Department of Management Science and Technology
Athens University of Economics and Business

Internal Evaluation Report

February 2009

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1.1. Description and Analysis of the Department's Internal Evaluation Procedure

The internal quality evaluation team was appointed by the Department's Special Composition General Assembly, and consisted of Associate Professors Giorgos Giaglis, Giorgos Ioannou, Nancy Pouloudi, Klas Eric Soderquist, Diomidis Spinellis, and Christos Tarantilis led by the Department's head, Prof. Konstantinos G. Zografos. Each member of the team drafted a separate part of this report, and participated in meetings where the evaluation's strategy and methods were discussed.

For the production of this report the team collaborated with the Department's faculty, the administration, the heads of cross-department postgraduate programs in which the Department participates, as well as staff of the Department's laboratories.

Data for this report is derived from the following sources:

- forms submitted individually by the faculty members (course and personal evaluation forms),
- electronic web forms that we created for conducting this evaluation,
- bibliometric data from the Thomson ISI and Scopus databases,
- course evaluation questionnaires completed by the students at the end of each course under the supervision of administrative personnel,
- data that was collected for AMBA[1] accreditation of the Department's MBA International program, and
- data derived from special purpose surveys performed by the department on a regular basis (e.g. survey regarding the selection of the department by new coming students, survey regarding the employment of the graduating students, survey regarding faculty and course evaluation, survey regarding services offered by the department's laboratory, data regarding students' performance, survey regarding graduation rates, survey regarding the use of the department's website, and records regarding the students' Practical Training, and the acceptance rate of the department's graduating students by graduate programs).

The report's structure is based (almost verbatim) on the format provided by the Hellenic Quality Assurance Agency for Higher Education. Early-on we decided that for reasons of impartiality we wanted the external evaluators to be based outside Greece, and for this reason opted to write the evaluation report in English.

Drafts of this evaluation were circulated among the evaluation team's members for comments, and later also circulated among faculty. The final draft of the evaluation report was circulated among all faculty members and the draft report was discussed at the department's Special Composition General Assembly (SCGA) held on 07/05/2008. Following the discussion of the report at the SCGA the faculty members were given an extra week to submit their comments and the final version of the evaluation report was produced. As the student body is divided on the recently enacted law associated with the institutional reform of higher education in Greece and for reasons of impartiality we opted not to include discussion of the evaluation with the department's students.

1.2. Analysis of Positive and Negative Aspects that Were Encountered During the Internal Evaluation Process

The evaluation imposed considerable load on the evaluation team and the Department's faculty, and administrative staff as no additional resources were made available by the University to support the evaluation exercise. Faculty members spent a lot of time, in which they should have been conducting research, to collect data that suitably trained administrative employees of the Hellenic Quality Assurance Agency for Higher Education or the University's evaluation unit (if such a unit or staff appointed at University level

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[1] AMBA, the Association of MBAs, is the internationally recognized impartial authority on postgraduate business education and was established in 1967. The Association's accreditation service, by which our program was successfully evaluated, is acknowledged as the global standard for all MBA, DBA and MBM programs.

existed) could easily collect from bibliometric databases. Information technology support, which could have considerably helped the collection and collation of the data, was also non-existent.

Worse, what struck many faculty members was the one-sided focus of the evaluation format provided by the Hellenic Quality Assurance Agency for Higher Education. This put almost all the emphasis on the outputs of the Department (teaching and research), while almost ignoring the evaluation of inputs available for conducting this work (statutory framework, buildings, support personnel, laboratories, equipment, administrative load, and research funding). Furthermore, it is important to underline the fact that the questionnaire included questions that: i) were not suitable to be answered at a departmental level since they were related to issues concerning policies usually addressed at University level, and ii) were out of context since their content was not aligned with the prevailing institutional framework.

On a positive note, research that was conducted to draft this report, unearthed some interesting findings, such as how the Education Ministry's centralized year-to-year planning and painfully slow bureaucratic procedures severely constrain the Department's strategic planning, and the undue emphasis that Department's members place on the volume of publications instead of their impact. Unfortunately, the evaluation metrics used by the Hellenic Quality Assurance Agency for Higher Education are unlikely to change this state of affairs.

1.3.   Suggestions for Improving the Quality Evaluation Procedure

The procedure can be improved if the Hellenic Quality Assurance Agency for Higher Education provides significant help for conducting these evaluations. This can include funding for administrative personnel to take the evaluation's load, an information system to aid the collection of data, such as student questionnaires, the centralized (or outsourced) collection and collation of bibliometric data, the translation of this report into Greek (if this turns out to be required), and the provision of financial data that is available at the Education Ministry.

As we stressed in the previous section the evaluation should place more emphasis on the inputs available to each Department, both tangible (buildings, support personnel, laboratories, equipment) and intangible (statutory framework, administrative load, and research funding). Finally, the Ministry of Education should provide as an input to the strategic planning, required to be submitted by the departments, the standards that should be used in terms of space/faculty, space/student, student/faculty, etc. which is willing to finance.

2. Presentation of the Department

2.1.   Geographical Position

1. The Department of Management Science and Technology (DMST) is located in Athens and is distributed in four buildings in close geographical proximity to each other:
2. The main building (Patission 76) where all undergraduate courses are being taught and where the department's secretariat, two educational labs and the offices of some faculty reside.
3. The building in Evelpidon 47a where most postgraduate teaching takes place and some faculty offices reside.
4. The building in Patission 80 that hosts one educational lab and some faculty offices.
5. The building in Hydras 27 that hosts some faculty offices and some postgraduate teaching.

Here it is important to stress the fact that the fragmented distribution of the departmental activities in different geographical locations (a decision that was not taken by the department but it is mostly dictated by the lack of a master plan for the development of the University's infrastructure and the allocation of space among the departments) has an adverse effect on the development and support of the sense of Academic Community and consequently on the efficiency of the department's operations.

2.2.   The number of faculty, administrative and technical staff of the department is presented in Table 11-1. During the academic year 2006-2007 the department consisted of 7 Professors, 4 Associate Professors, 5 Assistant Professors, 5 Lecturers, 22 Temporary Teaching staff, 5 Technical Personnel, and 6 Administrative Personnel.

2.3.   Aim and objectives
Objectives According to Founding Law
The Department aims at promoting management science in areas related to technologies and their exploitation, especially of information and communication technologies, to the establishment of business strategy, decision making and business process redesign, development of high-caliber managers capable of indentifying the needs for the effective operation of organizations and designing appropriate technological solutions for these needs.
Perceptions of the faculty regarding aims and objectives
The faculty perceives the founding aims and objectives of the department as still relevant. Minor changes, when needed, are proposed to the special curriculum committee and then discussed in the departmental meeting where they are approved. To date, there has been no proposal for a major revision of the department's founding aims and objectives.
Deviations between founding aims and today's perceptions
No significant deviation exists, as the founding aims are still considered relevant today. The department was founded in 2000 and there have been no major shifts in academic or market terms since that would necessitate revisiting its aims at this stage.
Fulfillment of departmental aims
The aims of the department are fully met as a result of a carefully balanced undergraduate program of studies, postgraduate and doctoral research programs, and academic research carried out by the department's faculty.
Need for revisions in the department's aims
To date, there has been no proposal for a major revision of the department's founding aims and objectives, as they are still considered relevant for today's societal and market conditions.

2.4. Department Administration

<u>Committees</u>

The following permanent committees are established and operate in the department. All committees include faculty members, while student representatives and administrative/technical staff are also included in some of them:

1. Representation in the University Senate.
2. Representation in the University Research Committee
3. Academic Curriculum Committee
4. ERASMUS and International Cooperation
5. Student conference
6. Alumni
7. Educational Labs and Technological Infrastructre
8. Tenure, promotion review committee
9. Internal and External Department Evaluation
10. Professional Placement
11. Eduportal and Knowledge Portals
12. Exams and Invigilations
13. Departmental Newsletter and Website
14. Department Promotion
15. Doctoral Programme
16. Library
17. Representation in University Computer Center
18. Student Care
19. MBA International
20. Executive MBA
21. MSc in HR
22. Co-operation with Secondary Education
23. Student Affairs

<u>Internal Regulations</u>

The department has established own regulations for matters relating to the exam conduct and the doctoral program. For all other matters, the department follows the General Internal Regulation of the University.

<u>Distribution into Academic Sectors</u>

The Department is not further divided into Sectors as according to law it does not still fulfill the relevant criteria in terms of size (number of faculty members).

3. Program of Studies

3.1. Undergraduate Program of Studies

3.1.1. Comment on how the undergraduate program of studies reflects the objectives of the department and the needs of the society

The department carries out an annual survey of the alumni to identify the status of their professional career after graduation. The survey is being carried out through personal or telephone interviews and through the distribution of electronic questionnaires to all alumni. The results of the survey are being published in the department's newsletter and website, as well as sent to all faculty and any one interested in them.

The last survey that was carried out in May 2008 showed that 79% of the department's graduates are employed, while 78% of those consider that their work is highly relevant to their undergraduate studies and 48% consider their work relevant to their chosen field of specialization. Moreover, 89% think that their undergraduate studies helped them in their work and 92% believe that their studies in the department created opportunities for their career. More than eight out of ten graduates (82%) perceive their future career prospects as very positive. Out of those graduates that work, 30% work in the company where they did their compulsory Practical Training, while 45% consider the knowledge and experience they gained during their Practical Training to be useful or very useful in their work. Finally, the 21% of graduates that are not currently employed are divided as follows: 10% have continued their studies at the postgraduate or doctoral level, 6% are fulfilling their army service, while only 2% is currently unemployed looking for a job.

The above indicate a good fit between the undergraduate program of studies and societal needs as reflected in the job market. Moreover, the department has established procedures for the evaluation and re-design of the undergraduate program of studies should such need arise. This is the task of a special committee (academic curriculum committee), in which both faculty and student representatives participate. The committee collects proposals from both faculty and students, assesses them and proposes changes accordingly. Changes are approved and decided by the department's general assembly.

It is also important to mention here that the department is particularly sensitive to societal needs and tries not only to educate high calibre technocrats but also socially concerned citizens. To this end the department promotes through its curriculum corporate social responsibility. It is noteworthy that our department is the only undergraduate program in Greece which is a member of the U.N. Global Compact initiative.

The program of studies is published since the first year of the department's operation in a booklet that is distributed to all students, as well as to schools across the country and any one interested in it. The program of studies is also available at the department's web site (www.dmst.aueb.gr), together with detailed descriptions of all modules that are continuously updated. During the last three years, the program of studies is also publicized through special announcements in national daily and weekly newspapers, especially during the enrolment period.

3.1.2. Structure, consistency and functionality of the program of studies

The program of studies consists of core and specialization courses. Core courses represent 44% of the curriculum, while specialization courses account for the remaining 56%. Moreover, the department offers 24 free elective courses. Students have to complete 27 core courses, 7 specialization courses and 3 free elective courses in order to graduate.

Most courses combine theoretical teaching (lectures) with practical work such as labs, case studies, assignments, research and others. Roughly 50% of student time is devoted to lectures and 50% to other activities, depending on the nature of each course.

Faculty is responsible for allocating teaching material to the subjects they teach. Each course is accompanied by a detailed course description delineating the contents of the course. All course descriptions are discussed and approved by the departmental meeting to ensure that no significant overlaps or gaps exist and that the extent of material in each course is realistic. When changes are required, these are decided by a special committee (academic curriculum committee) and approved by the departmental meeting.

There is no prerequisite course system imposed by the department, although students are advised not to enroll in courses that depend on previous ones, as this is reflected on the study guide.

The department also offers 16 courses from other departments, while 14 courses of the department are offered to other departments. These are:

Table 3-1. Courses offered by other departments to DMST

Course	Department
Web Accounting Information Systems	Accounting and Finance
Accounting	Accounting and Finance
Consumer Behavior	Marketing and Communication
Sales and Direct Marketing	Marketing and Communication
Marketing Research	Marketing and Communication
Strategic Marketing	Marketing and Communication
Negotiations and Conflict Resolution	Marketing and Communication
Business Communication Strategy	Marketing and Communication
Advertising	Marketing and Communication
Pedagogy	Marketing and Communication
Teaching Methodology	Marketing and Communication
Marketing	Marketing and Communication
Investment Evaluation	Economics
Game Theory and Uncertainty	Economics
Institutional Issues in Business Administration	Business Administration
Marketing of Hi-Tech Products	Business Administration
Wireless Networks and Mobile Communications	Informatics
Network Economics	Informatics

Table 3-2. Courses offered by DMST to other departments

Course	Department
Information Systems Analysis and Design	Marketing and Communication
Networks and Combinatorial Optimization	Informatics
Business Administration and Technology	Marketing and Communication
Project Management	Marketing and Communication, Accounting and Finance
Supply Chain Management	Marketing and Communication
Production and Services Management	Marketing and Communication
Entrepreneurship	Statistics
Entrepreneurship	Accounting and Finance
Applications of Management Science I	Marketing and Communication
E-Commerce	Accounting and Finance
Business Decision Making	Marketing and Communication, Business Administration
Mathematics II	Marketing and Communication

Course	Department
Mathematical Programming	Statistics, Informatics
Information Systems and Databases	Marketing and Communication

Moreover, students are taught non-compulsory courses in English, French and German.

3.1.3. The examination system

The department applies multiple assessment criteria in most courses, consisting, further to the final written exams, of assignments carried out during the semester e.g. term papers, team projects etc., mid-semester exams, oral exams, and computer-based exams, depending on the course. Twenty four (24) out of 37 courses use assignments and other coursework as evaluation criteria.

All grades are published to ensure the transparency in the process and any one interested is entitled to see their exam paper and/or request a re-marking. Any changes in marks have to be discussed and approved in the departmental meeting.

The assessment procedure is further evaluated by the departmental meeting at the end of every semester, when statistical indicators for all courses are circulated and discussed. These indicators include items such as number of students enrolled in the course, number of students that attended the final exam, number of students that passed and failed, etc.

Moreover, to ensure transparency of the procedures for allocating assignments and practical training, all such subjects are announced in the department's web site and students are invited to submit a maximum of five choices. The committee that is responsible for allocations in practical training, tries to match students with their choices where this is feasible.

3.1.4. Comment on the international orientation of the Undergraduate Programme of Studies

The Department of Management Science and Technology, since its inception, has maintained a strong international orientation. This is reflected in the undergraduate programme of studies in the following ways:

(i)   Active participation in student exchange programmes.

The number of Universities with an Erasmus bilateral agreement with our department is growing steadily. We are still pursuing further expansion of such collaboration, by exploring research collaborations of members of staff with other European universities.

One challenge that we face in establishing further collaborations is that a number of European schools had already established bilateral agreements with other departments of AUEB, and were therefore reluctant to further expand the number of incoming exchange students to accommodate students from our department. As a new department, we are in this respect at a disadvantage; our students can only have access to some of the best known European universities if there is no interest from the departments that originally established the bilateral agreement with them.

Alongside the growth in the number of bilateral collaborations, the number of students participating in the Erasmus exchange programme is constantly growing, with more than 30 students (approximately 25%) taking part in the current academic year. The feedback of students on this exchange experience is very positive. Similarly, the number of incoming students registering in our department is growing. Incoming students have a large number of courses offered in English by all University departments. The feedback from incoming students suggests that the information available to foreign students is very clear and extensive, and this influences their decision to join AUEB.

The steady growth and success of the exchange programme relies to a large extent on the administrative support provided by the department and the University, which ensure the smooth running of the programme.

(ii)   Invitation of prominent scholars

Since its inception, the department has invited a number of prominent scholars from abroad. These visiting professors have joined us from a number of prestigious universities (Carnegie Mellon University, University of Strathclyde, Utrecht University, Manchester Business School, London School of Economics, Erasmus University Rotterdam, University of Bath, Cranfield University, to name but a few). Their role has been to provide a guest lecture and a guest research seminar, thus presenting their current research work, in various aspects of Management Science and Information Systems, to our undergraduate

and postgraduate students as well as the teaching staff. During their visit, these scholars have provided comments on the undergraduate programme of studies and areas for improvement that have subsequently been discussed at departmental level. Furthermore, their visit has in several instances provided the opportunity for setting up further research collaboration with international partners.

3.1.5. Comment on the practical training during the Undergraduate Programme of Studies

Practical training is compulsory for students in the last semester of studies. This is a most successful institution, which has helped the employability of our students greatly. In fact, a number of our students have stayed and worked in the same company where they did their practical training.

Most student feedback is very positive of this experience. The department actively seeks student feedback in the final essay students submit concerning their placement experience. At the same time, feedback is sought from the companies employing students, both in writing and with follow up telephone calls from the department staff, to ensure the smooth ongoing collaboration. Most of the companies are enthusiastic of the opportunity to work with our students and have taken on board comments or ideas from improvements.

The challenge for maintaining the success of this institution is to ensure that the work and projects assigned to students on placement are at the right level of complexity and interest to ensure a learning experience. Conversely, the department ensures that the students will not go on placement unless they have successfully completed most of their studies, so that they have the academic background to meet the challenges of the workplace.

3.2. Graduate Programs

The Department of Management Science and Technology participates in three (3) graduate, master's level, inter-departmental programs of the Athens University of Economics and Business. These are the International MBA, the Executive MBA and the Graduate Program in Human Resource Management. Faculty from the Department of Management Science and Technology direct two of them (MBA International - Gregory Prastacos, Executive MBA - Dimitris Bourantas) and co-direct the other one (Dimitris Bourantas and Nancy Papalexandris, the latter from the Department of Marketing and Communication). Below, the three programs are presented following the sectional guidelines of HQAA.

3.2.1 MBA International

Administration – Governing bodies

MBA International is an interdepartmental program which provides an internationally accredited Masters in Business Administration. The following Departments of the University are involved in MBA International:

1. Management Science and Technology (Department directing the program)
2. Business Organization and Administration
3. Marketing and Communication
4. Accounting and Finance

The management of the program is performed by the Program Director and the Program Acting Director, while its governing body is the Special Interdepartmental Committee (ΕΔΕ). Furthermore, decisions concerning several aspects of the program are dictated by resolutions of the General Assemblies of the aforementioned Departments involved in MBA International or by the University Senate. Finally, strategic directions and industry-based or society-based suggestions for its evolution are provided by the Business Advisory Council of the program, which comprises industry and society leaders that meet annually and globally support MBA International.

The multi-dimensional decision-making process and the diverse bodies involved in guiding the program directorship, guarantee the streamlining of MBA International with the goals and aspirations of the Department of Management Science and Technology, while allowing its effective alignment with the needs of today's society. The frequency of the administrative and strategic meetings and the feedback from one meeting to another, as well as within the discussions of the governing / strategic direction bodies of the program provide continuous validation of and potential realignments for effective fit of the Program with departmental and societal goals and needs.

Structure, consistency and functionality of the Program

There exist specific procedures for the evaluation and revision of the program's syllabus; its evaluation and revision takes place every year and is implemented as follows: a) Presentation by the Academic Affairs Supervisor; b) Approval by the Syllabus Committee; and c) Approval by the Special Interdepartmental Committee. The process takes into account various aspects of the implementation process of the Program, such as interest of students for individual courses, course and instructor evaluations, proposals from students and faculty members, best practices from similar programs abroad, etc. Decisions are implemented during the subsequent year. The evaluation and review of the curriculum are considered as both effective and satisfactory to faculty and students, based on their feedback to-date. The syllabus is publically available / known to interested parties by July of the previous year. It is publicized / disseminated as follows: a) communicated over the Internet, b) published in a booklet (brochure), c) published at the Graduate Studies Guide, d) communicated via email to instructors and by letter of acceptance to admitted students, and e) over the intranet of the Program which includes the e-secretariat of the Program.

