INSTITUTO SUPERIOR DA MAIA

Self-Evaluation Report

EUROPEAN UNIVERSITY ASSOCIATION
INSTITUTIONAL EVALUATION

October 2009

Maia, 9th of October 2009

I, Domingos Oliveira e Silva, President of Instituto Superior da Maia, declare that I followed the self-evaluation process and read this self-evaluation report. On behalf of the institution, I accept the responsibility for both.

Domingos Oliveira e Silva
President

Campus

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Acronyms list:

APHVIN	*Portuguese Association of Wine History*	*Associação Portuguesa de História da Vinha e do Vinho*
CASP	*Help Centre & Psychology Service*	*Centro de Apoio e Serviço Psicológico*
CCDR-N	*Coordination and Development Commission of the North Region*	*Comissão de Coordenação e Desenvolvimento Regional do Norte*
CCF	*Physical Conditioning Centre*	*Centro de Condição Física*
CEDTUR	*Studies of Territorial Dynamics and Tourism Development*	*Centro de Estudos de Dinâmicas Territoriais e Desenvolvimento Turístico*
CEL	*Arts and Language Study Centre*	*Centro de Estudos em Letras*
CELCC	*Centre for Language Studies, Communication and Culture*	*Centro de Estudos da Língua, Comunicação e Cultura*
CESE	*Higher Studies Specialisation Courses*	*Cursos de Estudos Superiores Especializados*
CET	*Technological Specialisation Courses (level IV)*	*Curso de Especialização Tecnológica (nível IV)*
CIAF	*Training Centre*	*Centro de Investigação de Apoio à Formação*
CIDAF	*Sport and Physical Activity Research Centre*	*Centro de Investigação em Desporto e Actividade Física*
CIDD	*Innovation and Sport Development Centre*	*Centro para a Inovação e Desenvolvimento do Desporto*
CIDESD	*Sport, Health and Human Development Research Centre*	*Centro de Investigação em Desporto, Saúde e Desenvolvimento Humano*
CINEICC	*Research Centre for Studies in Cognitive-Behavioural Intervention*	*Centro de Investigação do Núcleo de Estudos e Intervenção Cognitivo-Comportamental*
CNAVES	*National Council for Higher Education Evaluation*	*Conselho Nacional de Avaliação do Ensino Superior*
CTICE	*Centre of Information and Communication Technologies in Education*	*Centro de Tecnologias de Informação e Comunicação na Educação*
DET	*Technological Specialisation Diploma*	*Diploma de Especialização Tecnológica*
ECDU	*Academic Career Structure*	*Estatuto da Carreira Docente Universitária*
ECTS	*European Credit Transfer System*	*Sistema Europeu de Transferência de Créditos*
EFD	*Physical Education and Sport*	*Educação Física e Desporto*
ENQA	*European Association for Quality Assurance in Higher Education*	*Associação Europeia para a Garantia de Qualidade do Ensino Superior*
EU	*European Union*	*União Europeia*
FCT	*Science and Technology Foundation*	*Fundação para a Ciência e Tecnologia*
FTE/ETI	*Full Time Equivalent*	*Equivalente Tempo Integral*
GavISMAI	*Institutional Evaluation Group*	*Grupo de Avaliação Institucional*
GEHVID	*Douro Viticulture Studies Group*	*Grupo de Estudos de História da Viticultura Duriense e do Vinho do Porto*
GEPAQ	*Studies, Planning, Evaluation and Quality Office*	*Gabinete de Estudos, Planeamento, Avaliação e Qualidade*
HE	*Higher Education*	*Ensino Superior*
HEI	*Higher Education Institution*	*Instituição de Ensino Superior*
IEFP	*Institute of Employment and Vocational Training*	*Instituto do Emprego e Formação Profissional*
INE	*National Statistics Institute*	*Instituto Nacional de Estatistica*
ISMAI	*Higher Education Institute of Maia*	*Instituto Superior da Maia*
LMH	*Human Kinetics Laboratory*	*Laboratório do Movimento Humano*
MCTES	*Ministry of Science, Technology and Higher Education*	*Ministério da Ciência, Tecnologia e Ensino Superior*
OCDE/ OECD	*Organisation for Economic Co-operation and Development*	*Organização para a Cooperação e Desenvolvimento Económico*
ON2	*Regional Funding Program*	*Programa Operacional Regional do Norte*
PALOP	*Portuguese Speaking African Countries*	*Países Africanos de Língua Oficial Portuguesa*
PIB/GDP	*Gross Domestic Product*	*Produto Interno Bruto*
QREN	*National Funding Program*	*Quadro de Referência Estratégico Nacional*
RJIES	*Regulations of Higher Education Institutions*	*Regime Jurídico das Instituições de Ensino Superior*
TECMAIA	*Centre for Entrepreneurship of Maia*	*Parque de Ciência e Tecnologia da Maia*
TIC	*Information and Communication Technologies*	*Tecnologias de Informação e Comunicação*
UNIDEP	*Research Unit in Human Development and Psychology*	*Unidade de Investigação em Desenvolvimento Humano e Psicologia*
UTAD	*Trás-os-Montes e Alto Douro University*	*Universidade de Trás-os-Montes e Alto Douro*

In Annex:		
PSIC	*Psychology and Communication Science Department*	*Departamento de Psicologia e Ciências da Comunicação*
EFD	*Physical Education and Sport Department*	*Departamento de Educação Física e Desporto*
CEMPR	*Business and Management Department*	*Departamento de Ciências Empresariais e Jurídicas*

1. INTRODUCTION

1.1. Self-Evaluation Committee

Instituto Superior da Maia – ISMAI, faced obstacles with the implementation of the Bologna Process, especially since 2006, and the entry of two Portuguese laws approved the following year, "*Regulations for Quality Assessment in Higher Education"* and "*Regulations of Higher Education Institutions"*. These caused actions of additional significance to be undertaken at Institutions not only to proceed to the adequate adaptation of study plans and course curricula but also, to improve the performance of the institutions and to comply with set conditions reorganizing their statutes, so as to be concluded in mid 2008.

Hence, *ISMAI*, backed by its instituting body, *Maiêutica – Cooperativa de Ensino Superior*, *CRL*, applied for the 3rd Call for co-financing of the Institutional Evaluation Programme – IEP, carried out by the European University Association – EUA, a high and internationally recognized entity, and it was favourably selected. The main purpose of the application was the evaluation of its plan of action and the promotion of a culture of quality assurance associated to the creation of a Strategic Plan aimed at the continuity of sustained development, which has been upheld until now by successive annual plans of action.

Soon after the reception of the candidature, the result was communicated. The presentation and disclosure of the IEP was made by successive meetings with the Governing Council, co-operators from *Maiêutica*, department directors and course representatives, academic staff, non-academic staff and members of the students' union. Furthermore, the information taken from the "*Guidelines for Participating Institutions, 2008*" was written in Portuguese on enlarged posters and placed in strategic areas. An Internet site devoted to the *IEP* with direct access to the *ISMAI* website was created not only to advertise and publicise but also, to promote generalized and active participation of the academic community.

In short, the aim was to privilege and focus on the involvement of the whole academic community in light of the Institutional Strategic Plan so as to focus on the quality of the educational process.

On April 3rd 2009, the Chairman of *ISMAI* appointed the members that would integrate the Institutional Evaluation Group– *GavISMAI*:

José Queiroz Marques dos Santos	Coordinator
Ilídio Manuel Marques Moutinho	Director of Studies, Planning, Evaluation and Quality Office
Fernando Hernâni Bento	Vice-Chairman of *Maiêutica*
Eduardo Cândido Cordeiro Gonçalves	Professor and Secretary of the Governing Council at *ISMAI*
Carlos Manuel Pereira Carvalho	Professor, Representative of the Scientific Committee, and of the Physical Education and Sport Department and Research Unit, *CIDAF – CIDESD*
João Manuel Castro Faria Salgado	Professor, Representative of the Psychology and Communications Department and of the Research Unit, *UNIDEP - CINEICC*
João Manuel Silva Carvalho	Professor, Representative of the Pedagogical Committee and Research Unit, *CELCC – CEL*
Amadeu Joaquim Lima Fernandes	Professor, Representative of the Business and Law Department and Director of the Statistics Office
António Manuel Lopes Tavares	Chairman of *TECMAIA*
Nuno Manuel Rosas Cerqueira	Representative of the non-academic staff, Head Assistant of Administrative Services
Ricardo da Costa Vilhena	President of the Students' Union at *ISMAI*

A Secretariat was also appointed:

Luís José Sousa Pina	Secretary
Alexandra Isabel Alves Neves	Professor, Translator and a member in connection with the EUA
Artur François Caiano	Translator and Computing Technician

1.2. Self-Evaluation Process

Once the systematisation of procedures for self-evaluation aimed at improving the quality of institutional practices was established, *GavISMAI* undertook the responsibility of preparing, in the short term, a Self-Evaluation Report which would be succinct, analytical, reflective and critical based on a SWOT Analysis, which involved:

- The Institution;
- What the Institution does regarding norms, regulations and values;
- How it acts upon the organization and the activities it implements;
- How it knows if plans of action are carried out adequately and with quality;
- What needs or has to be changed strategically so as to improve.

In the medium term, *GavISMAI* will have to comply with and fulfil requisites and suggestions made by the Evaluation Team from the EUA.

In the long term, it will have to give continuity to the whole evaluation process and contribute to the creation of a Standing Committee for Strategic Planning.

The first meeting took place on April 6th where it was agreed that there would be weekly sessions and that all the decisions made there would have a collective basis. These involved, in general terms, the distribution and analysis of formal documents, the discussion and sharing of ideas, work methods and processes, adjustments to structural plans, the creation of a biobibliographic form to be filled out by all academic staff, the handing out of inquiries to all members of the academic community, the analysis of collected and organized data, the preparation of the first draft of the Self-Evaluation Report and the approval of the final report. The greatest difficulty became apparent in the filling out of the biobibliographic form by academic staff, some of whom had to be persuaded do to so. Another difficulty was related to the period during which the process lasted because the end of the 2nd semester and consequent summer break of academic activities gave rise to a slowdown. This was later reinitiated in an academic year, different to the one which began it. On the other hand, the amount of answers to the inquiries surprisingly exceeded the predictions. These provided valuable data for the development of the SWOT Analysis, to the point which required a more in-depth analysis resulting in the inherent benefits of a broader perspective.

