:

4.3 Teaching and learning - Assessment by students

Please comment on:

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

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

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

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

According to the SER, a variety of teaching methods are used in the HU, depending on the different content and nature of the various courses. However, the EEC was not in position to verify whether these methods are based on the paradigm of "student-centred learning". In this regard, the EEC recommends that the teaching staff in all Departments, irrespective of the study areas, the content and the nature of the various courses, and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of "student-centred learning", taking also advantage of the e-class possibilities.

The Greek legislation stipulates for the provision of multiple learning paths by the institution in order to accommodate special needs of students (e.g. part-time students, evening courses, summer courses, distance learning etc.). According to the SER, such possibilities exist in the HU only in two Master programmes (especially for part-time students), while the use of the e-class platform facilitates the distance learning opportunities in cases that it appears to be necessary. Additionally, the existence of elective courses, as well as the possibility to follow a study period in an institution abroad (international mobility), could also be considered a means for multiple learning paths.

Guidance and support are offered by various procedures to the students regarding progress in their studies, career information and study counselling. These are offered either by the teaching staff through direct contact with the students (formally or informally) or by established administrative structures (e.g. DASTA). To the EEC it is not clear whether the study counsellors or tutors provided in the Greek law do exist in the HU.

The Study Guide of each separate programme contains clear and detailed information with regards to the strategy of the respective Department for the assessment of students, and, more specifically, to which exams, or other methods of assessment, they will be subjected; what is expected of them; and which criteria will be applied for the evaluation of their performance.

There are no concrete and official structures and procedures in the context of the internal QA system of the HU to address any appeals, complaints and objections posed by students. The Greek Law stipulates that the position of Students' Advocate should be established in all Greek higher education institutions. However, this position has not been established in the HU so far. Such procedures have been included in the draft Statute of the Institution waiting for approval by the Ministry of Education. Similar procedures do exist in the old Internal Regulation of the University which is in place since 1993. However, the EEC understands that, if such issues appear, it is upon the responsibility of the collective and participatory decision-making bodies of the Institution to handle them. Additionally, the students informed the EEC that they can raise any similar issue during their everyday cooperation with their professors and with the leadership of the Departments. Close cooperative relations have been established between students and staff which allow for handling effectively any problem arising related to complaints of students. As the EEC was assured, there was no need up to now for an official handling of such problems outside the narrow space of the specific Department. During its meeting with the student representatives, the EEC was assured that the students are fully satisfied of the close relationship and contacts with their professors.

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

Justify your rating:

4.4 Admission of students, progression and recognition of studies

Please comment on:

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

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

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

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

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

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

Admission of students to undergraduate studies is determined uniformly for all Greek HEIs by national entrance examination process administered by the Ministry of Education. As for the postgraduate studies, the admission requirements and criteria are described in the respective Study Guides and public calls/announcements which are uploaded on the webpage of each Department for all Master programmes except of the MA programme in Education and Culture. As for the doctorates, the admission procedures and criteria are decided by each Department.

The recognition of qualifications obtained in foreign HEIs falls under the responsibility of the National Academic Recognition Information Centre (DOATAP - the Hellenic NARIC). Furthermore, each individual Department has the authority for the recognition of periods of study abroad in the context of Erasmus mobility. The EEC has been informed that so far there have been no problems at all concerning the recognition of periods of study abroad for the outgoing students upon their return.

There are no provisions in Greek legislation allowing for the recognition of former knowledge gained through prior learning (including non-formal and informal learning). On the contrary, the General Assemblies of the Departments have the authority to recognise courses obtained in other Greek HEIs from graduates who enrol in the HU in order to receive a second degree under the condition that these courses are relevant / consistent to the current curriculum.

The EEC was informed that the Diploma Supplement is currently fully implemented in the HU. Full implementation means delivering the Diploma Supplement in both Greek and English language and covering all required relevant information (degree specifications – context, content and status of studies –, learning outcomes, ECTS credits, level of qualification).

The Institution has not yet implemented any systematic procedure for monitoring the progress of students during their studies. These data are expected to be collected (and analysed) through the Information System that is in place at the QAU/MODIP, when it comes to full operation. At present, this information is collected through the separate system on the student records that operates in the secretariat of each Department. The EEC recommends that the HU fully develops the Information System to that aim, so that the collection and analysis of data are conducted in a systematic way, and so that the Institution acts and be in position to take the necessary steps towards improving the progress of students.

