



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Internal Quality Assurance System (IQAS)

Institution : University of the Aegean

Date: 28/02/2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the **Internal Quality Assurance System (IQAS)** of the University of the Aegean 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 University of the Aegean comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. PAPAEFTHYMIIOU SOPHIE (Chair)

(Title, Name, Surname)

Sciences Po Lyon

(Institution of origin)

2. KTISTAKIS NICHOLAS

(Title, Name, Surname)

Babraham Institute

(Institution of origin)

3. MASTROGIANNAKIS STYLIANOS

(Title, Name, Surname)

Comercial Bank of Greece

(Institution of origin)

4. Tzimogianni Valentini

(Title, Name, Surname)

University of Patras

(Institution of origin)

5. VOSTANIS PANOS

(Title, Name, Surname)

University of Leicester

(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.

Prior to the visit the visit received via the HAHE portal a large number of documents to be examined before, during and after the on site visit. These documents included the following (in Greek):

E1_new_Πρόταση Πιστοποίησης ΕΣΔΠ ΠΑ
E1.1_Στρατηγικός Προγραμματισμός ΠΑ
E1.2_Πολιτική Ποιότητας ΠΑ
E1.3_new_Στοχοθεσία Ποιότητας ΠΑ
E2.1_Ετήσιος προγραμματισμός & κατανομή χρηματοδότησης ΠΑ
E2.2_Εσωτερικοί κανόνες κατανομής πόρων ΠΑ
E2.3_Εσωτερική αξιολόγηση πόρων ΠΑ
E2.3.1 - Εσωτερική αξιολόγηση πόρων ΠΑ
E2.3.2 - Απολογισμός 2018-2022 ΠΑ
☒ E2.4_Παρουσίαση ΠΣ διαχείρισης πόρων ΠΑ
☒ E3.1_new_ ΦΕΚ έγκρισης οργάνωσης, δομής & λειτουργίας του ΕΣΔΠ & της ΜΟΔΙΠ
E3.2_Επικαιροποιημένο Εγχειρίδιο Ποιότητας ΕΣΔΠ ΠΑ
E3.2.1 - Έντυπα Εγχειριδίου Ποιότητας ΕΣΔΠ ΠΑ
E3.3_Εσωτερικός Κανονισμός Λειτουργίας ΜΟΔΙΠ ΠΑ
E4.1_new_ Εσωτερικής Αξιολόγησης ΕΣΔΠ ΠΑ
E4.2_new_Ανασκόπηση ΕΣΔΠ
E4.3_new_Δράσεις ανατροφοδότησης
E5.1_new_Αναφορά δεδομένων ΟΠΕΣΠ & έκθεση αξιολόγησης
E5.1.1_new_Αναφορά δεδομένων ΟΠΕΣΠ ΠΑ
E5.1.2_new_Αξιολόγηση δεδομένων ΟΠΕΣΠ ΠΑ
E5.2_Περιγραφή λειτουργιών ΠΣ ΜΟΔΙΠ ΠΑ
E5.3_Δείγμα συμπληρωμένων ερωτηματολογίων προσωπικού ΠΑ
E5.4_new_Έκθεση τρόπου αξιοποίησης δεδομένων από ΠΣ ΜΟΔΙΠ ΠΑ
E6.1_new_Αποτελέσματα διαδικασίας αξιολόγησης ιστοσελίδας ΠΑ
E6.2_new_Κατάλογος συνδέσμων ιστοσελίδων & εφαρμογών ΜΟΔΙΠ & ΠΑ
E7.1_new_Έκθεση Προόδου 5ετίας ΠΑ

From previous evaluations:

Final Accreditation Report University of the Aegean

FINAL REPORT_UoA

Details of visit

On Sunday, 23 February 2025 the EEAP members met in Athens to discuss preliminary ideas on the visit and divide the work package.