2. INSTITUTIONAL CONTEXT

2.1. Brief Historic Overview

2.1.1. Strong Aspects for the Founding of *ISMAI*

ISMAI is a young institution, which goes back to the early 90s of the previous century, a time in which Portugal witnessed an intense movement towards creating private academic institutions, aimed at Higher Education - HE, because state-owned structures were not able to respond to or satisfy the enormous demand.

The favourable state of affairs, especially marked by the political situation at the time, was in many cases, the main factor in the creation of such institutions. This brought about many influential people of recognized standing, prestigious associations and cooperatives founded by ingenious members, many of whom had experience in HE, as in the case of *Maiêutica* established in 1989. It set up *ISMAI* so as to overcome the lack of skilled human resources felt throughout the country at the time.

The founding of *ISMAI*, as a non-integrated Institution, was requested in 1990, when the respective authorization to operate was obtained, subsequently consolidated by the recognition of public interest and which is presently under renewal with the competent and appropriate national entity, the Ministry of Education.

Since then, pursuing its belief in a consolidated and continuous development policy implemented by the instituting body and governing organs at *ISMAI*, it has been possible, up till now, to achieve even greater ambitious goals as a Higher Education Institution - HEI, defined throughout the periods and phases summarized hereafter.

The support of the Maia Town Hall in allowing *ISMAI* to use former facilities, which were previously occupied by a public school – *Quinta da Gruta* - and the celebration of several protocols to permit its use of sports facilities throughout the city, has made *ISMAI* today, without a doubt, the pride of the many people involved in the project and of all those who contributed to it with dedication.

2.1.2. Institutional Background

Polytechnic Institution (annex IC.1)

The academic years, from 1990/91 to 1993/94, constitute the founding phase in which the first courses, Bachelor's Degrees were authorized to have continuity in designated *Cursos de Estudos Superiores*

Especializados - CESE. Simultaneously, *ISMAI* proceeded to the acquisition of several lots for a future location.

Mixed Institution

The academic years from 1994/95 to 2003/04, is a term that can be subdivided into a phase of Autonomy (from 1994/95 to 1998/99) and a phase of Consolidated and Continued Development (from 1999/2000 to 2003/04).

The first phase is characterized by *ISMAI* being granted the first Bachelor's Degrees at university standards while it proceeded with the construction of its own facilities, thus giving the premises at *Quinta da Gruta* back to the city.

The publication of the Statutes of *ISMAI*, in the *Diário da República*, on April 13th 1998, made this phase significant and of great importance to the Institution, for it could now grant the Master's Degree. In fact, according to regulations at the time, only University Institutions could confer these degrees. The second phase began after the legal approval of the former and included the transition from Bachelor's Degrees-*CESE* to *Licenciaturas*.

Liaisons with the Republic of Cape Verde contributed to the arrival of a great number of students from this country. The relationship was strengthened with the surrounding community, through the participation in the project, *Maia Digital*. *Maiêutica/ISMAI* functioned as an active partner and its main financial supporter both in the planning and implementation of its project, as it had qualified and specialized academic staff and technicians, who were aware of the nature of the initiatives to be implemented.

University Institution (annex IC.1)

The period 2004/05 to the present is characterized by an initial phase of Strategic Restructuring and (2004/05 to 2006/07) in which all Bachelor's Degrees became *Licenciatura*, without exception. Not only did *ISMAI* start to manifest university standards but also it institutionalised the first Master's Degrees with successive course adaptations to the Bologna Process. The number of students slightly decreased in consequence of the reduction from a four year to a three year programme which gave rise to 1st Cycle courses of the Bologna Process, a situation somewhat offset by the creation of *Cursos de Especialização Tecnológicos - CET*.

The second phase of this period (2007/08 and onwards) intends to become the consolidation of Strategic Success, connected to the notion of quality assurance.

In 2008/09, the number of students rose, not only due to the new contingents originating from some *Licenciatura* Degrees but also as a consequence of the highest attendance rate in Master's Degree courses that concur to 2nd Cycle courses of the Bologna Process and of *CETs*.

Simultaneously, a great effort was made in the sense of aiding and admitting more teaching staff with Doctorates, so as to enhance the scientific potential of the research units. This particular situation is an area currently of great concern and in need of further investment, and which will enable *ISMAI* to grant Doctoral Degrees as a University Institution.

Presently, there are three units of Research and development - *R&D*, accredited by the *Fundação para a Ciência e a Tecnologia - FCT*, with an overall mark of "Good".

2.2. Geographic Location

ISMAI is located in the centre of *Castêlo da Maia*, approximately 3 kilometres from the Maia town centre, and is part of the Metropolitan Area of Oporto, in the northwest of Portugal (c.f. annex IC.2).

According to 2008 data obtained from the *Instituto Nacional de Estatística- INE*, Maia is a municipal city with an area of 83, 1 km2 and 140.859 inhabitants. The city of Maia is located 8 km north of Oporto, the 2nd major city in the country and capital of the north. It has an excellent public transport system, which connects and takes one to any part of the city at any time. The subway station, line C, just outside *ISMAI*, will take one to downtown Oporto in minutes. The road network also makes it easy to get from Maia to Oporto and to many other surrounding regions.

Equally important and located in a major commercial and business area is *Francisco Sá Carneiro International Airport*, just 6 km from the Maia town centre and 15 minutes away from *ISMAI*.

In the beginning of the 1995/96 academic year, *ISMAI* started working at the new location built by *Maiêutica*, without any state financial support. It is a very pleasant place just 300 metres from *Quinta da Gruta*. The necessary conditions for the construction of the athletics sports facilities, already in project phase, are expected shortly.

At present, *ISMAI* is spread out across a welcoming, attractive and modern University Campus, close to the previously mentioned subway station which is named *ISMAI*. In its vicinity, there is not only a vast and

diversified industrial area but also numerous athletic and sports centres where one can practise a wide variety of sports and leisure activities.
Considered as an important cultural centre in the region, the city of Maia has initiatives of holding several events connected to theatre, music, arts and traditional local customs.

2.3. Brief Analysis of the Current Regional and National Labour Market

Portugal has taken steps towards changing its economic model of development by the commitment to implement policies based on the awareness and greater importance of human resources, the acquisition of new competitive factors and the promotion of a culture of entrepreneurship, particularly among young people, by encouraging and motivating them to create technology based enterprises. However, the economic crisis, which recently shook the world, has had a negative effect when it comes to the GDP predictions and to the unemployment rate, which has also affected several other countries.
According to the news reports published in mid-August 2009, based on figures released by *Instituto de Emprego e Formação Profissional - IEFP*, the unemployment rate increased from October 2008 to nearly half a million people in July 2009. However, if in the second quarter of 2009 the economic crisis does not worsen, one may conclude that the unemployment rate will decrease in the following two years, for situations similar to the current one have already occurred throughout history and have shown that there is normally a lag period between the lowest point of a recession and the highest point of unemployment rates.
As mentioned previously, *ISMAI* is located in the county of Maia, which is part of the district of Oporto. Data obtained from the *IEFP* shows that the percentage variation of unemployment in this district, between the second quarter of 2008 and 2009 was of 28.4%, slightly higher to that of the district of Lisbon (25.9%), but lower than the districts of Faro (31.4%), Viana do Castelo (45.7%) and Aveiro (46.9%). The variation in the remaining districts was less than in the district of Oporto.
Clearly, this situation frequently occurs in the labour market, in which young graduates seek employment. In accordance to the report *Education at a Glance* published by the *Organização para a Cooperação e Desenvolvimento Económico - OECD*, long term unemployment affects 51% of the Portuguese unemployed university graduate population. Though there are courses which guarantee employability others have very limited professional prospects.
As stated by the Planning and Statistics office of the *Ministério de Ciência e Tecnologia do Ensino Superior - MCTES*, at a general national level, Medicine comes in first place for employability along with general health, Mathematics, Computer Science, Transport services, Hotel and the Tourism while areas such as Business, Social Sciences and Teaching, particularly primary and preschool, show the highest unemployment figures. Aware of this situation, *ISMAI* seeks to optimise all resources by creating optimum conditions and training for qualification in the job market.

2.4. Internal Structure

Maiêutica is the instituting body (c.f. annex IC.3) which strives and is dedicated to creating the necessary conditions so that *ISMAI* operates normally and guarantees administrative, economic, financial, capital and curriculum, without detriment to the cultural, scientific and educational autonomy of the Institution. Similarly, it allocates *ISMAI* with a specific asset in facilities (c.f. annex IC.4) and equipment (c.f. annex IC.5) while it is also accountable for approving the annual activity plan, budget and annual report. It is also responsible for the designation and dismissal of the Chairman at *ISMAI* and of any other directors, the hiring of researchers, academic and non-academic staff, plus the submission of new Cycles of HE to the competent Ministry for accreditation and registration.
The internal structure at *ISMAI* (c.f. annex IC.3) incorporates:

- Chairman;
- Collective Governing Organs – Board of Directors, Scientific and Pedagogical Committee;
- Organic Units – Departments, R&D units, Centres and Library;
- Services – Social, Administrative, Technical, Offices and Secretariats.

At present, there are three departments – Psychology and Communication, Physical Education and Sport and Business and Law. Defined according to the course curricula, which integrate them, each one has its own director along with its coordinators, who supervise the scientific, educational, technical and cultural areas.
In accordance with that mentioned in 2.1.2, scientific research is presently an area of the upmost priority. After some frustrating attempts, first in 2002, steps were finally taken in the academic year of 2007/2008, which led to the creation of evaluated and recognized scientific-technical units, integrated research centres and supra-institutional projects.