To complete MBA International, each student has to take both core and elective courses for a total of 42 credits; the distribution of core and non-core courses is as in Table 3-3. Compulsory courses are the core and Personal Skills Development courses, in accordance with Table 3-3. From the 8 credits of the specialization courses, 3 to 6 credits concern compulsory specialization courses in accordance with the academic requirements of each specialization, while the remaining ones are optional courses.

Table 3-3. Structure of the MBA International Program Course Requirements

	Full-time Program	*Part-time Program*
Core Courses	20 credits (48%)	20 credits (48%)
Personal Skills Development Courses	4 credits (10%)	2 credits (5%)
Optional Courses	13 credits (30%)	15 credits (35%)
Specialization Courses	8 credits out of 13 of all optional courses (20% out of 30%)	8 credits out of 13 of all optional courses (20% out of 30%)
Field Study Project	5 credits (12%)	5 credits (12%) (they can be substituted with optional courses) (12%)
Total	42 credits (100%)	42 credits (100%)

On average about 50% of teaching comprise theoretical instruction and 50% exercises, lab work and other activities. The latter includes business games, simulations and talks by guest speakers. Some elective courses such as Entrepreneurial Journey, Developing a Successful Business Plan, Leadership and International Negotiations include up to 80% exercises and other activities.

The MBA International Program started as Graduate Program in Decision Sciences, operating since 1999; the latter was designed and developed under the Pan-European project "ESPRIT" (financed by the European Commission) whose main deliverable was a report of specifications for best practices and effective syllabus (Design of the MBA curriculum for the information society). Hence, the syllabus was designed taking into account the latest developments in the field and as a synthesis of the best existing programs, appropriately modified to fit an MBA program offered by a medium-sized university. The result was a strong composition of core courses and a unique, in terms of richness and breadth, range of optional courses, including the choice between five specializations. In August 2005, and after a full and thorough assessment by the international certification body of graduate programs in business administration (the Association of MBAs – AMBA), the MBA International program obtained the full AMBA certification. The process of modification and improvement of the program offered an opportunity to improve the syllabus and all the procedures of development, testing,

feedback and quality assurance. The participation of the program to AMBA allows the assimilation of the developments of international programs and current trends within i-MBA, and thus contributes to the ongoing updating of the program.

Within the program's syllabus, there exists an efficient system of prerequisites. Preparatory courses are offered before the official start of the program; these courses provide an introduction to basic concepts and foundation material necessary for quantitative core courses. Preparatory courses are mandatory for students with undergraduate studies in theoretical sciences. Regarding additional prerequisites, the core courses "Organizational Behaviour and Human Resources Management", "Financial Accounting and Reporting", "Financial Management" and "Data, Models and Decisions" are necessary before attending optional courses (excluding "Entrepreneurial Journey"). There are also numerous academic courses the required sequence of which introduces implicit prerequisites.

Examination system

There are multiple methods (in terms of type and time) for evaluating students; their assessment reflects how time is divided between theoretical instruction, training, lab exercises and other activities of students in each class. The basic rule, which applies to most core courses, is: a) Written individual examination 65-70% b) Homework (individual or group) and / or case studies 30-35%. With respect to elective courses, the assessment varies according to international developments and educational needs; it may include: role playing, work applicable to companies and organizations, research development and simulation work.

The transparency in the evaluation process of students is ensured in two ways: first, it is an integral part of academic ethics by which faculty and students must abide to, and then by allowing students to see their exam paper after the examination in order to understand the grading method and their actual grade.

Apart from the final written examination, other forms of examination are evaluated by students at the end of each lesson. The Head of Academic Affairs and Director of the Program are in continuous dialogue and communication with the students who can openly express their opinion about the selection process and the written examinations. As for other aspects of student assessment, the results are analysed by the Head of Academic Affairs and the Director of the Program and then discussed in the Interdepartmental Committee, which takes decisions for future implementation. Note that the results of the students' evaluations are disseminated to instructors only after the submission of grades to the secretariat and their announcement.

Students are required to complete a graduate thesis, which is the result of their Immersion Project; the latter is chosen by the students after detailed presentation of the subject and advice by a faculty. If the work carried out is in cooperation with a company, the name and the position of the supervisor from the company is announced along with his or her contact details. Regarding the thesis examination, it takes place in three stages. First, an assessment of the thesis by the supervisor Professor is performed. Secondly, there is a presentation of work in front of the supervisor and at least a second faculty member. The presentation is scored by these two faculty members. For the evaluation of the written work and for the presentation special evaluation sheet is used. Thirdly, there is a brief examination and comparison of grades from the rating committee of postgraduate theses. This committee consists of the Director of the Program, the person responsible for the projects and the heads of each specialization. If the work is carried out in partnership with a company, the supervisor from the company completes a detailed sheet assessment and his assessment is considered in the grades of the written report and presentation. Note that there exist specific quality standards for the post-graduate Thesis.

Alumni

There exists a formal monitoring process of the professional career of those who acquired the MBA International degree. The tracking of the program's graduates is supported / performed as follows:

- There is a specialized Alumni Relations Office within MBA International's administrative services, which monitors the progress of its graduates.
- Annual surveys and questionnaires are conducted by the Career Office of MBA International through email concerning the professional development of graduates (position, company, earnings, etc.).

- There is a specialized website for the program's graduates with all contact details.
- The Alumni Association of the program is in very close contact with faculty members and the Director of the Program, while the graduates of each class have reunions on a regular basis.

Selection of MBA International Graduate Students
The selection process of the MBA International students is as follows: Students submit an application, the data of which are entered into an electronic database; everyone who satisfies the baseline qualifications (i.e., 3 years of work experience and GMAT score above 550-580), is invited for interviews. The first interview is carried out by two faculty members (the Program Director and the Head of the Selection Process, who is a psychologist). A second round of interviews may follow held by those in charge of the specializations of the program. During the interview candidates are evaluated on the following criteria (with equivalent weight): Analytical Skills and Decision Making, Assertiveness & Confidence, Ambition & Goal Orientation, Leadership Skills, Persistence, and Team Playing Abilities. Upon completion of the interviews, the total score for each candidate is calculated based on the quantitative data of his/her application and the interview scores, and a descending list of candidates is formed; the first members of the list receive letters of acceptance. At the same time there is a waiting list in case someone will not accept the offer. The acceptance ratio depends on the period and the type of program (full-or part-time studies); generally it does not exceed forty percent (40%).
The selection process and criteria are public and appear on the program's website, as well as on the brochures / presentation material of MBA International. The selection results are conveyed to the interdepartmental committee, which takes the final decision for admissions to the program. The effectiveness of the selection process is ensured by the academic performance of the selected students, as well as their professional status or potential. The transparency of the process is ensured by the reports to the General Assembly of the involved departments and to the Business Advisory Council.

Financing of the Program
The financial sources of the Postgraduate Program are tuition fees and scholarships from sponsor companies and organizations. The sustainability of the Postgraduate Program is guaranteed via the rational use of resources, continuous monitoring of the budget and revenues/expenses, and drafting / analysis of the review. The budget is prepared by the Program Director, approved by the interdepartmental committee and implemented by the Special Account of the University.

International Dimension of the Program
Twenty percent (20%) of the faculty teaching at MBA International are from foreign Universities, while more than fifty percent (50%) of the students are foreign. All core and elective courses (about 70 courses in total) are taught in English. There are many cooperation agreements with institutions and agencies abroad via the Student Exchange Program of MBA International.

International Distinctions
The MBA International of the University is one of the top international graduate programs in business administration. It attracts students from over 20 countries (England, France, Spain, Germany, USA, Norway, China, India, Hungary, Romania, Bulgaria, Turkey, Serbia, Ukraine, Lebanon, Cyprus, Egypt, Algeria, Tanzania, Colombia, etc.) and the level of students and faculty/instructors is among the highest in Europe. A characteristic for the international interest for the program is the fact that almost half of this year's class consists of foreign students. We mention indicatively some of the recent distinctions of the program.
- It is the only Greek university-based MBA that has received full certification by the international organization Association of MBAs (AMBA). The accreditation committee reached the conclusion that MBA International has the potential to become one of the top 5 MBA in Europe.
- MBA International is an accredited member of the Global Compact Initiative of the United Nations, which promote corporate social responsibility.
- It is the only Greek MBA who has participated and won an international ranking. Specifically, in the International Assessment 2006 by the Education Magazine

(ReportED) among 250 management schools, MBA International was ranked 10th in Europe and 30th in the world. In terms of quality, MBA International was ranked in the 4th position in Europe and 18th in the world among schools such as Yale, Berkeley, Cornell, INSEAD, IMD, Oxford, Cambridge, ESADE and HEC.

- In terms of new, entry level students, the average GMAT scores place MBA International among the 10 best European MBA.
- Recent reports from GMAC® agency which organizes the GMAT test show that the AUEB is the 3rd most popular choice for students in Europe after INSEAD and LBS. At the global level, the AUEB is the 6th most popular choice after INSEAD, LBS, Harvard, Columbia and Stanford.
- Recent data from the Social Science Research Network (SSRN) classify AUEB as 5th in the world in terms of active researchers, 11th globally according to recent research work and 35th globally on the basis of downloaded papers.
- The sailing team of MBA International won the cup in Cranfield International Business School Reggata in 2005 and won the silver medal in the world games Global MBA Trophy in 2007. In Greek Finals of business game Global Management Challenge, the AUEB team has won twice the first place. Students of MBA International have previously won the first prize in Venture Capital Forum and have won the L'Oreal e-Strat Challenge Business Game.
- The international dimension of the MBA International program is enhanced by the Business Advisory Council (BAC). In this advisory body some of the most acknowledged Greek and foreign managers under the chairmanship of Mr. Takis Arapoglou (President and CEO, National Bank of Greece) are involved. Some of the Members are among others: Sir Paul Judge (President, AMBA, London), F.W. de Klerk (former President of South Africa, winner of the Nobel Peace Prize), Rakesh Bakshi (CEO, RKV Consultants & Engineers, N. Delhi), Dionysis Filiotis (CEO, Pharmaserv - Lilly, Athens), Patrick Fourteau, CEO, Pharma Sciele, Connecticut), Stelios Haji-Ioannou (CEO, EasyGroup of Companies, London), Dr. Basil Heeb (Principal, McKinsey & Company, Zurich), George Gerardos (CEO, Box Athens), Dr. Gargi Keeni (VP, Tata Consultancy Services, Calcutta), Stefanos Marinopoulos (Marinopoulos Group of Companies, Athens), Yiannis Paraschis (CEO, Athens International Airport), Alexandros Filon (Ambassador Athens), Nikos Stathopoulos ((Partner, BC Partners, London), Panagiotis Tsakos (CEO, Tsakos Shipping and Trade, Athens), Efthimios Vidalis (CEO S & B Minerals), etc.

3.2.2 Graduate Program in Human Resource Management

The Graduate Program in Human Resource Management is an interdepartmental program which provides a Masters of Science degree. The following Departments of the University are involved in the Human Resource Management Program:

1. Marketing and Communication
2. Management Science and Technology (Department directing the program)

The fit of the Graduate Program in Human Resource Management to the objectives of the departments involved and the needs of society is validated via the assessments of the courses and evaluation of the instructors by the students. Furthermore, the program has implemented the European model of quality EFQM (EUROPEAN FOUNDATION OF QUALITY MANAGEMENT) and distinction at the level of "COMMITTED TO EXCELLENCE". Finally, surveys of the program's graduates, on their professional development after the MSc degree, contribute to this goal. There exists a monitoring process of the business career of those who acquired the MSc in Human Resource Management, which includes:

- Telephone interviews by the Secretariat
- Communication with the alumni association
- Systematic contact with the graduates through the Secretariat and the co-Director of the Program (Mrs Nancy Papalexandri)

Structure, consistency and functionality of the Program
There exist several effective procedures for the evaluation and revision of the syllabus. Specifically, the program's administration conducts quantitative and qualitative research, within the EFQM framework, on a sample of all students and instructors. The results serve in the evaluation and revision of the syllabus. Furthermore, the assessment of courses and

instructors by the students serves the same goal. The syllabus is disseminated through the Web, announcements via newspapers and magazines, and through conferences and exhibitions.

The program offers 20 compulsory and 3 optional / specialization courses; i.e., 87% of the courses are compulsory and the remaining 13% are optional / specialization. The percentage ratio between background courses, scientific area courses, general knowledge courses and skills development courses is as follows:

- 15% Background Courses,
- 15% Skills Development,
- 20% General Knowledge
- 50% Scientific Area Courses.

The program comprises 400 Theory hours and 300 hours of training and Compulsory Field Study Project (for the Full Time Program). Concerning curriculum / syllabus issues:

- The organization and coordination of the teaching material of all courses is planned by the General Assembly and the director of the program.
- There is overlap in some courses because of subject relevance.
- There are no gaps in the syllabus.
- There is a reassessment process (adjusting and updating the curriculum) through students' evaluations, which are reviewed by the interdepartmental committee. Two annual meetings with the director and students are also held (FOCUS GROUPS), in order to discuss and offer suggestions for improvements.

There is no system of prerequisite courses; however, the sequence of the twenty core courses is strictly defined.

Examination system

There exist multiple methods (in terms of type and time) for evaluating students:

- Written Examination.
- Field Study Project.
- Various exercises (group assignments, individual assignments and oral presentations)

The transparency in the evaluation process of students is ensured through the strict monitoring of attendance in the classroom and in the written examinations. Any student complaints about the results of the evaluation may be submitted to the Interdepartmental Committee (the final judge) which may require review. The examination process follows the standards of the selection process of the Athens University of Economics and Business (AUEB) and its own Internal Regulation. The Interdepartmental Committee and the Director of the Program are informed of the results of the selection process and can intervene in a corrective way where necessary.

The assignment and examination process of the Postgraduate Thesis is fully transparent. The student presents his or her work to a committee consisting of three professors, an open audience, business executives and the head of the Program. Specific quality standards should be followed for the post-graduate Thesis; there is a guide for preparing this type of work with a detailed briefing from the Director of the Program. The students also attend a 20-hour SPSS seminar.

Selection of Graduate Students

The selection process for the program's graduate students is as follows:

- Initially, student applications are invited through publications of corresponding announcements on the website of the Program, in newspapers and magazines.
- Afterwards, the evaluation of applications leads to interviewing candidates, a process conducted by a committee of Professors of the Program.

The specific criteria based on which graduate students are selected are:

For the Full-time Program:	*For the Part-time Program*:
• University Grade	• University Grade
• GMAT Score	• English Language Proficiency
• Interview	• Years of work experience
	• Job position and relevance to the MSc

The acceptance ratio is 16% for the full-time Program (20 students out of 120 candidates) and 30% for the part-time Program (40 students out of 130 candidates). The procedure and criteria are specified in the press and magazines announcements and in the website

news. The results of the accepted students are announced to anyone concerned. Finally, the effectiveness and the transparency of the students selection process is ensured by:
- The credit system
- The interviews with the presence of at least three professors

Financing of the Graduate Program
Up to the academic year 2007-2008, the full-time program received funding from the special service EPEAEK of the European Union. From this year there will be tuition fees. In the Part-time Program there are tuition fees since the begging of the Program, which form the sole financial source of it.

The sustainability of the Program is guaranteed by sufficient tuition fees, by the direct involvement of the Director of the Program in fund raising and industry collaboration efforts, and by the increasing interest in Human Resources Management. The resources available in the post-graduate Program are used to pay academic personnel, student fellowships, support research, and satisfy the administrative and other needs of the Program.

International Dimension of the Program
There is minor participation of foreign instructors / faculty (less than 5%), while there exists a large number of guest speakers invited from abroad. There is no participation of foreign students, but it considered as an option for the future. No courses are taught in a foreign language but most of the teaching material is mainly in English. There exist cooperation agreements with institutions and agencies abroad mainly for research student exchanges.

The Program has obtained a significant international distinction: Distinction at the first-level quality «COMMITTED TO EXCELLENCE» by the European Organization for Quality (EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT).

3.2.3 Executive MBA
The full title of this Graduate Program is Master's in Business Administration for Executives (Executive MBA). The following Departments from the Athens University of Economics and Business are part of Executive MBA:
1. Management Science and Technology
2. Business Organization and Administration
3. Marketing and Communication
4. Informatics

The Graduate Program fits well to the objectives of the participating departments and to the needs of society. The procedures to control this fit are embedded within its Management and Administration Body, which is the Special Interdepartmental Committee, as well as by the resolutions of the General Assemblies of the Departments involved in which information is provided and discussions are carried out.

Alumni
There exists a monitoring process of the career paths of those who have acquired the Executive MBA through the following actions:
- There is a specialized Alumni Office (MBA EXECUTIVE ALUMNI ASSOCIATION) under the framework of the Graduate Program, where the progress of graduates is monitored.
- Annual surveys and questionnaires are circulated regularly by the Career Office of the Department through email focusing on the professional development of graduates (position, income, etc.)
- There is a specialized website for graduates (www.mbaexecutive.gr), with all contact details.
- The Board of Graduates is in very close contact with faculty members and the Director of the Program, and in parallel, graduates of each class have reunions on a regular basis.

Structure, consistency and functionality of the Graduate Program

The curriculum is known from the preceding July. It is announced as follows: a) Publicly available through the Internet, b) published in a booklet (brochure) of the program, c) published via the Curriculum Guide of the Program, d) it is notified by the letters of acceptance or emails to candidates admitted, and e) it is also included in the intranet of the Program which includes the e-secretariat of the Program.

There exist procedures for evaluation and revision of the Curriculum. The processes of evaluation and revision of the syllabus take place every year and this is how it goes: a) Presentation by the person in charge of he Academic Affairs b) Approval from the Committee of the Curriculum and c) Approval by the Special Interdepartmental Committee of the Program. The process takes into account various aspects of the implementation of the program, such as interest among students for individual courses, curriculum and teacher evaluations, proposals from students and faculty members, best practices from similar programs abroad, etc. Decisions taken are implemented the forthcoming year. The evaluation and review processes of the curriculum are deemed as satisfactory.

The majority of courses during the first year are compulsory; most electives are offered during the second year of study. On average, educational time is divided around 50% theory and 50% exercises, lab practice and other activities. The latter includes business games, simulations and lectures from visiting professors and speakers. The percentage of core courses / specialization / majors to all courses is as follows:

- Core courses: 10 (55%)
- Elective Courses: 9 (45%)
- Master's Thesis: 1 (which can replace 3 elective courses)
- Total: 19 courses (100%)

The Graduate Program in Business Administration - EXECUTIVE MBA that operates since 1998, is characterized by high academic quality and reliability and is recognized by other Universities in the country, as well as by businesses and organizations for its academic quality and diligence. Professors are selected from a large number of the Athens University of Economics and Business faculty. Moreover, business executives and professors of foreign universities offer several lectures. Professors, besides recognition for their academic performance, have extended professional experience as executives and advisors to large enterprises and organizations. The Graduate Program is also characterized by up to date laboratory methods, personal guidance, case studies, Business games, role playing, simulations, teamwork, experiential activities, and 360° feedback. It has a lead to knowledge, the only library available to the Athens University of Economics and Business and the large number of research projects which exist in this, enabling teachers and students to follow the latest developments of science and practice of Business Administration. The Program is characterized by all elements of globalization and allows adaptation to the Greek businesses.

There is no system for prerequisite courses, but the sequence of their offerings dictates their natural evolution. Preparatory courses are also offered before the start of the Program, which provide an introduction to basic concepts and foundation material necessary for the quantitative core courses. The preparatory courses are mandatory for students with undergraduate studies in theoretical sciences.

Examination System

There are multiple methods (in terms of type and time) for evaluating students. The assessment reflects how time is divided between theory, exercises, lab practices and other activities of students in each class. The basic rule, which applies to most core courses, is: a) Written individual examination 65-70%; b) Assignment (individual or team) and / or Case Studies 30-35%. With respect to elective courses, the assessment varies in accordance with international developments and educational needs. It illustratively contains: role playing, assignments for companies and organizations, research and simulation work.

