

**European University Association (EUA)**  
**Institutional Evaluation Programme**

**POLYTECHNIC INSTITUTE OF SETUBAL**

***EUA EVALUATION REPORT***

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## **1. Introduction**

This report is the result of the evaluation of Polytechnic Institute of Setubal (IPS) in Portugal. The evaluation took place within the framework of an agreement between the Portuguese Ministry of Science, Technology and Higher Education (MCTES) and Institutional Evaluation Programme (IEP) of the European University Association (EUA). The Terms of Reference outlined that 10 Portuguese higher education institutions (public and private universities and polytechnics) would be evaluated by IEP in 2007-2008. These 10 institutions were selected to receive co-funding for this evaluation by MCTES on the basis of an open call to all Portuguese HEIs. The individual evaluations followed IEP's standard practice for institutional evaluation. For each institution, a separate report will be issued.

### **1.1 Institutional Evaluation Programme**

The Institutional Evaluation Programme (IEP) is an independent membership service of the European University Association (EUA) that offers evaluations to support the participating institutions in the continuing development of their strategic management and internal quality culture.

The distinctive features of the Institutional Evaluation Programme are:

- A strong emphasis on the self-evaluation phase
- A European and international perspective
- A peer-review approach
- A support to improvement

The focus of the IEP is the institution as a whole and not the individual study programmes or units. It focuses upon:

- Decision-making processes and institutional structures and effectiveness of strategic planning
- Relevance of internal quality processes and the degree to which their outcomes are used in decision making and strategic planning as well as perceived gaps in these internal mechanisms.

The evaluation is guided by four key questions, which are based on a 'fitness for (and of) purpose' approach:

- What is the institution trying to do?
- How is the institution trying to do it?
- How does it know it works?
- How does the institution change in order to improve?

### **1.2 Polytechnic Institute of Setubal and the national context**

The Polytechnic Institute of Setubal (IPS) was founded as part of the new polytechnic network in higher education in Portugal in 1979 and initially was made up of the two Schools in Setubal, the Setubal School of Technology (ESTSetubal) and the School of Education (ESE). It presently comprises three additional higher education schools: the School of Business Administration (ESCE), the Barreiro School of Technology (EST Barreiro) and

the School of Health (ESS). The activities of the five schools are coordinated by the Presidency Services (SPR). In addition, there is a sixth organisational unit designed for student support: the Students' Welfare Services (SAS), which oversees accommodation, meals, psychological assistance, and sporting activities.

The IPS currently has 6.498 students, 506 academic staff and 191 non-academic staff. It offers 9 second cycle courses, 26 first cycle courses, and 12 level-4 post-secondary and 17 post-graduate courses. According to Portuguese legislation the Polytechnics are not allowed to award graduate research degrees.

As a publicly financed institution, the IPS receives the bulk of its funding from sums set aside in the State Budget and this is then complemented by its own revenue from student fees, research and service contracts. The recruitment, selection, and evaluation of both academic and technical and administrative non academic staff are framed by the respective career statutes and by other central regulations designed for all public administration workers. Furthermore, staff recruitment is limited by legislation governing numbers and levels, and constrained by budget.

The review of the IPS took place at a challenging time when, as stated in the Self Evaluation Report (SER), it was expected to be of assistance in *"successfully navigating the challenging terrain which lies ahead"*. Between the first and the second visits of the review team the IPS had to provide the Ministry with proposals for new internal statutes of the Institute to be approved by the Ministry. The approval of the Ministry was still pending at the time of this report. The review team also had the main contents of the new statutes at its disposal at the time of the second visit, but the analysis made in this report deal with the situation as it was at the time of the visits.

### **1.3 The Self Evaluation Process**

The self-evaluation process was undertaken by an institutional Steering Committee (CAI-IPS). The Committee, which is coordinated by an IPS vice-president, included the following members:

- Albertina Palma - (coordinator) Professora Adjunta of ESE and IPS Vice-President,
- Bill Williams – Equiparado a Professor Adjunto of ESTBarreiro,
- Fernando Almeida - Professor Adjunto of ESE and Chair of its Pedagogical Council,
- Joaquim Silva Ribeiro - Professor Coordenador of ESCE,
- Rodrigo Lourenço - Professor Adjunto and Vice-President of ESTSetubal,
- Madalena Gomes de Silva – Professora Coordenadora of ESS
- Andreia Godinho Lopes - Administrator of SAS,
- João Rodrigues – student and
- Ana Catarina da Palma Neves - technical support.

In order to ensure participation of all the IPS community the following methodology was adopted:

- Requests for relevant documents to the management bodies of the organisational units, and the student unions;

- Open-ended questionnaires to all these structures aimed at learning about their perceptions of the institutional activities, management practice and functioning;
- In order to validate and clarify the initial findings of the Steering Committee, six open meetings focused on different topics with selected groups were held.
- Public presentation and discussion of the draft report both online and in plenary assemblies on both campuses.