On Monday, 24 February 2025 the EEAP members flew to Mytilene for the on-site visit. On the afternoon of that day the EEAP met with the Rector and the Vice Rectors of the UoA for

a first set of presentations and discussion on the institution. This was followed with a separate meeting with the Quality Assurance Committee (QAC/MODIP) of the UoA and then with the Quality Assurance Unit (QAU/MODIP). At the end of the first day the EEAP met briefly in private to discuss preliminary findings and impressions.

On Tuesday, 25 February 2025 the EEAP held a long series of meetings with participants of the UoA as follows: Meeting with Internal Evaluation Group (IEG/ OMEA) members; Meeting with faculty members of all academic ranks; break for a Tour of the Institution, MODIP and other facilities; Meeting with students from various years of study; Meeting with postgraduate students (MSc, PhD) and postdoc researchers; Meeting with Heads of administrative units (Executive Director, Deputy Head of the General Directorate of Administrative Support, Deputy Head of Department Central Directorate of Economic Affairs, Head of the General Directorate of Technical Support, Programming & Networks, Deputy Director of Head Office of Studies and Students Services, Head of the Library, Head of the Central Directorate of Informatics and Communications, Rhodes Regional Director, staff member of the Liaison Office and Legal Advisor-Head of Legal Department); Meeting with alumni and graduates of all three study cycles; Meeting with external stakeholders. After these meetings the EEAP met privately to discuss findings that could be communicated to the leadership of the UoA.

The Closure meeting with the Rector and the Vice-Rector (MODIP) took place at the end of the day. The EEAP thanked the Rector and Vice Rector for putting together an excellent and complete programme of meetings that allowed a full picture of the academic, research and business characteristics of the UoA to emerge.

The EEAP returned to Athens on the afternoon of Wednesday, 26 February to write the report in situ until Saturday 1 March.

In general, the EEAP found the programme very comprehensive but the second day of visits with various groups of the UoA was exhausting. We propose instead that some concluding meetings could have been moved to the morning of the third day before departure back to Athens.

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.

The UoA is the most geographically dispersed university in Greece since it is located on six Aegean islands, Rhodes, Samos, Syros, Chios, Lesbos and Lemnos. It is composed of 6 schools organised in 18 departments. The SCHOOL OF SOCIAL SCIENCES is composed of The Department of Social Anthropology and History (Mytilene), The Department of Geography (Mytilene), The Department of Sociology (Mytilene) and The Department of Cultural Technology and Communication (Mytilene). The SCHOOL OF ENVIRONMENT is composed of The Department of Marine Sciences (Mytilene), The Department of Environment (Mytilene) and The Department of Food Science and Nutrition (Lemnos). The SCHOOL OF BUSINESS is composed of The Department of Business Administration (Chios), The Department of Shipping, Trade and Transport (Chios) and The Department of Tourism Economics and Management (Chios). The POLYTECHNIC SCHOOL is composed of The Department of Financial and Management Engineering (Chios), The Department of Information and Communication Systems Engineering (Samos) and The Department of Product and Systems Design Engineering (Syros). The SCHOOL OF SCIENCES is composed of The Department of Mathematics (Samos) and The Department of Statistics and Actuarial – Financial Mathematics (Samos). The SCHOOL OF HUMANITIES is composed of The Department of Primary Education (Rhodes), The Department Preschool Education Sciences and Educational Design (Rhodes) and The Department of Mediterranean Studies (Rhodes).

In addition to the 18 Departments of the UoA that offer undergraduate degrees, the University also offers 45 post graduate programmes and its research is conducted in 100 laboratories.

The UoA is home to 20,000 undergraduate, 3,000 post-graduate and approximately 1,000 PhD students. The faculty of the WoA consists of 343 members and approximately 100 of EDIP and 243 secretarial support members.

The UoA was first established in 1985 starting with the Department of Business Administration, followed in 1986 with several other Departments. The last Department of the UoA was established in 2009-2010 and it was that of Tourism Economics and Management.

The EEAP was only able to visit the campus of the UoA in Mytilene. From this visit it was clear that the facilities are in very good shape and the campus is collected in a very nice location above the town of Mytilene. The UoA has a presence in the town of Mytilene and it has excellent relationships with the civic authorities.

