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HELLENIC REPUBLIC
H.Q.A.A.
HELLENIC QUALITY ASSURANCE AGENCY
FOR HIGHER EDUCATION

EXTERNAL EVALUATION REPORT

DEPARTMENT OF FOOD TECHNOLOGY

TEI OF ATHENS

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The External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Food Technology of the Technological Educational Institute of Athens consisted of the following five (5) expert evaluators drawn from the Registry constituted by HQAA in accordance with Law 3374/2005:

1. Dr. John N. Floros (President)
Professor and Head, Department of Food Science, Pennsylvania State University, USA
2. Dr. Serafim Bakalis
Senior Lecturer, University of Birmingham, UK
3. Dr. George Manganaris
Lecturer, Department of Agricultural Sciences, Biotechnology & Food Science, Cyprus
University of Technology, Lemesos, Cyprus
4. Dr. Konstantinos Mallidis
Research Director, National Agricultural Research Foundation, Athens, Greece
5. Dr. Klaus Tenbergen
Culinology® Program Director & Assistant Professor, Department of Food Science and
Nutrition, California State University, Fresno, USA

It was the wish of this Department to be evaluated by a committee including foreign, non-Greek speaking experts; consequently, following instructions by HQAA, the Department submitted its Internal Evaluation Report in English, and an extended version in Greek.

Summary

The Department of Food Technology at the TEI of Athens has a great national reputation and is housed in well-equipped and well-maintained facilities. The well-respected and well-trained faculty and staff deliver a good quality undergraduate academic program, but many changes can be made to improve the curriculum, the teaching efforts, the student experience, and the quality of the department overall. We commend the dedication and zeal of the faculty, and hope that the discussion and recommendations outlined herein will help them improve an already well-regarded program and a Department with good reputation throughout Greece.

Introduction

The External Evaluation Committee (EEC) visited the Department on 24, 25 and 26 of January 2011. The personnel of the Department were very hospitable, welcoming, and friendly. They answered all the questions we asked, and provided all the information and materials requested.

The EEC met and talked with most members of the faculty, the administrative/secretarial staff, three groups of students (3-5 per group), and two groups of alumni (5-8 per group) representing recent alumni as well as alumni that graduated 10, 20, or 30 years ago. The Vice President of the Institute also met with the Committee and joined us during lunch and dinner on a couple of occasions.

The EEC visited most of the facilities, including various teaching classrooms and laboratories, conference rooms, library, administration offices, and some faculty offices. Reports, documents, and other data examined by the EEC included the Internal Evaluation Report (IER), the Department's student Study Guide, certain statistical data, faculty CVs, a list of publications, the Department's webpage, undergraduate students' theses, documents associated with student practical training, laboratory and lecture notes/handouts, many books and handbooks used for teaching, internal evaluation forms, etc.

The length of the visit was adequate, but the EEC could use some secretarial support during meetings, discussions and deliberations in order to facilitate note taking and report drafting.

Overall, the Department did an excellent job of preparing for this External Evaluation, and faculty, staff and students should be congratulated for accommodating the EEC requests. The faculty and students consider their Department as one of the best in Food Technology in the country, and they believe that this evaluation process will help them improve the Department even further.

The format of this report follows the format requested by HQAA, and it discusses each of the following parts: Curriculum, Teaching, Research, Other Services, and Strategic Planning. At the end of each part, we have listed the most important points for that section in table format and in the form of Strengths, Weaknesses, and Suggestions for Improvement. Finally, the last section of the report outlines our Overall Suggestions for Improvement.

A. Curriculum

APPROACH

The current curriculum was designed to serve a diverse student population and to address the needs of the food industry throughout Greece. Through this well-designed curriculum the department relates its goal: *“to maintain and augment an academic program of the highest quality, while continuing to integrate cutting edge applied science and research into the program.”* Through appropriate learning experiences, the students develop knowledge, skills, professional ethics, and social responsibilities in the discipline and beyond, while engaging students and faculty in productive relationships with academia, the community, government, public and private sectors, and alumni. The importance and value of the school to the food industry in Greece should not be underestimated, and in the opinion of the external evaluation committee (EEC) the department should be given every opportunity to improve, adjust and modernize its curriculum as Greece enters an era of changes, not only in its student population, but also in its industry and the growth of European food markets.