The self-evaluation report of the IPS along with the appendices was sent to the review team in May 2008. The visits of the evaluation team to IPS took place from 18 - 20 June and 8 - 11 October 2008, respectively. In between the visits IPS provided the evaluation team with some additional documentation.

#### **1.4 The evaluation team (later Team)**

The evaluation team consisted of:

- Professor John Kelly, chair, former Registrar & Deputy President, University College Dublin, Ireland
- Bert Hoogewijs, Principal of the University College Ghent, Belgium
- Ms Rossella Iraci, Ph.D. student, a Bologna Expert and a former member of the Executive Committee of ESU
- Professor Helena Jasna Mencer, professor in Chemical Engineering, former Rector of the University of Zagreb, Croatia
- Ms Tia Loukkola, secretary, Senior Programme Manager in EUA. Ms. Loukkola replaced the original secretary of the team, Mr. Sylvain Kahn, after the first visit to Setubal as it became clear that Mr. Kahn would not be able to participate in the second visit due to conflicting schedules.

The Team found the self-evaluation report on the IPS to be an excellent document, setting out in substantial and forthright detail its various strengths, weaknesses, opportunities and threats. In addition, the discussions during both visits confirmed that the external and internal communities of the IPS had been fully involved in the process.

The Team thanks the IPS, its staff, graduates, local external colleagues and its students for their openness and willingness to debate their institutional self-reflection and, last but not least, for the very warm welcome which it experienced during the two visits.

## **2. Governance and Management**

Based on the material provided by the IPS and throughout the interviews the Team conducted during the two visits, it became evident that there is a clear aspiration to strengthen its corporate identity, given the situation where the five schools have been, in many respects, independent identities until recently. As it is noted in the SER:

*“While the IPS has been characterized since its inception by a decentralized management model which has encouraged a significant diversity in the cultural and organizational dynamics among its schools, there is now a*

*perceived need for a stronger articulation between them and objectives for the coming five years include:*

- *Centralization of services processes and functions to optimize the use of resources and increase overall effectiveness;*
- *Improving institutional information management and internal information channels;*
- *Improving institutional functioning within the IPS as a whole”.*

During the visits the Team was provided with several concrete examples of this progress and it is noted that the new statutes of the institution will also provide the President and the central administration with more instruments to strengthen the unity of the IPS. New central units providing services to all schools are, for instance, research and development, entrepreneurship and transfer of knowledge, international relations and mobility, communication and image, IT resources and academic quality assurance and management. Excellence demands a centre and these centralised developments are strongly endorsed by the Team. It is understood that, by Portuguese law, the Schools enjoy a high degree of scientific and pedagogical autonomy. The Team appreciates that it is a major challenge for the President and central administration to strike the correct balance between the heretofore complete independence and academic autonomy of the five Schools and the now acknowledged need for a strong central authority. It is vital for a vibrant academic ethos that ideas are allowed to move up as well as downwards and that not all developments are handed down from central administration. These developments are seen by the Team as vital for the institution's academic ethos and internal development as well as for its visibility in the eyes of the external communities. It is important that the IPS presents a global image to the world outside whilst at the same time providing appropriate freedoms at the different academic levels within.

The Team therefore encourages the IPS to continue along this path. As recognised in the SER, it is an organism in transition and it is stressed that careful reflections need to take place on what authority should be centralised and what is to be left at school levels. Further thoughts on this are given in the report below under various headings.

### **3. Teaching**

Whilst it is not the mission of the IEP evaluation to judge the academic standards of the IPS, the Team was led to understand that the teaching of the Institution corresponds to the expectations of the stakeholders. The students were in general, though, as in all educational institutions, not uniformly, satisfied with their teachers and procedures. This view was endorsed in the meetings with graduates and representatives of the local industries where there was unanimous praise for the academic standards of the IPS and for the quality of its graduates, who have low levels of unemployment. The IPS is highly regarded by the Setubal communities and entry to it is quite competitive for students. It was noted that there were very good relations between the teaching staff and the students right across the IPS, and in several interviews, students spoke highly about the open door policy of, and easy access to, their teachers.