The transparency in the evaluation process of students is ensured by the abidance to academic ethics of the Program. Apart from the final written examination, other forms of examinations are evaluated by students at the end of each course. On the basis of a continuous interaction, first the person in charge of the Academic Affairs and second with the Director of the Program, students can express any view on the written examination process. As for other aspects of student assessment, the results are analyzed by the person in charge of the Academic Affairs and the Director of Program and then discussed in the Interdepartmental Committee which takes decisions for future implementation. In any

case, the results of the students' evaluations are disseminated to teachers only after the submission of grades to the secretariat and their publication from the latter.

The Master's Thesis is chosen by students after detailed presentation of the theme and announcement from the tutor. If the work is carried out in cooperation with a business, the name and position of the supervisor from the company are announced along with contact details. Students can declare up to 3 themes. Regarding the examination, it takes place as follows: A written evaluation of the Master's Thesis from the supervisor. The presentation is scored by these two professors. For the evaluation of the written work and the corresponding presentation, special evaluation sheet is used. There are specific quality standards for the Master's Thesis which are clearly explained to the students.

Selection of Graduate Students

The selection process for graduate students of Executive MBA is as follows: Details of applicants are entered to an electronic database and then qualified students (3 years professional experience, GMAT > 550) are invited for interview. The interview is carried out by two faculty members and more specifically the Director of Program and the person in charge for the final selection. With the completion of interviews, total scores are calculated, and then the first applicants in the hierarchy receive letters of acceptance to the Program. At the same time, a waiting list is drafted in case someone does not accept the offer.

The first two selection criteria in order to invite candidates for interviews are 3 years of professional experience and GMAT scores greater than 550. During the interview, candidates are evaluated on the following criteria (with equivalent weight): Professional experience (duration - quality), Grade of first or other degrees, level of education, knowledge of the English language and capability of attending and exploiting the Program. The process and selection criteria are presented on the website of the Program, as well as during presentations concerning the Program. The results of the selection are discussed in the interdepartmental committee of the Program. The effectiveness of the selection process is ensured by studying the academic performance of selected students, as well as their vocational career.

The acceptance ratio to the program is approximately twenty percent (20%).

Financing of the Graduate Program

The financial sources of the Program are tuition fees and sponsoring scholarships from businesses and organizations. The sustainability of the Postgraduate Program is guaranteed by the rational use of resources, constant monitoring of budget and income/expenses, and drafting / analysis of the annual reviews. A proposed budget is approved by the interdepartmental committee and implemented by the Special Account of the University.

International dimension of the Graduate Program

The program concentrates to the Greek market. Five percent (5%) of the program's instructors are foreign, while no foreign students participate in it. Two of the elective courses are taught in English.

3.3. PhD Programme

3.3.1. Comment on whether the PhD Programme corresponds to the department vision and community needs

The PhD Study Programme closely matches the departmental vision, as PhD students are coached to

- produce high quality theoretical and applied research
- publish in well recognized international scientific journals
- participate in widely recognized international conferences
- assist in teaching activities (e.g., teaching classes, supervising students)
- participate in research projects, funded by national and international parties

Further evidence to the relevance of PhD programme to community needs is the high employability of the PhD graduates, both in Greece and abroad (Denmark, Finland, The Netherlands, UK).

3.3.2. Comment on the structure of the PhD Programme

The structure of the PhD programme has been developed by the departmental Doctoral Programme Committee, which includes doctoral student representatives. On the one hand, it has been developed in accordance with departmental and University rules, whereas on the other hand it follows well established international practices on the teaching of research methods. One of the challenges faced by the department is that the multidisciplinary nature of most PhD research undertaken in the department, as well as the broad scope of research topics, implies that the students often have quite diverse training needs.

One noteworthy feature of the PhD programme is the yearly progress evaluation of PhD students, who report on an annual basis their progress to the department. The students also have the opportunity to participate in numerous research seminars in various subjects, such as Introduction to Statistics, Efficient use of software in Research, Inferential statistics, Factor analysis, Simulation, Interviewing techniques, Data mining, Data collection, Research evaluation.

3.3.3. Comment on the selection procedure of PhD students

The selection of PhD students is achieved through a thorough and transparent process that follows national and international best practice. Candidates should hold a postgraduate degree in the broader area of Management Science and Technology, Engineering, Economics and other disciplines directly related to the area of specialization they intend to follow. In addition, the candidates should be proficient in English. In their application the candidates indicate the research area for which they have particular interest. The research areas and the faculty associated with each area of specialization are published by the department (on the web, in the national press and in relevant mailing lists), usually on a biannual basis. All PhD applications for a particular topic are reviewed by three faculty members with relevant research interests. Following this review, a recommendation is presented to the department, and a final decision is reached in the subsequent departmental meeting. Within one year from their admission the Ph.D. students are obliged to submit and defend orally their Ph.D. dissertation proposal.

3.3.4. Comment on the organization of research seminars and presentations

Research seminar attendance is an integral part of the PhD study programme. PhD students are expected to give at least one presentation per year on their research progress, in the research seminars organized by the department or the departmental research groups. Students typically belong to at least one departmental research group and are expected to participate actively in its research activities. In addition to PhD students, research seminars are given by members of staff as well as guest speakers from industry or academia, both from Greece and abroad.

3.3.5. Comment on the international dimension of the PhD Programme

The PhD programme has a strong international orientation, witnessed through:
- the broad participation in international research projects, in collaboration with international industrial and academic partners
- participation of PhD students in international conferences, PhD summer schools and PhD consortia
- visit of research students to universities abroad
- increasing participation of foreign academics in PhD supervisory and examination committees
- participation of foreign students in the PhD study programme
- a growing number of exchange partnerships that are open to PhD students
- offer of courses and seminars by visiting scholars
- meetings organized for PhD students with visiting scholars

PhD students are also strongly encouraged to submit their work for review and publication in international peer reviewed journals. In addition, the department has established a policy to support financially the PhD students to present their work at international research for a.

While the international orientation of the PhD programme is in full accordance with the international orientation of the department, there is still a lot of scope for extending the participation of students in international events and in exchange programmes. At the

moment, these activities rely on the availability of funds, which means that students are often dependent on their participation in research projects for securing adequate funding for foreign travel. The capability of the department to invite visiting scholars depends on the availability of funding. Currently, the funding of these activities is exclusively provided by the department through funds made available to it by the University's Research Foundation. However, these funds are generated through the overhead of the projects conducted by the department's faculty. It is important to stress here the fact that the Ministry of Education does not provide any funding in support of these activities.

3.3.6. Comment on the examination procedures of the PhD Study Programme
Selected PhD students are expected to attend successfully courses in research methods and specialized courses in their research area in their first year of study. Furthermore, at the end of that year, PhD students submit a comprehensive research proposal. This is presented to department members and is scrutinized by three teaching staff members with research experience in the relevant area. If the proposal is successful, these staff members typically form the supervisory committee for this student. As noted above, students are then expected to report formally to the department on an annual basis. In case of continued and unjustified unsatisfactory progress, the PhD student is asked to withdraw from the PhD study programme.

The final examination procedure is public, in accordance with Greek law. Seven examiners, with research competence in at least one aspect of the PhD research, are appointed by the department. Three of the examiners are ex-officio the student supervisory committee. The department strives to invite expert examiners from other departments or other universities, so as to ensure a transparent and fair process.

4. Teaching

4.1.   How do you judge the efficiency of the faculty members?

Undergraduate Programme:

The faculty members are subjected to a teaching evaluation procedure by the students. The evaluation of teaching is the responsibility of the Academic Departments to which the courses belong. Specifically, at the Department of Management Science and Technology, all courses and faculty members have been subjected to an evaluation by the students since 2001, regardless of the number of students and the teaching method used. Evaluations are done on the officially recognized form which has been developed by the DMST's Academic Committee and approved by the General Assembly of the DMST. Evaluation takes place near the end of courses. Anonymity is the basic principle that governs distributing, collecting and handling students' evaluations. The faculty member leaves the classroom so that students feel free to provide honest and candid perceptions of teaching effectiveness. The administration stuff of the DMST provides sufficient time in class for students to complete the questionnaire. The evaluations are administered and collected in a confidentially manner by the administrative staff. Faculty has not access to evaluation results until after final grades for the course have been submitted. Student responses to fourteen evaluation questions - addressing topics such as instructor's ability to communicate clearly, whether the instructor makes effective use of class time, how sensitive and responsive the instructor is to difficulties students might have in the course - are summarized and returned to the Head of the Department for review with faculty. Copies of summary data are returned to the faculty members. If student response rate for a class is below the minimum number ($n \leq 20$) of responses to produce a useable evaluation, comparisons to other classes are not made.

The results of the teaching evaluation procedure are not distributed to the students since the evaluation of teaching has as a major goal to provide information to faculty members about how effective their teaching is and to help them improve their teaching. Therefore, evaluation information is not provided to students. The Evaluation Form for the undergraduate courses completed by the students is demonstrated in Figure 1.

Teaching evaluation statistics suggest that the average value of the overall teaching rating is 4.17/6, while the average value of the overall course rating is 3.59/5.

To underline the importance the department allocates to teaching, the department has established the "best teaching" award for both fall and spring semesters. The awards are presented annually at the start of the academic year. In addition, DMST recognizes the best papers, authored only by students, presented during the "Management Science and Technology National Student Conference" and provides awards to the amount of 1000 euros to be used by the recipient for academic development activities. Again the funds for supporting these awards are coming from the department as no funding by the Ministry of Education is available for these activities.

Regarding the average teaching load, each faculty member teaches at least six hours weekly. In addition, approximately 20% of the PhD candidates contribute to teaching workload, including tutorials, labs, and marking time. The PhD candidate's teaching workload is about two hours per week, which represents a percentage of a faculty workload up to 20-30% per week. Please see Table 11-5.1 for more details.

Figure 4-1. The Evaluation Form for the undergraduate course completed by the students

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS
DEPARTMENT OF MANAGEMENT SCIENCE AND TECHNOLOGY

EVALUATION FORM FOR INSTRUCTORS & COURSES

INSTRUCTOR :
COURSE:

===

QUALITY OF TEACHING

		Very Poor					Excellent
		1	2	3	4	5	6
1.	Explains clearly, encourages questions, class participation	□	□	□	□	□	□
2.	He/She is consistent with the opening/closing times of the course	□	□	□	□	□	□
3.	Gives well prepared presentations	□	□	□	□	□	□
4.	Uses visual aids well	□	□	□	□	□	□
5.	Communicates well	□	□	□	□	□	□
6.	Is available outside and inside of class for questions	□	□	□	□	□	□
7.	Stimulates interest in the subject	□	□	□	□	□	□
8.	Overall rating of teaching	□	□	□	□	□	□

===

COURSE

			1	2	3	4	5	
1.	Level of difficulty	Too Difficult	□	□	□	□	□	Too Easy
2.	Pace	Too Slow	□	□	□	□	□	Too Fast
3.	Teaching Conditions	Bad	□	□	□	□	□	Good
4.	Book	Not Useful	□	□	□	□	□	Useful
		Too Easy	□	□	□	□	□	Too Difficult
5.	Projects	Not Useful	□	□	□	□	□	Useful
		Too Easy	□	□	□	□	□	Too Difficult
6.	Overall rating of course	Very poor	□	□	□	□	□	Excellent

Remarks / Proposals:

Postgraduate/PhD Programmes:
All courses and faculty members have been subjected to an evaluation by the students, regardless of the number of students and the teaching method used. Evaluations are done on the officially recognized form which has been developed by the Academic Committees of the postgraduate programmes. Evaluation takes place near the end of courses. Faculty has not access to evaluation results until after final grades for the course have been submitted. The DMST postgraduate programmes announce during their graduation ceremonies the "best teaching awards". Evaluation information is *not* provided to students. An evaluation form for the postgraduate courses completed by the students is shown in Figure 2. Note that all the faculty members of the Department are being actively engaged in teaching post-graduate courses at the Athens University of Economics and Business. Regarding the average teaching workload, each faculty member teaches at least three hours weekly. In addition, approximately 20% of the PhD candidates contribute to teaching workload, including tutorials, labs, and marking time. The PhD candidate's teaching workload is about two hours per week, which represents a percentage of a faculty workload up to 20-30% per week (please see Tables 11-7.1., 11-7.3, 11-7.4 for more details)

Figure 4-2. The Evaluation Form for the postgraduate courses completed by the students

INSTRUCTOR: _____
COURSE:_____
CLASS: _____

QUALITY OF TEACHING	N.A.	Very Poor 1	2	3	4	Excellent 5	M.O.
1. Explains clearly, answers questions well							####
2. Encourages questions, class participation							####
3. Gives well prepared presentations							####
4. Uses visual aids well							####
5. Communicates well							####
6. Is available outside of class for questions							####
7. Stimulates interest in the subject							####
8. Overall rating of teaching							####

TEXT AND OTHER READINGS	N.A.	Not Useful 1	2	3	4	Useful 5	M.O.	N.A.	Too Difficult 1	2	3	4	Too Easy 5	M.O.
9. Bulk Package							####							####
10. Book							####							####
11. Case Studies							####							####
12. Projects							####							####

OTHER RESOURSES	N.A.	Ease of Access 1	2	3	4	5	M.O.	N.A.	Effectiveness 1	2	3	4	5	M.O.
13. Computer Lab							####							####
14. Programs Library							####							####
15. Other (videos Reuters)							####							####

COURSE		N.A.	1	2	3	4	5		M.O.
16. Level of difficulty	Too Difficult							Too Easy	####
17. Pace	Too Slow							Too Fast	####
18. Overall rating of course	Very Poor							Excellent	####
19. Relevant	Not Relevant							Very Relevant	####

N.A.: No Answer

4.2. How do you judge the quality and effectiveness of the teaching procedure?

Undergraduate Programme:

The DMST program is based on a successful mixture of pedagogical innovations with well-established training methods aiming at developing an effective learning process that is composed of preparatory classical lectures, rich reading materials, education via computers and the Internet, simulations, games, groupwork, cases and projects, role-playing, videos and self-diagnosing tools/questionnaires, enriching tutorials, study visits and extracurricular activities. In particular, attention should be drawn to an educational innovation (for the Greek University System) of the program, namely the practical training of students in the 7th semester in a real working environment (cf. section 3.1.5), and the full support offered to students during their studies by the department's complete web site. Courses are accompanied by effective laboratory support, while there is a modern, specialized, 78-seat Educational Computing Laboratory for the department's students. The educational computing laboratory offers Information Technology support to over 30 courses. Furthermore, in the framework of the European Program of Inter-University Exchanges, Socrates - Erasmus, in certain semesters, students have the opportunity to study in corresponding Departments of other European Universities (cf. section 3.1.4). As an assessment method, the students are mainly required to sit a final examination at the end of the term along with homework assignments or to work on a significant project, or to prepare team essays along with individual lab exercises. In addition, the courses content is mainly revised every one or two years, at the start of the academic term. However, both the course content and the educational methods update processes depend on various

factors such as how fast new trends in research are emerging in a particular discipline, how frequently teaching methods are changing, how often the course is taught etc.

The average participation-percentage in the examinations of the undergraduate programme is approximately 50%, while the average pass-percentage in the examinations is approximately 35% (please see Table 11-5.2. for more details). The degree grade point average for the undergraduate programme is 7.42/10.00 (please see Table 11-6.1 for more details), while the average duration of undergraduate studies is 4.18 years (please see Table 11-6.2. for more details).

Postgraduate Programmes:

Similar educational/learning methods and update processes are used by the faculty members of the postgraduate/PhD programmes. The average participate-percentage in the examinations of the postgraduate programmes is approximately 100%, while the average pass-percentage in the examinations is approximately 100% (please see Table 11-7.2. for more details). The degree grade point average for the postgraduate programme is 7.50/10.00 (please see Table 4-1 for more details) while the average duration of the PhD programme is approximately 4.5 years.

Table 4-1. Distribution of grades and Degree Grade Point Average for Executive MBA

Graduation Year	Distribution of Grades (%)				Degree Grade Point Average (Total Number of Graduates per Year)
	5.0-5.9	6.0-6.9	7.0-8.4	8.5-10.0	
2001-2002	-	-	-	-	-
2002-2003	0%	5%	85%	10%	8.0-8.4 (66)
2003-2004	0%	2%	68%	30%	8.0-8.4 (45)
2004-2005	0%	4%	76%	20%	8.0-8.4 (45)
2005-2006	0%	2%	74%	24%	7.5-7.9 (45)

4.3.   How do you judge the organization and implementation of the teaching task?

Both undergraduate and postgraduate students are being informed of the course material at the beginning of each term through the web announcement board of the undergraduate and postgraduate programme respectively. The learning goals and the anticipated results are described both on each course's description, situated in the department's educational portal (eduportal) and during the introductory lecture at the start of each course. To measure the achievement of the learning goals, the procedure followed is described in section 4.2 (... the students are mainly required to sit at a final examination at the end of the term along with homework assignments or to work on a significant project, or to prepare team essays along with individual lab exercises.)

The timetable is being followed to full extent and its organization and structure rational is certainly in order for both undergraduate and postgraduate programmes: The core courses are scheduled in the first and the specialization and elective courses follow. At the same time, the compulsory courses (core, specialization) are always situated in more popular teaching hours compared to the elective ones. Moreover, the majority of the introductory courses for both undergraduate and postgraduate programmes are performed by senior faculty members as described in Tables 11-5.1, 11-7.1, 11-7.3, 11-7.4 respectively. Finally, none of the faculty members are teaching courses that do not fall into their specific or broader scientific subject.

4.4.   How do you judge the educational material?

For each course of both undergraduate and postgraduate programmes, one or two text books and/or lecture notes are distributed and an additional number of books are also proposed for further reading. Furthermore, each instructor posts on the educational portal notes on his/her course. In addition, several case studies concerning the educational

material of each course can also be found on the educational portal. Note that there is a certain procedure to help keep the educational material updated and it is implemented as follows: Two months before the beginning of each term the instructors are asked to propose the textbook they want to be distributed to the student body. A form is completed, stating the factors (ex. new editions, scientific progress, new trends etc) taken under consideration. The form is then approved by the Department's General Assembly. The modification of notes and additional reading material is not subject to a specific standard procedure. It is left to each instructor's discretion to make necessary updates.

The textbooks for the undergraduate programme are available to the student body for free, at the beginning of each term directly from the publisher of each book. The notes are also available in the beginning of each term on the educational portal. On the other hand, the postgraduate textbooks must be bought at the beginning of each term directly from the publisher in charge of the edition of each book. The postgraduate notes are also distributed, for free, in the beginning of each term by the instructors of the courses. Both the undergraduate and postgraduate notes posted on the educational portal cover the material course to full extent.

4.5. How do you judge the available educational infrastructure?

Undergraduate Programme:

Regarding the number and capacity of the teaching rooms, the Department has at its disposal daily (9 am - 7 pm) an average of 30 classrooms (3 classrooms per 2 teaching hours corresponding to a capacity of approximately 150, 150, 120 seats respectively). On whether the space, suitability, and quality of the teaching rooms are adequate or inadequate views of the faculty members are split: half consider that it is adequate and the other half that it is inadequate. According to the faculty members, areas in need for improvement are the following: the number of teaching rooms is very limited. In this way, students are being forced to late hour attendances, due to the big gaps created in their timetables. In addition, the lack of air-conditioning causes unacceptable conditions during the summer period. Furthermore, the sound insulation is poor, which makes it difficult for students to stay concentrated to the lectures. Finally, utilization of the existing teaching rooms is high enough: 62% of the faculty indicate that they use it at 60–100% level.