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

Justify your rating:

4.5 Quality Assurance as regards the teaching staff

Please comment on:

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

- opportunities offered to the teaching staff for their professional/scientific advancement

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

- the Institution's procedures for the support of new teaching staff as regards the teaching and evaluation methods

- how scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research

- the procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students

- whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

According to the Greek legislation, the teaching skills are included among the qualifications required for the election of a member of academic staff. The procedure for the demonstration and assessment of the teaching skills is expected to be defined in the Statute and/or the Internal Regulation of each HEI. This is the only requirement related to the teaching skills of the candidates. The EEC was informed that the pre-existing Greek legislation stipulated that the demonstration and assessment of the teaching skills of the external candidates should be done by delivering a lecture to the students on a topic relevant to the first cycle of studies (undergraduate). A similar procedure is in place also in the HU following a regulatory decision of the Senate. In parallel, the assessment of the teaching skills of internal candidates should be based on the outcomes of the questionnaires filled by the students in the context of the internal QA procedures.

The Institution offers opportunities to the teaching staff to pursue further professional/scientific development through participation in international conferences, seminars etc. It also offers paid leaves of absence for educational purposes and opportunities for participation of teaching staff in international mobility programmes. However, there are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills. The development of such actions and measures is something that the EEC recommends to the Institution.

The teaching performance of academic staff is evaluated by the students by filling the relevant questionnaires. The questionnaires are filled electronically and then are collected and analysed by the QAU/MODIP. The outcomes are communicated to the respective Heads of the Departments. Each academic staff member receives the necessary feedback on his/her personal questionnaire. The EEC received conflicting information from the students regarding their awareness on the outcomes of the questionnaires and regarding the real impact that the results of the questionnaires have on the quality of teaching performance of the various professors and the corresponding consequences. The EEC recommends that the Leadership of the Institution works, together with the internal QA structures (QAU/MODIP and IEGs/OMEA), in order to further improve and make more active the involvement of students in the evaluation procedure, including feedback to them.

The scientific activity and the research performance of the academic staff are considered also in their assessment for election and/or promotion. The HU has developed a policy for motivation of academic staff in order to improve their research initiatives and performance. Moreover, the balance between teaching and research tasks of the academic staff is crucial for the overall operation of a HEI. It is under the responsibility of the Departments' Heads to ensure for the balanced performance of the staff between teaching and research. In this regard, the EEC recommends that the Heads of the Departments ensure for the balance between teaching and

research tasks, while at the same time the Leadership of the Institution should oversee the implementation of such a policy.

Finally, violations of rules of conduct from the academic staff may be regarded as cause for disciplinary action according to the provisions of the Greek legislation and the Statute and Internal Regulation of the Institution.

Please decide in respect to the specific evaluation area (&4.5):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.6 Learning resources and student support

Please comment on:

- whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students

- the available support services in regard to Libraries, Information systems and infrastructure

- the procedure in place for offering individual assistance (counselling and tutoring) to students

The services that support students (Library, Information Systems, DASTA, students' welfare services) as well as the administration service in each Department (Secretariat of Department) are subject to the systematic evaluation in the context of the internal QA system of the Institution under the overall responsibility of the QAU/MODIP. The EEC had the opportunity to realise the good quality of the available support services in regard to libraries, information systems and infrastructure, as well as of welfare services.

Furthermore, the EEC had the opportunity to realise the good quality of the educational infrastructure, including also the scientific-educational equipment. This reality was also communicated to the EEC during its meetings with the students.

The HU puts emphasis on the operation of the supportive structures in the context of DASTA (practical training, liaison office and entrepreneurship) as well as guidance and counselling. However, it is not clear to the EEC whether the students take full advantage of these opportunities or restrict themselves to the face-to-face assistance received through direct contact between students and teaching staff.

Please decide in respect to the specific evaluation area (&4.6):	Tick
Worthy of merit	X
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

The EEC was impressed by the high quality of educational infrastructure and by the high quality of the support services offered to the students, with regards both to related infrastructure and related procedures.