Thus originating:

- *Centro de Investigação em Desporto e Actividade Física - CIDAF* included in *Centro de Investigação em Desporto, Saúde e Desenvolvimento Humano - CIDESD,* brings eight schools of HE together, of similar rank, and has, at present, the *Universidade de Trás-os-Montes e Alto Douro - UTAD* as its host institution;
- *Centro de Estudos da Língua, Comunicação e Cultura - CELCC* included in *Centro de Estudos em Letras - CEL* involves *UTAD*, the University of Evora and *ISMAI*;
- *Unidade de Investigação em Desenvolvimento Humano e Psicologia - UNIDEP*, included in *Centro de Investigação do Núcleo de Estudos e Intervenção Cognitivo-Comportamental - CINEICC*, has the University of Coimbra as the host institution.

All of these R&Ds have representatives in Gav*ISMAI*.
Besides the R&D units, *ISMAI* still has centres that are active in specific areas not only in research and scientific formation-training but also in the work of internal and external services, as well as offices that cooperate with the governing organs.
Two of these units are jointly established with stakeholders, as in the case of *CEITEC - Centro de Empreendorismo – ISMAI/TECMAIA* and *CTICE – Centro de Tecnologia de Informação para a Educação.*

2.5. Academic Staff

Since its founding phase, the total number of teaching staff has gradually increased a clear indicator of consistency and growth which is evident to *ISMAI*. In fact, this has been true in the last four years, in which the admission of teachers with Doctorate Degrees has almost doubled (from 37 to 68), overcoming one of the greatest concerns of the Institution seeing that it will have to make substantial improvement to the qualifications of its academic staff.

2.6. Non-Academic Staff

There are seventy-six non - academic staff employees at the service of *Maiêutica/ISMAI*, thirty-nine of whom have undergraduate degrees. These work predominantly in support offices, centres, laboratories and in other services such as secretarial, accountancy, treasury and secretariat.
The remaining thirty-seven, without HE qualification, belong to the services of support, hygiene and cleaning, maintenance, transport and surveillance, though some are also involved in academic activities.

2.7. Students

The number of students has also risen since its founding phase. In 1990/91, *ISMAI* began with 117 students, which later reached 4052 in 2004. Since then, there has not been great oscillation. The slight reduction observed in terms of undergraduate degrees was offset by the emergence of students for graduate degrees and *CETs.*
In 2008-2009, *ISMAI* had 4207 students enrolled, which is the highest number ever reached. This corresponds roughly, to what is wished for by the governing organs for it grants the possibility to consolidate the conditions required to become a HEI which enforces quality assurance.

2.8. Autonomy

ISMAI centres its autonomy in accordance to principles of rightfulness, non- discrimination and other constitutional guarantees, so that:

- as part of its cultural and scientific autonomy, it revels in freely defining, planning and implementing research and other cultural and scientific activities compatible with the nature and purpose of the Institution;
- in teaching, it has autonomy to prepare study plans and curricular programmes, define teaching methods and techniques, create learning conditions, choose processes of evaluating knowledge and explore new teaching and learning experiences;
- in the administrative, economic and financial fields, it manages funds conferred by the Board of the instituting body, within its budget, requiring its positive consent, in accordance with the approved financial plan;
- in what concerns teacher recruitment, it proceeds to the respective screening and selection, according to previously defined criteria;
- as for student admission, it has the freedom to fix norms and regulations from the specific regulating policy without contradicting the one regulated in the National Law.

3. NORMS AND VALUES

3.1. Vision
ISMAI intends to be a highly valued institution in Portuguese HE, which responds to regional and national needs and challenges.

3.2. Mission
To provide excellence in student formation-training in diverse scientific, technical and cultural fields not only to prepare them for an active working life but also to motivate them towards innovation and development based on its praxis: ***Honorum Studium, Optimus Labor***.

3.3. Goals
To pursue the correct course of action so as to reach the status of a University Institution in its plenitude. On the one hand, it is unquestionably urgent and radical, but on the other hand, it needs to be done with irrefutable intellectual vigour. *ISMAI*, in line with university philosophy, centred on analysis and knowledge, considers cultural, professional and research areas as the essence for harmonious progress of any community and/or society. In fact, its main goal is to be regarded as an Institution dedicated and committed to social well being with its full integration in the national and international university system. *ISMAI* bets on defined strategic objectives embedded in areas it considers nuclear to achieve such an aim. Thus:

Institution, Organization, Management
- to obtain the status of University Institution;
- to be a national reference in HE;
- to expand infrastructures such as the sports facilities;
- to promote quality assurance of the institutional organization;
- to optimise internal and external communication;
- to create a Standing Committee of Strategic Planning.

Academic, Teaching, Formation - Training
- to improve quality teaching;
- to diversify training options;
- to invest in teaching at a distance and lifelong training;
- to improve teaching qualification;
- to promote the integration of students and academic staff at *ISMAI*;
- to define careers both for academic and non-academic staff;
- to accompany the integration of graduates in the job market;
- to encourage the interrelationship and contact with alumni.

Cooperation, Research, Development, Internationalisation
- to intensify the cooperation with other HEI;
- to increase the process and dynamics of scientific research;
- to promote the transfer of knowledge and technology;
- to promote entrepreneurship;
- to participate in local, regional and national development projects;
- to enhance the interaction with the surrounding community
- to invest in the internalization of education, research and projects, with particular emphasis on mobility.

3.4. Governance and Management
The implementation of the Bologna Process to the Educational System brought on problems for validating HE courses in Europe. Therefore a new model of organization and operation had to emerge from within the Institutions.
ISMAI, as a young institution, with its previously cited institutional background, began from the founding phase to instil efficacy and efficiency in its organizational system. The Institution has come to be governed and managed by a determined and high-powered leadership anchored on freedom of constructive criticism thus giving rise to balanced, solid and assertive management. This has proven to achieve results. However, as consolidation and growth steadily occur, and given the strategic readjustments in development, backed by

the recent publication of the Statutes, *Maiêutica/ISMAI* is now prepared to put forward a more open and flexible management model. In fact, *ISMAI* and its instituting body faced with all the implications of the Bologna Process, and aware of its potential, are motivated and prepared to face and overcome future challenges.
The process of decentralization, still imminent, has been gradual and steady. The intermediary organs, namely the directors of department, course coordinators and research unit coordinators have had the opportunity and responsibility to propose differentiated governing measures.
Similarly, the directors of centres and support offices have also received guidance and incentives to improve its performance and introduce dynamic practises to its human resources. It is important to highlight some practices, which have already been introduced in its core:

- to have greater demand for qualified teaching;
- to stimulate scientific research;
- to have a student ombudsman;
- to encourage student and teacher mobility;
- to create and promote support units for courses;
- to invest in globalisation.

As for the recruitment policy of academic and non-academic staff, *ISMAI* in accordance with its instituting body, conditioned by enforced law and regulation, at times adverse (or lack of it), has based its action on information and suitable observation. The economic and social instability overcome in the last few years, coupled with eventual sanctions and restrictions considered as protective of HE teaching has caused both selective rigour and balance in hiring staff and special attention on the performance of co-operators because they are the strategic objective for the improvement in the quality of the Institution.

3.5. Academic Profile

3.5.1. Institutional Consolidation

Presently *ISMAI* satisfies the essential requisites for a full recognition as a University Institution, capable of conferring Undergraduate and Graduate-Master's Degrees. It has made tremendous effort before legislation and before the appropriate authority, the Ministry of Education, to achieve a formal recognition of this status.
In fact, *ISMAI,* since its founding phase, has had sustained, harmonious and progressive development focused on reaching the goals required for HEI foreseen in the general law of the Educational System. Throughout the nineteen years of existence, the main concern of the governing organs was the proposal of creating new and innovative courses, always in light of proceeding studies which met the real needs of the academic community, identified from the development options throughout the region and country. As can be verified by dates of the different courses published in the *Diário da República*, there was steady and balanced progression among the theoretical courses and the courses of a technical and laboratorial nature.
At present, *ISMAI* offers a wide range of diversified courses:

- 1st Cycle: 20 courses;
- 2nd Cycle: 18 courses;
- *CETs*: 14 courses;
- Postgraduate Courses;
- Open Courses.

Course restructuring has been constantly present when it comes to making decisions about the heterogeneous public and its growing needs for qualification, one still hopes that, in the near future, a decision in favour of teaching some 3rd Cycle courses is approved, seeing that they have already been proposed and await ratification.

3.5.2. Educational, Scientific and Cultural Project

ISMAI has come to accompany the on-going changes to implement the Bologna Process in a realistic and committed manner. In order to reach its objectives, it is backed by a set of norms, which are implemented in the Educational, Scientific and Cultural Project of *ISMAI*, some of which stand out:

- to create and maintain an educational atmosphere appropriate to its purpose, centred on human relationship of mutual respect, commitment, solidarity and responsibility;
- to guarantee quality teaching-learning, with interdisciplinary, dynamic, flexible and constantly updated methodology;
- to conceive and participate in scientific projects of its own initiative or national and international initiatives for this purpose;

- to produce and diffuse scientific, technologic and cultural knowledge and its economic value in a social sense;
  to hold various events and training programme which aim at enhancing qualification and efficiency for the insertion of a graduate in the active working world;
- to render services beyond the university, to the community, in accordance with vocation and the capacity of the Institution.

3.6. Community Relationship

Our country faces the challenge of a new paradigm of competitiveness, which necessarily implies the ability to conceptualise, analyse and plan the creation of new products, services and business, instead of a model based on competition for low pricing or the order of other third parties.

This paradigm shift demands a greater capacity of academic, scientific and technological human resources, by means of innovative educational systems appropriate to the social and economic needs of the community. This change also implies the capacity of developing a new corporate culture based on progress, competence and entrepreneurship. Unquestionably, determinant factors of competitiveness can be revealed by innovation, technological development, as well as the strategic capacity and organization of the individuals and enterprises.