The picture is brighter on the quantity, suitability, and quality of the educational equipment supporting the teaching procedure. According to the majority of the faculty members, the equipment is sufficient but should be maintained and renewed in regular intervals. Equipment and software includes PCs, printers, educational software such as vehicle routing and facility location software, geographical information systems, enterprise resource planning systems, mathematical programming tools, SPSS 15, Adobe Acrobat 8.0, Microsoft Project, Microsoft Visio, CPLEX.

The Department has also at its disposal 3 educational laboratories, corresponding to 30, 30 and 18 posts respectively. The laboratories are at the disposal of the student body during the days and hours when the university is open (9 am - 9 pm). On whether the space, suitability, and quality of the educational laboratories are adequate or inadequate views of the faculty are split once more: half consider that it is adequate and the other half that it is inadequate. In addition, unfortunately, there is no study room. The university's library is used as a study room with 150 reading positions, which are constantly occupied. Finally, the storage space of the educational laboratories is clearly insufficient.

Regarding the supportive staff of the Department, it consists of 6 administrative and 3 technical members. Due to the vast number of students and lab courses, the employment of more support is necessary. In conclusion, the undergraduate educational infrastructure is quite inadequate. The classrooms capacity offered is not sufficient while the quality of the teaching environment (e.g. temperature noise, etc.) is problematic. Furthermore, there are not adequate facilities to accommodate students during their spare time between lectures as the University has extremely limited space for student and faculty leisure activities.

Postgraduate Programmes:

Each postgraduate programme has at its disposal an average of 3 classrooms per day, corresponding to a capacity of approximately 85, 40, 40 seats respectively. The number of teaching rooms is limited. However, the teaching rooms are suitable and the conditions are acceptable. Each postgraduate programme has at its disposal an educational

laboratory, corresponding to approximately 30 posts. Utilization of the existing educational infrastructure is high enough and the equipment is sufficient.

4.6. How do you judge the exploitation of Information and Communication Technologies (ICT)?

All faculty members (for both undergraduate and postgraduate programmes) use ICT in the presentation of the courses. The presentation is conducted with the help of a projector, a lap top and an audio installation. During the teaching procedure, the basic points of the lecture are projected on the classroom screen through a lap top. In addition, examples that are relevant to each lecture could be live executed via lap top, while at the same time data may be obtained through the internet. According to the scientific subject of each course, students use computers either to develop software applications, or to employ well known software programs for problem solving purposes. In certain courses, exams are conducted through multiple choice questions that have been created and then corrected through ICT. In addition, all faculty members use ICT for the students-instructor communication through the following ways:

- Everyday question answering through e-mailing.
- Distribution of notes and announcements for the courses through internet posting.

4.7. How do you judge the instructors/students ratio and their cooperation?

Undergraduate Programme:
Based on the Tables 11-2.1 and 11-2.2., the instructors/students ratio in classes is approximately 21 instructors/1200 students. All instructors announce their office hours both on the administration office's board and on the educational portal. These hours are always kept and fully utilized by the students. Based on the same data it can be said that the department is understaffed in terms of teaching personnel.

Postgraduate Programmes:
In addition to undergraduate courses, the faculty teaches graduate level courses to the following programs: i) MBA International Program, ii) Executive MBA Program, and iii) Human Resource Management Program. Based on the Tables 11-7.1, 11-7.2, and 11-7.3, seventeen (17) faculty members of the department (out of 21) teach courses to 80 students of the MBA International Program, while eight (8) faculty members of the department (out of 21) teach courses to 70 students of the Executive MBA Program. Furthermore, 5 faculty members of the department (out of 21) teach courses to 100 students of the MSc in Human Resource Management. Finally, DMST faculty members teach courses at other Graduate Programs offered by the Department of Informatics, and at the Interdepartmental MBA Program. All instructors announce their office hours outside their offices, at the departmental portal and, on the administration office's board. These hours are always kept.

4.8. How do you judge the link between teaching and research?

Both the undergraduate and postgraduate students are introduced to the research process through the following ways:

- Instructions posted on the courses WebPages on how to search for research literature (ex. In e-libraries, e-magazines ect.)
- Additional reading proposals in the courses WebPages, urging students to further study research papers.
- Selective participation of students in research projects.
- Through the introduction of the course "final year essay" (the field study project or the dissertation for postgraduate programmes respectively), students are given the opportunity to get involved in a scientific project of their instructor's selection for a whole semester.

In addition, both undergraduate and postgraduate students are given the opportunity to participate in research projects, as described in section 5.8.

4.9. How do you judge collaborations with domestic and foreign educational centres as well as with the community;

Within the scope of research projects, approximately 90% of the Department's faculty is collaborating with other Greek universities. In addition, the Department cooperates with the faculty members of other domestic universities, in the framework of postgraduate teaching in the programmes organized by the department. Such universities are the following: National and Kapodistrian University of Athens, National Technical University of Athens, Technical University of Crete, University of Ioannina, University of Piraeus, University of Thessaly.

In the framework of ERASMUS program, several students of the Department have attended courses in the following European Universities: University of Umea (Sweden), University of Vaxjo (Sweden), University of Hasselt (Belgium), Universite Catholique de Louvain (Belgium), Euromed Marseille (France), Universite Paris – Dauphine (France), CCI Dijon Burgundy (France), Group ESC Grenoble (France), Audencia Nantes Atlantique (France), University of Jyvaskyla (Finland), Swedish School of Economics & Business (Sweden), Helsinki School of Economics (Finland), Rotterdam Erasmus University (Netherlands), Haage Hogeschool (Netherlands), Norwegian School of Economics & Business Administration (Norway), BI School of Management (Norway), Reykjavik University (Iceland).

Furthermore, in the framework of international projects, the laboratories of the Department have developed collaborations with researchers from international research centers and universities, such as: London Business School (Decision Technology Center), INSEAD (RISE center), Grenoble Graduate Business School, University of Manchester (PREST Institute), Universite Louis Pasteur (BETA Center), Loughborough University, Hungarian Academy of Sciences (Institute of Economics), Frauhofer ISI (Systems & Innovation Research), University of Cyprus (HERMES Center), University of Vienna, Charles University (Prague), University of Surrey, Copenhagen Business School, University of Cologne, Norwegian School of Economics and Business, INSEAD, University of Jyvaskyla, UMIST, LSE, Center for Research in Innovation Management, University of Brighton, Helsinki University of Technology, University of St. Gallen, RAND Europe, Universidad Politecnica de Valencia, Universitat Oberta de Catalunya, University of Muenster, Institute of Technology (MIT), University of Padova, University of Leeds, Cranfield University, Heriot Watt University/Logistics Research Center, University of Newcastle, Fraunhofer-Institute IITB, Technical University of Berlin, National Aerospace Laboratory (NLR), German Aerospace Center (DLR), Ecole Nationale de l' Aviation Civile (ENAC), Netherlands Economic Institute (NEI), etc.

The Department also participated in the MSc in Global eManagement (GeM), an international network of business schools sharing a common curriculum in e-Business at the masters degree level. Students from different parts of the world, work on common cases and virtual teaming is facilitated using distance learning and groupware technologies so participants can electronically interact. The founding members of the GEM consortium include: Athens University of Technology and Business, Copenhagen Business School, Erasmus University, Rotterdam School of Management, Georgia State University, Norwegian School of Economics and Business Administration, University of Cologne. Recently, postgraduate students have collaborated through joint "virtual" projects with students from the University of Bath.

Finally, there are specific educational collaborations developed between the department and local, regional or national social organizations as described in section 6.

4.10. How do you judge the mobility of teaching staff and students?

The concept of mobility of students and academic members, as well as the European dimension in general is being promoted by the Department through announcements in the Department's General Assemblies and website. The Department has also a strategic plan concerning the mobility of the members of its academic community, which is determined by the so-called "annual review process". This review process is being issued at the

beginning of every academic year by the full professors for each faculty member (except the Full Professors). The annual review is an informal process aiming to assist faculty with their future development needs in the key areas of academic performance. Its objective is to help faculty maintain a balanced combination of activities in teaching, research, good citizenship, academic administration, academic visibility, and control the quality (and not only the quantity) of the academic staff's mobility. Based on the results of this plan, more than 50% of the faculty of the Department joined other institutions during the past five years in order, either to participate in course teaching of postgraduate programmes, or in the framework of lecture giving. In addition, more than 50% of the faculty members of the Department have participated in PhD defence committees as well as in faculty elections committees of other institutions. Note that the faculty member's work in the other institutions is recognized through the Department's General Assembly.

Regarding the mobility of students, the Department participates in the Erasmus/ Lifelong Learning Programme as well as in the LEONARDO and TEMPUS Programmes. As a result, more than 90 students of the Department have attended courses other institutions in the framework of academic/research activities during the last five years. Note that some students of the Department that participate in the ERASMUS program are being financially supported form the Greek State's Scholarship Foundation (IKY). In addition, the department uses the European Credit Transfer System (ECTS) to facilitate the student exchange programme.

Regarding the mobility of teaching staff and students of other institutions, more than 20 faculty members of other institutions joined the Department during the past five years in order, either to participate in course teaching of postgraduate programmes organized by the department, or in the framework of lecture giving. In addition, more than 20 faculty members of other institutions have participated in PhD defence committees as well as in faculty elections committees. Furthermore, more than 50 students of other institutions moved towards the Department in the framework of academic/ research activities during the last five years. Note that events for the incoming students are being organized by the central administration of the university. In addition, the incoming students are being supported with analytical information material provided to them by the information desk of the Department. Finally, ten courses are being taught by the faculty members of the Department in English for incoming foreign students.

5. Research Work

5.1. How do you judge the way research is promoted within the department?

The policy for academic advancement is research excellence, as demonstrated by publications in top-tier scientific journals. This policy is not backed by legislation, but is in practice used when cases for advancement are reviewed. Furthermore, the department has established standards for appointment and promotion of its faculty, which are far beyond the regular minimum standards established by the Ministry of Education. Research achievements are tracked through yearly evaluations of all tenure-track academic staff (except for the full professors). The activity report of each faculty member is reviewed by a committee and discussed with each faculty member. The department's web site and newsletter regularly publish research achievements.

The existing institutional framework provides minimal incentives to faculty members to perform research. **Furthermore, the appointment, tenure and promotion process as they are dictated by a national legislation are highly bureaucratic and legalistic and do not take into account the character and profile of individual academic departments.** This negatively affects the staff's morale. These incentives are only related to academic advancement: there have been a few cases where faculty members with extraordinary research achievement skipped an advancement level (fast track promotion and tenure), and there is the (up to now unrealized) threat that non-performing members will not advance when they are permitted by law. Positive incentives, like university or department-funded research bursaries, scholarships, or awards are non-existent as relevant funds are not made available to the department by the Ministry of Education. Note that according to the current funding processes, the department does not have a discretionary budget to promote research.

Researchers are notified for the (meager) funding opportunities through the (overlapping) initiatives of the university's Career Office and the Research Center. Departmental or University support for research is in many areas minimal to non-existing. The University provides a fast, reliable and well-maintained network infrastructure and access to numerous on-line libraries (under the constant threat of cuts due to funding problems). The provision of laboratory space, research equipment, personnel, and maintenance services is minimal or non-existent (see answers to the next question). The shortcomings result in researchers occupying their time suboptimally.

Research results are disseminated inside the Department through email, and to the outside world through the publications and the Department's and the University's web pages and newsletters. Up to this year we have also had funding for organizing an open conference where members of the public could hear about the Department's research achievements.

5.2. How do you judge the research programs and projects that are implemented in the Department?

All faculty members indicated they participate in research initiatives. Furthermore, all researchers involve in their research external collaborators or post-doctoral researchers. The faculty has been extremely successful in securing external funding as this is demonstrated by the number of projects and the externally funded research budget. During the period covered by this assessment the department has participated in more than 75 research projects. A large fraction of the research programs carried out are funded by European Union's Framework Program initiative, which focuses explicitly on improving integration and co-ordination of research in Europe. These involve tightly targeted research goals, numerous research partners, considerable organizational overheads and bureaucratic micro-management by the Commission's officers. Other projects are nationally-funded and are also associated with the bureaucratic obstacles, overheads and inefficiencies of the funding agencies. Worse, the national research-funding agency (the General Secretariat for Research and Technology) has not published almost any calls for funding in the last couple of years. Finally, the remaining projects, which are privately-funded have the advantage of being associated with the industrial practice, but have an even narrower scope and potential for producing high-quality research results. The problematic funding situation wastes human capital, as researchers spend productive time battling for funds.

5.3. How do you judge the available research infrastructure?

Faculty members oversee 8 research labs that can house 69 researchers. 61% of the faculty consider the space, suitability, and quality of the laboratory space they have at their disposal inadequate or completely inadequate with the remaining 39% considering it just adequate. The picture is slightly brighter on the quantity, suitability, and quality of the laboratory equipment faculty have at their disposal, with 67% considering it adequate or perfectly adequate, but still 33% considering it inadequate. On whether the available infrastructure is covering the faculty's research requirements views are evenly split: half consider that it is and the other half that it isn't. According to faculty members, areas in need for improvement are the following:

- The **space** available to researchers is restricted. A full 61% of the faculty consider the space, suitability, and quality of the laboratory space they have at their disposal inadequate or completely inadequate. A cramped and noisy office does not allow them to concentrate and be productive.
- Access to national and international large, established **databases**, such as Compustat.
- Erratic access to **on-line library resources**, depending on the funding HEAL-link (the Hellenic Academic Libraries' network) receives. For instance, over May and April 2006 online access to many journals was not available, due to contracts with publishers that were not renewed. This problem was particularly grave, because cost-cutting efforts have also terminated most print subscriptions, making online access the only available option.
- Hardware and software (see below)

Utilization of the existing research infrastructure is high. 65% of the faculty indicate that they use it at 60–100% level, 24% at a 60–79% level, and 12% at a 40–59% level. Replacement of infrastructure is infrequent (on average faculty indicated it is replaced every 4.5 years) and erratic. The average age of the existing infrastructure is 3.7 years. Considering that most infrastructure consists of cheap fast-aging IT equipment, the age is unacceptably high. Equipment and software the faculty indicated is missing or requires maintenance includes:

- Numerous laptops and PCs
- Numerous printers
- Office equipment
- Servers and routers
- Large-capacity backup storage facility
- A0 plotter
- RFID technology infrastructure
- Rack for mounting existing computer equipment
- Scanners
- Photocopier
- Hardware supporting parallelism with multi-core and multi-processor computers
- Software, like advanced vehicle routing software, geographical information systems, enterprise resource management systems, advanced mathematical programming tools, analytical tools, advanced optimization, enterprise resource planning, and distributed databases. Specific requests for software included: SPSS 15, EQS 6.1, M-Mplus, STATA, Endnote, EViews 5, Adobe Acrobat 8.0, SmartDraw 2007, Microsoft Project, Microsoft Visio, AMOS, EQS, Survey Monkey, CPLEX.

Funding for research infrastructures is very low, erratic, and bureaucratic. A full 39% of the staff indicated that they purchase and maintain research equipment by paying out of their own pocket. Other sources of funding for research infrastructure purchasing and maintenance are competitive national research projects (relied on by 72% of the faculty), competitive international research projects (78%), and private sector projects (44%), and University funds (44%).

The sub-standard research infrastructure (mainly lack of space) negatively affects the faculty's research, makes it difficult to attract high calibre staff from other universities, and can potentially allow other, better funded universities (especially from abroad) lure away good researchers.

5.4. How do you judge the faculty's scientific publication record over the last five years?

Details about the faculty's publications appear on Table 11-9. The publication volume is impressive, especially taking into account the low level of research support provided by the University and the Department: for the 18 faculty members for which data is available they average 8.5 publications per year, with the largest number being in refereed journals and conferences. A further positive indicator is the increasing publication volume. These volume of publications per author (as tracked by the ISI Web of Science) is higher than that of the world's top schools (see Table 5-1). This indicates that the Department has highly productive researchers who can publish in respectable journals.

Table 5-1. Comparison of the Department's scientific output to that of other leading academic institutions

Department or University[2]	Publications[3]	Citations	Faculty	Publications /faculty member	Citations /faculty member	Average Citations per Item	h-index
og=(Cass Business Sch)	111	152	500[4]	0.22	0.30	1.37	6
sg=(Tanaka Business Sch)	173	364	75[5]	2.31	4.85	2.1	10
og=(INSEAD)	464	1866	144[6]	3.22	12.96	4.02	18
og=(Bocconi)	467	1219	1369[7]	0.34	0.89	2.61	16
sg=(Said Business Sch)	166	588	76[8]	2.18	7.74	3.54	13
og=(Cambridge) and sg=(Judge)	285	937	52[9]	5.48	18.02	3.29	14
og=(Athens Univ Econ & Business) and sg=(Dept Management Sci & Technol)	110	143	24[10]	4.58	5.96	1.3	6
og=(London Sch Econ)	3709	8386	1303[11]	2.85	6.44	2.26	27

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[2] ISI Web of Knowledge Advanced Search query term. http://apps.isiknowledge.com

[3] Source for publications and citations: ISI Web of Science; timespan=2003–2008; databases=SCI-EXPANDED, SSCI, A&HCI.

[4] Cass Business School. (2008, June 17). In Wikipedia, The Free Encyclopedia. Retrieved 13:27, July 14, 2008, from
http://en.wikipedia.org/w/index.php?title=Cass_Business_School&oldid=219967373 (may refer to total staff rather than academic faculty)

[5] Count of http://www3.imperial.ac.uk/tanaka/people

[6] INSEAD. (2008, July 8). In Wikipedia, The Free Encyclopedia. Retrieved 13:35, July 14, 2008, from http://en.wikipedia.org/w/index.php?title=INSEAD&oldid=224296226

[7] Bocconi University. (2008, June 24). In *Wikipedia, The Free Encyclopedia*. Retrieved 13:35, July 14, 2008, from http://en.wikipedia.org/w/index.php?title=Bocconi_University&oldid=221499149 (may refer to total staff rather than academic faculty)

[8] Hand count of http://www.sbs.ox.ac.uk/faculty/

[9] Hand count of http://www.jbs.cam.ac.uk/research/faculty/atoz.html

[10] http://www.aueb.gr/pages/spoudes/spoudes_TMHMA.php?depid=7

[11] London School of Economics. (2008, July 11). In Wikipedia, The Free Encyclopedia. Retrieved 12:36, July 14, 2008, from
http://en.wikipedia.org/w/index.php?title=London_School_of_Economics&oldid=224967616

Table 5-1. Comparison of the Department's scientific output to that of other leading academic institutions

Department or University[12]	Publications[13]	Citations	Faculty	Publications /faculty member	Citations /faculty member	Average /Citations per Item	h-index
og=(London Business Sch)	493	1847	337[14]	1.46	5.48	3.75	17
sg=(Sloan Sch Management)	627	3490	184[15]	3.41	18.97	5.56	27
sg=(Kellogg Sch Management)	221	982	149[16]	1.48	6.59	4.44	17
og=(Athens Univ Econ & Business) and sg=(Dept Econ)	69	93	21[17]	3.29	4.43	1.35	4
og=(Athens Univ Econ & Business) and sg=(Dept Business Adm)	8	20	25[18]	0.32	0.80	2.5	3
og=(Athens Univ Econ & Business) and sg=(Dept Informat)	61	63	29[19]	2.10	2.17	1.03	5

The volume of journal publications almost equals the number of conference publications. One would expect a higher number of conference publications, that would feed into a smaller number of high-quality journal papers. The current ratio may be due to excessive pressure to publish in journals and lack of funds to participate to conferences (the University can cover about 50% of the cost of two conference trips per year). This can make researchers insular and deprive them of valuable collaboration opportunities, which are often the result of conference trips.