Much discussion was devoted to the implementation of the Bologna Process and the restructuring of educational programmes. In some fields, especially engineering, it has proven hard to fit all studies into the 3 years as specified by the Portuguese laws. Bologna, of course, does not specify that the first degree must be of three years duration just that this is a minimum. Students complained that they were sometimes overloaded, as indeed did the staff. The Team notes, however, that with 6.498 students and some 506 academic staff the teacher-student ratio at 12.8:1 is very good by international standards, varying from 9.0:1 in the laboratory schools to 19.0:1 in the business school. The SER had this to say about the problems of implementing the Bologna Process:

*“Although the adaptation of the curricula of the IPS courses to the Bologna principles has been generally completed, the time span in which the curriculum changes took place has not allowed sufficient opportunity to fully get to grips with the new approaches to teaching and learning involved in this model”.*

The team therefore endorses the idea presented in the SER as follows:

*“the IPS itself is undergoing a learning process, one in which it is important to strive to collect information about its own development, critical reflection on new practices and their impact results on teaching and learning, and the identification and correction of problem aspects. The evaluation of these processes also implies the need for staff professional development and pedagogical training to ensure the desired quality levels are attained.”*

The team appreciates the fact that the newly appointed central quality assurance unit, UNIQUA, in cooperation with the five schools, will have a closer look at the study programmes – credit accumulation principles, staff and student workload, as well as all matters relating to quality assurance which are discussed later in this report, as these programmes have been transformed to comply with the principles of the Bologna Process. The main objective of this exercise should be to help the institution and schools to understand the teaching processes and to help to restructure the curricula where necessary in order to make it more efficient and effective and thereby beneficial to both staff and students.

The team was provided with statistics and was also informed by the staff and students of very high levels of drop out and failure in some disciplines in some of the courses. This is alarming, as the Team was led to understand that certain student support systems, psychological counseling and welfare services, do exist. However, IPS is currently lacking a comprehensive learning support system, even if there are some plans to start working on it. One of the main challenges the Institute is facing in introducing such a system will be changing the mentality of the teachers and switching to a student centered learning approach. The Team urges the IPS to investigate the situations as portrayed by both the statistics and testimonies of the staff and students and to take appropriate initiatives to resolve the underlying causes. Conversely, to recognise student excellence, it is suggested that a comprehensive programme of student awards be initiated, with an annual presentation of awards at School levels with such actions as a Dean’s List, as well as by the President at the annual commencement ceremonies. Such

awards would relate to academic achievement or to success in participation in student society activities and/or sports.

The Team notes the relatively low participation in both directions by students in the ERASMUS mobility programme and acknowledges the difficulties both of language and finance. It further notes that, over the past two years, the mobility by the IPS students has increased by 44% which it hopes will be maintained. The internationalisation of the IPS is a strategy which should be actively pursued and encouraged across the Schools, particularly in regard to students in the ERASMUS and Leonardo programmes, but also in regard to permanent and visiting staff academic appointments.

The initiative to provide a specific admission system and academic courses for students of twenty three years of age and over is an excellent one as is the IPS programme of Lifelong Learning to meet the needs and interests of the population of the greater Setubal regions.

Issues related to the quality assurance of teaching are further dealt later in section of quality assurance of the report.

## **4. Research**

In the binary higher education system in Portugal polytechnics are by law:

*“dedicated to the creation, transmission and dissemination of culture and professionally-oriented knowledge through study, guided research and experimental development. Polytechnic education institutions award licentiate’s degrees and master’s degrees as prescribed by law”<sup>1</sup>.*

However Polytechnics in Portugal are not permitted by law to award Ph. D. degrees and this does make it challenging for Polytechnics to develop a research culture, which quite commonly in academic world is considered an essential component in the teaching of undergraduate professional degrees.

IPS has stated in its Strategic Plan that it *“believes that research is crucial for the development and affirmation of polytechnic institutes”*. However, the SER also acknowledges that there has not been *“a clearly defined institutional research policy up to the present.”* It goes on to say that this is because in the past *“this has not been considered an appropriate strategy to stimulate research activities at the institute.”*

The Team appreciates that this view is changing and support fully the statement in the SER concerning research that *“in recent years, it has emerged as a key issue in the life of the Institute”*.

In the Strategic Plan the IPS has set four strategic goals:

1. *“The permanent practice of research and development activities, optimising internal synergies in cooperation with the wider community and as part of strategic partnerships or knowledge networks.*

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<sup>1</sup> Article 7, law 62/2007. During the evaluation visits the Team was told that term “guided research” corresponds to applied research which is used later in this report.

2. *Increasing the number of teaching staff with PhDs.*
3. *Increasing the number of R&D projects and related external financing.*
4. *Expanding dissemination of the institute's scientific output."*

Developing the research culture within the IPS was brought up in discussions as one of the major challenges for the Institute. Thus, research is an issue to which the Team gave much attention and, whilst having no magic wand to meet this difficulty, but in complete sympathy with the IPS in developing a research ethos, offers the following principles and ideas.

It is surely unnecessary to stress that research is an essential and vital part of the teaching in all higher education programmes, where of course the nature and intensity will vary from the more vocational curricula of the polytechnics to the more academic programmes of the universities. Thus the polytechnic students must be challenged in research projects in their undergraduate studies and likewise, the teaching and curricula development must be continuously enriched by the research of the academic staff teaching the courses.