Aware of this reality, *ISMAI*, the only institution of HE in the district of Maia, has taken on, in a determined manner, the preparation of qualified human resources in order to meet local, regional and national needs. Characteristics like flexibility, diversification, differentiation, internationalisation, globalisation and integration are concepts that must be based on formation and training not only in the perspective of employability but also in competitiveness. These characteristics are acquired in academic and scientific education throughout university. Therefore, *ISMAI* today, centres its mission on and is conscious of being a vital Institution as an intellectual capital concerned with improving the articulation among the various production centres throughout the region so as to achieve and make the objectives established by the Lisbon Strategy a reality.

Thus, *ISMAI* decided, through protocols and partnerships as diverse as possible, that its vocation would be linked to the business sector. In particular, *ISMAI and Maiêutica*, the instituting body constituted partnership with *TECMAIA – Parque de Ciência e Tecnologia da Maia*, along with *MaiaInova – Associação para Inovação e Desenvolvimento do Concelho da Maia*.

ISMAI also stands out because of its strive for internationalisation, which has been a step towards protocols of cooperation both with Spanish universities and foreign universities which have Portuguese as its first language.

Despite economic and social dynamics, *ISMAI* has provided a relevant contribution to the *Maiata* community, not only because of its students, academic and non-academic staff, but also because of its connections to multiple stakeholders active in the job market and involved in several professional sectors locally, regionally and even nationally. Thus, a special emphasis is granted to the graduates of Sport, from Physical Education and Sport and Sport Management courses, which have produced outstanding, work in the different areas they belong to, because they project the image of the Institution at a national level.

3.7. Funding

The total expenditure of the Institution grew 500 thousand euro per year between 2006 and 2008 (c.f. annex I.1). This was also true regarding staff expenses, which increased from 55% in 2005 to 58% in 2009.

The average costs in investment were higher than 455 thousand euro between 2005 and 2008, fluctuating according to the strategic and investment plans for each year, especially in infrastructures and necessary equipment which doubled in 2007.

Year	**2005**	**2006**	**2007**	**2008**
Total Expenses	**€11 505 323**	**€10 957 902**	**€11 646 992**	**€12 180 381**
Personnel/Staff	55%	57%	55%	58%
Salaries	18%	18%	17%	17%
Other	23%	23%	22%	23%
Investment	4%	2%	6%	3%

ISMAI, as a private HEI, depends on the income derived from educational activities, which represented about 94% of the total revenue in 2008.

There was an average annual growth in revenue from educational activity of more than 390 thousand euro between 2005 and 2007 but in 2007 and 2008 it was well over 1480 thousand euro. The other income results from activities related to teaching and research for example, publications, protocols with public and private development projects, leasing facilities, parking, among others.
State funding, under operating and/or investment subsidies, are granted after submission and approval of candidature for national and EU programme specific projects: formation-training, infrastructures and research either individual or with public and private partnerships.
There was a cut back in State funding, from about 5% in 2005 to 1% in 2008, after the completion of the project, *Maia Digital*, which involved the Maia Town Hall as the promoter. It was, from 2003 to 2006, the most significant project developed by *Maiêutica/ISMAI*. The total cost of the project was more than 1500 euro. Nevertheless, the Institution has been able to take advantage of the opportunities derived from state funding for projects of interest in pursuit of the statutory objectives. It also depends on the EU framework programme cycles, which affect the national state funding system.
Revenue from State funds (National and EU) is primarily for financing the implementation of projects presented in the candidature or for providing service protocols. The allocation of funds, approved annually by the Board of *Maiêutica/ISMAI* is made according to the budget, activity plan and the needs and objectives of each department.
Though the budget is managed with some flexibility, there is regular and periodic supervision of each completed phase so as to assess changes and implement any necessary corrective action.
The majority of funds are allocated to teaching and support services because these are the core activity of the Institution. The direct costs of courses and other academic activities represent about 40% in total costs and investment. The structuring expenses, in turn, are about 20%. This figure includes indirect costs charged to departments while 40% corresponds to the expenses of the remaining centres. Although the Institution has frequent annual funding programmes for R&D units from the *FCT*, it is mainly financed by revenue. Thus State funds represent an insignificant rate, approximately 5% of the total budget for research.
The Institution's commitment in promoting and developing research units has increased the budget allocation of R&Ds, which amounts to 255 thousand euro for the 2009 financial year. The structural income comes from private sectors therefore the Institution's financial capacity to implement new initiatives is directly related to its own annual financial performance. The activity plan and annual budget are drawn up according to the analysis and assessment of previous actions so as to predict the expenses and revenue for the year. The analytical accounting system implemented in the Institution calculates the direct costs of each activity so as to appraise the main costs and benefits of each one.

4. ORGANIZATION AND ACTIVITIES

4.1. Management Activities

In examining the management practices, a decision was made to carry out an inquiry throughout the academic community, in order to collect sufficient data to enable the assessment of the organization and activities at *ISMAI*. For two weeks teachers, students, non-academic staff and *Maiêutica* co-operators expressed their opinions about:

- management practices;
- problems, concerns, obstacles and fears and also suggested solutions for them;
- *ISMAI*'s strong and weak points and threats and opportunities they consider apparent (SWOT analysis).

The inquiries were answered by 178 teachers (70.4%), 830 students (19.7%), 51 staff personnel (67.1%) and 14 *Maiêutica* co-operators (87.5%).

4.1.1. Management Practices

The points concerning management practices focused on the following topics: strategic planning, level of formality, centralization, organizational commitment, quality, structured learning, and market orientation. These are measured on a Likert scale of 5 points (1 = strongly disagree and 5 = strongly agree). The intention was to compose a generalized view regarding issues as thoroughly as possible as not to discourage the answers made on the inquiry. Though it had few points, it did transmit a general idea on how the academic community felt. Thus, answers to the questions about **strategic planning** reveal that the various groups understand how the process functions and/or how they take part in it: *Maiêutica* co-operators (4.0), staff employees (3.7), teachers (3.7) and students (3.5). However, when faced with questions about strategic

planning, the answers tend to assess the activity plans in general, which are annual, rather than strategic planning, which should be medium to long term.
The **level of formality**, which was only evaluated by the autonomy felt in the workplace, presents a maximum median among the *Maiêutica* co-operators (5) and a value of 4 for the other groups. Hence, this shows that there will not be too many formal procedures. It needs to be noted that, in some cases, the lack of formality may give the impression of inconsistency in procedures, particularly with academic staff and service personnel.
The four points related to the **level of centralization**, reveal the perception that the management at *ISMAI* is neither centralized nor decentralized: *Maiêutica* co-operators (3.1), students (3.1), teachers (3.1) but employees feel that it is more centralized than decentralized (2.9). These results can be easily explained because teachers and students have a high level of autonomy in their activities, which may suggest some decentralization in management. Naturally employees feel centralization more because they are subject to stricter control over their actions.
Organizational commitment was assessed according to the satisfaction of being at *ISMAI*. Students have the lowest median (4), while the other groups show total acceptance (5). It is an excellent result in terms of team spirit, but makes one wonder why students are not as enthusiastic as the other groups. The maximum score was about 60% among academic and non-academic staff, 100% among *Maiêutica* co-operators and 22.4% among students. Answers such as "agree or strongly agree" came from more than 90% of teachers and non-academic staff while 67.6% were from students.
The statement, "*I am familiar with the indicators of quality assessment at ISMAI*", was used in this part of the inquiry to evaluate **quality** *assurance*. This phrase may have been ambiguous to some participants but the perception of teachers and non-academic staff and *Maiêutica* co-operators is in general positive while students remain neutral.
Organizational learning focuses on two items related to the freedom of critical reflection on assumptions, ideas and ways of performing at *ISMAI*. The academic community was divided in terms of median: *Maiêutica* co-operators (5), teachers (4), non – academic staff and students (3). The answers reflected the level of freedom one had to express and foster new ideas or methodologies. The other point relates to encouragement and motivation stimulated by the governing organs. The results remain neutral with students (3) and more favourable with the other groups (4). In conclusion there is a perception of some dynamic innovation at *ISMAI*, which will be confirmed in the SWOT analysis.
Market orientation, two questions regarding this point were made to assess the information obtained about the stakeholders and their satisfaction. When it came to agreeing or not agreeing with the existence of seriously poor internal communication at *ISMAI*, opinions were divided: *Maiêutica* co-operators and non-academic staff said yes (4), students were neutral (3), and teachers perceived there were not any (2).
This can be explained by the fact that teachers talk among themselves and with other groups in the academic community, thus implies that information is not transmitted correctly or truthfully throughout the various organs and departments at *ISMAI*. As to whether the participants feel that their level of satisfaction related to *ISMAI* has been evaluated, the results were in terms of median: teachers, students, and non-academic staff (4), and *Maiêutica* co-operators (3). These results can be explained from the circumstances they occurred in this is, the academic year had several surveys on teacher assessment, services and resources. Here, many *Maiêutica* co-operators may feel quite unsatisfied believing their ideas have not been considered.

4.1.2. Problems, Concerns, Obstacles and Fears

The responses to the problems, concerns, obstacles and fears, expressed by members of the academic community, were divided into, the number of responses and level of seriousness they gave to each one. This made the conclusions easy to organize (frequency: low, medium, high; level of seriousness: low, medium, high). In order to summarise the total result, they were ordered according to the problem classification of frequency so as to classify the level of importance given to each one (table below).

Table–Problems Classification:

Problem	Frequency	Level of seriousness	Result
1. Organization and Coordination	1	12	12
2. Social action	14	1	14
3. Policy of Human Resources	5	3	15
4. Facilities	3	5	15
5. Teaching	2	10	20
6. Library	12	2	24
7. Tuition fees and other payments	7	4	28
8. Students	4	13	52
9. Hygiene and Cleaning services	10	6	60
10. Food services	9	7	63
11. Scientific aspects	6	11	66
12. Equipment	8	14	92
13. Planning and control/supervision	11	9	99
14.Internationalisation	15	8	120
15. Services	13	15	195
16. Safety/surveillance	16	16	256

This analysis concluded that the main problems are related to **organization and coordination**, which are also referred to by teachers, non-academic staff and *Maiêutica* co-operators. In this context, the following was pointed out, in descending order of relative importance: internal communication; working and lecturing timetables; internal organization; the motivation of human resources; CET department; excessive workload; training; timetable of administrative services; coordination of teaching staff, and other less important points.
The second problem has to do with **social action**, mentioned by 16 students who would like to see it improved. Clearly this is, essentially, dependent on governmental policies. The amount of importance conferred, places it above other problems which affect a greater number of individuals who belong to the academic community.
A third problem is related to the **policy of human resources** at *ISMAI*, which affects the academic and non-academic staff, in descending order of relative importance: job security; lack of professional career prospects; lack of non academic staff; compulsory to work on green receipts; low income/salaries.
Annex II.1 presents a more in-depth analysis, as well as fundamental solutions for all these problems. Inquiry *Q6-E*, which the Statistics office handed out in the academic year 2008/09, clearly confirms the results of this evaluation (c.f. annex III.1).