IMPLEMENTATION

The curriculum should be aligned with the mission and vision of the department, which was established many years ago and should be revisited. The EEC suggests that the curriculum be aligned to a global environment. The curriculum does not offer any elective courses or concentrations, which would address students desire to find employment in a specific area of the food industry. This could include areas such as entrepreneurship, food business and system management, food law, food technology, food science, food safety, food biotechnology, and related fields. While the undergraduate curriculum calls for a short thesis, which is often presented in the form of a paper, in many or almost all cases these papers lack large and comprehensive literature review.

The EEC strongly supports more hands-on practical work throughout the curriculum, for which a pilot plant is desperately needed, and identifies this area as a clear deficiency of the curriculum.

RESULTS

Attendance to laboratory classes is mandatory, but not for lectures. Consequently, student numbers in most lectures are extremely low. All faculty members need to take ownership of this issue and come up with creative solutions to overcome this problem. The department may want to retain a professional who can offer suggestions and help with development programs in this area; attendance to such events should be mandatory for all faculty members, in order to boost attendance of students to lectures. In many cases, students voiced concerns of how the lecture material is presented. According to students, many professors are reading the material straight out of books, and the material is not well presented or explained. Only 1 out of 40 courses has lecture notes that are available online, and teachers seem to be bored while presenting their material. Students confirmed that the numbers of lectures per day are overwhelming, particularly because many students have to work as they attend school. The EEC recommends increasing the use of technology, where all material is available online for viewing at the convenience of students (evenings and weekends), and consider offering lectures on Saturdays.

It should be the departments' expectation that students spend 2-3 hours per lecture unit per week to study outside of class. Most students will need to spend 10 or more hours each week outside of class to gain a strong understanding of the material. It should be expected that an average student will spend about two hours between each class period: one hour reading and reviewing the textbook and lecture material, and one hour doing homework assignments. The

remaining four hours should be spent on activities related to the lab portion of the course, especially lab assignments. Students may require more or less time depending on their level of preparation, the efficiency of their study levels, computer skills, and comfort with the material.

IMPROVEMENT

To ease the implementation for a revised curriculum it would be helpful to make office space available for all faculty members, as this would free up space in the already small and cramped laboratories. Most laboratories are also used as lecture rooms, also limiting the time and space available to display and use existing equipment, and to create more workspace for students.

The department may be implementing, achieving and improving on many fronts, but without clear metrics, documentation and evidence, no one will know. In the EEC's opinion, the department must develop clear metrics for assessment and evaluation before it embarks on any improvement effort. In today's political climate, it seems that everyone wants to know whether the department is improving. Evaluators, legislators, public, funders, the news media, they all want to know whether TEI education is meeting industry and social needs, and they want to see the evidence. A move toward regular assessment is intended to document evidence of the department's effectiveness. Documenting the use of assessment results doesn't need to be extensive or laborious, and the assessment results should be used for an on-going and continuous improvement. Objective data collection and analysis is encouraged, because it could help establish action plans to retain students, increase graduation rates, assess student satisfaction and preparedness, define student population demographics, clarify employment data after graduation, etc.

Internships and work experience could be divided into two 3-month blocks, one after the fourth semester and one towards the end of the studies, as an additional option to the single internship choice that exists now.

The curriculum and the department will benefit from the creation of an external advisory board. Such a board could consist of alumni, colleagues from other universities or institutes, industry professionals, government experts, students, and others, and it would keep the department connected to the "real world". Other suggestions from the alumni included the creation and offering of additional courses such as food product marketing, business, and entrepreneurship.

A. Curriculum**Strengths**

- Comprehensive
- Current
- Relevant to industry and societal needs
- Provides an appropriate learning experience
- This is mostly a practical curriculum with a hands-on approach, complemented with a thesis and internship(s)

Weaknesses

- Too many contact hours
- Too many mandatory courses, not enough elective courses
- A pilot plant does not exist
- Professional and other non-technical, but job-related skills are not taught
- Technical writing is not part of the curriculum

Suggestions for improvement

- Create an external advisory board to help guide the department through curricular and other changes
- Consult with external bodies (i.e. research, industry or technical advisory boards, professional societies, other academic institutes, etc.) to re-design the curriculum
- All individual course syllabi should be standardized

B. Teaching

Strengths

Teaching in the TEI of Athens consists of 40 courses, and is divided into theory and laboratory/practical sessions taught over 7 semesters. The program also includes six calendar months of internship, and a thesis, where students undertake research work. The program consists of mainly required courses with only one possible elective. A semester consists of 7 – 14 hours of laboratory/practical work and 12 – 16 hours of theory.

