Abbreviations used in this report:

AP Accreditation Panel

AUEB Athens University of Economics and Business

DMST Department of Management Science and Technology

ECTS European Credit Transfer and Accumulation System

EDIP Support Teaching Staff

ETEP Specialist Technical Staff

HEI Higher Educational Institution

HQA/ADIP Hellenic Quality Assurance and Accreditation Agency (ΑΔΙΠ)

IEGs/OMEA Internal Evaluation Groups/ Department's Internal Evaluation Committee

KPIs Key Performance Indicators

MST Management Science & Technology

QAU/ MODIP Quality Assurance Unit (ΜΟΔΙΠ)

QMS Quality Management System

UGP Undergraduate Study Programme

ΕΣΔΠ Εσωτερικό Σύστημα Διασφάλισης Ποιότητας

ΟΠΑ Οικονομικό Πανεπιστήμιο Αθηνών

Διεθνών και Ευρωπαϊκών Οικονομικών Σπουδών

1. We suggest the Department seriously consider reducing the number of goals set per strategic objective (e.g. in relation to research output) so that they can better concentrate their efforts.
2. If the programme is revised in the future, we encourage the department to keep disseminating relevant information to affected students in a timely manner.
3. We strongly encourage the Department to

   a) spread the use of tutorials and seminars as widely as possible within this programme so as to promote active learning on the part of the students;

b) widen the use of mid-terms or other similar mixed modes of assessment for the same purpose;

c) specify, where appropriate, the applicable assessment criteria3, in particular for courses that involve the writing of text in exams, essays etc.

d) promote essay-writing and other similar learning, transferable skills (e.g. how to read an academic paper, how to make a seminar presentation).

The committee recommends that individual syllabi that relate to courses involving essay-type examinations and/or term papers should contain a detailed description of the assessment criteria that apply therein. We have seen evidence4 that the Department has discussed this issue in the past (in 1995) but we have seen no follow-up discussion. This recommendation is reflected in the aforementioned rating. A strongly held (but minority) opinion within the committee is that the department should seriously consider the use of a second examiner at least for the courses that involve the production by students of lengthy texts in exams, etc. (e.g. in areas such as European integration, European Political Economy, Law etc.) in line with the practice that applies to the programme's research theses.

4. Existing legislation effectively compels departments to admit some students on the basis of a centrally (i.e. government-) administered system of 'transfers'. This leads to an increase in disparity in terms of student ability in popular programmes such as this one. The government ought to consider alternative ways to achieve the current system's social objectives, e.g. through the provision of funding to the relevant students.

5. We recommend that formal, systematic training in terms of teaching skills11 be provided across the AUEB, at least for newly-minted doctorates and newly-recruited faculty, especially those who have never received such formal training.

6. The AUEB is strongly encouraged to make a more determined effort to provide additional learning and teaching support to larger pools of students with special needs (e.g. dyslexic students). This recommendation relates to the entire AUEB and is reflected in the aforementioned rating.

7. To the extent that ADIP/HQA actually requires departments to publish their applicable assessment criteria (as opposed to just 'assessment methods' or 'procedures'), these should be made available online.

8. Our suggestion is that, to the extent that the current legislation allows it, the internal review of the programme could take place less often (e.g. every two or three years).

Οικονομικών Επιστημών

1. The Panel feels that the Department is fully complying with this principle, and additionally recommends that research aims to even higher ranked and more cited journals (perhaps some additional internal regulations could gradually lead to that; that alumni become organized and more involved (next year's 100 years anniversary is a unique opportunity to gather alumni); that students get more involved in decision making (participation in more Committees, expansion in voluntary projects – which has already been initiated for some years).

2. While the Panel finds the programme fully compliant with the Principle 2, we noted that the undergraduate programme currently does not have a dissertation in its curriculum. We would strongly recommend a dissertation to be incorporated into the programme curriculum as an elective in the first stage and subsequently be made compulsory. It should have an appropriate number of ECTS and be given in the final year, either as a year-long part time module or as a more compressed final term module. This recommendation also reflects the preferences of both current and former students the Panel met, and the stakeholder representatives. If there are faculty constraints due to high workloads, at least having such an elective for those seeking a more research-oriented career is a reasonable compromise.