5.5.   How do you judge the recognition of the faculty's research?

The recognition of the faculty's research is very good (see Table 5-1), but compared to top-tier international schools, not exceptional (see Table 11-10) [20]. Given the wide disparity between the research environment (funding, facilities, administrative load, supplementary staff, and students), in those schools and the Department, this comparison may be unfair,

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[12] ISI Web of Knowledge Advanced Search query term. http://apps.isiknowledge.com

[13] Source for publications and citations: ISI Web of Science; timespan=2003–2008; databases=SCI-EXPANDED, SSCI, A&HCI.

[14] Empty search on http://www.london.edu/facultyprofiles.html then winclip -p | grep facsearch | wc -l

[15] http://mitsloan.mit.edu/faculty/directory.php?grouping=name&start_letter=all&end_letter=ZZ then winclip -p | grep detail | wc -l

[16] Kellogg School of Management. (2008, July 14). In Wikipedia, The Free Encyclopedia. Retrieved 12:39, July 14, 2008, from http://en.wikipedia.org/w/index.php?title=Kellogg_School_of_Management&oldid=225520912

[17] http://www.aueb.gr/pages/spoudes/spoudes_TMHMA.php?depid=2

[18] http://www.aueb.gr/pages/spoudes/spoudes_TMHMA.php?depid=4

[19] http://www.aueb.gr/pages/spoudes/spoudes_TMHMA.php?depid=8

[20] The table's data regarding the Department's faculty members and publication volume differs from that reported on the previous section. In order to obtain comparable data for other institutions, data is based on queries submitted to the ISI Web of Science database (see next footnote), and therefore excludes books, conferences and many journals. In contrast the data reported in the previous section is based on self-reporting by faculty members. This allows measuring a faculty member's complete publications of all types, but omits data of faculty members that did not complete the corresponding questionnaire.

but, given the high quality of faculty we can attract, we still believe that top-tier universities should be our benchmark. However, it is worth mentioning that the contribution of faculty members has been recognized by The Institute of Operations Research and the Management Sciences (INFORMS), the British Operational Research Society, Microsoft Corporation, and other international organizations. Each faculty member, on average, participates every year on the board of a journal and the program committee of an international conference, and all regularly review work of others; these facts indicate the community's recognition of the faculty's scientific status. The tiny number of patents awarded to faculty members is expected, given the nature of the subjects that the Department covers. Substantial help from the University in obtaining patents on its behalf might help the University gather a patent portfolio and the researchers to file for them. On the other hand, 89% of the faculty indicated that the results of their scientific work are used in practice (e.g. by the industry).

Compared to some other well-known organizations, the recognition of the Department's scientific output, as indicated by citations of its faculty's papers in (Table 5-1), is below par.[21] However, scientific productivity, as measured by the number of papers per author, is higher than that of US schools. This seems to indicate that the Department should guide researchers to concentrate on publishing few but high-quality papers in well respected scientific journals. Finally, compared to other University departments, the recognition of the Department's research is highly ranked (see Table 5-1).

5.6. How do you judge the department's research collaborations?

The Department's faculty is markedly extrovert in its research collaborations. 61% indicated that they collaborate with other departments of the University, 94% indicate that they collaborate with other Greek universities, and all replied that they collaborate with universities from abroad. This is a positive sign.

5.7. How do you judge the scientific awards given to the Department's members?

About half of the faculty have received honorary awards from the Department over the past five years. This indicates that the Department strives to provide incentives to the faculty. University and Greek awards are fewer, indicating more a lack of such awards, than something about the faculty. This is corroborated by the fact that more than half of the faculty have received international prizes and distinctions (like best paper awards), and honorable distinctions from other universities over the past five years. Here it is important to underline the fact that members of the faculty have been awarded well known international awards underlying research excellence like the Franz Edelman Award for Achievement in Operations Research and the Management Science, Franz Edelman Finalist Award for Achievement in Operations Research and the Management Science, Presidents Medal Award by the British Operational Research Society, Excellence in Education Award by Microsoft Corporation, etc.

5.8. How do you judge the participation of students in research?

On average, 6 undergraduate students and 8 postgraduate students collaborate on research with each faculty member. There are marked outliers in the level of undergraduate participation. Therefore, there is room for improvement at the participation of undergraduate students. On the other hand, all faculty indicated that they collaborate with graduate students.

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[21] ISI Web of Science; Timespan=2003–2008. Databases=SCI-EXPANDED, SSCI, A&HCI.

6. Relations with External Stakeholders - social, civil and productive

6.1. How do you judge the department's collaboration with external stakeholders?

The Department is engaged in several collaborations of this nature, affecting all aspects of the institutional life of students and faculty. A number of such collaborations will be described below. Generally speaking, all of these initiatives are great motivators for students to engage in activities beyond the traditional classroom. Faculty also find satisfaction in pursuing many of these, but as a negative aspect it has to be mentioned that faculty too often has to devote time on a "volunteer" basis. The administrative workload that these initiatives bring might be difficult to support, and might also interfere with activities that are directly and explicitly evaluated in peer reviews, i.e., research publications (unless of course the collaborations also provide food for research activities).

The Department is member of the **United Nations Global Compact initiative** since November 2007, and the MBA International Program is a member since May 2006. The membership has been instrumental for maintaining CSR issues continuously on top of the agenda of the educational programs and research activities, and it has brought several other important benefits including:

- Interaction with the other national members in order to develop joint local initiatives in Greece.
- Access to a vast database of leading companies world-wide reporting on their CSR policies and action plans. This is an invaluable source of information to our students and to Alumni who become more and more concerned and involved in CSR in their organizations.
- Access to an important and continuously growing number of reports and publications through the Global Compact Data Base.
- Continuous updates in the shape of the news links, and the list of events and conferences / workshops on the Global Compact Website helps keeping students and faculty up to date with all the recent developments.

This membership is promising for the future, but mechanisms must be put in place and students must be actively engaged to drive and report on initiatives.

A capstone event in the department is the **Annual National Student Conference in Management Science and Technology** (http://dmst.aueb.gr/fsdet/history4.html). Organized since 2004, the last year's conferences was devoted to Management Science and CSR – Green Economy and attracted over 500 participants from Greek universities and business, a majority being PhD candidates or Masters students presenting their work (over 70 presentations were made). The conferences are organized by a group of students in close collaboration with a faculty team of three and a board of faculty academic advisors. A large number of organizations, including NGOs and private companies, support the organization of the conference. By organizing this highly visible event, students engage in a unique learning process developing organizational, managerial and communication skills.

In their fourth year of study the undergraduate students engage in a **three-month internship** supervised by faculty (cf. section 3.1.5). In many cases these internships are conducted in various organizations other than profit-making companies. Recent examples include:

- Athens Chamber of Commerce and Industry
- Athens General Hospital
- Hellenic Industrial Property Organization
- Hellenic Parliament
- National Hellenic Research Foundation

These internships have evolved very positively and has placed the department on the recruitment and collaboration map of major companies and organizations. As evolution, an introduction of international internships under the framework of Erasmus collaborations is being examined.

After completion of their coursework, MBA students engage in a 12-week credit-awarding **Field Study Project** (see section 3.2). Since 2000 more than 220 FSPs have been

conducted, mainly with the business sector. Examples of projects conducted with other organizations / institutions include:

- Greek Regulation Authority for Energy - RAE
- Hellenic Ministry of Culture
- Hellenic Society for the Protection of the Monk Seal
- KTE – Center for Technical Research
- Ministry of Labour and Social Affairs
- National Documentation Center
- National Research Centre Dimokritos

The high level of complexity of these projects and the direct immersion in companies or organizations provides great value for the MBA students, and in many cases also direct career opportunities. The FSPs is an important factor building the reputation of the MBA Program and making it widely known and respected in the business community.

Finally, a number of **open seminars** have been conducted with the objective of informing the broader public about and engaging public partners in research activities conducted in the department. A sample of such event is listed in section 6.3.

Besides the Department Chair and the Faculty Relay for CSR, who are the contact persons with the United Nations for the Global Compact, and the 3-member Faculty Team co-organizing the Student Conference, all faculty members participate with various forms of support of the above mentioned activities, including integration of CSR issues in the curriculum, research projects and PhD supervision in CSR areas, advice to the students organizing the conference, and supervision of undergraduate and graduate projects.

The contributions to the activities conducted within the framework of the Global Compact are recognized in the annual reporting to the UN. The first report has been submitted by the MBA International Program and is available on the UN Global Compact Website: http://www.unglobalcompact.org/data/ungc_cops_resources/87328684-5D69-47C1-9E72-E5AA5CF7E1D1/COP.pdf

All activities are also advertised on the department / program websites and students are informed regularly on events and news by e-mail.

Concerning the student conference, faculty members who are formally engaged in supporting the organization are partly recognized in their workload plans. The conference is actively advertised long in advance to all stakeholder of the university.

6.2. How do you judge the ability of the department to develop collaborations with external stakeholders?

There is a quite satisfactory capability, with faculty members taking many initiatives and suggestions of external collaborations. Since the foundation of the department, the Chairs and Vice-Chairs have pursued an explicit strategy of developing such collaborations. The research labs have also pursued this strategy for research projects, both with funding and scientific motivations. What has to be paid attention to is the accompany various initiatives with relevant management procedures, that insure quality and sustainability of existing relations, and frees the hands and minds for new developments.

For the major initiatives described above, the UN Global Compact is governed by an effective framework for participation, progress review and communication. For the student conference the department has developed, over the years and from experience, a process including important steps and a GANNT chart for the time planning. For other collaborations, the Relations Office of the University (www.liaison.aueb.gr) is making great progress towards publishing, communicating and actually engaging departments, faculty and students in such endeavors. The office also offers networking support once faculty declares interest in the programs and activities being proposed.

Faculty has been the initiator of all the above activities, which are very important for the visibility of the department and for its role as an active participant in society. There is a peer evaluation system of all faculty members in the position of Lecturer, Assistant and Associate Professor, which encourages engagement in such collaborations. Senior faculty also often brings younger colleagues along in various projects. Generally speaking there is great motivation for pursuing existing and developing new initiatives, when the overall workload and career advancement procedures allow it.

On the part of organizations and partners, existing and potential, there is a strong interest for developing collaborations with the department. As currently the only public university member in the UN Global Compact Network Hellas, there is a for example a great interest

both from the UN representatives and from other members (companies, organizations) to collaborate with the university (conducting case studies, engage students in internships, support research...).

In is essential to emphasize the important role that the research labs of the department plays in developing and maintaining contacts with external stakeholders. In order to reinforce the profile of the labs also from an administrative and not only academic point of view, a process of ISO 9001:2000 certification is in progress in the research labs of the department. In 2007, the Management Science Laboratory (MSL, www.msl.aueb.gr) became the first research laboratory of AUEB to obtain, by TÜV Hellas, the ISO 9001:2000 Quality Management System Certification.

6.3. How do you judge the activities of the department in view of development and reinforcement of collaborations with external stakeholders

As one collaboration often brings another, it is of utmost importance that the various activities are reported and communicated extensively both internally and to external stakeholders. As mentioned earlier, the Global Compact membership comprises the compulsory editing of an annual progress report (first issue after the first two years of membership). This document is widely distributed to all stakeholders of the department. Concerning the student conference, there has been extensive media coverage. Moreover, proceedings have been published for all the conferences since their start in 2004.

Internships and Field Study Projects are reported internally and in the case of the Masters projects the deliverables are submitted to the collaborating organizations, in front of which presentations are also made. For confidentiality reasons, there is a limited possibility of publishing the detailed results, although sometimes principal results can be published in scientific paper.

As for research conducted with social partners, it is subject to the same processes of communication and publication (scientific conferences and journal) as all research.

In addition, the department has been editing a newsletter since 2002 (10 issues until 2007). It is available for download from the department website and is also distributed to a mailing list of partners of the department. The newsletter gives an extensive account for all major activities conducted in the department.

The department has also organized numerous events with the objective to present and communicate activities and research to the wider public. Indicatively, such events include:

- Open Information Seminar in collaboration with the University of Cyprus on the Business Plan Competition CyEC 2003.
- Open Seminar in collaboration with the Hellenic Industrial Property Organization, organized by the ELTRUN Research Lab on the theme "Protection of Inventions" (2003).
- Open Seminar in collaboration with the General Secretariat of Research and Technology, organized by the MSL Research Lab on the theme "Innovation: Determinants and Issues for the Future of the Greek Economy" (2003). Keynote speaker was Dr. C. Wessner, Director for Technology and Innovation, US National Academy of Sciences.
- Open Seminar in the framework of the EC project eAWARe organized by the ELTRUN Research Lab on the theme "Governance Security and European Citizens" (2003).
- Joint IFIP 8.2 and 9.4 conference (2003).
- First National Student Conference in Management Science and Technology (2004).
- Organization of the academic conference "ETHICOMP" by the ELTRUN Research Lab in collaboration with the University of the Aegean, De Montford University and Southern Connecticut State University (2004).
- Second National Student Conference in Management Science and Technology (2005).
- Open Seminar in collaboration with the European Observatory of E-Business, organized by the ELTRUN Research Lab on the theme "Electronic Pay and Invoicing" (2005).
- Organization of the academic conference "EUROITV" by the ELTRUN Research Lab (2006).
- Third National Student Conference in Management Science and Technology (2006).
- Open Seminar on "The Markets for Renewable Energy" organized by the MSL Research Lab and the MBA International Program. Speaker was Mr Rakesh Bakshi

Chairman of Chairman and CEO, RRB Consultants & Engineers Pvt. Ltd., New Delhi, India (2006).

- Fourth National Student Conference in Management Science and Technology (2007).
- Open Seminar organized during the Money Show 2007 by the IST Lab on the theme "Open Software" (2007).

Alumni of the department are an important source for nurturing external collaborations. Alumni relations is something that the department faculty is currently focusing on to develop more systematically, especially concerning the Alumni Association of the undergraduate program (http://alumni.dmst.aueb.gr/). Concerning the MBA International Alumni Association (www.i-mbalumni.com), various activities are regularly conducted, the capstone event being the annual career fair attracting over 40 top companies from Greece and abroad. For the next academic term an extensive survey among the alumni of the MBA International is designed by the Career Office with the objective of mapping better and integrating more extensively the alumni of the program in the university activities broadly speaking. The experiences gained from the alumni relations in the MBA will also be transferred to the undergrad alumni relations.

As already mentioned, it is of paramount importance that smooth procedures are established for existing collaborations, and that responsibilities are shared among faculty members, so that further developments can be engaged. Overall, there is a clear lack of administrative support due to staff shortage, which jeopardizes the development of initiatives. If various activities stand or fall with the good will of the faculty members, this is a danger to sustainability.

6.4. How do you judge the relation between collaboration with external stakeholders and the educational process?

Guest speakers are invited in some of the undergraduate courses and many of the postgraduate ones. Guest speakers intervene mostly on technical issues including demos of software and database technologies. At the Masters level, guest speakers provide their views of a particular timely and strategic issue, or present their company as a thematic case study, depending on the course subject. An extensive list of visiting faculty is provided elsewhere in the report.

The educational process is not only limited to the courses. As already mentioned, various activities such as the membership in the Global Compact, the Annual Student Conference, the internships and Field Study Projects allow for extensive integration with external stakeholder in the educational process as a whole.

6.5. How do you judge the contribution of the department to local, regional and national development?

Collaboration with various organizations and contribution of faculty members is generally strong, but can be expanded and become more institutionalized than personalized. This is what the university as a whole is trying to achieve, for example with the reinforced actions of the Relay Office.

Collaborative agreements are often set up between the external organization and the different research laboratories of the department. This structure is preferred as it reinforces the topical area of research and education in the interaction with the partner. Each research lab is positioned to offer area-specific knowledge and expertise depending on the scope and content of each different form of collaboration.

There are also numerous examples of representation of the department through its faculty members in committees, boards and national and international development programs, indicatively:

- Prof. G Doukidis was responsible for developing the national strategy on Electronic Commerce at the Greek Ministry of Trade and Industry and was chairman of the scientific committee of the Greek National Committee on Electronic Commerce.
- Prof G. Doukidis was National representative at EBES (European Board on Electronic Commerce Standards) and currently is member of the European eBSN Steering Group.
- Prof G Doukidis has participated in various committees on Electronic Commerce of DGIII (for the G7 project for SMEs) and DGXXIII and prepared a report on "Electronic Commerce and Employment" for EUROCOMMERCE and EUROFIT.
- Prof. S. Lioukas was Ambassador of Greece to the OECD (1996-2001).

- Prof. S. Lioukas has been a member of the negotiation group for the contract of the Rio-Antirrio bridge and road construction consortium.
- Prof. S. Lioukas has been a member in the expert group for the planning and geographical layout of the Attica Road (Stavrou-Elefsinas).
- Prof. P. Miliotis has collaborated with the Center for Global Business of the United Nations.
- Prof. G. Prastacos was a member of the Board of Directors, Hellenic Management Association - EEDE (2005 -07).
- Prof. G. Prastacos was heading a panel of experts in the EC program FORESIGHT for evaluating scenarios of development of various technological sectors, and the impact of innovation for the development of business and society (2002-03).
- Prof. A. Refenes is a Board Member of the Hellenic Competition Commission since 2004.
- Prof. K. Zografos was a National Representative of Greece on Transport issues in the 6th RTD Framework Programme, European Commission (2003-2004).
- Prof. K. Zografos has been invited speaker to the Olympic City Forum on "Identification of European Good Practices related to Olympic Games Planning" (2004).
- Asc. Prof. G. Giaglis was President of the evaluation committee for the public tender for the project "Creation and Management of the Ministry's Web Portal", Greek Ministry of Health, (2004 – 2006) and President of the evaluation committee for the public tender for the projects "Creation and Management of the Information System of the General Secretariat of International Economic Relations and Developmental Collaboration" and "Employee Training for the General Secretariat of International Economic Relations and Developmental Collaboration", Greek Ministry of Foreign Affairs (November 2004 – now).
- Asc. Prof. G. Giaglis was member of the Working Group for the Business Plan for the Development of eCommerce in Greece, Greek Ministry of Development (2004 –2005).
- Asc. Prof. G. Ioannou is a Member of the Research Committee of Technical Chamber of Greece (since 2002), and Associate Member, National Scientific Committee of the School of Public Administration (since 2003), and was a Member of the Evaluators of the Information Society SA (2003-2004).
- Asc. Prof. A. Pouloudi was an Evaluator for the European Commission as expert for ethical issues, 7th European RTD Framework Programme (FP7), 1st Call of the ICT programme (2007), and is Communications and Sponsorship Officer in the Hellenic Chapter of the Association for Information Systems AIS (since 2005).
- Asc. Prof. D. Spinellis is a Senior member of the association for Computing Machinery ACM, a Committer at the FreeBSD Project (www.freebsd.org), a member of the IEEE Software Editorial Board contributing the *Tools of the Trade* regular column, and volunteer active member and Wikipedian at the Wikimedia Foundation (http://wikimediafoundation.org).
- Asc. Prof. E. Soderquist is Faculty Relay for CSR in the MBA International Program, and was an expert evaluator of IST R&D in FP6 and FP7, co-authoring the report "IST R&D Evaluation and Monitoring – Evaluation Plan" for the EC - DG INFSO (2006).
- Asc. Prof. C. Tarantilis was the Special Secretary of the Hellenic Operational Research Society (HEL.O.R.S.) and member of the HEL.O.R.S Board of Directors (2001-2005).

The above list provides examples of how Department faculty is regularly solicited to provide expertise and participate in various programs, committees and experts groups, both at the local/regional, national and international levels. The contribution of the department in these areas is regularly communicated through the department website, the department newsletter DETails, press releases, and in various events and presentations. Hence, there is a broad diffusion both though such communication channels and the more traditional academic channels such as journals and conferences, all contributing to the wide recognition of the department. These dissemination processes sustain the reputation of the department and sustain the networking of its faculty members with national and international partners and collaborating bodies and individuals.