4.7 Information Systems for Recording and Analysing Data and Indicators

Please comment on:

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information regarding its other functions and activities

- whether the Institution collects information about student satisfaction with their programmes of study and the career paths offered to graduates

- whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

The HU has developed an Information System in the context of the QAU/MODIP. It currently offers a reliable means of collecting and processing feedback on the data concerning the questionnaires filled by the students for the assessment of the study programmes, the courses and the teaching performance of the teaching staff. The EEC is of the view that the Institution does not take full advantage of the possibilities that may be offered by the Information System of the QAU/MODIP. The EEC considers important for the Institution to further improve the Information System of the QAU/MODIP and to link it with the other information systems in place within the Institution and primarily with the information system managing the student records and performance.

The student experience and satisfaction is measured through formal feedback (questionnaires filled and submitted on a semester-basis) and processed through the Information System of the QAU/MODIP. Apart from the data base preserved by the DASTA, there are no processes for tracking systematically the path of graduates in employment or further studies. The EEC recommends that the Institution should develop a formal system to monitor the paths of all graduates building at the first stage on the data base of DASTA.

Furthermore, the EEC considers important that the Institution should utilise the Information System of the QAU/MODIP in order to monitor the overall progress of students in their studies (progress rates, success rates in the examinations, drop-out rates, graduation rates, time to graduation etc.)

The Institution should also utilise the Information System in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding possible ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research. The EEC has been informed of the initiatives of the HU with the aim to improve its international partnerships and networking.

For other functions and activities of HU, the administration collects and analyses information from several sources; however, since there is no central design, these systems do not always interconnect and are not interoperable. Ensuring the total system integration is quite necessary in order to offer the top management a systematic and holistic means for monitoring the success of the strategic goals of the Institution (e.g. by measuring the key performance indicators of the strategic plan), or for drawing helpful conclusions for future planning and strategy.

The EEC understands that it is not easy to accomplish a total quality information system taking into account the fragmented approach that has been followed for many years in the past. The near future vision should be to attain full interconnectivity with HQA's Information System at national level when this will be operating. Moreover, considerable fund savings could be achieved and efficiency could be improved on a long-term basis if the Ministry of Education addresses the above issues with concrete, stable and durable plans.

Please decide in respect to the specific evaluation area (&4.7):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.8 Dissemination of information to stakeholders

Please comment on:

- how the Institution sees to the publicization of information on the programmes offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students

- whether the information regarding the Institution's offered programmes of study is available in English or in other languages

- whether the teaching staff's CVs are included in the publicized information, both in Greek and in English

Detailed information on the degree programmes offered, the expected learning outcomes, the qualifications, the teaching, learning and assessment procedures, and teaching staff curriculum vitae are available on the websites of each Department and the online Study Guides. The above data are illustrated in Greek and English languages.

Please decide in respect to the specific evaluation area (&4.8):	Tick
Worthy of merit	X
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating:

The Institution fulfils all requirements for full publicity regarding the teaching and learning procedures through the websites of the various Departments.

4.9 Continuous monitoring and periodic review of the study programmes

Please comment on:

- the procedure followed with regard to assessment and periodic review of the contents of study programmes

- whether this procedure takes into account the changing needs of society

- whether this procedure takes into consideration the findings emanating from monitoring the graduates' career paths

- the procedure with which the reviews take into account the students' work load, the progress rate and completion of studies

- whether this procedure takes into account the cutting edge research activities in that particular discipline

- whether the involvement of students and other stakeholders is secured in the revision of the programmes

The continuous monitoring of the study programmes of HU is conducted on the one hand through the procedures provided by the Greek law for yearly reconsidering and revising the study programmes (by specific committees and General Assemblies of Departments), and on the other hand through the typical internal QA procedures under the responsibility of the QAU/MODIP, taking also into consideration the results of the questionnaires filled by the students. Additionally, the recommendations of the periodic external evaluations are also taken into consideration.

The periodic review and revision of the study programmes take into consideration the recent international trends and developments in the respective scientific fields through the involvement of the academic staff in the overall procedure. The changing needs of the society (in its wider sense) are currently affecting the review and revision of the study programmes through the cooperation of the Departments with the respective social and economic partners, but also through the input acquired from the practical training of students regarding the relevance of the curricula. The issues related to the students' work load and the students' progress in studies are taken into consideration through the respective questionnaires filled by the students, but also through their overall involvement in the process of programme review. However, the EEC recommends that the HU should aim to make the above procedures as systematic as possible in order to improve their effectiveness. The active involvement of students and stakeholders in the procedures should be among the essential means to that improvement. Furthermore, monitoring of graduates' paths both in employment and in further studies is another important factor that should be taken into account for curriculum development.