4.1.3. SWOT Analysis

The SWOT analysis highlights the existence of many problems (c.f. annex II.1). With this evaluation, *ISMAI* can develop a plan of action to implement a strategic process in the medium term, as to ensure sustainability and consolidated development of activities through better quality assurance to satisfy all internal and external stakeholders of the Institution.
Strengths are attributed to the infrastructures, qualified academic staff and teaching quality. These are aspects which should be strengthened through a policy of hiring, training and improving human resources, which must be continuous, so that *ISMAI* maintains its ability to attract students to its courses, as well as achieve greater national and international impact.
Weaknesses are related, first, to the lack of sports facilities and staff meeting rooms equipped with computers. Second, are problems regarding organization and communication, internal organization of some courses and the management structure. Third, problems concerning the number of students per class, the quality of some teachers and overwork, especially of Doctorates, who have very little time available for research because they teach too many hours.
Threats are related to competition in general, because the public sector has benefits that distort competition in their favour. The dependency on the State, especially on its approval of many requests, is noteworthy. Moreover problems related to the economic and financial crisis and demographic data affecting most developed countries are also mentioned.
Opportunities reported by the academic community, relate to the possibility of improving links with external stakeholders and initiating a consolidated and continuous process of internationalisation; the

emergence of new training areas, stimulated by an ever-changing society, is also an opportunity that *ISMAI* has taken advantage of.

4.2. Governing Organs

The initial matrix structure was organized by the instituting body, *Maiêutica and it* establishes the overall structure at *ISMAI* in which the roles of the various organs are conditioned by the statutes of the Institution. Thus, there is a natural commitment and dependency between *ISMAI* and *Maiêutica*.

4.2.1. Roles of Directors, Departments, Services and Scientific areas

Top Board Organs:

- *Maiêutica* has a high influence over the performance of *ISMAI.* This has not interfered negatively in any educational and/or scientific activity for it maintains the autonomy of teachers, researchers and students.
- *Maiêutica*'s Board influences both the overall organization of *ISMAI* and its governance because it has to approve the financial plan and human resources, equipment and finance.
- Not questioning competency, rigour and role model staff, one verifies that the decision-making belongs to the instituting body (e.g. Post-Graduate office and Governing Council).
- The core structure of the Institution is the Governing Council, which has the power to make decisions and carry them through.
- The person who has greater impact at the institution is the Chairman of the Governing Council, who practises personalized management and is very open to all members of the academic community.
- Strategic planning is implemented by the most significant Organs, without the cooperation of all the academic community at *ISMAI*. There are times that an intermediary body is necessary to call upon. However, if there is no response to this request, there will be difficulties in the process, which involves the exchange of information and suggestions. *ISMAI* could benefit from a greater delegation of functions and greater community involvement in the preparation of strategic planning and activity plans. *GavISMAI* emerges as an asset that *ISMAI* may take advantage of in terms of strategic analysis and internal cohesion of its members if collaboration is encouraged and used to improve organizational, collective and individual performance.

Academic Organs:

- Due to the transitional phase of the new and approved Statutes of *ISMAI*, many organs will undergo changes in their constitution and plans of action.
- Currently, the Scientific Committee presents management difficulties owing to the large number of members that are involved. This causes some constraints of their duties. More protagonism is called for in the institutional policy, but is not truly proactive at this level.
- The Pedagogical Committee has shown some signs of greater vitality. However, its active participation in the life at *ISMAI* is still poor and, again, more reactive than proactive.
- The structure of the three departments, Psychology and Communication, Physical Education and Sport Sciences and Business and Law, is proven to be too small and limited in relation to the number of existing courses at *ISMAI*. This diversity and growth justifies the need for at least another department.
- The role of the department directors is not well specified and has little impact on the functioning of the Institution, for its lack of consistency in the departments and because of the centralized management model.
- In general, there is too much passiveness when it comes to the coordinators. There is a lack of power of coordination to impose sanctions, based on regulations and therefore delegating tasks or projects. Thus, many problems go directly to the *ISMAI* Governing Council, and never go through the department directors and/or coordinators.
- There is also difficulty in the articulation between the organs concerning teaching and educational organization, especially in communication and project coherence.

4.2.2. Management Policy

Despite the limitations, the management model shows itself as relatively effective at this phase of HE growth. The overall mission and goals of *ISMAI* have been attained successfully. There is a growing institutional market (c.f. annex II.2 and II.3), which has led to a general increase in the constant demand and quality overcoming the previous goals. Some aspects can still be improved. The testing methods could be more decentralized, thus placing more autonomy on department directors and coordinators, especially the agreement about objectives and performance criteria. This would, in turn, define merit and reward it appropriately. It is expected that the new statutes will restructure the Scientific and Pedagogical Committees. In general, the implicit mission and goals need to be considered, clarified and promoted throughout the academic community in order to achieve greater cooperation in the conquest of all of the main objectives of the Institution. A detailed and thorough analysis should be made of the Institution as a whole, the different departments, the research units, etc, so as to achieve, improve and provide better strategic planning.

4.2.3. Policy of Human Resources

Some non-academic staff are discontent with the policy of human resources especially what is related to training, promotion, organization and internal communication. For teachers, this policy is highly centralized in the Board of *Maiêutica* and the Governing Council of *ISMAI*. The final approval comes from these organs. Coordinators and directors of departments are usually involved in the process of recruitment and selection of teachers; however, if decision-making were performed in a more formal manner, this would make the screening much easier. The absence of a teaching status contributes to the situation of uncertainty training and promotion prospects. This past year, an incentive was granted to teachers who presented relevant scientific research for *ISMAI* centres. Nevertheless, there is great difficulty in articulating teaching time and research due to the excessive teaching workload. This affects scientific productivity and undermines the competitiveness of research units.

The current system of protocols with institutions causes a more careful management of finances, for example, there is a greater number of external teachers, many of whom work full time. In addition to the instability created by this system, it causes the need for larger and more motivated teaching staff prepared to face future challenges.

4.2.4. Entrepreneurship and External Relationships

A. Activities in the area of Physical Education and Sport

The work towards expanding, initiated by the *Laboratório de Movimento Humano - LMH e Centro de Condição Física - CCF*, of the *Departmento de Educação Física e Desporto - EFD*, has promoted the involvement of *ISMAI* in the community.

The LMH has had experience in the evaluation and control of training in different kinds of sports events and teams. There is always the presentation and discussion of reports after conducting field and laboratory tests with the individuals responsible for the team. The data provides more knowledge about the athletes, for example, sporting history, adoption of appropriate training programme and adequate training for competition.

Among the protocols of collaboration with different institutions, it is essential to give greater importance to the ones celebrated with the Portuguese Federation of Volleyball, Football, Rugby, Roller - Hockey, Athletics and the Tennis club, *Centro de Alto Rendimento de Ténis do Norte.*

The work done to the National Senior Male Volleyball Team ended in the outstanding performance and publicity campaigns carried out in the last world championships. Conditions are being created to give support to the National Senior Male Indoor Soccer Team and to the under-19 Male Rugby Team, who *ISMAI* is currently working with. It also does the evaluation and control of physical conditioning of different teams belonging to the Portuguese Federation of the National Senior Male Roller- Hockey Team.

Many teams of different sports events have also benefited from the implementation of the evaluation and control of training in the LMH, especially with professional Football, Volleyball, Basketball teams and Athletics.

The experience encouraged contacts among HEI in border regions in the North of Portugal and Galiza – *ISMAI*, UTAD and the Polytechnic Institute of Bragança and the Universities of Vigo, Santiago of Compostela and Corunha. The initiative proposed by Secretary-general of Sports of the Regional Government of Galiza, may involve the mentioned Institutions in a project called European *Network of Health related Fitness Assessment Units – ENHREFAN* that is intended to aide athletes from teams representing the respective regions.

Set up in late 2005*, Centro de Inovação e Desenvolvimento no Desporto CIDD*, became an operating unit at *ISMAI*. It has the responsibility of conceiving and developing environments that foster the importance of sport, through close cooperation with enterprises, clubs, local authorities, federations and other sport organizations, and promotes the exchange of knowledge, innovation and strategic plans with the members of the Portuguese Sports system.
In 2006, a protocol of cooperation was celebrated with the city of Santa Maria da Feira, involving the preparation and implementation of a Strategic Plan for the county Sports Development Plan for 2008-2012, which included administrative supervision. Later, Esposende also decided to develop the same Strategic Plan in 2008.
In the context of sports associations, *CIDD* is developing a methodology called *ClubeInova*, which supports and monitors sports clubs. This new phase begun with a protocol celebrated with the city of *Vila Franca de Xira* and the sports club *Centro Popular de Cultura e Desporto*, in connection with two other clubs Santa Maria da Feira. This concerns the transfer of technology to sports and promotes its innovation through analysis of its current state and the definition of priorities.