Finally it is also worth mentioning that Students in the MBA International Program participated in 2007 in actions for supporting the victims of the fire catastrophes in Peloponnesia, and also participated in environmental protection action such as the recycling day organized by the Athens Municipality. In the framework of the membership

in the UN Global Compact, and its Hellenic Network, such actions will be extended to the undergraduate level, and multiplied in the coming years.

7. Strategy for Academic Development

7.1. Comment on the Department's Strategy for Academic Development

Until the recently enacted low governing the Greek institutions of higher education (2008) the concept of strategic planning (in the strict sense of the term) was not existent in the Greek Universities where all decisions regarding the resources needed (e.g. faculty positions, operational budget, infrastructure investments, etc.) were decided centrally by the Ministry of Education with minimum input (mainly regarding the area of specialization of the faculty positions) by the department. Furthermore, the number of students to be enrolled was (and still is) based on a decision made centrally in an arbitrary sense by the Ministry of Education. It is worth mentioning here that the input provided by the department has never been used by the ministry of Education. Thus, the question regarding the strategic planning does not seem to be applicable for the period that is covered by the assessment exercise currently under way. However, the Department (within the limited flexibility allowed by the existing institutional framework) uses various statistical analysis and indicators, as well as formal discussions in the departmental assembly and the relevant faculty committees, to form and implement its academic development strategy. Some of the indicators used (that are also disseminated to the academic community) are: average duration of studies, average degree scores (and relevant distributions), class attendance percentages (%) and success/failure in the examination process. For example in the last analysis (January 2008) the average duration of studies is 4,26 years, the average graduation GPA is 7,43. The distribution of graduation GPA is illustrated in Figure 7-1.

Figure 7-1. Distribution of Graduation GPA (2008)
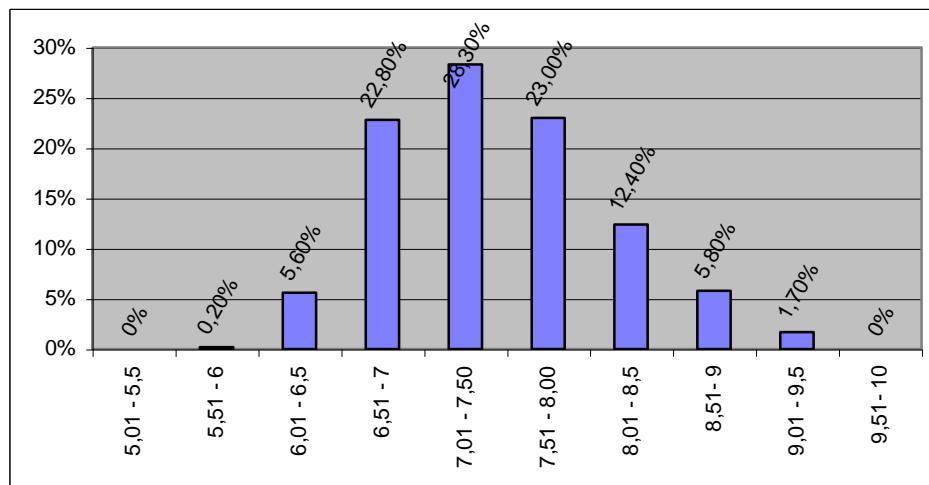
Moreover, the department publishes and actively promotes new faculty positions over the Internet, to lists of Greek academics, and to other outlets so as to recruit the best faculty members possible for each advertised post.

The department each September issues a Newsletter (Annual Report) that reports the development elements of the Department: newly elected Faculty, new PhD holders and research programs, various Department's events, students / graduates / Faculty honors etc. The results are discussed in the departmental assembly and the relevant committees.

The annual Newsletter is actively promoted and disseminated to relative lists to ensure visibility and transparency in the department's development over time.

In terms of faculty development, all faculty that are not in the Full Professor rank, undergo an annual review by a special committee consisting of three full professors (different for each faculty member, according to discipline). The committee reviews the faculty's annual progress and future plans and makes recommendations towards the academic development of the faculty.

The department frequently invites professors from abroad to the program "Visiting Professors" and organizes special events with their active attendance. These events also strengthen the department's academic development strategy.

In terms of student recruiting, the department strives to ensure that the best possible candidates choose the department for their studies. To this end, the department organizes special informative material (pamphlets and statements) that are sent each year to 460 lyceums and selected tuition centers. Also presentations in selected lyceums are realized and two press statements are registered each year in newspapers of Pan-Hellenic circulation. Finally, a dedicated information service (help desk) for parents and students is functioning for the period of completion of computer bulletins, aiming at telephone or personal briefing. The success of our department to attract high calibre students is underlined by the fact that the department ranked second, in terms of the grades received by the students, who were admitted in the Department, in the Pan-Hellenic University Admission Exams among 22 business and management departments and third among 22 informatics and telecommunications departments.

7.2. Comment on the procedures for devising the Department's Strategy for Academic Development

The aforementioned procedures have all been working smoothly and contribute significantly to the academic development of the faculty, the students and the department as a whole.

A problem exists with the annual student intake relative to the physical infrastructure and resources available. While the department asks the Ministry to admit annually 80 students, the Ministry always overallocates students and surpasses by far the targets established by the department, without due justification. The students that finally enroll are about double those suggested by the department. For example, for the academic year 2007-8 the department was requested to admit 173 first year students as compared to 80 students initially proposed by the department.

8. Administrative Services and Infrastructures

8.1.   Comment on the effectiveness of administrative and technical services

The secretariat of the Department employs 6 administrative employees. All of them are graduates of higher education institutions, while two are holders of postgraduate degrees. The tasks and the competences of the Secretariat are organized so as two employees are always available to serve the students.

The schedule of operation of the Secretariat is 08:00 - 16:00 so that students can be served during the day (09:00-13:00). The remaining hours the secretariat is available for the faculty and for the documentation of all the rest of bureaucratic work. A research/poll that is held each year in first year students in the University, places the Department of Management Science and Technology as the one with the higher satisfaction considering students opinions. The aim of the research was to record the opinions and reflections of first year students on subjects of Education, Greek Society, Internal Exterior Policy, general subjects of Policy. Indicative results of the research for 2008 are presented in the following graph:

Figure 8-1. Level of satisfaction related to the Departmental administrative and technical services
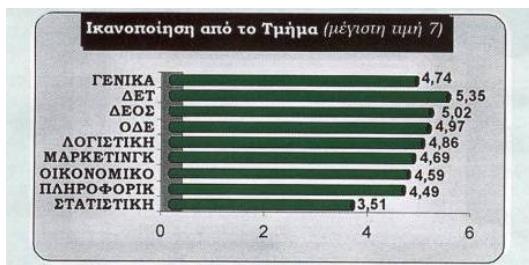
The laboratory of Information Technology of the Department includes three independent lab rooms that collectively provide 78 workplaces for the students and are staffed by two members of Special Technical Laboratorial Personnel and three Administrative Employees. Three individuals from the staff hold postgraduate degrees. The laboratory's operating schedule is 9am until 8pm with continuous presence of one person, who is in charge for the proper operation of the laboratory along with complementary work regarding the students. Faculty can use a room so that they hold organized seminars. From a technological point of view, the workplaces are equipped with modern PCs of (indicatively) 2.4Ghz and support state-of-the-art operating systems, such as Windows and Unix. The technological infrastructure is supplemented by 3 Laser printers, 3 inkjet printers and 3 scanners. More specifically, the hardware includes: Thirty (30) PC Pentium IV at 3.0 GHz Dual Core, 1GB RAM and 80 GB disk, Thirty (30) PC Pentium IV at 2.4 GHz, 512MB RAM and 80 GB disk and eighteen (18) PC Pentium IV at 3.0 GHz, 512MB RAM and 80 GB disk. All these instruments are set up on Active Directory 2000 structure. The laboratory of information technology is based on 19 servers. The servers are running Windows Server 2000/2003. The software of the laboratory includes Windows 2000 Pro and Windows 2003 Server and daily use of Desktop applications, MS Office Premium. The complete environment of development applications in Visual Studio 6 is also available. The above are supported by an MS SQL server 2000.

The laboratories' effectiveness of operation is ensured by the employment of the aforementioned specialized personnel. The students have always in their disposal an individual skilled and capable to solve each problem and to personally help them. This fact accelerates the learning process eliminating time-consuming drawbacks that a student can face. Moreover, the technical failures are faced immediately, while the responsible persons keep sufficient order in the labs. Finally, the existence of three labs ensures the continuous availability of one lab to students when programmed seminars run in the other two.

Table 8-1. Level of satisfaction related to the services offered by the Laboratory of Information Technology

	None	1-2 times	3-5 times	More than 5 times	Not answered
How many times during the semester have you faced computer failure?	62,6%	35,3%	0,7%	1,4%	0,0%
	None	1-2 times	3-5 times	More than 5 times	Not answered
How many times during the semester have you faced printer failure?	84,2%	12,2%	2,2%	1,4%	0,0%

The infrastructures and services of information technology are supported by the employees of the Laboratory of Information technology and extend, apart from the infrastructure that is involved with the operation of the Laboratory, in services of Information Centre and more precisely:

- The support of all network and internet needs of the Department
- The supply with email accounts for the faculty but also for students even after their graduation
- Development of specialized applications that facilitate the process of education
- Correspondence to hardware problems and completion of required processes for maintenance (diagnosis of damage, communication with companies, realization of competitions)

Consequently, the Department has autonomy concerning the infrastructures and the information technology services, leading to effectiveness and reliability in the services provision.

Table 8-2. Rating of the Departmental Website

How do you judge the web page of our Department as for....	Bad	Mediocrely	Good	Very Good	Not answered
appearance	0,7%	20,9%	56,1%	22,3%	0,0%
immediate information through announcements	2,2%	12,2%	35,3%	48,9%	1,4%
Quality of published material	0,7%	13,7%	51,1%	33,1%	1,4%
Easiness of information inquiry	0,0%	14,4%	46,0%	38,1%	1,4%

8.2. Comment on the student care services

All students have access Information and Communications Technologies. In particular the Department has 80 Computers in 3 laboratories (that function 12 hours daily) in order to cover the needs of all members.

A personal tutor (member of faculty) is allocated for all first year students. Each faculty member supervises 6-8 students that he/she meets in regular intervals or during office hours.

Students with educational problems are approached by the faculty (mostly by their personal tutor, even after the recommendation of another faculty member) aiming to discuss with them the problems they might face with the program of study and/or particular courses.

The Athens University of Economic and Business provides scholarships for students of the department that excel in their studies.

Two weeks before the commencement of the courses first year students attend preliminary courses in Mathematics, in Information technology and in Management (Business Game).

The students are very active in terms of their participation in the Department's life. As an example, each year they organize their own student conference where more than 50 papers are presented (from more than 15 higher education institutions in Greece and abroad), drawing more than 500 attendees. The students also organize special events for postgraduates, professional re-establishment, etc. The same is performed also from the Department's Alumni, which is a recognized association (http://alumni.dmst.aueb.gr/).

8.3. Comment of the infrastructures of the department

The secretariat of the department is located in the ground floor in the main building of Athens University of Economics and Business (Antoniadou entrance) so that it can serve students that face kinetic problems, among others. The space, however, that accommodates the secretariat is small (hardly 30 m2) to satisfy the needs of student record keeping and documents important for the Department.

One of the major infrastructure problems of the department is its fragmented space allocation. Faculty offices, teaching rooms, labs, and the secretariat are located in different buildings, sometimes with large distances between them. This makes co-ordination difficult in some cases.

8.4. Comment on the use of new technologies by the various departmental services (not teaching and research)

The department is a leader on issues concerning application and exploitation of new technologies in the educational process. As of May 2004, the Department possesses an integrated information system for dissemination of information and material students as well as for the electronic distribution of educational material. This system, called the EDUPORTAL, has been developed based on international models and standards from the best foreign Academic Institutions (eg. Open courseware MIT) and aims towards better management of the material that is used to support teaching in the department of Management Science and Technology. The system aims in the management of educational content of the undergraduate program of the department, by binding the instructive material that is presented with the teaching schedule and by unifying the presentation of material with the remainder information that concerns the course.

The department has also created a network of 16 knowledge portals (internet portals) that covers the scientific areas of the Department and is accessible in the address: http://portals.dmst.aueb.gr. The internet portals, as well as the program study of the Department, cover a wide spectrum of knowledge fields and aim at providing educational and inquiring material, in sectors as: Management Science, Organizational and Business Strategy, Supply Chain and Logistics, Human Resources management, Financing Mechanics, Production and Operations Management, Management of international Business, Retailing and Sales, Innovation and Business, E-commerce, Information systems, Digital Marketing, Data Management and Business Intelligence, Software Technologies, Software Usability and Interactive TV, Mobile Business, and others.

The department has also developed an information system that automates the various transactions of students with the Secretariat of the Department (e.g. application for degree award, semester declaration of course) and with the faculty of the Department (e.g. coursework teams, submission of essays etc).

The operations of Department that are supported by new technologies are used daily and extensively by the students and academic faculty. Indicative results for the time period exist in the following table

Table 8-3. Use of new technologies by the various departmental services (not teaching and research)

Site:	No of downloads	No of visitors (homepage)	No of visitors (courses pages)	No of visitors (announcements)
Oct 07	1027762	41358	8804	10771
Nov 07	1143999	46306	11271	10865
Dec 07	1011873	40477	8505	8753
Jan 08	1055366	45033	10563	10299
Feb 08	1027244	43204	8467	11307
Mar 08	1344785	52622	10756	18158
Apr 08	1047296	63194	18101	23723
May 08	1065268	71205	21643	28445

Between October 2007 and May 2008, an average of 95.1203 visits per month in the home page of the Department (http://dmst.aueb.gr) was recorded. The same period more than 250 students visited the home page of the courses daily, while more than 320 daily visited the central table of announcements.

There is an extensive biographical report of the academic personnel in the department's website (www.dmst.aueb.gr). Also 7 members have personal web pages. The Department's website is updated daily.

8.5. Comment on the transparency and effectiveness in the use of infrastructure and equipment.

The infrastructures of the Department are the 3 laboratories, that are available daily for the students 09:00 - 21:00. The equipment of the laboratories is also available daily for the students. Moreover, 20 Courses use the laboratories for teaching.

The procedures for allocating lab space to modules are co-ordinated by the department's technical staff and are transparent and effective.

8.6. Comment on the transparency and effectiveness in the use of financial resources.

According to the existing institutional framework the department does not have any authority or even input to the decision making process regarding the management of financial resources. The only financial resources under the discretion of the department are funds allocated to the department by the University's Research Foundation. These funds are generated by the department through the overhead applied to the department's research activities. The management of these funds follows a very transparent process, every year the funding available to the department is announced at the Special General Assembly of the department and the allocation of these resources to different budget items is decided by the same decision making body. The Chairperson of the department is responsible for authorizing the relevant expenses. At the beginning of each academic year a report presenting the use of these resources during the previous academic year is presented at the Special General Assembly for approval. Thus, the process is totally effective and transparent.

9. Conclusions

The Internal Evaluation Procedure has identified a number of positive and negative aspects of the department.

The most important positive aspects are the following:

- A well-designed curriculum that is in complete alignment with the societal needs and the provision of high quality education to the students.
- Provision of academic guidance and support to undergraduate students through the direct supervision of undergraduate students by faculty academic advisors.
- Well-established procedures for assessing and improving teaching quality.
- Substantial academic visibility and recognition of the department at national and international level
- Extremely high faculty research productivity.
- Extremely high ability of the faculty to attract research funds on competitive basis.
- Well-established procedures for monitoring student performance and alumni career paths.
- Integration in the academic curriculum of contemporary educational issues regarding Corporate Social Responsibility.
- Use of ICT technology and other innovative educational approaches for effective teaching.
- Strong and internationally recognized and internationally accredited (MBA International Program) graduate programs (both at Master's and Ph.D. level).
- Dedication of faculty to their teaching and research duties.
- Extremely high graduation rates during the normal duration of the undergraduate studies.
- International distinctions and recognition of faculty research.
- The department has been extremely successful to attract high calibre students.
- Very good placement of our graduates in well known graduate programs.
- Very good placement of our graduates in the labor market.

The most important negative aspects are the following:

- Dramatic lack of physical infrastructure (close to the point of placing in danger the operation of the department, e.g. lack of office spaces for faculty, lack of space for research laboratories, lack of space for administrative offices (e.g. departmental secretariat), lack of space for classrooms and students' leisure activities).
- Substantial under-funding of the departments' operations e.g. very poor facility maintenance, lack of technical (lab technicians) and administrative stuff, etc.
- Very tight control of the decision making process regarding academic and administrative matters by the central government (lack of autonomy in decision making).
- Lack of national research funding.
- Lack of financial incentives for productive faculty (currently the same pay scale is applied to all faculty of the same rank regardless of their productivity).

10. Plans for Improvement

Most of the negative aspects identified in this report relate to the unavailability of resources and the irrational and ineffective institutional framework imposed on Greek Universities. Therefore, the Ministry of Education should take into consideration the negative points identified in section 9 of this report in order to provide:

- adequate human resources (faculty, administrative personnel, technical personnel),
- adequate physical infrastructure and technical resources,
- a more decentralized decision making framework,
- financial incentives and rewards for productive faculty, and
- more research funds and scholarships for PhD students.

Recommendations at the University level include:

- Rationalization of the undergraduate curriculum e.g. eliminate or reduce to the minimum possible extent overlapping among the curricula of undergraduate departments.
- Rationalization of the graduate programs e.g. eliminate overlapping of programs, rationalize faculty teaching load, establish a graduate school with a well designed academic and administrative structure.
- Rationalize space allocation and spatial distribution of departmental activities.
- Improve facilities' maintenance.
- Establish more uniform, recruitment, tenure, promotion standards among the various departments.
- Rationalize the allocation of support personnel (e.g. administrative staff, lab technician) among the departments by taking into account actual needs.

Finally, the department in its medium range plans will actively try to implement the following actions:

- Improve the allocation of workload among faculty members by considering their involvement in research, teaching and administrative duties.
- Improve the mentoring process by guiding young faculty to strike a better balance between quantity and quality of publications.
- Streamline the specializations offered at the undergraduate program and better align teaching and research needs and faculty areas of specialization.
- Introduce graduate program (Master of Science) to cover non MBA oriented graduate study needs.
- Support research excellence with the limited departmental funds by providing best paper awards to faculty publishing in high calibre high impact journals
- Guide faculty to publish in well respected high impact scientific journals (i.e., place more emphasis on quality as opposed to quantity of publications).