Please decide in respect to the specific evaluation area (&4.9):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.10 Periodic external evaluation

Please comment on:

- the procedure already planned by the Institution in order to deal with the observations of the Institutional External evaluation

- how the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programmes

The current external evaluation is the first one for the HU. External evaluations have been conducted only in the four Departments of the Institution. The implementation of the recommendations of the departmental evaluations is monitored by the QAU/MODIP and the academic staff of the respective Departments. As for the periodicity of the external evaluations, it follows the provisions of Greek legislation and does not depend on the will or the plans of each Institution and each Department.

Please decide in respect to the specific evaluation area (&4.10):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

4.11 Internal System of Quality Assurance – *Conclusions and recommendations*

*Please complete the following sections regarding the **internal system of quality assurance***:

- *Underline specific positive points*:
  - The policy of the Harokopio University (HU) regarding quality assurance and improvement has been approved by the Senate of the Institution. The policy is outlined in the "Internal Regulation for the Quality Assurance and the Quality Management of the HU" that has been produced by the QAU/MODIP and has been uploaded on its website.
  - All basic documents of the internal QA system of the Institution, together with the external evaluation reports, are uploaded on the well-structured and quite informative website of the QAU/MODIP.
  - Students participate actively in the overall QA procedures of the Institution in two ways. Firstly, they participate in the bodies in charge of internal QA (the QAU/MODIP at the level of the Institution and the IEGs/OMEAs at the level of the Departments); and, secondly, they provide formative feedback on the courses, the study programmes and the teaching performance of the academic staff, as well as on the quality of the administrative services, by filling the related questionnaires.
  - The study programmes have clearly stated learning outcomes which are published in the Study Guide of each individual Department and are available online also in English. The Study Guides contain also information regarding the curriculum, the level of qualification, the organisation of studies and the student workload expressed in ECTS. In the module descriptions, the following are described: the teaching methods, the relevant literature and the whole range of written, oral and practical tests/examinations; additionally, group projects, performances, presentations and portfolios that are used to assess the student's progress and ascertain the achievement of the learning outcomes of each separate course are described as well. All information related to the study programmes is available in the Study Guides which are uploaded on the webpage of the respective Department.
  - The students and the external stakeholders (including both respective professional unions and potential future employers) are effectively involved in the processes of designing the study programmes.
  - The Study Guide of each separate programme contains clear and detailed information with regards to the strategy of the respective Department for the assessment of students, and, more specifically, to which exams, or other methods of assessment, they will be subjected; what is expected of them; and which criteria will be applied for the evaluation of their performance.
  - So far there have been no problems at all concerning the recognition of periods of study abroad for the outgoing students upon their return.
  - The Diploma Supplement is currently fully implemented in the HU.
  - The HU has developed a policy for motivation of academic staff in order to improve their research initiatives and performance.
  - Good quality of the available support services in regard to libraries, information systems and infrastructure, as well as of welfare services.
  - Good quality of the educational infrastructure, including also the scientific-educational equipment.
  - The HU puts emphasis on the operation of the supportive structures in the context of DASTA (practical training, liaison office and entrepreneurship) as well as guidance and counselling.
  - The HU has developed an Information System in the context of the QAU/MODIP.
  - Detailed information on the degree programmes offered, the expected learning outcomes, the qualifications, the teaching, learning and assessment procedures, and teaching staff curriculum vitae are available on the websites of each Department and the online Study Guides. The above data are illustrated in Greek and English languages.

- *Underline specific negative points*:
  - There are no concrete and official structures and procedures in the context of the internal QA system of the HU to address any appeals, complaints and objections posed by students.
  - The position of the Students' Advocate, as provided in the Greek law, has not been established in the HU so far.
  - The Institution has not yet implemented any systematic procedure for monitoring the progress of students during their studies.
  - There are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills.
  -

- *Make your suggestions for further development of the positive points*:
  - ………………………………………………………..