The absence of Ph.D. programmes creates a challenge for the IPS, as indeed it must for every Polytechnic in Portugal, and it is clearly recognised in the SER where it states that this situation

*"has mitigated against a concentration of efforts in areas of strategic importance to the institution and the necessary constitution of strong, internal research groups."*

In order to promote research in the Institute it has courageously, if somewhat ambitiously, set a target of having at least 50% of the teaching staff with doctoral degrees by 2011 when national legislation only requires 15 %. With the 17% of the teaching staff holding a PhD at the moment the national minimum requirement is already fulfilled. In these circumstances, the Team compliments the IPS on its higher degree scholarship programme, where it provides leave and financial support for tuition fees, for its staff studying for a Ph.D. elsewhere in a university.

In considering this situation, the Team suggests that the President and the IPS should seek ways, financial and otherwise, to stimulate and support research within the laboratories of the Institute and acknowledges that it may not be easy to realise. It is further suggested that the Institute IPS could consider a twinning or co-habitation agreement with one of the Universities in Portugal, where the research is carried out in the laboratories of the IPS – but the degree is awarded by the University. It is true that this might require considerable persuasion as the Universities naturally prefer to have the research done in their own laboratories – however the Team believes that it is very important that as far as possible, the research of the IPS staff, even if they are Ph. D. candidates of some outside university, is carried out in its own laboratories, in order to create a research environment within the Institution.

The Team was interested to learn about the development by professors of the IPS of private research associations which financially support the Ph.D. students (doing research in the Institute), but where the research is carried

out in the laboratories of the research associations. This seems to be an excellent initiative though of course it would be better if such research could be carried out in the laboratories of the IPS.

As it is recorded that many companies and industries in Portugal are pleased to employ graduates of the Institute, it is suggested that they should be approached to support the development of a research programme within the IPS, perhaps on projects of direct interest to them, acknowledging of course, that issues of intellectual property might arise as happens in universities everywhere. However if it is properly structured, it can be a win win situation, with substantial benefits to both the IPS and industry. The establishment of an office to promote and manage such arrangements should also be considered. One option is that this task is assigned to a recently established unit: research and development or entrepreneurship and transfer of knowledge.

While supporting younger staff members in their aspiration to seek Ph. D. degrees, the institution should remember the importance of senior researchers in the creation and development of a research ethos. Recruiting and encouraging Ph. D. holders who already have some reputation in their field of research is essential for continuity of research activities. In this respect the condition of research infrastructure that the Institute can offer is essential as well as some issues which are dealt with in the section on human resources below.

With regard to the situation as stated in the SER of an absence of clear institutional research policy, the Team notes that in the framework of the new Statutes, the Academic Council has the responsibility for developing the research policy for the IPS. As the chairs of the technical-scientific councils and pedagogical councils are represented in this body, the communication between institutional and school level decisions should not be difficult to organise. In any such development, it is stressed that there must be strategic research funds reserved for management at the central level.

## **5. Human Resources**

The Team appreciates the difficult staffing situation caused by the financial situation and the laws of Portugal. According to the statistics some 60 % or more of the academic staff are on two year contracts and this situation must make it challenging to create a happy and inspiring human resources atmosphere, particularly where there is no provision for granting tenure to lecturers with Masters or Doctoral degrees. In the absence of granting formal tenure, the Team wonders whether an informal tenure system could be arranged, where it was understood by selected staff members and IPS that the employment would be continued until normal retirement age, but it is appreciated that there might be legal difficulties in having such an understanding.

The staff of the IPS is relatively young though there are variations between schools. Thus in addition to rewarding already existing excellence the Team would like the IPS to pay particular attention to creating staff development programmes. In the section dealing with research, the arrangements related

to research activities were mentioned, but it is also important to continue to offer academic staff opportunities to develop their pedagogical skills and for the support staff, skills related to their work. Whilst it is understood that there is a system of awards for excellence for academic staff, the Team suggests that it should be extended further to have high profile annual Presidential awards for both teaching and research activities.

## **6. Quality Assurance**

The quality assurance (QA) processes of the IPS are going through significant changes. It was apparent to the Team that, as explicitly stated in the SER, there have been no clearly defined standards or practices for QA in the Schools, or the Institute as a whole. Whilst there are existing structures within the Schools, these differ in their practices and effectiveness, so that it cannot be claimed that there is a shared quality culture throughout the Institute.

The most important indication of this is the creation in September 2008 of a new IPS Quality and Evaluation Unit (UNIQUA-IPS) which occurred between the site visits of the evaluation team. This is a welcome development but the Team was unable to evaluate the activities of the unit in question given its recent inception.