B. Activities in the area of Multimedia Communication Technologies
Several students and professors from the Multimedia Communications Technology course took part in a project called *Crescer Interactivo* (http://crescerinteractivo.portodigital.pt) from 2007 to 2009. This initiative took place in 54 primary schools throughout the city of Oporto, in view of a partnership with, Digital Oporto, the Oporto City Hall and the Universities of Aveiro, Minho and Oporto.
This project placed 113 interactive whiteboards in all the 4th grade classrooms, taught 446 primary school teachers how to use the interactive boards, created contents for them and provided an environment controlled by collaborative platforms to enable the creation of online communities which included students, teachers and guardians.
The work done by the students at *ISMAI* focused mainly on the creation of multimedia content to be used on interactive boards, contents, which were soon validated in the scientific and educational components elaborated by the project team *PMATE* from the University of Aveiro.
Moreover, the students and professors at *ISMAI* participated in the primary school teacher training sessions, in the helpdesk services of the project *Crescer Interactivo*, and in the conception and co-ordination of the project. This project was innovative in that it not only encouraged students with physical handicaps, but it also gave short teachers the possibility of operating interactive boards according to their height. Such success encouraged the Ministry of Education to include in public tenders, the purchase of these special boards to be included in schools nationwide.

C. Activities in the area of Psychology, Psycho-social Educative Counselling
The Centro de Apoio de Serviços Psicológicos – CASP, is a fundamental centre rendering psychological consultation to the community, to corroborate with curricular and professional training and supervision of consultations, in hope that in the short term one may also provide research in different areas of Psychology.
Some services provided by *CASP* are: psychological consultation to adults; psychological consultation to children and adolescents and counselling and vocational orientation.
The Centro de Tecnologias de Informação e Comunicação na Educação - CTICE, is a centre that arises after the end of the project, Digital Maia, anchored on a protocol celebrated between the Maia Town Hall and *ISMAI*. In fact, technology at the service of education is one of the major goals of this centre, which includes in its line of action, all the levels of teaching, from primary school to HE. It is a priority to enhance conventional methods of teaching, promote interactive practices and continuous learning to increase the efficiency of management and communication among all those involved in the educational community (students, teaching staff, non- academic staff, parent-teacher associations, student union and education members from the Town Hall).

4.3. Academic Profile
4.3.1. Academic Staff
In retrospect, the improvement and progress in teaching qualification shows that there has been a growing number of academic staff in the last five years. Since 2005 teaching staff has grown from 242 to 253 as illustrated in annex II.2. By analysing data, one observes a gradual drop in academic staff with undergraduate degrees and a significant rise of those who have graduate degrees, a number that almost doubled during this period. Even so, the Institution still needs to pursue a policy to hire professors who have graduate degrees,

through more selective criteria, especially in what concerns the articulation between educational area and one's scientific specialisation.
Moreover, it is recommended that there be institutional sponsorship for teachers who are undergoing the graduate phase in order to take part in advanced training. This way the research projects can be included in scientific areas and structured in line with implemented research so as to be implemented in the R&D units at the Institution. The same occurs with Doctoral programme in progress at the *MCTES* which will be able to provide the integrated training to some professors and enable the development of R&D at *ISMAI*.
Despite the effort to recruit academic staff with Doctoral Degrees, this group continues to be less significant and only represents 29,5% of the whole academic staff, while Master's Degrees is 33,5% and *Licenciatura* Degree 37%.
The distribution of academic staff in different departments has remained constant, though there is one significant change in the number of Doctoral Degrees in the Psychology and Communication Department, from 11 to 27 in 2005, followed by the Physical Education and Sport Department which rose from 9 to 18 in 2009.
In fact, training is considered a priority of any academic staff because it is one of the determinant factors in pursuing a policy focused on quality in HE plus it is a valuable contribution towards the development of its own departmental research. Hence, it is crucial to establish a clear definition of the guidelines to be followed and fulfilled: to offer graduate courses in strategic areas in the Institution, to develop and implement transversal courses, departments and research centres in articulation with other institutions where one is undergoing training. One should not overlook or neglect recruiting Professors within the European community whose curricula shows a wide range of international connections.
In what concerns the training of academic staff, the terms stated in the *Estatuto da Carreira Docente Universitária - ECDU* should be followed. Nevertheless, on the one hand, adapting Private HE to the reality stated in *ECDU* is difficult and on the other hand, there is an unwillingness of political interests in adapting it to the private reality.
The academic staff demonstrates a certain discomfort related to a non-existent career structure for teaching, noting that Doctoral Graduates remain indeterminately in the category of Assistant Professor which represents 92.3% of undergraduates. There are 17.6% assistants (non - graduate teachers) and 65.2% of teachers whom are external collaborators. Full professors and assistant professors only represent 4% in total.
Another point to highlight is that the academic staff at *ISMA* is equally balanced in gender (58% female and 42% male). As for age, there seems to be a greater predominance of older aged males compared to younger ones. Seniority in the Institution is also important to mention because 70% of the academic staff has been at *ISMAI* for more than five years, a fundamental fact which has contributed to its beneficial and aspired stability.
There are two parameters to be registered in relation to the effective staff at the Institution: internal staff on effective contract and external collaborators (service providers and/or fixed term contracts). Besides this, there is full-time and/or part-time employment. Moreover, there is no academic staff with exclusive status to *ISMAI*, a somewhat odd situation. This many times causes some professors to seek employment in other educational institutions to some which legitimises the development of R&D outside *ISMAI*. Presently, *ISMAI* only employs 46% full-time professors while the remaining 54% work part-time. Only 34.8% are internal employees compared to 65.2% whom are external collaborators.

4.3.2. Students

As can be seen in annex II.3**,** *ISMAI* follows the national laws, fully respecting the "*numerus clauses"* established by the Ministry. There is also a very successful policy of non-discrimination of gender, disability or ethnicity. It has appropriate facilities for the handicapped, as well as equipment to aid the visually impaired. Thus, its policy is to promote the possibility of access to HE and this success has been extraordinary and unique in the north region.
Support services to students, namely social services and grants/scholarships have had a huge success and has made *ISMAI* the first choice of many students. Moreover, it has followed a policy of special support services to students from Cape Verde and Sao Tome and Principe, *Países Africanas de Língua Oficial Portuguêsa - PALOP*. It should also be noted that there is a student ombudsman who protects the interests and rights of all the students at *ISMAI*.
A study carried out on the growth of the total number of students at *ISMAI* shows a drop in the number of enrolments, 9.4%, in 1st Cycle courses from 2004 to 2007. Nevertheless, an overall true drop of approximately 5.6% was due to the introduction of *CETs* from 2006.

After 2007, this drop was inverted as a result of the entry of 2nd Cycle courses, along with a rise in the number of students who attended CETs and 1st Cycle courses (7.4%), which is due to the daily coexistence of the pre-Bologna with those of the Bologna Process. These result in a total number of 4207 students enrolled in 2009; 3662 1st Cycle students (87%), 218 in 2nd Cycle students (5%) and 327 students in *CETs* (8%).
In 2005, the academic population was evenly divided in gender, 51% male students and 49% female students. However, this difference in the past few years has gradually increased up till 2009 which registered 2400 male students (57%) to 1807 female students (43%). This variation arises from the higher number of students in the *EFD*, where more than 70% are males. Curiously, this tendency is different in 2nd Cycle courses, which highlights a greater predominance of registered female students from 2005 to 2009. This cycle of studies shows 80% female enrolments to 20% male enrolments thus, confirming a preference for Graduate-Master's Degrees, connected to areas of Psychology which are predominantly attended by female students. *CETs* are attended by secondary school leavers who do not fall under the normal regime of acceptance to 1st Cycle courses in which there is a slight dominance of male students (70%).
An explanation for this centres on the course options which steer students towards vocational courses in Sport; Sport and Leisure Technician, Computer Science; Development of Multimedia Products, Installation, Networking and Computer Systems Maintenance.
The number of enrolled students in 1st Cycle courses and their distribution in the courses at *ISMAI* can be broadly divided in three groups: (i) 7 courses with fewer than 100 students; (ii) 7 courses between 100 to 300 students; (iii) 3 courses with more than 300 students (*EFD* has 968 students). As for 2nd Cycle courses, the number of students is still quite low, in which the Graduate-Master's Degree in Clinical Psychology and Health is the main preference while the Sport and Leisure Technician course is the most popular in the *CETs*
The students at *ISMAI* are predominantly from the districts of Oporto and Braga which together make up about 86% of the academic population. The easy access to public transport, namely the subway, represents added-value for the Institution
The predominant age group for 1st Cycle courses is 20-23, though there are students who are older than 23 attending some courses, such as Solicitor and *EFD*. The entry of these students to HE has been made much easier through new legislation. *CETs* present a younger academic population because students can enrol at *ISMAI* though they have not yet formally completed secondary studies.
Approximately 2.6% of the students at *ISMAI* in 2009 are from abroad. However, 67% come from countries where Portuguese is the official spoken Language (*PALOP*) and 31% from the EU. The mobility of Portuguese students has been increasing in the last three years. In fact, in this period the number of students who have left *ISMAI* to study abroad rose from 38 to 88 while the number of foreign students who chose *ISMAI* to study at under the *ERASMUS* programme or other protocol, also went up from 38 to 51.
Student admission in 1st Cycle courses is basically done by applying for entry to Private and Cooperative HEI, through the general admittance system. There are, however, three other special systems that also give entry. First, the re-admittance system to change or transfer one's course; second, a specific system for the admission of students coming from Cape Verde through the protocol that this country has established with *ISMAI*, and for athletes of high competition; third, the special merit system which grants entry to students of HE, holders of *Diploma de Especialização Tecnológica DET* or students who are older than 23. It also seems that student admission to a significant number of 1st Cycle courses at *ISMAI* is by means of specific public tenders. In particular, holders of *DETs* determine an important group which attend 1st Cycle courses.
Considering only 1st Cycle courses, the total ratio of student/*FTE* professors in comparison with the academic population at *ISMAI* in 2009 is 21.6:1. But if this ratio is calculated by considering professors with Graduate-Doctoral Degrees, this number rises to 66.3:1. However, by differentiating ratios by department, we encounter a lack of *FTE* Doctorates in the *EFD*, where the ratio reaches a maximum of 89.5:1. The Psychology and Communication Department shows a figure of 57.0:1 not far from 61.0:1 of the Business and Law Department. *ISMAI* has had over the past three years a gradual improvement in the ratio of students/professors-FTE of 78.2:1 in 2007 to the present figure of 66.3:1 in 2009. This rise is due to the recruitment policy for Doctoral-Graduates to meet its needs and improve scientific areas. In 2008, *ISMAI* had a total of 837 graduates, 661 finished 1st Cycle students, and 9 Graduate-Master's. It should be highlighted that the number of graduates in that year is identical for both genders while in previous years the female graduates greatly outnumbered the males.
The drop-out rate at ISMAI has risen from 14.1% in 2007 to 17.3% in 2008. The time to graduation of pre-Bologna courses has been quite constant with a figure of 5.6 years throughout the past 5 years.