3. While the panel finds the department fully compliant with Principle 3, though students have experience and exposure in presentation-skills, they would welcome further exposure to this along with some more elaborate training and background.

4. The Panel finds the department fully compliant with Principle 4, and with a strong extraverted approach to international scholar networks, but also internship networks. Main recommendation is to expand on these internships to cover more students.

5. The overall performance of the department with respect to the teaching staff quality is exemplary. The Panel recommends that more effort is made at an institutional level to establish a more systematic basis for students to increase the benefits they derive from the staff research, aiming at transmission of applied skills, in terms of aptitudes such as data analysis and presentation preparation and talking in public.

6. The department offers adequate support for different types of students at different stages of their studies and their everyday life. The resources are functional and adequate and the staff involved motivated and qualified to perform their tasks. Possible areas of improvement could be sought at several observations, such as further support for working students, strengthening the alumni network and broadening textbook choices through the use of electronic books.

7. The Panel notes that the system of information management in place gathers data from graduating students on their learning experience and from employers on the activities and quality of these interns. But more should be made to make greater use of the collected data to strengthen both teaching and research, and in turn enhance the programme itself.

8. While the Panel finds the Department fully compliant with 8th Principle, one area that should be developed further is for all staff to have updated research profiles. This means that staff webpages should include up-to-date information on ongoing research interests, including any working papers. A few lines per staff member would suffice as long as it is kept current. This would make faculty matching easier with students for assignments and future research participation, as well as other researchers. For possible extension of the programme to incorporate an undergraduate dissertation, such text is vital.

9. The Panel finds that the QAU functions well and recommends that the learning exchanges at University level are retained and expanded for further learning opportunities.

10. The Panel finds that the Department is fully compliant with Principle 10, and encourages the continuation of the external evaluation procedure, as well as possible internal mock versions, as a way to further improve the study programme.

Διοικητικής Επιστήμης και Τεχνολογίας

1. The Department should consider to include in the Quality Policy statement a list of the procedures that are in place so as to indicate clearly the way the continuous improvement is implemented.

2. The Department should establish a written procedure with the proposed documentation that should be in place for the periodic revision of the program curriculum. The suggestion is to develop a flow diagram specifying the procedure that should be followed and the documentation that should be in – place.

3. The Department is performing innovative and pioneering work and remains a leading Institution in the cross disciplinary domain of the Management Science and Technology education.

4. It is suggested the Department provides a full Thesis Handbook, documenting all information related to the quality requirements, procedures and steps required for the completion of the Thesis.

5. The work performed with regards to recruiting, mentoring and promoting the Department's Faculty members is highly commendable. The AP congratulates the Department for establishing a solid path for Academic excellence in a cross disciplinary field.

6. The Department could take an active role in suggesting to the University to expand and upgrade its support facilities for students with special needs.

7. OMEA and MODIP should embark into an effort to describe and document all of the steps and / or flow of actions involved in Information Management.

8. The AP would like to encourage the Department to maintain this outward facing ethos, and if anything, to try to do even more to engage with the local community. The AP would also encourage the Department to engage more with social sustainability/responsibility related activities (either independently or as part of the University Social Responsibility activities), and by doing that, to promote and instil those principles to its students. We believe it is important for modern companies and their executive teams to define a social sustainability/responsibility culture within their corporate mission and as such modern executives must be exposed and trained in those cultures.

9. The process for the on-going monitoring and periodic internal review of study programmes is well established and results driven. The fact that it is followed even after the recent high academic and administrative Faculty reduction is a testimony to the maturity of the process. However, the AP believes that such a vital and core process, central to the mission statement of the Department, should be well documented, and supported with minuted meetings. It is advisable and perhaps mandatory for the Department to design and document the procedure of monitoring and periodic reviewing the study programme. This procedure should be in line with the structure and guiding principles of the University's Quality Manual ΕΣΔΠ/ΟΠΑ and as such to include and define: Scope, ownership, procedural steps, inputs, outputs, controls, measurable targets. This procedure document should describe and formalise the existing and very efficient process which now, although it is followed unstructured, it is adequate. Records of the process implementation should be kept and as minimum the meeting minutes of the General Assembly (which are already kept), the Programme Study Committee meetings and the thematic area strategy meetings. One of the challenges is not to overload administrative and academic Faculty with additional activities, and the right balance should be found. We believe by documenting the process, the Department could find the opportunity to reflect upon the followed process, something which will lead to not only to better organizational practices but also improved operations.