Grading and assessment is separate for laboratory and theory, and a range of assessment forms is used including exams, coursework and practical skills. Typically, for the theory portion of each class, the final mark is assigned using a final exam.

Most faculty members of the Department are well-trained and well-regarded scientists, and in general, they have very good relationships with staff members and students.

A process of student feedback was initiated in 2007 with questionnaires filled at the end of both laboratory and theory sections. Overall, student feedback has been very positive, demonstrating constructive interactions between faculty and students. However, this feedback is probably not representative, because student attendance in lecture/theory has been rather low. Student interviews conducted during this external evaluation confirmed both high student satisfaction, and good relationship between faculty and students.

About 80 students enter the department every year through national exams, while an equal number of students enters via other routes. The entrance system results in non-uniform student body both in terms of academic capacity as well as in terms of determination and drive to succeed in become a food technologist. The high number of students (about 160 students per semester) and the average duration of studies (>5 years) makes use of metrics such as student/staff ratio hard to estimate and interpret. Typically, each laboratory section will have 15-20 students and multiple sections have to be organized to accommodate all students. Overall, the number of students is very high considering the available facilities and the number of faculty and staff.

The facilities are clean, well maintained and overall in excellent condition. Most laboratories are very well equipped for teaching their subject matter, and a few are equipped well enough to allow performance of research at international standards. As a result of the high number of students, many practical laboratory sections are offered that consist of 15 – 20 people, but in many cases the students are only shown a demonstration of equipment or are obliged to share resources. An old pilot plant was converted to laboratories equipped with small scale equipment. The faculty identified this as an efficient and economic way to undertake experiments that cover many aspects of food engineering.

Practical laboratory sessions make up a significant part of the overall teaching activities, and offer hands-on knowledge to students. This was one of the most obvious strengths of the program, and provides students with a range of skills appreciated by the food industry.

In an effort to expand its teaching activities, the Department participated in successful collaborative MSc programs with other national and international institutions.

Weaknesses

Most lectures follow a traditional approach of delivering information, typical of the Greek educational system, and as a result, these lectures are not well attended by students.

Student graduation rate is very low. Very few, if any, students graduate in 4 years, which is the nominal duration of the studies. Most students graduate after 5-6 years. This is a situation

common in many Greek academic institutions and widely seen throughout the Greek system of higher education, but the causes are not always clear. Nevertheless, the EEC identified certain courses with a very high failure rate, a situation that must be immediately addressed and remedied, if student graduation rates were to improve.

Interviews with students and discussions with alumni and faculty members indicated that theory/lecture classes consist mainly of lecturing with little other interaction with the students. In addition, typical to the Greek educational system, lecture material is mainly taught from textbooks without many additional references (i.e., lecture notes, presentation slides, video clips, web material, journal articles, etc.).

Suggestions for improvement

Student attendance in lectures is very low and steps should be taken to address this issue. A possible way could be to modify student assessment and include tools such as regular homework assignments, weekly quizzes, group presentations, discussions or other group/team work, and more midterm exams. For example, work may be set up around a pertinent issue or relevant problem, where students are first introduced to the issue/problem and then allowed to further develop their information finding and problem solving skills. This would encourage students to use not only their textbook, but a range of peer review journals and other credible sources that will expose them with state of the art findings and information. In general, student participation in theory/lecture classes should be increased, and the regular split of mostly 3-hours theory and 3-hours laboratories per course should be reconsidered.

Some faculty and staff are using information technologies in their lectures and encourage students to use them in their presentations as well. A departmental web page has been implemented that can contain lecture material, syllabi, and other program information. Currently only a small number of courses are using this platform, but there was a consensus among faculty that more will be included in the near future. Academic staff is encouraged to expand the use information technologies. Help in this direction should be provided by the IT department. The possibility of using e-learning should be further investigated as the means to help students that work and cannot attend theory classes.

Most faculty members have very good relationships with students, welcome conversations with students, and are eager to answer questions or to guide/mentor students. However, in general, the EEC saw very little evidence of officially designed academic support for students. The student support provided by faculty should be made formal and faculty advisors should be assigned to all students.