The disperse geographical location of the UoA offers many challenges for the function of the University. One obvious potential problem is the fact that some student-centred activities need to be duplicated across the various islands. Another is the efficient communication

between islands especially in winter months. The EEAP was impressed to find that these types of problems are not an impediment for overall progress, and that the cooperation between schools and departments is overall very good.

As part of its international orientation, the UoA is part of the European Reform University Alliance (ERUA) which is composed of the following institutions: France: Universite Paris 8 Vincennes Saint-Dennis(Coordinator), Greece: University of the Aegean, Bulgaria: New Bulgarian University, Poland: SWPS Uniwersytet Humanistycznospoleczny, Spain: Universidad de las Palmas de Gran Canaria, Italy: Universitadeglistudidi Macerata, Germany: Stidtung Europa-Universitat Viadrina Frankfurt, Lithuania: Mykolo Romerio Universitetas. This alliance allows exchange of best practice academic and research experiences.

The UoA also has a large number of agreements with European Universities to allow exchanges via the Erasmus programme; the Erasmus programme is very active and of top priority for the institution.

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

strategic guidelines set as part of the Institution's strategy.

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

The University of the Aegean (UoA) shared with the EEAP the institutional strategy for the quality setting, documentation and monitoring for the next 4 years, in context of the previous such efforts in 1995, 1998, 2005, 2014 and 2018. More specifically, the current plan is a continuation of the strategic decisions on the aims and identity of UoA put in place during the periods 2014-2020 and the business plan first considered during 2018-2024.

A previous external evaluation of the UoA as a whole gave the institution full marks in all categories.

For the period 2024-2027 the UoA will continue to strive to improve its academic and research profile, paying strong attention to the quality assurance for each of the separate departments of UoA and the institution as a whole. A strong component of future actions is also the strengthening of the international character of the UoA and its outward orientation.

Monitoring of the quality assurance of the UoA is done via an independent quality assurance unit which is based in Mytilene but also communicates with the departments in all other islands. A second quality assurance unit with one person is based in Rhodes.

The strategic plan for the next few years is based on a very clear SWOT analysis. Included among the strengths are the high levels of the academic personnel of the UoA, the strong commitment of both academic and secretarial units to the concept of quality monitoring and assurance and the overall sense of belonging among all people of the UoA, something that was also evident to the EEAP.

Among the weaknesses identified are the limited support personnel, the peculiarities of having an institution scattered amongst the entire Aegean archipelago (which necessitates some duplication of structures) and the somewhat diminished ability to attract top candidates of study from other parts of Greece due to the cost of living away from their families. On the other hand, the peculiar geographic distribution also provides opportunities for the UoA both in terms of forging a unique identity as well as the ability to attract funding by

being in an underprivileged part of Europe. Another important opportunity emanating from the unique character of the UoA is that its outward orientation and international relationships are of existential importance for the institution and therefore worth pursuing. Finally, threats of the UoA include the establishment of similar academic disciplines as the ones of the UoA in large cities in Greece, equivalent establishment of private institutions following recent legislation and the slow but noticeable reduction in good candidates who want to work and live in one of the islands as part of their academic career.

To be able to analyse its internal performance against targets the UoA collects and monitors a large number of key performance indicators (KPIs), these are coupled to the aims of the quality assurance strategy for the UoA and the individual departments. In addition the characteristic of these KPIs are coupled with the National Information System for Quality Assurance in Higher Education (NISQA) from HAHE.

II. Analysis

From the documentation provided as well as from the discussions of the EEAP with representatives of the UoA it is clear that the quality assurance process is taken very seriously by the relevant authorities of the institution. In this context, the EEAP wishes to highlight the contribution of vice rector Xathopoulos in setting up a full-time office dealing with quality assurance and imbuing it with high standards of professionalism and pride.