11. Tables

Table 11-1. Faculty, administrative and technical staff

		2006-2007 *	2005-2006	2004-2005	2003-2004	2002-2003
Professors	Total	7	7	7	7	7
	Promotions	-	-	-	-	-
	New recruits	-	-	-	-	-
	Retirements	-	-	-	-	-
	Resignations	-	-	-	-	-
Associate Professors	Total	4	2	2	-	1
	Promotions	2	-	2	-	-
	New recruits	-	-	-	-	-
	Retirements	-	-	-	-	-
	Resignations	-	-	-	-	-
Assistant Professors	Total	5	7	8	7	6
	Promotions	-	-	1	-	-
	New recruits	-	-	-	1	2
	Retirements	-	-	-	-	-
	Resignations	-	-	-	-	-
Lecturers	Total	5	5	5	6	2
	Promotions	-	-	-	4	2
	New recruits	-	-	-	-	-
	Retirements	-	-	-	-	-
Auxiliary teaching staff	Total	-	-	-	-	-
Temporary teaching staff **	Total	22	21	28	23	23
Technical Personnel (Labs)	Total	5	5	4	2	1
Administrative Personnel	Total	6	6	6	6	6

* Refers to the last year

** Refers to the number of contracts as opposed to the number of instructors (e.g., if an instructor teaches a course during the Fall and Spring semester, then there are two contracts for the same instructor)

Table 11-2.1. Number and distribution of students, total student population

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Undergraduate	803	775	716	650	516
Postgraduate	250	256	275	277	281
PhD	8	14	8	13	32

Table 11-2.2. Number and distribution of freshmen students, undergraduate student distribution

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Entry exams	151	156	151	154	162
Transfers	-	-	-	-	-
Other University graduates	-	1		3	
Other categories	19	24	26	20	23
Total	170	181	177	177	185

Department of Management Science & Technology, AUEB

Table 11-3.1. Number and distribution of applications and graduates of the MBA International program

Postgraduate Course:	«MBA International»				
	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Applications	200	200	240	250	300
Entry	161	184	197	206	210
Graduates	97*	173	192	194	199

* The next graduation will take place at the 16th of December 2008

Table 11-3.2. Number and distribution of applications and graduates of the Executive MBA program

Postgraduate Course:	Executive MBA				
	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Applications	190	230	260	294	316
Entry	32	47	46	45	46
Graduates	38	38	50	42	43

Table 11-3.3. Number and distribution of applications and graduates of the MSc in Human Resource Management Program

Postgraduate Course:	MSc in Human Resource Management

	2006-2007	2006-2008	2005-2006	2005-2007	2004-2005	2004-2006	2003-2004	2003-2005	2002-2003	2002-2004
	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time
Applications	142	142	177	115	180	184	222	213	100	120
Entry	26	41	17	38	27	40	21	40	21	21
Graduates	26	39	18	38	29	41	18	39	19	19

Table 11-4. Number and distribution of applications and graduates of the PhD Study Programme

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Applications	38	26	61	64	17
Entry to the PhD Study Programme	7	17	11	20	15
Graduates of the PhD Study Programme	8	7	2	9	1

Table 11-5.1. Undergraduate Courses (both Fall and Spring Terms)

COURSE	Webpage	Information & Study Guide page [22]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
		(in English)				
Introduction to Management	http://dmst.aueb.gr/en2/ Courses2/1sem/ manag_intro.htm	18	Ioannis Spanos	Compulsory	No	24
Marketing	http://dmst.aueb.gr/en2/ Courses2/1sem/ marketing.htm	16	Sergios Dimitriadis	Compulsory	Yes	26
Information and Telecommunication Systems	http://dmst.aueb.gr/en2/ Courses2/1sem/ its.htm	14	Georgios Giaglis	Compulsory	Yes	26
Microeconomic Environment Of the Firm	http://dmst.aueb.gr/en2/ Courses2/1sem/ micro.htm	17	Georgios Papaconstantinou	Compulsory	Yes	26
Mathematics I	http://dmst.aueb.gr/en2/ Courses2/1sem/ mathI.htm	13	Christos Tarantilis & Emmanouil Kritikos	Compulsory	Yes	26
Contemporary Issues and Trends in Management and Technology	http://dmst.aueb.gr/en2/ Courses2/2sem/ issues.htm	27	Irini Voudouri	Elective	No	24
English for Management Science and Information Systems	http://dmst.aueb.gr/en2/ Courses2/4sem/ english.htm	43	Marianthi Patrona	Elective	No	24
Mathematics II	http://dmst.aueb.gr/en2/ Courses2/2sem/ mathII.htm	19	Emmanouil Kritikos	Compulsory	Yes	26
Statistics for Management Science	http://dmst.aueb.gr/en2/ Courses2/2sem/ statistics.htm	23	Raphael Markellos	Compulsory	Yes	26

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [23]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Accounting	http://dmst.aueb.gr/en2/ Courses2/2sem/ accounting.htm	25	Christos Tzovas	Compulsory	Yes	26
Macroeconomic Analysis and Business Environment	http://dmst.aueb.gr/en2/ Courses2/2sem/ macro.htm	26	Georgios Papaconstantinou	Compulsory	Yes	26
Information and Telecommunication Technologies	http://dmst.aueb.gr/en2/ Courses2/1sem/ its.htm	21	Damianos Chatziantoniou	Compulsory	Yes	26
Decision Making	http://dmst.aueb.gr/en2/ Courses2/3sem/ decision_making.htm	30	Gregory Prastacos	Compulsory	Yes	26
Financial Management	http://dmst.aueb.gr/en2/ Courses2/3sem/ finan_manag.htm	28	Apostolos Refenes	Compulsory	Yes	26
Organizational Behavior and Leadership	http://dmst.aueb.gr/en2/ Courses2/3sem/ org_behav.htm	31	Dimitrios Bourandas	Compulsory	Yes	26
Design & Implementation of Information Systems - Java Programming	http://www.dmst.aueb.gr/ dds/isdi/	34	Diomidis Spinellis	Compulsory	Yes	26
Information Systems and Databases in Business Environment	http://dmst.aueb.gr/en2/ Courses2/3sem/ databases.htm	33	Damianos Chatziantoniou	Compulsory	Yes	26
Mathematical Programming	http://www.dmst.aueb.gr/gr2/ Courses2/ math_prog.htm	36	Panagiotis Miliotis & Ioannis Mourtos	Compulsory	Yes	26
Quantitative Methods in Finance	http://dmst.aueb.gr/en2/ Courses2/4sem/ quant_fin.htm	37	Apostolos Refenes	Compulsory	Yes	26

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [24]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Human Resources Management	http://dmst.aueb.gr/en2/ Courses2/4sem/ hrm.htm	38	Dimitrios Bourandas	Compulsory	Yes	26
Analysis & Design of Information Systems	http://dmst.aueb.gr/en2/ Courses2/4sem/ develop_is.htm	40	Athanasia Pouloudi	Compulsory	Yes	26
Computer Networks and Internet in Corporate Environments	http://dmst.aueb.gr/en2/ Courses2/4sem/ networks.htm	42	Angeliki Poulimenakou	Compulsory	Yes	26
Project Management	http://dmst.aueb.gr/en2/ Courses2/5sem/ project_manag.htm	45	Konstantinos Zografos	Compulsory	Yes	26
Management Science In Practice I	http://dmst.aueb.gr/en2/ Courses2/5sem/ ms_ap.htm	47	Christos Tarantilis	Compulsory	Yes	26
Management and Information Technology	http://dmst.aueb.gr/en2/ Courses2/5sem/ ba_it.htm	49	Georgios Doukidis & Panayiotis Miliotis	Compulsory	Yes	24
Organizational Psychology	http://dmst.aueb.gr/en2/ Courses2/5sem/ psychology.htm	51	Ioannis Nikolaou	Compulsory	Yes	24
Internet Technologies and Applications	http://eduportal.dmst.aueb.gr/ cgi-bin/det.cgi	36 (Greek Information Study Guide	Katerina Pramatari	Compulsory	Yes	24
Quality Management	http://dmst.aueb.gr/en2/ Courses2/6sem/ quality_manag.htm	62	Eric Soderquist	Elective	Yes	24
Simulation and Decision Support Systems	http://dmst.aueb.gr/en2/ Courses2/6sem/ simulation.htm	56	Georgios Giaglis	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Management of Information Systems & E-Business"	Yes	26

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [25]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Production and Operations Management	http://dmst.aueb.gr/en2/Courses2/6sem/production.htm	64	George Ioannou	Compulsory for the specializations "Quantitative Methods for Economics & Management", "Management Science" , "Strategy & Human Recources" and "Supply Chain & Sales"	Yes	26
Electronic Commerce	http://dmst.aueb.gr/en2/Courses2/6sem/ecommerce.htm	59	Georgios Doukidis & Katerina Pramatari	Compulsory for both the specializations "Supply Chain & Sales"" and "Management of Information Systems & E-Business"	Yes	24
Management Science in Practice II	http://dmst.aueb.gr/gr2/Courses2/6sem/49_det_apps_II/main.htm	39 (Greek Information Study Guide)	Christos Tarantili	Compulsory for the specialization "Quantitative Methods for Economics & Management"	Yes	26
Managing Digital Contnent and Mobile Communication	http://dmst.aueb.gr/en2/Courses2/6sem/digital_cont.htm	61	Georgios Giaglis & Georgios Lekakos	Compulsory for the specialization "Management of Information Systems & E-Business"	Yes	26
Supply Chain Management	http://dmst.aueb.gr/en2/Courses2/6sem/supply_chain.htm	55	Konstantinos Zografos	Compulsory for both the specializations "Management Science" and "Supply Chain & Sales"	Yes	26
Business Process Analysis and Modelling	http://dmst.aueb.gr/en2/Courses2/6sem/bpam.htm	57	Angeliki Poulymenakou	Compulsory for the specialization "Strategy and Human Resources"	Yes	26
Special Issues of Softwate Technology	http://www.dmst.aueb.gr/dds/ismr/	67	Diomidis Spinellis	Compulsory for the specialization "Management of Information Systems & E-Business"	Yes	26
Financial Statement Analysis	http://dmst.aueb.gr/en2/Courses2/6sem/fin_stat_analysis.htm	66	Raphael Markellos & Georgia Siougle	Elective	Yes	26
Digital Marketing	http://dmst.aueb.gr/gr2/Courses2/6sem/55_dig_mark/main.htm	39 (greek information study guide)	Adam Vrechopoulos	Elective	Yes	26

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [26]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Business Strategy	http://dmst.aueb.gr/en2/ Courses2/6sem/ bus_strategy.htm	54	Spyridon Lioukas & Irini Voudouri	Compulsory	Yes	24
Management in International Business	http://dmst.aueb.gr/en2/ Courses2/7sem/ int_bus_man.htm	68	Pavlos Dimtratos	Compulsory for the specialization "Strategy & Human Resources"	Yes	24
Financial Engineering	http://dmst.aueb.gr/en2/ Courses2/7sem/ finan_engin.htm	69	Apostolos Refenes & Spiridon Xanthopoulos	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Management Science"	Yes	26
Enterprise Resource Planning Systems	http://dmst.aueb.gr/en2/ Courses2/7sem/ ent_res_plan.htm	70	George Ioannou	Compulsory for the specialization "Management of Information Systems & E-Business"	Yes	26
Analysis and Design of Distribution and Transport Systems	http://dmst.aueb.gr/en2/ Courses2/7sem/ distr_trans_syst.htm	74	Konstantinos Zografos	Compulsory for the specialization "Supply Chain & Sales"	Yes	26
Sales Management	http://dmst.aueb.gr/gr2/Courses2/ 7sem/52_sales_man/ main.htm	45 (greek information study guide)	Adam Vrechopoulos	Compulsory for the specialization "Supply Chain & Sales"	No	24
Management of Information Resources	http://dmst.aueb.gr/en2/ Courses2/7sem/ info_res_manag.htm	76	Athanasia Pouloudi	Compulsory for the specialization "Management of Information Systems & E-Business"	No	24
Business Strategy Implementation	http://dmst.aueb.gr/en2/ Courses2/7sem/ bus_str_impl.htm	81	Spyridon Lioukas	Compulsory for both the specializations "Strategy & Human Resources" and "Management Science"	Yes	26
Personal Skills Development	http://dmst.aueb.gr/en2/ Courses2/7sem/ per_skills_dev.htm	78	Ioannis Nikolaou	Compulsory for both the specializations "Strategy & Human Resources" and "Management Science"	Yes	26
Managing the Extended Enterprise	http://dmst.aueb.gr/en2/Courses2/ 7sem/manag_extend_enterp.htm	77	Eric Soderquist & Angeliki Poulymenakou	Compulsory for the specialization "Strategy & Human Resources"	Yes	24
Networks and Combinational Optimization	http://dmst.aueb.gr/en2/ Courses2/7sem/ networks_comb_opt.htm	75	Panayiotis Miliotis & Ioannis Mourtos	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Supply Chain & Sales"	Yes	26

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [27]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Data Management and Business Intelligence	http://dmst.aueb.gr/en2/ Courses2/7sem /bi.htm	72	Damianos Chatziantoniou	Compulsory for the specialization "Management of Information Systems & E-Business"	Yes	26
Procurement and Demand Management	http://dmst.aueb.gr/gr2/ Courses2/7sem/ 53_supply_man/main.htm	45 (greek information study guide)	Katerina Pramatari	Elective	Yes	24
Transformation and Innovation	http://dmst.aueb.gr/gr2/ Courses2/7sem/ 54_transf/main.htm	44 (greek information study guide)	Ioannis Spanos	Compulsory for the specialization "Strategy & Human Resources"	No	24
Stochastic Forms of Operational Research	http://dmst.aueb.gr/gr2/ Courses2/stochastic.htm	46 (greek information study guide)	Panayiotis Miliotis	Compulsory for the specialization "Quantitative Methods for Economics & Management"	Yes	26
Investment Analysis	http://dmst.aueb.gr/gr2/ Courses2/7sem/ 56_inv_analysis/main.htm	78	Apostolos Refenes & Spiridon Xanthopoulos	Compulsory for the specialization "Quantitative Methods for Economics & Management"	Yes	26
Enterpreneurship	http://dmst.aueb.gr/en2/ Courses2/8sem/ enterpr.htm	79	Irini Voudouri	Compulsory	Yes	24
Independent Study (Fall term)	http://dmst.aueb.gr/gr2/ Courses2/ekponisi.htm	44 (greek information study guide)	N/A	Compulsory	N/A	Not defined
Independent Study (Spring term)	http://dmst.aueb.gr/gr2/ Courses2/ekponisi.htm	44 (greek information study guide)	N/A	Compulsory	N/A	Not defined

Table 11-5.1. Undergraduate Courses (both Fall and Spring terms)

COURSE	Webpage	Information & Study Guide page [28]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
In-Company Practical Project (Fall term)	http://dmst.aueb.gr/gr2/ Courses2/Praktiki.htm	46 (greek information study guide)	Irini Voudouri, Ioannis Spanos, Adam Vrechopoulos, Pavlos Dimtratos	Compulsory	Yes	Not defined
In-Company Practical Project (Spring term)	http://dmst.aueb.gr/gr2/ Courses2/Praktiki.htm	46 (greek information study guide)	Irini Voudouri, Ioannis Spanos, Adam Vrechopoulos, Pavlos Dimtratos	Compulsory	Yes	Not defined

Table 11-5.2. Undergraduate Courses (both Fall and Spring Terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Introduction to Management	Yes	48	**6**	BK	Compulsory	241	152	Yes	151
Marketing	Yes	52	**6**	BK	Compulsory	264	159		142
Information and Telecommunication Systems	Yes	52	**6**	BK	Compulsory	253	171		152
Microeconomic Environment Of the Firm	Yes	52	**6**	BK	Compulsory	223	154		138
Mathematics I	Yes	52	**6**	BK	Compulsory	247	150	No	139
Contemporary Issues and Trends in Management and Technology	Yes	48	**6**	GK/SD	Elective	137	50	Yes	50
English for Management Science and Information Systems	Yes	48	**6**	SK	Elective	66	8		11
Mathematics II	Yes	52	**6**	BK	Compulsory	306	127		117
Statistics for Management Science	Yes	52	**6**	BK	Compulsory	241	74	No	57
Accounting	Yes	52	**6**	BK	Compulsory	357	159		146

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Macroeconomic Analysis and Business Environment	Yes	52	6	BK	Compulsory	274	158		148
Information and Telecommunication Technologies	Yes	52	6	SA	Compulsory	310	155	No	130
Decision Making	Yes	52	6	BK	Compulsory	214	137	No	130
Financial Management	Yes	52	6	SA	Compulsory	243	110	No	97
Organizational Behavior and Leadership	Yes	52	6	BK	Compulsory	288	192	Yes	115
Design & Implementation of Information Systems - Java Programming	Yes	52	6	SA	Compulsory	208	133	No	134
Information Systems and Databases in Business Environment	Yes	52	6	SA	Compulsory	260	112	No	93
Mathematical Programming	Yes	52	6	BK	Compulsory	352	148	Yes	121
Quantitative Methods in Finance	Yes	52	6	BK	Compulsory	290	95		110

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Human Resources Management	Yes	52	**6**	BK	Compulsory	301	142	Yes	106
Analysis & Design of Information Systems	Yes	52	**6**	SA/SD	Compulsory	240	83	No	108
Computer Networks and Internet in Corporate Environments	Yes	52	**6**	SA	Compulsory	230	159	Yes	122
Project Management	Yes	52	**6**	SA	Compulsory	228	113	No	105
Management Science In Practice I	Yes	52	**6**	SA	Compulsory	237	136	No	126
Management and Information Technology	Yes	48	**6**	SA	Compulsory	321	178	Yes	165
Organizational Psychology	Yes	48	**6**	BK	Compulsory	228	104	Yes	131
Internet Technologies and Applications	Yes	48	**6**	SA	Compulsory	211	109	Yes	91
Quality Management	Yes	48	**6**	SA	Elective	112	49	No	65

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Simulation and Decision Support Systems	Yes	52	**6**	SA	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Management of Information Systems & E-Business"	92	44		44
Production and Operations Management	Yes	52	**6**	SA	Compulsory for the specializations "Quantitative Methods for Economics & Management", "Management Science" , "Strategy & Human Recources" and "Supply Chain & Sales"	248	124	No	111

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Electronic Commerce	Yes	48	**6**	SA	Compulsory for both the specializations "Supply Chain & Sales" and "Management of Information Systems & E-Business"	122	66	Yes	72
Management Science in Practice II	Yes	52	**6**	SA	Compulsory for the specialization "Quantitative Methods for Economics & Management"	105	44	No	47
Managing Digital Content and Mobile Communication	Yes	52	**6**	SA	Compulsory for the specialization "Management of Information Systems & E-Business"	56	20		17
Supply Chain Management	Yes	52	**6**	SA	Compulsory for both the specializations "Management Science" and "Supply Chain & Sales"	128	62	No	60
Business Process Analysis and Modelling	Yes	52	**6**	SA/SD	Compulsory for both the specializations "Strategy and Human Resources" & "Management of Information Systems & E-Business"	98	43	Yes	38

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Special Issues of Softwate Technology	Yes	52	**6**	SA	Compulsory for the specialization "Management of Information Systems & E-Business"	38	5	No	4
Financial Statement Analysis	Yes	52	**6**	SA	Elective	83	12		11
Digital Marketing	Yes	52	**6**	SA	Elective	96	29	Yes	26
Business Strategy	Yes	48	**6**	BK	Compulsory	208	135	Yes	138
Pedagogical Skills	Yes			BK	Elective	75	5		13
Management in International Business	Yes	48	**6**	SA	Compulsory for the specialization "Strategy & Human Resources"	99	41	Yes	45
Financial Engineering	Yes	52	**6**	SA	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Management Science"	122	83		80
Enterprise Resource Planning Systems	Yes	52	**6**	SA	Compulsory for the specialization "Management of Information Systems & E-Business"	111	52	No	48

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Analysis and Design of Distribution and Transport Systems	Yes	52	**6**	SA	Compulsory for the specialization "Supply Chain & Sales"	60	31	No	36
Sales Management	Yes	48	**6**	SA	Compulsory for the specialization "Supply Chain & Sales"	115	69	Yes	80
Management of Information Resources	Yes	48	**6**	SA	Compulsory for the specialization "Management of Information Systems & E-Business"	36	20	Yes	20
Business Strategy Implementation	Yes	52	**6**	SA/SD	Compulsory for both the specializations "Strategy & Human Resources" and "Management Science"	119	78	No	83
Personal Skills Development	Yes	52	**6**	SD	Compulsory for both the specializations "Strategy & Human Resources" and "Management Science"	114	73	Yes	80
Managing the Extended Enterprise	Yes	48	**6**	SA	Compulsory for the specialization "Strategy & Human Resources"	66	38	No	40