It is recognized that the academic capacity of a large percentage of students varies widely. As a substantial number of students lack fundamental theoretical knowledge, they would benefit tremendously from support that includes tutoring, background material provided in the Internet, other reference material, etc.

The effort to obtain student feedback should be continued and expanded to include information about individual courses, and individual faculty.

If the desire of the faculty is to create a MSc Program, the EEC believes that they have the ability to develop one. The MSc could be created using some of the existing courses, and adding a few new ones that play in the strengths of the department faculty. This new MSc program should serve societal and industry needs, and should be geared towards training and re-training not only recent graduates, but other industry personnel as well.

Interviews with students indicated that recently students organized a very successful symposium, which allowed them to gain additional knowledge and helped them with their studies. The Department should foster an environment where students can participate and lead such professional activities.

The number of students is extremely high considering the space available. In general, the EEC suggests that laboratory space be rationed and centrally controlled, whenever possible, and for common equipment to be centralized in order to optimize use of available space.

The lack of a working pilot plant does not allow students to acquire skills relevant to large scale food production – practical problems often encountered in industry. It would be beneficial to build a pilot plant, or explore the possibility of using pilot plants in other institutions, in order to expose students to the particularities of large scale food production.

B. Teaching
<p>Strengths</p> <ul style="list-style-type: none"> • Well trained faculty • Good relationships between faculty and students • Good relationships between faculty members • Most laboratory teaching facilities are clean and adequate • Most teaching laboratories are well equipped • Hands-on laboratory teaching approach • The faculty have the desire to create a graduate program (MSc) • They have already participated in collaborative MSc programs <p>Weaknesses</p> <ul style="list-style-type: none"> • Very low attendance in theory/lecture classes • Very few students finish in four years, or even in 5-6 years • In some courses, the failure rate is unacceptably high • The teaching style of many faculty is traditional and not very effective • Learning is based mostly on notes and books <p>Suggestions for improvement</p> <ul style="list-style-type: none"> • Provide incentives to students for increased attendance in theory/lecture classes • Change the format of assessment to include mid-term exams, reports, quizzes, etc. • Use e-learning web-based technologies • Not all courses should have the 3-hour lecture with 3-hour lab format • Improve teaching style by including activities that increase student participation, student discussion, active learning, problem solving, etc. • Assign official faculty advisors to all students • Learning should include peer reviewed journal papers • Assist students that lack the appropriate science and math background • Receive and use Student Feedback for individual courses and individual faculty • Foster an environment where students can participate and lead professional activities

C. Research

APPROACH

For many years, research was not one of the main tasks at TEI, due to certain government policies. In addition, the department's faculty members were overloaded with teaching and managerial work, and it was rather difficult for them to be involved in the submission of competitive research grants or in performing research projects. Some efforts for involvement in competitive research projects have been made, but these were sporadic and did not follow an overall research plan with specific objectives. However, some research was done based on the available economic resources of the department, and it was mainly performed with undergraduate students as part of their thesis work. Nowadays, the evolution of TEI to ATEI created a new status, and the department should be encouraged to include research activities as part of their mission, vision and overall objectives.

IMPLEMENTATION

Despite the fact that for years a research policy did not exist in the department, a considerable amount of research work was carried out over the period 2005-2009. Actually, 40 different research projects have been carried out in collaboration with other academic institutions and research centers. Appropriate laboratories and other infrastructure to conduct research have not been available, and continue to be limited, but in the last few years this situation has been improved considerably. Another weak point has been the lack of a critical mass of active research faculty.

RESULTS

Despite all the obstacles mentioned above, the outcome of research work as published product is considerable. The internal evaluation report shows that over the last ten years, there have been more than 100 publications in peer-reviewed journals with high impact factors, almost 150 presentations in national and international scientific conferences and more than 10 chapters in edited volumes. Published results have been widely endorsed by the scientific community, as indicated by the large number of citations in the international literature (more than 1050 citations in the last five years). This is an impressive accomplishment indeed.

IMPROVEMENT

The department should encourage and support the faculty to be involved in competitive research projects (i.e. appropriate recognition, less teaching hours assigned, etc.). Faculty should be encouraged to take sabbaticals in order to gain experience in cutting-edge research. This will increase the capacity of the department in competitive research projects.