The aims of the quality assurance unit are very clear and they are consistent with the previous efforts by the institution to follow a set of clearly defined aims with measurable KPIs as they relate to monitoring and analysing the internal evaluation of the function of the UoA.

The EEAP was impressed by the fact that the internal evaluation units of each department of the UoA are in communication with each other in order to discuss features of good practice, problematic matters arising etc.

Regarding the overall strategy for defining the identity of the UoA and looking at its long-term future, the EEAP considers the work that has been done by the quality assurance unit to be careful and innovative. However, there is still some room for improvement in terms of better defining the identity of the UoA. In this context, one proposal discussed during the deliberations with the EEAP is to emphasise further the connection of the various departments of the UoA with the environment. Virtually all 18 departments of the UoA can be considered as being involved in some aspect of environmental study, and it is possible that the UoA can be “branded” as the University that studies the Mediterranean/Aegean environment in terms of culture, science, business and education. In some ways, this may be a better long-term focus of the UoA in comparison to the focus on being on a remote location of national significance.

III. Conclusions

The EEAP saw ample evidence that the UoA has a strong ethos of self-evaluation, and uses this process to improve in all aspects of educational and research activity of the different departments and the institution as a whole. It is very clear that future goal-setting and the evaluation of KPIs will continue to drive the improvement of the UoA.

Having some reconsideration of the main identity of the UoA that includes environmental aspects as part of the focus is worth discussing.

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.

- Institute once per year a meeting of all the internal evaluation units of each department under the UoA quality assurance unit in order to discuss in a more formal way matters arising in the internal evaluation process. Something similar can take place once the external evaluation is available.
- Strive to maintain the international character of the UoA and its external orientation.
- Continue to discuss how best to define the character and identity of the UoA, with a view to incorporate studies on the environment as an important component.

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 Aegean University has in place a well-defined, comprehensive, and multi-year planning process that integrates annual budgeting with a four-year horizon 2024 to 2027. The University annually plans for Funding Infrastructure, Human Resources, and Working Environment. In particular, the documentation presents a detailed plan for infrastructure, including maintenance, new investments, technological upgrades, and facilities supporting effective teaching, research, and administration activities.

The University has in place an integrated information system to manage and

monitor the effective allocation of resources as well as for data collection and reporting.

The Plan is derived from regular operational budgets, public investment, and external sources with inputs based on strategic priorities, historical performances, and proposals from academic units.

In particular, the Financial and Administrative Unit (MODY) has an integrated information system across all Central and Regional Divisions to manage and monitor the allocation of resources ensuring accountability and transparency. In particular, the special account of research funds (ELKE) has been certified according to international Standards ISO 9001: 2015 and to the quality Management System. The process is coordinated by central governing bodies, the Rectorate and MODY ensuring that financial planning is aligned with the institution's strategic goals and with Internal Quality Assurance System.

II. Analysis

Funding, infrastructure, human resources, services and information systems are planned through a well-defined process and procedure. This systematic approach of forecasting and budgeting demonstrates an alignment between funding decisions and strategic priorities. The plan supports a detailed allocation of funds across all activities, based on a set of quality criteria ensuring the fair distribution.

KPIs related to student's body such as student's staff ratio, the average number of students per classroom are monitored while there are no others regarding funding per student as well as for expenditure ratios that could give better information and ability to benchmark performance against national and international standards.

With reference to ELKE more specific indicators are required for all applications for research and education such as the source of capital flows and distribution among different uses. Such indicators could give better information to improve further impact on Quality Assurance and the ability to evaluate the performance of financing and the effectiveness of management and supervision of research and educational projects/Programs.

The External Evaluation Team (EEAP) reveals some areas for improvement such as the student housing infrastructure, Library services and medical services.

The University relies on public funding, external and other private sources such as provision services, laboratory services, grants, scholarships e.t.c. In recent years there has been a downward trend of external and private sources which raise questions about the budgeting and resource allocation processes.

III. Conclusions

EEAP concluded that the Aegean University is compliant regarding Principle 2, though the Panel's recommendations be addressed.