Οργάνωσης και Διοίκησης Επιχειρήσεων

1. The AP recommends that the KPIs adopted to review and monitor progress towards achievement of the goals, be reviewed on a continuous basis as to improve their effectiveness, relevance and applicability.

2. The Department could adopt ways to document/formalise the process of approval, reviewing and updating courses and programmes.The AP feels that the internship programme should be a mandatory requirement for all students in order to provide good practical experience and enhance employment opportunities. All students interviewed indicated their desire to do practical training.

3. The Department is performing innovative and pioneering work and remains a leading Institution in the cross disciplinary domain of the Business Administration education, with interested entering students selecting it as their first or second choice among similar departments in other Greek higher Institutions of learning. Continue the effort to maintain these high standards.

4. The Department presented evidence of the existence of written documents that manage and monitor all these procedures. The AP recommends that the department creates and maintains a formal document for each procedure conforming with the Quality Assurance standards and format adopted by the university, following ADIP guidelines.

5. The AP congratulates the Department for establishing and maintaining a solid path for Academic excellence in teaching and research. Employment of additional Faculty staff is required to reduce the heavy workload of the existing Faculty members and the high student to faculty ratio.

6. The AP feels that there is room for improvements and more should be done to better serve the students with special needs.

7. The AP was shown documented evidence currently followed by the Department in the reviewing, modifying and upgrading the courses or the Undergraduate Program itself. AP recommends that these processes are documented and formalized to conform with the Quality Assurance standards and format adopted by the university, following ADIP guidelines.

Λογιστικής και Χρηματοοικονομικής

1. The Panel notes the increased accountability assigned to the Head of the Department and the DGA. Several of these goals could be monitored and supported by committees or directors at the Department level with discrete responsibilities for Research and Teaching. This is partly achieved by the IEG team with respect to teaching. However, a parallel role could be created with respect to the Research Excellence goal. The Panel also notes that the close proximity between the KPI's base and target values is not conducive to further analysis of the aspirations of the Department. It is possible that this may be due to the lack of experience with this type of process and, as such, teething problems are rationally expected to emerge. As experience will built up in the future, it is anticipated that the following three aspects could be demonstrated:

a more detailed analysis of these goals (e.g., quality of research outputs, a periodic account of outputs rather than a cumulative account); a clearer indication of how these goals link with the Department's aspirations; and a discussion explaining the rationale for these targets. The Panel acknowledges that there is a quite comprehensive series of KPIs related to teaching excellence and particularly with respect to the issue of studies duration. The Panel notes that several actions aim to address the issue of delayed degree completion. The Panel believes that an increased involvement of the IEG team in collaboration with the QAU could investigate further the reasons for delayed completion to address this issue, at least to some extent. The set of KPIs could be expanded by setting and reporting goals with respect to the link between research and teaching (e.g., research activities involving undergraduate students; modules which effectively incorporate research elements in their content), the student and staff satisfaction from support services, the enhancement of teaching staff's qualifications (e.g., participation in teaching conferences and teaching training or teaching staff exchanges through the Erasmus programme) and stakeholder surveys on the demand for skills and qualifications)

2. The Panel recommends the following with regard to this Principle:

   - It is suggested that there is a clear and documented trail of evidence of the rationale supporting the design and approval of both modules and programme and how changesare implemented.

   - It is suggested that any change implemented is effectively communicated to students and other stakeholders.

   - The panel recognises the establishment of the External Advisory Group. However, the Stakeholders indicated to the Panel the need for the Group's activation as soon as possible. The Panel concurs with this view.

3. Whilst recognising the existing efforts of the Department, the Panel recommends the following with regard to this Principle. It is noted that recommendations regarding this Principle also reflect the recommendations made in Principle 9:

   - A major finding of the committee emanating from the meetings with all social partners revealed their desire to be involved and/or consulted in the creation and assessment of new modules.