The department should improve its research facilities and infrastructure with possible funding coming partly from competitive research projects. Efforts should be made to increase research collaboration with other national, European and international academic and research Institutions. Similarly, efforts should be made to increase research collaboration with industry, particularly SME food companies in Greece.

All the above efforts will allow the department to be involved in collaborative postgraduate studies (MS, PhD).

C. Research**Strengths**

- A few labs are available for research activities
- Some of the analytical equipment are state-of-the-art
- Most of the faculty expressed an interest in research

Weaknesses

- No clear research policy and direction
- Lack of critical mass of active research faculty

Suggestions for improvement

- Provide incentives and support to faculty to participate in competitive research
- Improve research facilities and equipment
- Increase collaborative activities with other academic institutions and industry

D. All Other Services

CLERICAL STAFF AND SERVICES

There are only three staff members that provide many clerical services to faculty and students (officially 1200 students are enrolled). The clerical group appears to work very effectively, since many of the procedures are automated and processed electronically (e.g. on-line student enrolment for each semester). However, many records are kept by hand and on paper, although in a very well organized manner. The clerical staff members are available to the students only 3 days per week, and 2 hours each time. This situation causes significant conflicts between students and clerical staff. Since the ratio of students per staff is very high, the EEC suggests hiring additional clerical staff, and encourages the faculty to work in cooperation with the clerical staff and to organize training seminars for the students in order to become familiar with using the on-line student applications.

IT SERVICES

There is on-line access in the corridor of the TEI central building. Faculty and students can log on through their personal accounts by wireless Wi-Fi network. However, within the offices and the laboratories, no Wi-Fi is available. In order for the faculty to resolve specific IT and computer issues, one permanent IT staff person, dedicated to the Department, should be hired to satisfy current demands.

LIBRARY FACILITIES

A well-equipped and well-functioning central library with 8 library staff members exists for use by all faculty and students. The library is quite modern, spacious and comfortable, and during our visit we saw many students using it, mainly for studying and working on line through their personal computers. However, the library is not open during weekends. The personnel seem to work effectively and loan on average 300 books per day. No data are available regarding the use of the library by the students of the Department of Food Technology. The personnel of the library in cooperation with the faculty of the Department of Food Technology should encourage the students to use the library facilities more often and more effectively. In particular, students finishing their studies, performing their research, and preparing their theses, should be advised to learn literature search techniques, attend seminars dedicated to the use of on-line search tools, and to become familiar with electronic journals (i.e., HealLink) and the format of Reference Lists (e.g. Refworks, Endnote). During our visit, the librarians expressed their willingness to offer seminars to students, provided that each faculty made the arrangements for such seminars. It may be a good idea for the Department to assign a faculty member as the person in charge of all Library related issues.

OTHER FACILITIES

There is a dining hall and a cafeteria dedicated to students' use. They are well equipped and follow all necessary quality assurance requirements. These areas are kept smoke-free, which is not the case for the remaining corridors and hallways of the Institution. In addition, a special place for having lunch is provided for all faculty members of TEI Athens in the upper floor. This place also hosted the EEC members for 3 days, and the general impression of the committee was very favorable. This faculty cafeteria is a very nice, comfortable and friendly area to have lunch, and the faculty should be grateful to have such excellent quality food at fairly inexpensive prices.

It should also be noted that all the buildings of TEI Athens, and particularly all the places dedicated to the Department of Food Technology are extremely clean and well-kept.

The EEC committee encourages the Department and more particularly the students of the Department to establish a few student clubs (e.g. Food Technology Club).

Student counseling is extremely important for the success of students during their studies as well as after graduation. The EEC suggests that the Department appoint a faculty adviser to each student to guide them throughout their studies and beyond.

Overall, The EEC committee feels that the Department of Food Technology and the Central Administration have identified several good ways to improve all the services provided. It is our hope that the strengths, weaknesses and suggestions outlined below by the EEC members will help with further improvements.

D. All Other Services

Strengths

- Clerical services are efficient, providing good support to faculty and students
- An automated web-based system exists for many administrative tasks (e.g. student applications, grade reporting, etc.)
- Library facilities are very good
- Librarians appear to be efficient and well-organized.
- Wi-Fi is available for faculty and students in certain areas

Weaknesses

- Lack of adequate space for administrative services, faculty offices, and student activities.
- The official webpage of the Department was not well-designed, informative or up-to-date. An English version for certain topics (e.g. curriculum) is required.