Panel judgement

Please tick one of the following (per subsection):

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES	
2.1 Funding	
Compliance	
Partial compliance	X
Non-compliance	
2.2 Infrastructure	
Compliance	X
Partial compliance	
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.

1. Develop and regularly update quantitative KPIs (e.g., funding per student, student-staff ratios, expenditure efficiency) across all dimensions to improve further impact on Quality Assurance.
2. The University should diversify funding resources and reduce its reliance on public funding.
3. Continue investing in IT systems to support financial, human resource, and infrastructure management.
4. It is recommended to increase financing for research activities through ELKE

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:

- 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;
- the determination of how the IQAS procedures/ processes are audited, measured and assessed, and how they interact;
- 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:

- the Quality Policy and the Quality Assurance Objectives;
- the necessary written Procedures, along with the entailed forms;
- the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;
- 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. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Quality Assurance Unit of the University of the Aegean was established during the academic year 2013-2014, according to the provisions of Article 14. 2. of Law 4009/11. It operates in agreement with the requirements of the institutional framework in force in Greece.

The Quality Assurance Office organizes, coordinates, and implements the processes of Quality Assessment and Quality Assurance of the University, the continuous improvement of the educational and research work, as well as the services provided by the University, in accordance with international practices, especially those of the European Higher Education Area and the principles and guidelines of the HAHE.

The 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, and the submission of proposals for the continuous improvement of the quality of the work provided, according to established criteria and indicators. The evaluation results and improvement measures are made public to ensure dissemination of the beneficiaries and transparency.

The 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.

The QAU is structured internally by:

- I. the Quality Assurance Committee and
- II. The Quality Assurance Service.

The Quality Assurance Committee is established by the decision of the Senate. The term of office is five years. It is based on the submitted documents and the presentation held during the meeting and functions regularly and periodically. It can also function on an extraordinary basis when deemed appropriate, as stated in Law 2690/1999 and by the Internal Regulations of the Institution.

The Quality Assurance Service, staffed by competent administrative employees or external collaborators, provides adequate administrative support.

The documentation includes key material, which demonstrates its structure and organization. It is also described in the Updated Quality Assurance Manual (E.3.2.), which is well structured and specific and is supported by data and accompanied by the necessary Annexes, describing reference to responsibilities, qualifications, and objectives.

II. Analysis

The QAU of the Institution agrees 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 considers that the QAU 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 and the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system.

The quality assurance manual includes all the 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, as well as, the associated procedures including the steps that should be followed.

The Unit provides adequate infrastructure support and guidance to the Quality Assurance unit.

III. Conclusions

The Institution is in full compliance with this Principle and the structure of the Internal Quality Assurance unit fulfills the requirements for a continuous and robust evaluation process.

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.

Ensure additional secretarial support for the Internal Evaluation Units.
Institute once per year a meeting with all of the internal evaluation units in all of the islands to analyze data and coordinate actions.

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

The University of Aegean has established a multi-level Internal Quality Assessment System (IQAS), which is functional, efficient and specific. This ensures seamless communication, data collection and feedback processes between Departments, Schools and Institution, with the Quality Assurance Unit as the catalyst. It is important to highlight the additional complexity and challenge of establishing and processing the IQAS across six sites/islands. The indicators measured, captured and processed by the IQAS are compatible with HAHE requirements.

The IQAS is reviewed annually, which is a considerable task beyond the control of the UoA. This review is disseminated internally and helps to re-assess performance in relation to strategic objectives and operational issues. The annual review and selected arising issues are discussed at the University and School Assemblies, and result in minuted action plans.

II. Analysis

Throughout our assessment visit, it was clear that the IQAS is embedded in the institutional culture, taken seriously by academic staff and largely viewed as helpful in improving teaching and other academic components. The IQAS appears to function well, despite multiple participants and sites/islands, and tight deadlines. Undergraduate student feedback remains a challenge, despite consistent efforts and different strategies used. This is particularly lacking in terms of qualitative data. Nevertheless, there is active student representation at each Internal Quality Assessment Unit.