4.4. Teaching and Research

4.4.1. Teaching

ISMAI has dedicated the last three years to implementing the Bologna Process, which will be fully completed at the end of the present academic year, 2009/2010. Though it bears some perplexity as to adjust and develop quality education ISMAI is aware that such adjustments and changes are beneficial and advantageous and result in the recognition of diplomas, the increase of student and teacher mobility and the flexibility of study plans and programmes, all in order to harmonize academic options and pathways to build and establish a European Higher Education Community.

As a result, all the courses have undergone in-depth and extensive restructuring as for their study plans, not only in the distribution of workloads and respective European Credit Transfer System *ECTS* but also in more adapted lectures to the new educational paradigm. As recommended by the Dublin Statement, students' involvement and participation have now gained greater importance and co-responsibility in the teaching-learning process.,

One of the important educational segments related to 2nd Cycle courses (Master's Degree), should be emphasized for it is relevant to the future of *ISMAI*. Though there was a statutory right to grant Master's degrees from 1998 to pre-Bologna transition, some were considered to be of less significance to the strategic plan at Maia. At present, there are 18 available 2nd Cycle course, only 7 courses are presently operating with 218 students (5% of the student population). Consequently, due to the low number of enrolled student in this cycle one must reflect on what need change to overcome and solve this problem and take the necessary measures consolidate option of 2nd Cycle courses.

It is true that the Institution previously had significant difficulties in organizing and promoting the functioning of Master's Degrees because of the lack of Doctorates crucial to guaranteeing the quality required for experimental projects and in writing dissertation. Today the number of graduates guarantees quality teaching and training integrated in research

In terms of training, 1st and 2nd Cycle courses are top priority. It is also *ISMAI*'s aim to implement 3rd Cycle courses. Accordingly, three Doctoral study plans in *MCTES* were submitted and optimistically await approval, namely: (i) Doctoral Programme in Sport, Physical Education and Health, (ii) Doctoral Programme in Literature and Multimedia and (iii) Doctoral Programme in Clinical Psychology and Health.

Furthermore, it is also a priority to strengthen *CETs*. There are 14, *CET* courses available, 8 of which are functioning with 327 students (225 males and 102 females), an area with great potential to grow in the near future (c.f. annex II.3).

Given the geographic location of Maia and its integration in a regional cluster of dynamic demographic region, the potential for recruitment is imminent and it does not conflict with the proximity of the city of Oporto which is one of the largest HE centres in the country. *ISMAI* also offers attractive conditions for working students, not only by organizing evening courses according to the socio-economic needs but also reinforcing the importance of *ISMAI* as the main changing agent in the region.

The open courses and undergraduate/graduate courses which do not confer a degree also target an important professional market. However, this has not occurred in a frequent and systematic way. In fact, today, training-formation is evident for constant scientific development and technological knowledge as the answer to the phenomenon of labour flexibility. The process of lifelong learning is the responsibility of the Institution, which may satisfy the productive needs of the region which it operates in.

Under the language policy, *ISMAI* teaches in Portuguese, although there are some lectures in English and Spanish. The need to teach in other languages is now more evident due to the internationalisation of the courses. Needless to say that many teachers are qualified to lecture in English and Spanish. This already takes place with Erasmus students, which, in turn, have Portuguese classes to make it easier to adapt to the academic and social community. This should not have anything to do with defending the Portuguese language because it is considered to be the 5th most spoken language in the world.

4.4.2. Research and R&D Units

ISMAI has three R&D units, three of which are integrated through protocols and research units of the *FCT*. These have been evaluated by international panels with an overall mark of "Good", in recognition of the quality of the research already undertaken. Besides these three units, *ISMAI* has a new unit which is presently undergoing the phase of implementation. A brief presentation of these units follows:

Centro de Estudos de Língua, Comunicação e Cultura - CELCC, Centro de Estudos em Letras - CEL

CELCC is a group which belongs to the *CEL* research unit, already accredited by the *FCT*, and assessed with an overall mark of 'Good'. This unit, created within the university and with an interdisciplinary nature,

involves the Language and Arts Department at the *UTAD,* the Linguistics and Literature Department at the University of Evora and the *CELCC* at *ISMAI*. It aims at promoting and coordinating scientific research in Language Sciences, Literature, Culture, Translation, Communication Sciences, Information Technology and Communication and other related fields. *CELCC's* activities are organized in relation to the following research: (i) Communication and Development, (ii) Linguistics, (iii) Literature, (iv) Culture. It is composed of 50 *CEL* Doctorates, several international collaborators and student scholars in different cycles.

Unidade de Investigação em Psicologia e Desenvolvimento Humano - UNIDEP - Centro de Investigação do Núcleo de Estudos e Intervenção Cognitivo-Comportamental - CINEICC

This R&D centre celebrated a cooperation protocol with another R&D centre, *CINEICC* located in the faculty of Psychology at the University of Coimbra, The remaining three groups, one hosted by *UTAD* and the other two by the University of Coimbra are also considered important with inter-institutional coordination which generates great potential in terms of exchanging knowledge, skills and resources. With this agreement, the main researchers at *UNIDEP* became responsible for a group of specialized research, *CINEICC*. The scientific research which *ISMAI* carried out in the field of psychology was officially included in the national scientific network. In 2008 it was assessed and classified as "Good".

The main goals are: (i) to develop research projects in psychology; (ii) to support students, teachers and researchers to carry out research in this area, (iii) to organize and hold scientific meetings nationally and internationally; (iv) to maintain and develop international cooperation with other national research centres, (v) to publish scientific articles of a formative character. *CINEICC* currently has about 20 Doctorates researchers, 11 of them lecture at ISMAI.

Centro de Investigação em Desporto e Actividade Física – CIDAF, Centro de Investigação em Desporto, Saúde e Desenvolvimento Humano - CIDESD

CIDESD was established on 30th May 2007. It is a supra-institutional, technical, scientific and applied research unit of a multidisciplinary nature whose host institutions currently *UTAD*. It includes a network of research centres in Sport, Health and Human Development of *UTAD*, University of Beira Interior, University of Madeira, Polytechnic Institute of Bragança, Polytechnic Institute of Viseu, HEI for Sport in Rio Maior, HEI for Nursing in Vila Real and the *ISMAI* with *CIDAF*.

CIDESD is organized in three main research areas: (i) Physical Education and Health; (ii) Sports Performance; (iii) Educational and Training Intervention. *CIDESD* is one of three R&D units in Sport Sciences which are evaluated and financed by the *FCT*. It has a critical number of 256 members distributed as follows: 62 – effective members; 35 – collaborators, 71 undergraduates; 14 scholarship holders and 4 academic scholars in training. The 2008 *CIDESD* activities report once again showed high levels of productivity from the main indicators in the areas of competent centres: formation-training, research and community support.

Centro de Estudos de Dinâmicas Territoriais e Desenvolvimento Turístico - CEDTUR

This research centre aims at operating a platform related to the phenomenon of tourism, so as to promote the exchange between research and formation-training. It was founded by a group of researchers (14 Doctorates, 7 Master's and 4 Undergraduates/*Licenciatura*) who are experienced and have different institutional and disciplinary backgrounds. Their plan of action occurs in four main areas: i) cultural heritage, property resources and tourism products; ii) territorial dynamics and development processes, iii) planning and management of tourist areas: iv) image semiotics and promoting tourism. *CEDTUR* has sought to acquire synergies in university academic areas in the north of Portugal and Galiza, concentrating on Douro and Entre-Douro Clusters and Minho as study areas. The centre is developing several research projects whose funding came from abroad (*ON2 - CCDR-N under the NSRF; FCT*). The centre pursues a policy of publishing several of its reference works. *CEDTUR* includes the *Associação Portuguesa de História da Vinha e do Vinho - APHVIN, Grupo de Estudos de História da Viticultura Duriense e do Vinho do Porto – GEHVID*. *CEDTUR's* short-term goal is to prepare the candidature to be a full R&D units accredited by FCT.

It is important to emphasize that about half of the academic staff at *ISMAI*, precisely 49%, is not bound to any R&D unit; 28% belong to R&D units outside *ISMAI* and the remaining 23% are distributed as follows*:* 8% in *UNIDEP/CINEICC*, 9% in *CELLC/CEL* and 6% in *CIDAF/CIDESD*. The teachers with Doctorate Degrees fall into the following categories: 44.1% is not bound to any R&D unit; 11.8% belong to units hosted by other institutions; 16.2% to *CELLC/CEL*; 14.7% to *UNIDEP/CINEICC* and 13.2% to *CIDAF/CIDESD*.