   - Employers would like to see the design of new modules highly relevant to job skill requirements such as Management Accounting with emphasis on decision making and practical demonstration of Derivatives' trades. Furthermore, they emphasised the need to introduce new, highly topical and

relevant modules that follow international developments in the financial markets. Specifically, they suggested innovative modules such as, Sustainability, Big Data Analytics, FinTechs and Compliance & CorporateGovernance.

- The Panel observed that while there is an adequate list of bibliography and associated guidance to journal articles as well as instructor notes, quite a few of the recommended textbooks for core courses need updating to the more relevant contemporary edition (e.g., some textbooks date as back as the 1990s and early 2000s).

- While there is provision and guidance regarding the use of scientific academic research articles in the module guides there is actually very little evidence of utilisation of such resources on the student part. The Panel recommend that the academic staff encourage further the students' use of such resources as a method to deepen and enrich academic knowledge.

- The Panel suggests the creation of an internal scrutiny and moderation procedure as a comprehensive quality management mechanism for student assessment. First, assessments set by instructors need to be peer-reviewed. Following marking by the responsible member of staff, a sample of assessed work should be internally reviewed by the person who scrutinized the assessment originally. This process safeguards the assessment quality and the trail of evidence for both academic staff and students and is followed by many Universities worldwide.

- The Panel recommends that when a specific module is taught in two or more different groups by different instructors, the examination topics and timings should be the same for all cohorts of students involved.

- For widening access and inclusivity purposes as well as for enhancing the learning process, the Panel proposes that assessment feedback (either personal or generic,Accreditation Report_ Accounting & Finance _AUEB 15 depending the type of assessment) could be posted through e-class for students who are unable to schedule a meeting during normal operating hours due to work and/or family commitments.

- In the interests of duty of care and transparency, the Panel recommends the enrichment of the existing online platform with an additional section that reflects on and responds to the student evaluations.

- As a further proposal regarding quality procedures, the Panel suggests the creation of a Student-Staff Consultative Committee (S.S.C.C), as an official outlet for involving student representatives once a term. This committee would discuss issues surrounding programme/module quality such as content delivery, assessment, student satisfaction and recording of issues pertinent to the programme/module under consideration up to that point. This would enable the instructor/Department to proactively address any pertinent issues.

4. The Panel recommends the following with regard to this Principle:

- The panel encourages wider student participation in the internship program, perhaps byreconsidering the minimum average grade required for eligibility. Specifically, the associated statistics show that approximately only 50% of the students elect to participate in such an initiative. Reconsidering the minimum average grade required will enable both a wider population of students engaging with this initiative and achieving a higher rate of inclusivity. An alternative development action point could be the reflection on the rigidity of grades awarded. This could also contribute to the attainment of final degree grades at the 'distinction' level.

5. Whilst recognising the existing efforts of the Department and some constraints imposed by the existing regulatory framework, the Panel recommends the following with regard to this Principle:

- To encourage a stronger research culture within the Department, and in line with the recommendation of the External Evaluation Panel, a research active member of staff with track record of research excellence should undertake the role of Research Director. This person could assist in setting up a structured framework and policies which will offer opportunities and promote the professional development of the staff in terms of research. An example of such a policy is an annual monitoring of the staff members' research activity (e.g., conferences attended, working papers and intended journals for submission, new collaborations established). Such a policy could be in the form of mentoring irrespective of staff members' career level (assistant, associate or full professor). Other activities in which the Research Director could/should be involved are the research related recommendation in Principle 1 above and the remaining recommendations for this principle.

- The Department could set up additional targets related to research outputs. These are not formally linked to academic staff members'

promotion procedures. These targets could be more focused on the quality, instead of quantity of outputs (e.g., number of outputs per member of staff in journals which are Scopus Indexed or are constituents of an internationally accepted Journal Ranking like the ABDC in Australia or AJG (formerly ABS) in the UK).