Suggestions for improvement

- Students should be made aware and expected to utilize the library and the available career services
- The central administration should provide additional IT and other support staff to the Department, including support to faculty for uploading on-line courses as well as for the development and maintenance of an up-to-date web page
- New IT technologies should be introduced, and all academic faculty, staff and students should be trained to use them

E. Strategic Planning

The department does not have a comprehensive strategic plan with clearly stated mission, vision, or long and short term objectives. Therefore, the EEC encourages the department to take small steps towards creating a mission, a vision, and short and long term objectives. Below are some examples of proposed short-, medium- and long-term goals, and plans of action:

1. The Department should be able to offer the Bachelor's Degree within (4+ 2) 6 years to at least 50% of the students in order to meet the job market requirements of the private sector.
2. Decrease the number of courses offered and eliminate redundancies.
3. Share lab facilities and available state-of-the art equipment within the Department, with other departments and throughout the Institution.
4. Internal evaluation of all faculty members, including full professors should take place every 3-5 years. The evaluation should include research activities such as research grants, publications, etc., teaching load and teaching quality, service activities, and administrative tasks.
5. Establish incentives to increase the mobility of faculty members (e.g. sabbaticals)

F. Final Conclusions and Recommendations

The Department of Food Technology at the TEI of Athens has a great national reputation and is housed in well-equipped and well-maintained facilities. The well-respected and well-trained faculty and staff deliver a good quality undergraduate academic program, but many changes can be made to improve the curriculum, the teaching efforts, the student experience, and the quality of the department overall. We commend the dedication and zeal of the faculty, and hope that the discussion and recommendations outlined herein will help them improve an already well-regarded program and a Department with good reputation throughout Greece.

1. More tenure-track faculty positions are needed to support the educational activities.
2. For many years, the Department did not hire any new faculty, and there is a concern about continuity, and the ratio of junior vs. mid-career vs senior faculty.
3. The infrastructure - facilities and equipment - is adequate for educational purposes, but the budgetary support for consumables is not sufficient.
4. Most of the teaching labs are small and crowded when more than 10-12 students participate. The EEC suggests combining lab facilities into bigger spaces/entities.
5. The EEC found evidence of educational objectives in the internal evaluation report, but did not see a clear strategic plan with vision and mission statements, and overall department objectives. A comprehensive strategic plan should be developed.
6. There is strong willingness within the faculty to be involved in collaborative research activities, and we encourage them to continue their efforts to attract competitive funding.
7. Although the official length of studies is 4 years, very few students graduate in 4 years. Even after 6 years, the graduation rate is very low compared to international standards and expectations. Steps must be taken to help students graduate within 4-6 years.
8. The Department must find ways to improve attendance in lectures, reduce the time to degree, and improve graduation rates.
9. Connection with alumni in a formal way will help the department in many ways, including getting regular feedback on their curriculum, placement of students, etc.
10. The EEC suggests that the current 6-month internship become more flexible (for example, the students could be given the option of a 3-month long experience to be done twice), and to be used both as a student learning tool as well as a job interview.
11. Documents such faculty Resumes/CVs, course syllabi, lecture material, and theses should have a standardized format.
12. Students generally don't have an incentive to be involved with the department beyond their mandatory curricular activities. The department is encouraged to establish subject related student activities, where students obtain not only life skills, but they also gain leadership experience and opportunities for community involvement. Through these activities, students and faculty can promote academic excellence, advanced training, and professional interaction. The goals should be to bring people together and create a sense of community and belonging in an atmosphere of mutual respect and support. These activities could be part of a professional association devoted to the growth and future of food science and technology.
13. The EEC suggests that the curriculum be redesigned in order to reduce the number of mandatory courses and contact hours, and design new elective courses that address societal and industry needs.
14. The Department should capitalize and expand on the existing relationships of the faculty with industry, other academic and research institutes, alumni and students.
15. A faculty advisor should be assigned to each student.
16. A capstone course should be developed and become part of the curriculum during the 8th semester, wherein students would demonstrate that they have achieved appropriate knowledge and learning (e.g. product development).
17. The use of information technology should be increased.

External Evaluation Committee

The Committee responsible for the External Evaluation of the DEPARTMENT OF FOOD TECHNOLOGY, TEI OF ATHENS consisted of the following five (5) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor John D. Floros (President)
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