We also experienced students' enthusiasm to actively participate and improve this important aspect of the IQAS. The IQAS captures indicators and outcomes related to Postgraduate Studies Programmes and Lifelong Learning Courses. It

was considered whether a total 56 PSPs maybe on the high end of staff capacity, market needs and quality. The increasing importance and influence of involving external stakeholders (e.g., councils, businesses, academic partners) is work in progress in terms of relevant collected data and outcomes.

III. Conclusions

The IQAS is established as an important mechanism of upholding and improving academic standards. To this effect, it is a commendable achievement that this has engaged, to a large extent, students, staff, academic units and organisational structures, who can see the emerging and future benefits, despite the volume of work involved. Certain components of the IQAS merit some attention, either because of ongoing challenges (student feedback), emerging opportunities but also occasionally ad hoc academic staff proposals (Postgraduate Study Programmes and Lifelong Learning courses), and the increasing importance of systematically involving, engaging and informing external stakeholders and partners.

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.

- Consider alternative or additional strategies to increase student feedback, especially through qualitative metrics and existing forums.
- Develop a systematic and more in-depth approach of capturing external stakeholder data in terms of both their contributions and benefits of joint objectives.
- Focus more on the totality of Postgraduate Studies Programmes and Lifelong Learning Courses, in relation to market needs, staff capacity and, crucially, maintenance of high-quality standards (SWOT analysis), and how these are aligned to the UoA and strategic goals.

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

In conjunction to the previous Principle 4, the Internal Quality Assessment System (IQAS) of the UoA is demonstrably an important mechanism in anticipating, pro-acting, resolving and planning action plans in response to changing needs, priorities, challenges and opportunities across the institution and externally. Throughout the assessment visit, we experienced student, staff and organisational engagement and appreciation that feedback and recommendations are taken seriously. These were supported by written documentation such as policy, data reports and samples of satisfaction questionnaires.

II. Analysis

It was positive to hear those recommendations on, for example, teaching approaches (for example, interactive rather than didactic) were swiftly taken into consideration by teaching staff. Other outputs and recommendations are ongoing, as engrained to infrastructure (residences, libraries), support (psychological provision) and strategic objectives (research). Such ongoing challenges are compounded by the very nature of a multi-site/island campus, which is also a distinct strength of the UoA. Indeed, there is a plan to address residence issues on the main campus through a University-owned solution, as well as the move of the library to a new academic building, while maintaining a base in the city.

The widely discussed access to psychological support was a welcome sign of the recognition of its importance, not just in the UoA and Greek Higher Education Institutions, but indeed globally. This naturally brings challenges in terms of timely access, quality of provision and capacity, especially across six sites/islands, and variable protocols or service agreements with local mental health services and/or individual professionals.

III. Conclusions

The IQAS is a central mechanism of ensuring maintenance of high-quality academic standards across the UoA, which is endorsed across the institution. Student and staff surveys and recommendations are taken seriously, especially in

improving individual and collective learning objectives and delivery. This also applies to wider student support systems, which are clearly more difficult to address, particularly across six sites/islands. Alignment between IQAS outputs, research and innovation and re-investment of available funds in the context of the UoA mission and strategic objectives is very important for the future.

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.

- In response to IQAS outputs, revisit the alignment of re-investment of available funds to research strands which are compatible with UoA strengths and strategic priorities.
- Continue to address student feedback on quality and distance of residences, within the understandable constraints of availability.
- Improve library access across the six sites/islands.
- As the recognition of student mental health problems and help-seeking is likely to increase, mental health student support should continue to improve in terms of access and quality, which should be regularly monitored by the Quality Assurance Unit.