- Given that academic members of staff bring publications in academic journals to the attention of students, it is recommended to encourage students to demonstrate use of these sources in their essays.
- To enable a stronger and more international research culture, the Department should pursuit further the existing MOUs with foreign institutions.
- To enable a stronger and more international research culture, the Department could set up MOUs for research collaboration and staff exchange with more/other international institutions. Ideally, these institutions should be of similar – if not higher – repute in relation to the quality of research activity in the specific discipline. The plethora of alumni from the Department or University as a whole, who are pursuing academic careers in such institutions, could enable the implementation of such activities.
- To enable the attraction of highly qualified academic staff, the Department could expand the policy of advertising academic positions in means beyond these required by Law (e.g., on SSRN, EAA website, jobs.ac.uk).Accreditation Report_ Accounting & Finance _AUEB 20
- We note that that only two of the 21 academic members of staff are female. To the extent possible, the Department and University as a whole should seek ways to address this gender imbalance.
- To enhance the quality assurance processes in terms of staff development, it is encouraged the Department (or the University) to run a staff members survey. This could bring to light areas of excellence but also areas which need further improvement

6. Given the continually increasing number of students at the University and the Department, the library and available student study spaces are significantly constrained. This is exacerbated during exam periods. Hence, the Panel recommends that some of the teaching space to be temporarily offered to students as a quiet study space during exams period.

7. Although the outcomes are satisfactory the Department should standardise the processes of data collection, analysis and dissemination of data collected. In particular, to anchor these key actions in specific time-frames and roles.

8. To further enhance the internal quality assurance systems for the process of study programmes revision, the Panel recommends the following. It is noted

that recommendations regarding this. Principle also reflect the recommendations made in Principle 3:

- The Panel understands that, in many cases, the information arising from the questionnaire related to the internal evaluation is collected and discussed in the DGA. However, a more systematic follow up of this information through the internal evaluation process could enhance the quality of programme.

- An expansion of the topics covered in the questionnaire related to the internal evaluation:
    o In relation to section 2 in the Questionnaire (i.e., Design and approval of programmes): Monitor and support the use of up to date teaching material and textbooks. Monitor and support the linking of teaching and research (e.g., participation of undergraduate students in research activities; evidence of research related content in the module outlines).
    o In relation to section 3 in the Questionnaire (i.e., Student-centred learning, teaching and assessment): Monitor and support diversity of students and their needs, the process of dealing with students' complaints and appeals and the consistency of assessment criteria across the programme. In particular, the Panel would like to highlight the need for applying consistent assessment norms across modules. It is recognised that the modes of assessment could vary including written examinations, assessments by coursework or other form of assessment. To ensure fairness and consistency, it is recommended that the participation of each mode of assessment in the student's final grade could be designed to reflect the combination of assessment modes employed (e.g., number of words for an essay could be estimated taking into account the percentage of the essay grade in the final grade and the number of students participating in the essay)
    o In relation to section 5 in the Questionnaire (i.e., Teaching staff): Monitor and symmetric response to both research and teaching performance. It is noted that teaching awards are in place for teaching excellence and actions to disseminate good practices and to advance teaching training have been set up (minutes of the 25th January 2018). Similar awards for research excellence and support for weak research performance could be in place. Monitoring these actions could also be part of the internal evaluation process.Accreditation Report_ Accounting & Finance _AUEB 28
    o In relation to section 6 in the Questionnaire (Learning resources and student support): There is a process of evaluating and allocating learning resources in place. However, the Panel wishes to see a process that

monitors and responds to the student satisfaction with respect to the available learning resources. We understand that this material is already followed through the student evaluations and communicate through the University's website (https://www.aueb.gr/el/node/16336). However, the integration of this information into the internal evaluation process is recommended here.

9. Whilst recognising the existing efforts of the Department, the Panel recommends the following with regard to this Principle:

- For transparency purposes, it is recommended the Department to keep a record of the rationale/conclusions behind the decisions for follow-up actions related to recommendations from this and future reviews.

- In relation to follow-up actions from this and future reviews, it is strongly encouraged the Department to focus its endeavors on actions that are directly related to the points raised in each review (e.g., focus of actions related to this review should be on the UG programme and not PG programmes).

- In relation to initiating and implementing follow-up actions from this and future reviews, it is strongly encouraged to demonstrate the active participation of all relevant stakeholders (i.e., not only staff members).

- In relation to follow-up actions from this and future reviews, it is strongly encouraged the Department takes actions in a timely fashion. This would allow for important improvements and corrective actions to deliver the expected results between evaluations.