The Team wishes however to acknowledge that the general objectives set to UNIQUA-IPS are excellent ones:

- “Promote a culture of quality at the IPS;
- Develop a quality assurance system for the IPS;
- Institutionalize a competence centre dedicated to quality management, which will support initiatives of the IPS community in this sphere;
- Contribute to the definition and implementation of quality improvements within the IPS affecting both internal processes and the provision of services to the exterior (training programs, R&D, consultancy, studies and projects);
- Coordinate internal and external evaluation;
- Integrate national and international quality management initiatives within IPS processes.”

If the QA activities are designed to conform to these objectives in a support service programme within the Schools, then the Team believes that the unit will surely promote the overall quality culture within the IPS. The representatives of the IPS confirmed in discussions with the Team their belief that, in designing the quality assurance system across the Schools of the IPS, it is important to take into account from the beginning the European Standards and Guidelines for QA within higher education institutions. This approach is strongly endorsed by the Team.

It is evident that methods for systematic self-assessment are needed within the IPS. For instance, there is a strong need for better statistical monitoring and analysis to support management. The statistics which were provided for the Team were not particularly well designed and it was not possible to get a clear impression of the QA programmes effectiveness from them.

While developing the QA system for teaching and learning, a critical analysis must firstly be made of the existing elements which now are run by the Schools. The Team was provided with information on school level activities that have taken place until now and though there is considerable variation in performance and in impact that these QA measures have, some Schools may have good practices that could be adapted to the whole Institution. It is important to try to avoid overlap between activities organised at the school and IPS levels, but at the same time some additional QA processes may still be considered worth carrying out at school level, in addition to those coordinated by the new centralised unit. Whilst uniformity in documentation and practices throughout the Schools may be difficult to achieve, the Team believes that a central office such as UNIQUA, should have overall responsibility for ensuring the smooth operation and effectiveness of the separate QA operations within the Schools, and in the processing of the results.

As the QA system at institutional level is currently at the design stage, the IPS has an excellent opportunity to develop a comprehensive plan for gathering and utilising data across and within the Schools. It has been the experience elsewhere, that if the results of data gathered, for example for the evaluation of teaching procedures, are not adequately analysed and integrated into the continuous improvement of the methods of teaching and learning, that the teaching evaluation process will degenerate into a bureaucratic and meaningless operation. Thus, the importance of developing procedures which will transform the results of the quality assurance system into effects and promoting the knowledge of these effects among the entire institutional community, including the students, cannot be underestimated. The operation of a QA system is a difficult and professional operation and must be implemented with great care. In all of this, it is critical that the academic staff, who will be central in the operation of the system, have been fully consulted in its design and proposed operation, and with whatever reservations and concerns they may have, have given their agreement to its implementation.

The Team would also wish to suggest that in the considerations of the teaching quality processes, the Institution should not be limited solely to an analysis of the student questionnaires, but that it takes into account the feedback that it can and should get from other stakeholders, such as the alumni, the employers, the graduates and the socio-economic community at large.

And finally the Team would like to emphasise that the drop-out rates in programmes are an important and critical indicator for quality, and an institution-wide approach should be made to analyse and reduce them. And since they have direct influence on funding, they deserve special attention. It is further suggested that the statistics could be improved in order to distinguish between students that have actually enrolled and taken up their studies and those who did not, as the tables provided to the Team did not make this clear.

## **7. The IPS and the Community**

The two way traffic of the support of the community for the Institute and conversely, the contribution of the IPS to the local community, other than providing it with graduates, does not appear to be very active, and it is suggested that there should be changes in both directions. This situation is perhaps a natural consequence of the former multi school structure of the IPS where in the past there was no unified central focus or thrust. This should change now with the new laws and statutes, and by a recognition by both sides that the IPS can be an effective engine driving the economic development of the local regions and conversely, where the leading citizens and the City Council can have a more effective management or advisory role in the IPS, and in supporting the President in bringing about such changes. There appears to be little dialogue or dynamic in this situation at present so that the Institute is like a foreign, though benign, body in the structure of the city of Setubal. The public relations of the Institute appear to have a low priority and its image, both nationally and internationally, and on its website, could be improved greatly.