- *Make your suggestions on needed steps for improvement:*
  - The Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. As regards especially the study programmes, they should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities.
  - The teaching staff in all Departments, irrespective of the study areas, the content and the nature of the various courses, and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of "student-centred learning", taking also advantage of the e-class possibilities.
  - HU should fully develop the Information System to the aim of monitoring the progress of students during their studies, so that the collection and analysis of data are conducted in a systematic way, and so that the Institution acts and be in position to take the necessary steps towards improving the progress of students.
  - The development of actions and measures aiming to the improvement of teaching and pedagogic skills of academic staff is recommended to the Institution.
  - The Leadership of the Institution should work, together with the internal QA structures (QAU/MODIP and IEGs/OMEA), in order to further improve and make more active the involvement of students in the evaluation of teaching performance of the academic staff, including feedback to the students.
  - The Heads of the Departments should ensure for the balance between teaching and research tasks of the academic staff, while at the same time the Leadership of the Institution should oversee the implementation of such a policy.
  - HU should further improve the Information System of the QAU/MODIP and link it with the other information systems in place within the Institution and primarily with the information system managing the student records and performance.
  - HU should develop a formal system to monitor the paths of all graduates building at the first stage on the data base of DASTA.
  - HU should utilise the Information System of the QAU/MODIP in order to monitor the overall progress of students in their studies (progress rates, success rates in the examinations, drop-out rates, graduation rates, time to graduation etc.)
  - HU should utilise the Information System of the QAU/MODIP in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding possible ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research.

- o HU should ensure the total integration of its separate information systems in order that the top management of the Institution acquires a systematic and holistic means for monitoring the success of the strategic goals of the Institution (e.g. by measuring the key performance indicators of the strategic plan), or for drawing helpful conclusions for future planning and strategy.
- o HU should aim to make the procedures for continuous monitoring, periodic review and revision of the study programmes as systematic as possible in order to improve their effectiveness. The active involvement of students and stakeholders in the procedures should be among the essential means to that improvement. Furthermore, monitoring of graduates' paths both in employment and in further studies is another important factor that should be taken into account for curriculum development.

5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION

5.1 Central Administration Services of the Institution

Please comment on:

- The operation of the central administration services of the Institution in regard to the:

  Special Account for Research Funds (SARF)
  Financial services
  Supplies department
  Technical services
  IT services
  Student support services
  Employment and Career Centre (ECC)
  Public/ International relations department
  Foreign language services
  Social and cultural activities
  Halls of residence and refectory services
  Institution's library

The EEC was satisfied by the detailed presentations of the various administration services of the University and believes they are functioning in a satisfactory manner.

Please decide in respect to the specific evaluation area (&5.1):	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

5.2 Operation of the Central Administration of the Institution *– Conclusions and recommendations*

*Please complete the following sections regarding the **operation of the Institution's central administration** :*

- *Underline specific positive points*:
  - o Strong leadership
  - o Collaborative spirit among administration units

- *Underline specific negative points*:
  - o Limited human resources addressing institutional growth

- *Make your suggestions for further development of the positive points*:

- *Make your suggestions on needed steps for improvement*:

6. CONCLUSION AND RECOMMENDATIONS

In connection with the

- general operation of the Institution

- development of the Institution to this date and its present situation

- Institution's readiness and capability to change/improve

- Internal system of Quality Assurance of the Institution

please complete the following sections:

- *Underline specific positive points*:
  - Under the present financial and regulatory constraints, the Institution appears to be well managed and provides appropriate services to the students and the community it serves.
  - HU has created a warm, positive environment for students, faculty and staff, contributing to the institutional success.
  - HU facilities are excellently maintained.

- *Underline specific negative points*:

- *Make your suggestions for further development of the positive points:*

- *Make your suggestions on needed steps for improvement:*

The Institution needs to resolve the dilemma of growth, programme and service quality. The success of the institution to date has been based on the small size and "family" culture characteristic of its programmes and services. Further development will require strategy, planning and appropriate resources.

6.1 Final decision of the EEC

Please decide in respect to the overall Institutional evaluation:	Tick
Worthy of merit	
Positive evaluation	X
Partially positive evaluation	
Negative evaluation	

Justify your rating:

Taking into consideration the detailed evaluation results of all specific sections above, the EEC concludes the final decision of "positive evaluation" for HU.

The Members of the Committee

HAROKOPIO UNIVERSITY

Name and Surname   Signature

Prof. Emer. Vangelis Coufoudakis

former President of HQA, Indiana University - Purdue University Fort Wayne,
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Prof. Peggy Agouris

George Mason University, Washington, DC, U.S.A.

Prof. George Frantziskonis

University of Arizona, Tucson, Arizona, U.S.A.

Prof. Emer. Dionyssis Kladis

International Expert, London, United Kingdom

Mr. Rodios Gamvros

Scientific Committee to Hellenic Food Industry Association, Athens, Greece