- In relation to future reviews as well as follow-up actions from this and future reviews, to the extent possible, it is encouraged that the stakeholders involved exhibit substantial variation in the level of their affiliation with the Department in terms of education and/or employment history within the Department.

Μάρκετινγκ και Επικοινωνίας

1. The AP recommends that the department's expectations regarding the research output of the faculty (individually) are more explicitly defined. This requires specifying both the quantitative and the qualitative output of the faculty over specified time periods (e.g. 1-3 years). More importantly, to do so in accordance to specified standards e.g. ABS (UK), ABDC (Australia), Scopus Citescore etc., or department-developed. Other, of course, research criteria could also be included (grants, PhD supervisions/completions etc.). The Panel recognises that this cannot and, perhaps, should not be too imposing or absolute. However more explicit standards would probably be a step forward towards even higher quality, but also fairness and transparency. The AP recommends that the students are better informed of, and are encouraged to participate in the quality assurance process. The Panel recommends additional staff and training towards

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the development and implementation of the quality assurance processes/procedures of the department.

2. Ensure anonymity of teaching-related student complaints Specify and document the process and tools (focus groups, interviews etc.) through which student feedback is obtained.

3. The role of the Academic Advisor needs to be evaluated on a regular basis.

4. The Panel recommends a substantial increase in tangible motives and rewards for research.

5. The AP recommends that more electrical outlets be provided in the classrooms for students to use their computers.

6. The AP recommends that the collection of alumni data is further enhanced and appropriately utilized.

7. The AP recommends that the Progress Report is revised to be more concise and be expanded to include additional information of measurable nature.

Πληροφορικής

1. Ensure that all relevant policy documents pertaining to the Department are always available and easily accessible.

2. 1. The elective status of the Senior Thesis could be reviewed by reflecting on the number of ECTS credits attributed to it.

3. 2. The Department is encouraged to increase its participation to external industry events, which would lead to the further enhancement of its public profile and the profile of its students as a result of the increased interaction with the public and private sectors.

4. 1. Additional ways should be sought to increase the percentage of students who complete the student feedback questionnaires.

5. 2. The provision of the Senior Thesis could be further formalised to ensure that more students are encouraged to engage with it. Currently, there seems to be too much reliance on ad-hoc initiatives which are not always known by all students.

6. 3. The overall information on the departmental website for incoming ERASMUS+ students should be enhanced to ensure potential applicants are well-informed about the opportunities which exist within the Department.

7. 1. The role of the Academic Advisor needs to be evaluated in the near future to ensure that its reintroduction as a significant pillar of student support is justified. It remains unclear as to how effective it will be due to its recent reintroduction.

8. 2. Similar to the point above, the recent establishment of the External (Industrial) Advisory Board is seen as a significant step forward whose effectiveness should be monitored and evaluated in the near future.

9. The AP recommends that the Department continues to evaluate its staff recruitment strategy despite any obvious recruitment constraints. In doing so, it

is suggested that recruitment priorities take into account future directions in relation to research, the introduction of new technologies, and future curriculum design.

10. 1. The Department, working closely with the University authorities, should maintain the generous levels of infrastructure available, and ensure the continuous upkeep of the facilities which are very much enjoyed by all the students and staff.

11. 2. The Department should consider the enhancement of extracurricular activities wherever possible.

12. 1. The website could feature more pertinent information for incoming ERSAMUS+ students. For instance, it should be easy to find courses offered in English per semester.

13. 2. The PDF version of the Study Guide is comprehensive, but its contents should also be available as a 'hypertext' to allow selective access.

14. The Department is encouraged to continue the good practice of auditing and reviewing its study programmes on a regular basis by applying the strong Quality Assurance processes which are currently in place. It is also recommended that the involvement of the external stakeholder groups is fully maximised.

15. The AP recommends considering the development of an annual Staff Satisfaction Survey, similar to the one carried out by students, to provide a further opportunity to staff for express their views and provide constructive feedback regarding improvements to the study programme and the Department itself.