## **8. The Capacity to Change**

The overall impression of the Team on the IPS is that the Institution has demonstrated clear evidence on its capacity for change through the reforms that have taken place over the last couple of years. Teaching programmes of the Institution have been redesigned to correspond to the demands of the Bologna Process and changed national legislation. As discussed above, there is a clear understanding of the need to develop an institutional research policy and related research activities. Furthermore, there are several processes which have a common goal to strengthen the corporate identity of the Institute, as evidenced by the new support units at central level, new statutes, and new logo. Throughout the interviews it was repeated that the leadership and senior management team of the institution welcome and are actively supporting these changes. In addition, plans for revising implemented changes were also presented to the team as mentioned in earlier sections of this report. The Team encourages IPS to carry out these revisions and to take the opportunity to improve further both the quality and efficiency of the processes. As noted in the SER,

*“However, faced with a turbulent and uncertain external reality, there has been a need to introduce new objectives and strategic actions which were not contemplated in the Strategic Development Plans”.*

As the new legislation provides more financial authority to the institutional level – instead of school level – the Team would encourage the leadership of the IPS to take advantage of this situation. In the SER *“the difficulty in translating policies into desired operational outcomes”* was identified as a weakness of the IPS. Whilst it is appreciated that this difficulty may have been a result of the previous five School management structure, it is acknowledged that it is often a question of not having resources for realising the plans. It seems that the new legislation provides more opportunities at the central level of the IPS to redistribute funds to activities considered important

at institutional level and to award the Schools which perform well in accordance with the agreed Institutional Strategic Plan.

As pleased as the Team was to discover that the IPS is open to new ideas and changes, it does wish to encourage the Institution to – as they say – “think outside the box” and to be creative and imaginative in overcoming the obstacles which now confront them, especially in developing a coherent research environment and human resources programme. The Team suggests that one should not always blame the laws and statutes in Portugal, but rather seek ways of legally circumventing them to advance the objectives of developing a coherent and suitable research ethos and programme within the Institute. This of course, is not easy, but, if successful, it will be rewarding for all involved, especially the students of the IPS.

## **9. Conclusions**

The Team recognises that this evaluation was held in a period of substantial change, driven largely by the political developments relating to higher education in Portugal and specifically to the Polytechnic Institutes. Whilst in theory, as stated in the SER,

*“the IPS is a public entity with formal autonomy in statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary matters”,*

in practice it has little freedom to make any academic or fiscal changes without getting the approval of the Ministry for Science, Technology, and Higher Education. With the reality that academic programmes, their curricula and course content, the student and staff numbers, the capital and operational finances, are all decided and fixed by the Ministry, the changes which it can make are thus confined to the internal operations of the Institute and to its relationship with the Setubal communities which it principally serves. These however are important matters and though the Institute is clearly an organism currently with a foundation of shifting academic sands, the demands on the Presidency and the management at all levels are surely challenging, if somewhat exciting. Even with these restrictions of Government, there remains the potential to develop the IPS into an effective higher education organisation and the Team believes that this is being successfully exploited by the Presidency and the management team in Setubal.

The EUA Team was greatly impressed by the willingness within the Institute to make these changes and with the spirit, enterprise and effectiveness which it is applying in making them.

The principal issues which were considered by the Team are summarised as follows:

- **Management & Governance:**

The coming together of five independent Schools into a unified structure presents many challenges and opportunities in the management and governance of the Institute. The resultant synergy has the potential to make for a more effective Institute by the centralisation of the key

academic, administrative and student programmes, and by its external impact within the communities within the greater Setubal regions. The Team believes that the new structures relating to the Schools and the Institute are the correct ones, but that flexibility and great care must be maintained as they are implemented.

- **Academic quality and assurance**

Whilst there is no reason to doubt that the academic quality of the various degree programmes in the Schools is less than satisfactory, the procedures for the QA of course content and teaching are uneven and varied and clearly in some instances, somewhat ineffective. It is understood that this is fully appreciated by the Schools and the Presidency and that appropriate steps are currently under way to correct this situation.

- **Research policy**

It is clear that it is challenging to develop a research ethos when, by Portuguese Law, the Institute is not permitted to have Ph.D. programmes or to award research degrees. The IPS and Schools fully appreciate that a research culture is a vital component in all academic programmes for professional qualifications and they are examining ways in which this can be realised. A formal relationship with Portuguese universities whereby research is undertaken in the laboratories of the IPS, and the degrees are awarded by the universities is a formula which the Team suggests should be examined. The IPS is strongly encouraged to maintain its strategy to seek ways, possibly with the assistance of the local industries in Setubal, to develop a research culture.

- **Human resources**

The Team considers that one of the most serious challenges to the successful operation of the Institute is the restriction by legislation on the making of academic appointments, on awarding promotion and on granting tenure, so that in effect there can be no human resources management system within the institute. This results in having only some 33% with tenure and the greater majority of academic staff on two year appointments must militate against the development of a effective and placid human resources culture. The Institute has a commendable policy of supporting staff with leave and finance to undertake doctoral studies in universities of their own choice with the target of increasing the percentage of staff with Ph.D.s from its current 17% to 50 % by 2011.