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Networks and Combinational Optimization	Yes	52	**6**	SA	Compulsory for both the specializations "Quantitative Methods for Economics & Management" and "Supply Chain & Sales"	125	68	Yes	66
Data Management and Business Intelligence	Yes	52	**6**	SA	Compulsory for the specialization "Management of Information Systems & E-Business"	47	19	No	17
Procurement and Demand Management	Yes	48	**6**	SA	Elective	69	39	Yes	41
Transformation and Innovation	No	48	**6**	SA	Compulsory for the specialization "Strategy & Human Resources"	87	34	Yes	43
Stochastic Forms of Operational Research	Yes	52	**6**	SA	Compulsory for the specialization "Quantitative Methods for Economics & Management"	82	42	Yes	39

Table 11-5.2. Undergraduate courses (both fall and spring terms)

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Sufficiency of Educational Resources: Yes/No	Total Number of Students passed the Exam
Investment Analysis	Yes	52	6	SA	Compulsory for the specialization "Quantitative Methods for Economics & Management"	93	49		55
Teaching Skills	Yes		6	BK	Elective	101	12		16
Enterpreneurship	Yes	48	6	BK	Compulsory	190	134	Yes	159
Final Year Essay (Fall term)		Not defined	6		Compulsory		70	No exams	
Final Year Essay (Spring term)		Not defined	6		Compulsory		49	No exams	
In-Company Practical Project (Fall term)		Not defined	12		Compulsory	Ko	23	No exams	
In-Company Practical Project (Spring term)		Not defined	12		Compulsory	Ko	133	No exams	

Table 11-6.1. Distribution of grades and Degree Grade Point Average for Undergraduate Students

Graduation Year	Distribution of Grades (%)				Degree Grade Point Average (Total Number of Graduates per Year)
	5.0-5.9	6.0-6.9	7.0-8.4	8.5-10.0	
2001-2002	-	-	-	-	-
2002-2003	-	-	-	-	-
2003-2004	0	8	55	6	**7,66** (69)
2004-2005	0	40	80	6	**7,3** (126)
2005-2006	0	44	82	13	**7,36** (139)
Total	0	92	217	25	**7,42** (334)

Table 11-6.2. Number of graduates and duration of studies for the undergraduate programme

Entry Year	Duration of Undergraduate Programme (years)								
	K	K+1	K+2	K+3	K+4	K+5	K+6	Not graduate yet	Total
2000-2001[29]	69	55	10	2	-	-	-	32	100%
2001-2002	71	48	10	-	-	-	-	49	100%
2002-2003	81	32	-	-	-	-	-	72	100%
2003-2004	60	-	-	-	-	-	-	117	100%
2004-2005	-	-	-	-	-	-	-	-	100%
2005-2006	-	-	-	-	-	-	-	-	100%
2006-2007	-	-	-	-	-	-	-	-	100%

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[29] K: the minimum duration of studies for the undergraduate programme

Table 11-7.1.1. Postgraduate Courses of the MBA International

Title: "MBA International"						
Course	Web pages	Information & Study Guide page 30	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Information Systems Management	http://www.i-mba.aueb.gr/fulltime5.htm http://www.i-mba.aueb.gr/parttime5.htm	17	G Doukides	C	Y	6
Global Supply Chain Management	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	K. Zografos	E	Y	5
Project Management	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	K. Zrafos	E	Y	7
Business Strategy	http://www.i-mba.aueb.gr/parttime5.htm	17	S. Lioukas	C	Y	7
Business Ethics and Corporate Governance	http://www.i-mba.aueb.gr/fulltime5.htm http://www.i-mba.aueb.gr/parttime5.htm	17	S. Lioukas	C	Y	6
Data, Models and Decisions	http://www.i-mba.aueb.gr/fulltime5.htm http://www.i-mba.aueb.gr/parttime5.htm	17	P. Prastacos	C	Y	14
Trading and Arbitrage Strategies for the Dealing Room	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	A. Refenes	C	Y	15
Operations Management	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	G. Ioannou	E	Y	7

Table 11-7.1.1. Postgraduate Courses of the MBA International

				Title: "MBA International"		
Course	Web pages	Information & Study Guide page [31]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
ERP Systems	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	G. Ioannou	E	Y	5
E-Commerce and Inter-organizational Networks	http://www.i-mba.aueb.gr/fulltime7.htmhttp://www.i-mba.aueb.gr/parttime7.htm	19	N. Pouloudi	E	Y	3
Entrepreneurial Journey	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	E. Soderquist	E	Y	4
Innovation and Creativity	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	E. Soderquist	E	Y	3
Quality Management	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	E. Soderquist	E	Y	5
Corporate Finance	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	R. Markellos	E	Y	7
Project Finance	http://www.i-mba.aueb.gr/fulltime7.htmhttp://www.i-mba.aueb.gr/parttime7.htm	19	R. Markellos	E	Y	5
International & Comparative Human Resources Management	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	N. Bozionelos	E	Y	5

Table 11-7.1.1. Postgraduate Courses of the MBA International

Course	Web pages	Information & Study Guide page [32]	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
		Title: "MBA International"				
Information Systems Management	http://www.i-mba.aueb.gr/fulltime5.htm http://www.i-mba.aueb.gr/parttime5.htm	17	A. Poulymenakou	E	Y	8
eProcurement	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	K. Pramatari	E	Y	5
Business Strategy	http://www.i-mba.aueb.gr/fulltime5.htm	17	Y. Spanos	C	Y	7
Innovation and Creativity	http://www.i-mba.aueb.gr/fulltime7.htmhttp://www.i-mba.aueb.gr/parttime7.htm	19	Y. Spanos	C	Y	7
eBusiness Technologies & Systems	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	D. Chantziantoniou	C	Y	7
Developing a Successful Business Plan	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	I. Voudouri	C	Y	8
E-Commerce and Inter-organizational Networks	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	A. Vrehopoulos	C	Y	4
Digital Marketing and CRM	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	A. Vrehopoulos	C	Y	3
International Business	http://www.i-mba.aueb.gr/fulltime5.htm	17	P. Dimitratos	C	Y	7

Table 11-7.1.1. Postgraduate Courses of the MBA International

Title: "MBA International"						
Course	**Web pages**	**Information & Study Guide page** [33]	**Department Faculty & Adjunct Faculty**	**Compulsory / Elective**	**Evaluation by Students (Yes / No)**	**Lectures**
Organizational Behavior and HRM	http://www.i-mba.aueb.gr/fulltime5.htm http://www.i-mba.aueb.gr/parttime5.htm	17	I. Nikolaou	C	Y	7
Working with Emotional Intelligence	http://www.i-mba.aueb.gr/fulltime7.htm http://www.i-mba.aueb.gr/parttime7.htm	19	I. Nikolaou	E	Y	15

Table 11-7.1.2. Postgraduate Courses of the Executive MBA

Title: Executive MBA						
Course	**Web pages**	**Information & Study Guide page** [34]	**Department Faculty & Adjunct Faculty**	**Compulsory / Elective**	**Evaluation by Students (Yes / No)**	**Lectures**
Διοικητική & Ηγετικές Ικανότητες		7	D.Bourantas	C	Yes	7
Decing Making		7	G. Prastacos	C	Yes	7
Organizational Behavior		8	D.Bourantas	C	Yes	7
Management of Information Systems		8	G. Doukidis	C	Yes	7
Production Operations Management		8	G. Ioannou	C	Yes	7
e-Commerce		9	G. Doukidis – K. Pramatari	E	Yes	6
Project Management		9	K. Zografos	E	Yes	6
Innovation Creativity		9	E. Soderquist – Y. Spanos	E	Yes	6
Logistics		9	K. Zografos	E	Yes	6
Human Resource Management		9	D. Bourantas	E	Yes	6
Service Operations Mangement			C. Tarantilis	E	Yes	6
Organizational development and Change Management		9	D. Bourantas	E	Yes	6
Quality Management		9	E. Soderquist	E	Yes	6

Table 11-7.1.3. Postgraduate Courses of the MSc in Human Resource Management

Course	Web pages	Information & Study Guide page 35	Department Faculty & Adjunct Faculty	Compulsory / Elective	Evaluation by Students (Yes / No)	Lectures
Title: MSc in Human Resource Management						
Business Strategy			S. Lioukas and Y. Spanos	C	Yes	6
Organizational Psychology and Behavior			M. Vakola, D. Bourantas, N. Bozionelos	C	Yes	8
Personnel Seleection			Y. Nikolaou	C	Yes	6
HR Information Systems			Angeliki Poulimenakou	C	Yes	6
Personnel Evaluation			N. Bozionelos	C	Yes	6
Quality Management			Soderquist Eric. K.	E	Yes	4

Table 11-7.2.1. Postgraduate Courses of the MBA International

Course	**Multiple Bibliographical Sources**	**Total Hours**	**Credits**	**Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)**	**Compulsory (C) Elective(E) Specialization Compulsory (SC)**	**Total Number of Students Registered**	**Total Number of Students taken the Exam**	**Total Number of Students passed the Exam**
Information Systems Management	Y	56	2	BK	C	104	104	104
Global Supply Chain Management	Y	28	2	SA	E	14	14	14
Project Management	Y	28	2	SA	SC	42	42	42
Business Strategy	Y	56	2	BK	C	105	105	105
Business Ethics and Corporate Governance	Y	56	2	BK	C	105	105	105
Data, Models and Decisions	Y	56	2	BK	C	104	104	102
Trading and Arbitrage Strategies for the Dealing Room	Y	15	1	ΓΓ	SC	3	3	3
Operations Management	Y	28	2	SA	E	39	39	39
ERP Systems	Y	15	1	SA	SC	10	10	10
E-Commerce and Inter-organizational Networks	Y	28	2	SA	E	11	11	11
Entrepreneurial Journey	Y	28	2	SA	E	22	22	22

Table 11-7.2.1. Postgraduate Courses of the MBA International

Course	Multiple Bibliographical Sources	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Total Number of Students passed the Exam
Innovation and Creativity	Y	28	2	SA	SC	40	40	40
Quality Management	Y	15	1	SA	SC	8	8	7
Corporate Finance	Y	28	2	SA	E	40	40	40
Project Finance	Y	15	1	SA	E	18	18	17
International & Comparative Human Resources Management	Y	15	1	SA	E	6	6	6
eProcurement	Y	15	1	SA	SC	11	11	11
eBusiness Technologies & Systems	Y	28	2	SA	SC	14	14	14
Developing a Successful Business Plan	Y	28	2	SA	SC	85	85	85
Digital Marketing and CRM	Y	15	1	SA	SC	31	31	31
International Business	Y	56	2	BK	C	105	105	104
Organizational Behavior and HRM	Y	56	2	BK	C	104	104	104
Working with Emotional Intelligence	Y	45	1	SK	SC	72	72	72

Table 11-7.2.2. Postgraduate Courses of the Executive MBA

Title: Executive MBA								
Course	Multiple Bibliographical Sources (Y/N)	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Total Number of Students passed the Exam
1. Διοικητική & Ηγετικές Ικανότητες	Y	45		BK	C	32	32	28
2. Οικονομικά	Y	45		BK	C	32	32	30
3. Ποσοτικές Μέθοδοι	Y	45		BK	C	32	32	30
4. Μάρκετινγκ	Y	45		BK	C	32	32	32
5. Χρηματοοικονομική Λογιστική	Y	45		BK	C	32	32	32
6. Οργανωσιακή Συμπεριφορά	Y	45		BK	C	32	32	32
7. Χρηματοοικονομική Διοίκηση	Y	45		BK	C	32	32	32
8. Πληροφοριακά Συστήματα	Y	45		BK	C	32	32	32
9. Διοίκηση παραγωγής	Y	45		BK	C	32	32	32
10. Επιχειρισιακή Στρατηγική	Y	45		BK	C	32	32	32
11. Learning Organization Innovation Creativity	Y	30		GK	E			
12. Αγορές Χρήματος και Κεφαλαίου	Y	30		GK	E	14	14	14
13. Βιομηχανικό Μάρκετινγκ	Y	30		GK	E			
14. Διαφήμιση και Επιχειρησιακή Επικοινωνία	Y	30 30		GK	E	25	25	25

Table 11-7.2.2. Postgraduate Courses of the Executive MBA

Title: Executive MBA								
Course	**Multiple Bibliographical Sources (Y/N)**	**Total Hours**	**Credits**	**Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)**	**Compulsory (C) Elective(E) Specialization Compulsory (SC)**	**Total Number of Students Registered**	**Total Number of Students taken the Exam**	**Total Number of Students passed the Exam**
15. Διαχείριση Εφοδιαστικής Αλυσίδας	Y	30		GK	E			
16. Διαχείριση Κινδύνων& Χρηματοοικονομικά Παράγ.	Y	30		GK	E	7	7	7
17. Διαχείριση Χαρτοφυλακίου	Y	30		GK	E	12	12	12
18. Διοίκηση Ανθρώπινων Πόρων και Οργανωσιακή Συμπεριφορά	Y	30		GK	E	27	27	27
19. Διοίκηση Έργου	Y	30		GK	E	23	23	23
20. Διοίκηση και Στρατηγική Συστημάτων Πληροφορικής	Y	30		GK	E			
21. Διοίκηση Καινοτομιών και Οργανωσιακής Μάθησης	Y	30		GK	E			
22. Διοίκηση Μάρκετινγκ	Y	30		GK	E			
23. Διοίκηση Ολικής Ποιότητας	Y	30		GK	E	10	10	10
24. Διοίκηση Παραγωγής	Y	30		GK	E			
25. Διοίκηση Πωλήσεων	Y	30		GK	E	20	20	20
26. Διοικητικά Συστήματα και Διοίκηση Πληροφοριών	Y	30		GK	E			
27. Διοικητική Λογιστική	Y	30		GK	E	22	22	22

Table 11-7.2.2. Postgraduate Courses of the Executive MBA

				**Title: Executive MBA**				
Course	**Multiple Bibliographical Sources (Y/N)**	**Total Hours**	**Credits**	**Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)**	**Compulsory (C) Elective(E) Specialization Compulsory (SC)**	**Total Number of Students Registered**	**Total Number of Students taken the Exam**	**Total Number of Students passed the Exam**
28. Διοικητική Συγκρούσεων- Διαπραγματεύσεις	Y	30		GK	E	26	26	26
29. Έρευνα Αγοράς	Y	30		GK	E	9	9	9
30. Ηγεσία και Διοίκηση Αλλαγών	Y	30		GK	E	23	23	23
31. Ηλεκτρονικό Εμπόριο	Y	30		GK	E	12	12	12
32. Μάρκετινγκ και Επικοινωνία	Y	30		GK	E			
33. Μάρκετινγκ Υπηρεσιών	Y	30		GK	E	17	17	17
34. Στρατηγικός Έλεγχος Αποθεμάτων & Αποθηκών	Y	30		GK	E			
35. Σύγχρονα Διοικητικά Συστήματα	Y	30		GK	E			
36. Σύγχρονες Τεχνολ. επικοινωνίας	Y	30		GK	E			
37. Συστήματα Διοίκησης Ανθρώπινων Πόρων	Y	30		GK	E	27	27	27
38. Συστήματα Στήριξης Αποφάσεων	Y	30		GK	E			
39. Χρηματοοικονομική Ανάλυση	Y	30		GK	E	24	24	24
40. Χρηματοοικονομική Διοίκηση και Λογιστική	Y	30		GK	E			

Table 11-7.2.3. Postgraduate Courses of the MSc in Human Resource Management

Course	Multiple Bibliographical Sources (Y/N) Part / Full	Total Hours Part / Full	Credits Part /Full	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK) Part / Full	Compulsory (C) Elective(E) Specialization Compulsory (SC) Part / Full	Total Number of Students Registered Part / Full	Total Number of Students taken the Exam Part / Full	Total Number of Students passed the Exam Part / Full
Introduction to Human Resource Management	Y	18		BK	C	41 / 22	41 / 22	41 / 22
Business Strategy	Y	18		GN	C	41 / 22	41 / 22	40 / 22
Financial Management	Y	18		GN	C	41 / 22	41 / 22	41 / 22
Labour Economics	Y	18		GN	C	41 / 22	40 / 22	40 / 22
Organizational Psychology	Y	12		BK	C	41 / 22	41 / 22	41 / 22
Organizational Behavior	Y	12		BK	C	41 / 22	41 / 22	41 / 22
Employment Law	Y	18		GK	C	41 / 22	41 / 22	41 / 22
Human Resource Planning & Recruitment	Y	18		BK	C	41 / 22	39 / 22	39 / 22
Human Resource Information Systems	Y	18		GK	C	41 / 22	41 / 22	41 / 22
Negotiations & Conflict Management	Y	18		SK	C	41 / 22	41 / 22	41 / 22
Employee Selection	Y	18		BK	C	41 / 22	37 / 22	37 / 22
Employee Training & Development	Y	18		SK	C	41 / 22	37 / 22	37 / 22

Table 11-7.2.3. Postgraduate Courses of the MSc in Human Resource Management

Course	Multiple Bibliographical Sources (Y/N)	Total Hours	Credits	Basic Knowledge (BK), General Knowledge (GK), Scientific Area (SA), Skills Development (SK)	Compulsory (C) Elective(E) Specialization Compulsory (SC)	Total Number of Students Registered	Total Number of Students taken the Exam	Total Number of Students passed the Exam
				Title: MSc in Human Resource Management				
	Part / Full	Part / Full	Part /Full	Part / Full	Part / Full	Part / Full	Part / Full	Part / Full
Performance Management	Y	18		BK	C	41 / 22	41 / 22	41 / 22
Compensation Management	Y	18		BK	C	41 / 22	41 / 22	41 / 22
Change Management	Y	18		GK	C	41 / 22	41 / 22	41 / 22
Public Relations & Crisis Management	Y	18		GK	C	41 / 22	41 / 22	41 / 22
Marketing &Internal Communication	Y	18		GK	C	41 / 22	41 / 22	41 / 22
HR Business Game	Y	18		SK	C	41 / 22	41 / 22	41 / 22
Research Methodology & Quantitative Methods	Y	18		GK	C	41 / 22	38 / 22	38 / 22
Industrial & Labour Relations	Y	18		GK	C	41 / 22	39 / 22	39 / 22

Table 11-8. Participation in Exchange Academic Programs (ERASMUS Student Exchange Program)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	*Total*
DMST students attending courses at other Universities	31	18	31	10	2	92
Students from other Universities attending DMST courses	21	16	10	5		52

Table 11-9. DMST Faculty Scientific Publications

	A	B	C	D	E	F	G	H	I
2007	5	51	9	44	5	21	11	19	0
2006	7	21	12	65	11	11	16	23	3
2005	8	32	11	52	11	8	13	22	1
2004	7	61	0	31	1	10	12	26	2
2003	5	39	8	34	1	5	13	17	1
Total	32	204	40	226	29	55	65	107	7

Legend:
A Books
B Journal articles
C Non-referred journal articles
D Refereed-conference papers
E Non-refereed-conference papers
F Book chapters
G Other works
H Presentations to refereed conferences that don't publish proceedings
I Presentations to non-refereed conferences that don't publish proceedings

Table 11-10. Recognition of DMST Faculty scientific work

	A	B	C	D	E	F	G	H	I
2007	748	7	4	6	26	3	28	12	0
2006	636	3	7	4	20	3	22	18	0
2005	638	1	4	6	23	3	17	12	1
2004	397	2	7	5	18	2	14	13	0
2003	293	1	6	2	16	2	9	17	0
Total	2712	14	28	23	103	13	90	72	1

Legend:
A Citations
B Other references
C Book reviews
D Member of Greek conference program committees
E Member of international conference program committees
F Member of Greek journal editorial boards
G Member of international journal editorial boards
H Invited talks
I Patents