Στατιστικής

1. The AP recommends that further training of MODIP and OMEA executives is needed in the areas of Total Quality, Quality Control, Quality Assurance, and particularly to the EFQM Model, ISO 14000, Principles ELOT Guide lines for Higher Education, etc. This means that a broader training is suggested to be available on Quality issues than this required by the OSIA Quality Assurance System.

2. It is suggested by AP that the Department creates a formal Advisory Board composed of external stakeholders, faculty, alumni and students. The purpose of the Board would be to assist and guide the Department on an ongoing basis to maintain a relevant curriculum for the stakeholders. It would ensure that the department is offering a curriculum that puts their students in good standing in the competitive world of employments. It could also broaden the Department's outreach to the community at large.

3. The department should establish a committee of faculty members, graduate students and stakeholders to investigate market trends for the needs of companies, research centres, Government organizations, etc. An additional role of the committee is to meet regularly and propose thoughts of how the curriculum can be enriched and be up-to-date.

4. A mechanism of connecting the Department and the market place is essential for providing job opportunities to the graduates. To this direction, a committee suggested earlier should play a significant role to investigate the needs of the market place, companies, institutes and organizations in order to create carrier opportunities for the students.

5. Based on the documentations provided to AP, it appears that there is no strong alumni association. It is recommended by the AP to create such an association consisting of graduate students that organizes events, publishes a magazine and raises funds and support new alumni.

6. In summary, the AP's perception of the Department is excellent. The Programme of Study adopts a student-centered procedure that promotes mutual respect and good practices that boosts learning.

7. It is believed by the AP that the Department closely follows all the guidelines set by the European Community and the guides set by the top Universities in United State.

8. Economic issues in Greece have prevented the department from hiring of new faculty for several years. This has resulted in the existing faculty taking on a heavier teaching load than desirable. In addition, this obviously impacts the amount of time faculty can spend on research. Interim measures to alleviate this situation somewhat could be to hire temporary instructors (part-time, short-term duration), or clinical faculty, or even advertising positions for scholars to teach for a semester or two. This could provide relief to existing faculty and infusing energy and new ideas into the department and encouraging more activity and interaction.Accreditation Report_ Statistics_ AUEB 22 Based on the above recommendation, some of the problems stated below can be immediately resolved. Specifically, upon the faculty testimonials, their time is pretty much occupied in teaching, advising, committees, reviewing papers and books, supervising graduate students, participating in student committees etc. Hence, there is a very little time to research and write articles as required for their promotion and maintaining the Department in a reputable level. Irrespectively of all these, the Department performs extremely well and the faculty seem to excel in the area of publications to an unexpected level. Specifically, they are ranked 48th in the world according to the Journal of Econometric Theory.

9. The AP strongly feels that the Department follows the model of the most prestigious universities around the world. The only suggestion The AP may

offer here is the simplification of the system in terms of not always going through to the central administration. A bit of decentralization may speed the process. But again, this requires more time the system to be observed in order to see results. It is suggested that transitional courses should be introduced in the curriculum from the first year in order the students can be connect the statistical learning and easily see what to expect in the upcoming years. In this way, students would have an earlier appreciation of the science of statistics. Therefore, the comments expressed by the interview of the AP with the students that many of them fail to continue their studies after the first year will be eliminated and may reduce the number of students quitting. It has been suggested that in addition to programming languages taught by Department, R and SAS, it would be also useful the faculty spend a short period of time to expose students with the Microsoft Excel knowledge. The use of electronic systems to check plagiarism is essential.

10. The AP observed that the Department complies with all procedures followed by prestigious universities. The Department clearly details the process evaluation and materializes well the information received from the data.

11. Overall, the AP feels that the public information which is mostly disseminated via the departmental website is extensive, valuable and highly informative. The website interaction is in both Greek and English. However, the AP also noticed that the Proposal for Accreditation Report in its presentation of the relevant section for Public Information is not well organized in terms of discussing the website content.

12. The Proposal for Accreditation describes the process of implementing modifications or revisions to the Programme of Studies which follows procedural guidelines suggested in the university's Quality Assurance Manual and demonstrated by a few examples. The AP recommends that the Accreditation Report_ Statistics_ AUEB 32 description of the process be converted into graphical form, such as a flow chart (which is part of each procedure example in the manual) for better documentation and easier implementation.