- **Status and public image**

In the various meetings with representatives for the Setubal communities, both commercial and civic, the Team was made aware of the high standing of the Institute and of the quality of the graduates. Somewhat in contrast to these views, the Team believes that the interaction of the Institution with the local communities could be improved, that the participation of local leaders in a management or advisory capacity within

the Institute was less than satisfactory, that the alumni associations were not very active and that the support for research by local industries was non-existent. The Team believes that these issues should be vigorously tackled and accordingly, the IPS is encouraged to appoint a task force, representative of the various stakeholders, to advise the Presidency on the appropriate remedial actions.

- **Finally**

It is in the nature of such evaluations that the negative aspects of the institution under examination are highlighted in its report and whilst a number of such observations are contained in this report, the Team wishes to reiterate its firm belief that the Instituto Polytechnico de Setubal is a high quality institution with academic standards of the highest international standards and with a Presidency and management team dedicated to drive it with care and dedication through the turbulent waters which lie ahead. It is indeed in a situation of academic and structural turmoil so that the demands on the Presidency and top management, indeed on all the management throughout the five Schools, are clearly at a very high level. The Team is confident that the new structures are the right ones for its future development, and it believes that the attitudes of its management at all levels, of willingness, indeed enthusiasm, for the many changes under way, will carry it forward to a bright future in the national and international academic world.

## 10. Annexes

### 10.1 Schedule of the first visit

Day	Time	What & who?	Where?	Why?
18	Morning/ Early afternoon	<b>Arrival of the EUA team/Transfer to <i>Estalagem do Sado</i></b>  IPS transportation		
18	18.15	<b>Briefing meeting:</b>  EUA team	Estalagem do Sado?	Division of tasks; discussion of the self-evaluation; inventory of issues for preliminary visit.
18	20.00	<b>Dinner:</b>  Evaluation team, President, liaison person, Vice-president	Pousada de S. Filipe, Setubal	Welcome, make acquaintance; go over preliminary programme; discuss key issues for evaluation (arising from self-evaluation and/or from President's experience).
19	8.30	<b>Departure from hotel</b>  IPS transportation		
19	9.00–9.30	<b>Meeting</b>  President	Presidency Services (SPR)	Discuss <i>privately</i> issues that need to be stressed in evaluation team's visit and report.
19	9.40–10.50	<b>Introduction meeting:</b>  Evaluation team, President, liaison person, Vice-president	SPR	Introduction to the IPS: structures, quality management and strategic management; national higher education and research policies; students issues (e.g. tuition fees, governmental grants and aid).
19	10.50-11.00	<b>Coffee break</b>	SPR	
19	11.00-12.15	<b>Meeting with CAI-IPS</b>	SPR	Understand self-

				evaluation process and extent of institutional involvement; how useful was self-evaluation for the IPS (emerging issues, function in strategic planning processes)?
19	12.30-13.30	<b>Lunch:</b> President, liaison person, Vice-president, Administr., CAI-IPS	SPR Cloysters	Reflect upon impressions of first meetings and complete information as necessary.
19	14.15-14.45 <b>parallel</b>	<b>Visits to Units:</b> ESTSetúbal/ESTBarreiro <b>Deans</b>  Students' Welfare Services (SAS)  <b>Administrator</b>	ESTBarreiro/  Students' Residence	Introduction to the units: structures, quality management and strategic management; discuss relationships of the units with the IPS central level; input in self-evaluation; role of quality control activities in the units.
19	14.55-15.40 <b>parallel</b>	<b>Visits to Units:</b> ESTSetúbal/ESTBarreiro  <b>Academic staff representatives</b>  SAS  <b>Staff representatives</b>	ESTBarreiro/  Students' Residence	Discuss relationships of the units with the IPS central level; input in self-evaluation; role of quality control activities in the units; recruitment of new staff; staff development; motivation policies.
19	15.50-16.30 <b>parallel</b>	<b>Visits to Units :</b> ESTSetúbal/ESTBarreiro  <b>Students</b>  Students' Welfare Services (SAS)  <b>Students</b>	ESTBarreiro/  Students' Residence	Students' views on the IPS experience (e.g., teaching and learning, student input in quality control and (strategic) decision making).
19	17.15-18.15	<b>Meeting with external partners:</b>  City council Mayor  2 companies  Health Care Unit	SPR	Discuss relations of the IPS with external partners of the private and public sectors.