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

The UoA maintains a well-structured, user-friendly, and regularly updated website that provides comprehensive and relevant information about its activities. A group of employees called Webmasters checks the content management system every 15 days for new upgrades. The regularly updated data covers all three study cycles, teaching staff, administrative staff, research, and anything related to university affairs. The website is divided into studies, research, life in science, and the University's history and administration. There is useful information about each Department's topics and professional perspectives, and a direct link to the websites of undergraduate and postgraduate programmes of study. A website visitor can easily access all study programs' curriculum structure and study guides. Course outlines, training programmes, scholarships, Erasmus+ Mobility Programme, summer schools, Internships, and faculty CVs are publicly available.

On research, information is easily accessible in each of the University's laboratories, postdoctoral research, the library and the scientific journals of the institution. The website exhibits a deficiency in providing comprehensive information on research projects and funding opportunities.

Regarding life at the University, students can readily access information about various events, including conferences, student clubs and organizations, sports activities, the highly active alumni association and most importantly welfare benefits.

Regarding the institution's history and administration, the website offers information on its vision, External Evaluation Reports of the Institution, administrative structure, and various statistics concerning, for example, the student population of each island. However, external evaluation reports are not available on the website.

In addition, there is a user-friendly and appealing English version of the website, especially for students, which is certainly not as updated as the Greek one. In addition to the website, the Institution publicizes its academic activities through some open events for the public, in cooperation with the municipality or stakeholders, such as the researcher's night.

II. Analysis

The Aegean University website is a very user-friendly and up-to-date page with useful information about all the programmes of study and course outlines. The panel was impressed by the inclusion of descriptions of the professional prospects for graduates of each department. Given the nature of some Departments within the institution, this information is particularly valuable in addressing potential ambiguities and questions from prospective students. Regarding research, the panel recommends that information on the institution's research programs and funding opportunities should be available on the website. The panel also expressed appreciation for the website's inclusion of comprehensive information on all student clubs and organizations, as it supports

the seamless integration of undergraduate students and fosters their engagement in social activities. Additionally, the presence of a dedicated website for actively engaged alumni was recognized as highly beneficial. The lack of details regarding student healthcare on the website represents a notable gap in the available information.

The website offers valuable insights into the institution's history and comprehensive details on its administrative structures.

Although the reports of the institution's external evaluations are publicly available on the website, those of the internal evaluations are not.

The English version of the website is equally user-friendly as the Greek version but is not as up-to-date.

Lastly, while the University frequently organizes public events to highlight its work, the EEAP highly encourages the Institution to host even more of these initiatives.

III. Conclusions

In conclusion, UoA has a highly informative and user-friendly website, featuring a wealth of academic, research, and administrative information, as well as topics related to student University life. Additionally, it organizes public events with the aim of sharing academic work. The panel identified some gaps on the website regarding research programs, healthcare services, and internal evaluation reports, as well as the outdated content of the English version of the site.

Panel judgement

Please tick one of the following:

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.

- The EEAP suggests adding information about research programs and funding, student healthcare services, as well as internal evaluation reports to the website.
- The EEAP believes organizing more lectures on local media and collaborating with stakeholders would be a great idea to promote and highlight the UoA.
- The EEAP thinks the English version of the website should be updated.

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

The University of Aegean was engaged in the IQAS accreditation procedure set by HAHE in 2018, while at the same time all the Departments, as well as their undergraduate and postgraduate programmes have been accredited since then. Faculty and staff fully acknowledge the importance of external evaluation and its impact on institution quality enhancement. Teaching staff, Quality Assurance Unit, and Heads of administrative units emphasized the significance of students completing the questionnaires, highlighting their essential role in shaping teaching practices and enhancing University life. The Institution has prepared and submitted a 5-year follow-up report at the beginning of 2024 as a direct reply to the most recent institutional assessment conducted by the HQA. The report mentions that the University has successfully implemented most of the recommendations; however, the progress of the remaining tasks was not documented clearly and in detail.