19	18.30-19.30	<b>Debriefing meeting:</b> EUA team	SPR	Reflect on impressions; prepare second day of visit.
19	Evening	<b>Dinner:</b> free time		
20	8.15	<b>Departure from hotel</b> IPS transportation		
20	8.30-9.00 <b>parallel</b>	<b>Visits to Units:</b> ESCE/ ESE+ESS <b>Deans:</b>	ESCE/ ESE	as in the units above.
20	9.10-9.55 <b>parallel</b>	<b>Visits to Units:</b> ESCE/ ESE+ESS <b>Academic staff representatives</b>	ESCE/ ESE	as in the units above.
20	10.05-10.50 <b>parallel</b>	<b>Visits to Units:</b> ESCE/ ESE+ESS <b>Students</b>	ESCE/ ESE	as in the units above.
20	10.50-11.00	<b>Coffee break</b>	ESCE/ESE	
20	11.00-11.30	<b>Tour of campus</b> Liaison person, CAI-IPS		
20	11.45-12.30	<b>Debriefing meeting:</b> EUA team	ESTSetubal	Reflect on impressions; list issues for additions to self-evaluation report and the second visit.
20	12.30-13.00	<b>Planning main visit:</b> Liaison person	ESTSetubal	Plan the second visit schedule (select units, special or additional persons to speak); logistical support for or during visit; visit team's meeting and working rooms (where team can work on its

				oral report).
20	13.00	<b>Lunch:</b> President, liaison person, administrator	SAS	Concluding session to agree topics of additional documentation.
20	Early afternoon	<b>Transfers to airport</b>		

## 10.2 Schedule of the second visit

<i>Time</i>	<i>What &amp; who? Where?</i>	<i>Why?</i>
<b>October 8, 2008</b>		
12.55 - 17.30	<b>Arrival</b> of evaluation team	
Evening	<b>Briefing meeting + dinner</b> Evaluation team alone • <i>Estalagem do Sado</i>	Division of tasks, preliminary discussion of evaluation report structure and issues
<b>October 9, 2008 (Meetings and lunch at the Presidency Services)</b>		
8.45	<b>Departure from hotel</b>	
9.00 – 10.00	<b>Meeting with President</b>	Discuss <i>privately</i> issues that need to be stressed in team's visit and report
10.10 – 11.00	<b>Meeting with self-evaluation steering group</b> CAI-IPS (See the report for names and CV)	Discuss any changes in context or internal situation since the first visit, analyse impact of first visit, review additional information sent to the team, clarify any open questions
11.00 – 11.10	<b>Coffee break</b>	
11.10 – 12.30	<b>Meeting with the Presidents of Directive Councils/Directors of the Schools</b>	Discuss relationship of schools with central level with respect to strategic development and quality management; input in self-evaluation; special issues arising from self-evaluation parts one and two and/or from talk with president
12.40 – 14.00	<b>Lunch</b>	Reflect upon impressions of first meetings

	Evaluation team, liaison person	and complete information as necessary
14.15 – 15.15	<b>Meeting with central office staff members</b>	Discuss role of e.g. institutional strategic documents (development plans, etc.) in development of institution; finances and human resources
15.30 – 16.30	<b>Meeting with Mayor of Setúbal</b>	Discuss relationships of institution with the cities
16.30 – 16.40	<b>Coffee break</b>	
16.40 – 17.30	<b>Meeting with IPS General Council</b> General Council representatives	Discuss relationship of IPS G.C. with presidential team regarding strategic and quality management
17.45 – 18.45	<b>Meeting with student delegation</b> Student representatives in the governing bodies of the IPS and members of the student unions.	Students' views on the institution, on relations with president's office, on student input in quality management and in (strategic) decision making
19.00 – 20.00	<b>Debriefing meeting</b> Evaluation team alone	Exchange impressions, review the day
Evening	<b>Dinner</b> Evaluation team alone	Reflect on impressions and start preparing oral report
<b>October 10, 2008 (Meetings and lunch at the ESE)</b>		
8.30	<b>Departure from hotel</b>	
9.00 – 09.45	<b>Meeting with President, vice president for education and coordinator of IPS QA unit</b>	Discuss the IPS QA future policy and organization
10.00 – 11.00	<b>Meeting with the Presidents of the Scientific Councils of the Schools</b>	Discuss research aspiration of IPS
11.00 – 11.10	<b>Coffee break</b>	
11.10 – 12.10	<b>Meeting with the Presidents of the Pedagogic Councils of the Schools</b>	Discuss evaluation procedures of the Schools including students' questionnaires

12.30	<b>Lunch</b>	
13.30 – 16.50	<b>Debriefing meeting</b> Evaluation team alone	Exchange impressions, review day and drafting the oral report
16.50 – 17.00	<b>Coffee break</b>	
17.00 – 18.00	<b>Presentation of oral report</b> Session open to the IPS community and external guests	
20.00	<b>Dinner</b> Evaluation team, President and Vice-Presidents <ul style="list-style-type: none"><li>• <i>Pousada de Palmela</i></li></ul>	Discuss oral report with the president alone prior to preparing the written report
<b>October 11, 2008</b>		
Morning	Breakfast and departure of evaluation team	