II. Analysis

The University's faculty and administration are fully aware of the significance of external evaluations in improving its function and advancing its vision. Students' assessment of teaching and the institution plays a significant role in this process. However, despite considerable encouragement from faculty members, only a limited proportion of students actively engage in this evaluation. Although UoA stakeholders took an informal role in the accreditation process and continue to be involved in subsequent actions and new efforts aimed at acquiring resources, the panel believes that the involvement of stakeholders in the University's evaluation should be more formalized and institutionally established. The institution has prepared a progress report following the last external evaluation, guided by the quality objectives it has set. Although many of the outlined actions appear to have been implemented, the lack of a clear correlation between the progress goals and the initial objectives makes it challenging to track the achievement of targets.

III. Conclusions

The panel believes that the institution takes external evaluation seriously and makes progress accordingly. However, student participation in surveys should be strengthened, and the involvement of stakeholders should be formally established. Finally, a clear description of the achieved objectives in relation to those initially set by the institution would be highly beneficial for accurately tracking the university's progress.

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.

- The EEAP suggests that stakeholder participation in the University's evaluation should be more structured and officially integrated.
- The EEAP believes that explicitly coupling the accomplished goals to the Institution's original objectives would facilitate the precise monitoring of the University's progress.

PART C: CONCLUSIONS

I. Features of Good Practice

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

The process of quality control is well-designed and is taken very seriously.

The UoA has a student-centered philosophy.

Information on courses, student life, faculty accomplishments and employment perspectives is very complete.

The UoA has an international orientation.

The UoA maintains strong ties with the local civil authorities and is integrated in the local culture.

The vice-rector in charge of MODIP is very active in the quality control system.

II. Areas of Weakness

Please state weak areas identified, regarding the IQAS.

Access to student health and mental health services is a little problematic.

Student accommodation is uneven with some residences far away and not in very good shape.

Funding trends are decreasing which may create problems in the future.

The identity of the UoA needs to be better defined and constantly reevaluated.

The English website needs some work.

Financial metrics per students are missing.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Institute once per year a meeting of all the internal evaluation units of each department under the UoA quality assurance unit in order to discuss in a more formal way matters arising in the internal evaluation process. Something similar can take place once the external evaluation is available.

-Strive to maintain the international character of the UoA and its external orientation.

-Continue to discuss how best to define the character and identity of the UoA, with a view to incorporate studies on the environment as an important component.

-Develop and regularly update quantitative KPIs (e.g., funding per student, student-staff ratios, expenditure efficiency) across all dimensions to improve further impact on Quality Assurance.

- The University should diversify funding resources and reduce its reliance on public funding.
- Continue investing in IT systems to support financial, human resource, and infrastructure management.
- It is recommended to increase financing for research activities through ELKE
- Ensure additional secretarial support for the Internal Evaluation Units.
- Consider alternative or additional strategies to increase student feedback, especially through qualitative metrics and existing forums.
- Develop a systematic and more in-depth approach of capturing external stakeholder data in terms of both their contributions and benefits of joint objectives.
- Focus more on the totality of Postgraduate Studies Programmes and Lifelong Learning Courses, in relation to market needs, staff capacity and, crucially, maintenance of high-quality standards (SWOT analysis), and how these are aligned to the UoA and strategic goals.
- In response to IQAS outputs, revisit the alignment of re-investment of available funds to research strands which are compatible with UoA strengths and strategic priorities.
- Continue to address student feedback on quality and distance of residences, within the understandable constraints of availability.
- Improve library access across the six sites/islands.
- As the recognition of student mental health problems and help-seeking is likely to increase, mental health student support should continue to improve in terms of access and quality, which should be regularly monitored by the Quality Assurance Unit.
- Add information about research programs and funding, student healthcare services, as well as internal evaluation reports to the website.
- Organize more lectures on local media and collaborating with stakeholders would be a great idea to promote and highlight the UoA.
- The English version of the website should be updated.
- Stakeholder participation in the University's evaluation should be more structured and officially integrated.
- Explicitly coupling the accomplished goals to the Institution's original objectives would facilitate the precise monitoring of the University's progress.

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

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

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

Overall Judgement	
Compliance	X
Partial compliance	
Non-compliance	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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