A different view shows that the teaching staff who work in the R&D units at *ISMAI* are divided in the following manner, 27% are members at *UNIDEP/CINEICC*, 29% at *CELL/-CEL*, 22% at *CIDAF/CIDESD* and 22% in other units. In relation to the teaching staff, researchers, investigating, co-operators, the distribution is; 26% at *UNIDEP/CINEICC*, 21% at *CELCC/CEL*, 13% at *CIDAF/CIDESD* and the remaining 50% work in other units. Thus, a major concern is related to scholarship holders and soon to be graduates because 86% belong to other R&D units while only 14% are involved in those at this Institution.
This analysis suggests that *ISMAI* is not investing or fully taking advantage of its enormous scientific potential thus losing out on opportunities of research productivity. It is important to refer that the data comes from the recent inquiries, whose numbers may be a bit exaggerated. There is a steady increase of published articles in scientific magazines especially those which concern international publications with "peer reviewed" from 15 in 2005 to 25 articles in 2008 (c.f. annex II.2). A similar tendency occurs regarding the publication of books and chapters for books. The publication in proceedings books of international scientific meetings, seminars and conferences is growing significantly, while the publications in national proceedings books have had no change. The number of national publications such as thesis, dissertations and other publications has also increased gradually during this time.
The amount of researchers involved in fundamental and applied research projects (completed or still on-going), has risen significantly from 33 in 2005 to 73 in 2009. This is greatly due to the policy *Maiêutica* implemented when it not only introduced the opportunity to apply for financing for research. These were not only selected and included in the activities of R&D units at *ISMAI* but also for projects that obtained financing abroad.
In this period there was a very significant increase in the participation of teaching staff and researchers in diverse scientific events (congresses, symposiums, conferences, etc.), both in poster presentations, seminars and oral communications.
In relation to the educational guidelines of academic work, there was a slight reduction in the number of monographies, final course projects and dissertations which may have derived from the restructuring legislation of study plans while implementing the Bologna Process in terms of 1st Cycle courses. On the contrary, there is a steady progression in the orientation of thesis and dissertations. The same is true regarding the participation in juries of Master's and Doctorate Degrees which in many cases take place at other HEI.
Teaching staff and researchers at *ISMAI* are quite well represented in the scientific-technical societies both national and internationally, many of whom belong to more than one.

4.4.3. Institutional Activities

A clear visible rise is observed in the organization and co-ordination of socio-cultural and scientific-technical events, from 23 to 41 and 21 to 33 respectively.
The academic activities are carried out in accordance with the mission and goals implicit at *ISMAI*, especially those regarding the component of training-formation and teaching. These activities are organized according to high standards. The scientific and cultural areas could and should be strengthened, so as to ensure greater involvement of students and teachers. Some suggestions to improve activities at the Institution are the following:

- create realistic plans to motivate students to get involved in scientific ongoing activities from the beginning of 1st Cycle courses;
- create a continuous cultural plan interlinked with academic activities;
- promote more contacts with the outside world related to curricular and/or extra-curricular activities;
- promote more student participation and responsibility in the various departments and activities.

An important activity for *ISMAI* is related to the promotion of entrepreneurship. Though, steps are still in its initial phase, it is expected that from 2010 onwards, there will be a fully operational centre for entrepreneurship. However, *ISMAI* has participated in European projects, under the wing of the European Commission, to promote entrepreneurship, for example, programmes *Prémio* e *Enter*.

4.5. Funding Activities

Revenue is sufficient to budgeted expenditures, which maintain *Maiêutica/ISMAI* financially stable. However, it appears that only 6% is invested in research, which has remained constant between 0.4% and 0.6% in past years.
Although there are opportunities for the emergence of new projects and specific financial allocations, the budget of *Maiêutica/ISMAI* is decided by the instituting body. The absence of strategic planning in the

medium term makes it quite difficult to prepare budgets that support and finance the training-formation options which are considered strategic for the development and promotion of the Institution.

5. QUALITY PRACTICES

5.1. Quality Evaluation

The evaluation of quality, even when considered as merely an empirical perspective, has always been one of the major concerns of the governing organs at *ISMAI*

An Evaluation Office already existed but shortly after *ISMAI* had been created; it was subdivided into the Pedagogical Support Office and Evaluation Office which focused on the new guidelines for the evaluation of scientific areas and courses as well as the Institution as a whole. This was done due to the need for a more dynamic Institution and decentralized support service.

This reorganization was also aimed at fulfilling the procedures imposed on by the successive Ministries, particularly those involving HE. Thus, in July 1996, the group for accompanying the process of Evaluation of HEI was appointed and responsible for defining and guaranteeing the following:

a) the necessary implementation of the evaluation system of HEI;
b) the constitution of Organs responsible for co-ordinating external evaluation;
c) harmonious, cohesive and credible evaluation system the supervision of HEI.

This evaluation, which *ISMAI* was also submitted to, took place in two phases: self-evaluation and external evaluation.

In August 1997, the Government considered it appropriate and necessary to put together a group to evaluate if instituting Organs of private and corporate Institutions complied with the adoption and implementation of its statutes, internal organizational norms and composition of the academic staff according to that established in the rules of Statutes of HE. In addition, it also considered the assessment of public recognition that HEI are useful and authorized to have courses that grant degrees and diplomas therefore *ISMAI* applied for this evaluation.

In June 1998, *Conselho Nacional de Avaliação do Ensino Superior - CNAVES* was set up, in order to gradually improve the capacity of globally evaluating a HE system, submit and recommend readjustments and project new demands. One expected with this structure to guarantee the harmony, cohesion and credibility of a global process of evaluation and, at the same time, create a reviewing organ dedicated to the organization of HE and assessed its progress. This evaluation was conducted from 2001 to 2005, in which almost all the courses at *ISMAI* were submitted to. It practically ended in March 2006, but the creation of an Evaluation Committee and Accreditation of Higher Education, confirmed by publication of Decree-Law Act no. 369/2007, November 5th, was announced and replaced *CNAVES.*

5.2. Internal Quality Processes

5.2.1. Quality Evaluation of Teaching and Learning

The need to adapt to the process of Bologna and to the demands of having greater international education has led institutions of HE to an in-depth analysis and review of their teaching and learning processes. Thus, *Gabinete de Estudos, Planeamento, Avaliação e Qualidade - GEPAQ* at *ISMAI* decided to create a Statistics Office. This office was created to have systematic procedures for evaluating the quality of teaching and learning methods throughout the Institution.Thus, be more informed and aware of the opinions and motivations of students and teachers, it set up periodic and standardized inquiries.

These inquiries were made up from well established international standards, the *ENQA*, and adapted to the student population through previous experiences. They were subsequently analysed, discussion and approval by the Educational Committee of *ISMAI.* This procedure not only promotes the efficiency of the courses in response to its expectations but is also fundamental when planning an offer that meets the demands of future candidates.

Therefore, starting from the 1st semester of the 2008/2009 academic year the Statistics office began to administer two independent inquiries:

- Q1 – Evaluation of the Course/Curricular Syllabus – students' version
- Q2 – Evaluation of the Course/Curricular Syllabus – teachers' version.

The evaluation focuses on four basic areas: the professor, the course, self-evaluation and the evaluation of available resources. The questionnaires showed several common issues, so as to analyse the different perceptions which students and professors have concerning the Institution.

A blank writing space in the inquiries allows students and professors to write down any other aspects, they consider important but are not mentioned by quantitative evaluation.

The results of the inquiries were available on the *ISMAI* intranet and carried out according to various levels of information access: Students - access to the results of students' perception of the teaching and learning process of all the courses they are enrolled in; teachers - access to the results of students' perception of the teaching and learning process of all the courses they teach; coordinators – access to the results of students' and teaches' perception of the teaching and learning process of all the courses they are responsible for; department directors - access to the results of students' and teachers' perception of the teaching and learning process of the entire course they are responsible for; Governing Council of *ISMAI* and the *Maiêutica* Board– access to the results of the students' and teachers' perception, of all the course of the Institution;
The semester evaluation resulted in 12381 valid inquiries which were released during the 2nd semester of the 2008/2009 academic year. The overall response rate obtained on these questionnaires was 54%. Therefore, *ISMAI* wants intermediary management departments, department directors and course coordinators to analyse in detail the report provided by the Statistics office in order to recommend, correct or change the conduct of teachers and/or students and recommend measures to ensure the quality of teaching and learning.
In fact, the different evaluation methods, regarding the teaching and learning process, are defined in the Institution's Regulation which falls under criteria and procedures expected to be enforced with maximum rigour. It should be noted in this context, for example, that the procedures and methods used by teachers in their lectures; summaries, attendance, punctuality are always registered on a computer platform.
ISMAI intends to pursue a policy focused on promoting quality education through a teacher's attitude of continuous reflection and self criticism, upgrading one's educational and pedagogic value as a teacher and promoting a more participative attitude and responsibility from the students (c.f. annex III.1).

5.2.2. Research Activities
The R&D units are organized in two levels:

1. Internally, each of the centres – *CELCC, UNIDEP* and *CIDAF* – is made up of different members (effective members, collaborators and scholarship holders) coordinated by an elected effective member. Moreover, there is a Committee for promoting Scientific Research with 3 appointed coordinators from the different centres and the Chairman of *ISMAI* and *Maiêutica.*
2. Externally, those centres are integrated in *CEL, CINEICC* and *CIDESD*, which are inter and/or supra-institutional structures, where consortium institutions are represented in the various organs: board, scientific council, advisory council and all the members of the different groups of scientific areas in which they are structured.

The R&D inter-institutional units recognized by the *FCT* are evaluated every 3 to 4 years, by international evaluation panels organized by scientific areas. The mentioned centres – *CEL*, *CINEICC* and *CIDESD* – were evaluated in 2008 with an overall mark of "Good", and the *FCT* will repeat the evaluation in the future.
The amount of funds for research depends on the scientific productivity. When the Agency of National Quality Education takes on the responsibility to proceed to the evaluation of HEI, these research activities will naturally be considered.
In the internal evaluation, though still in an initial phase, the system focuses on two points. On the one hand, the selection and approval of research projects submitted by staff members from different centres and units of *ISMAI* (*CELCC; UNIDEP* and *CIDAF*). On the other hand, in the allocation of an individual salary supplement, in accordance with scientific productivity carried out through the year. Thus, three levels were created, in accordance to the following assessment: (i) no supplement; (ii) level 1 supplement; level 2 supplement. *Maiêutica,* in the past two years, provide approximately 200 thousand euro per year, which is divided roughly in half, one to support research projects, whereas the other half is used for salary supplements. A regulation shall be soon drafted to better define the process of evaluation and supervision in order to provide greater rigour, fairness and encourage scientific research and development.

5.2.3. Non-Academic Staff Performance
The department of Human Resources has been promoting the annual evaluation of all non-academic staff at *Maiêutica/ISMAI*, by the use of the Evaluation of Performance Guide for this purpose. This evaluation is intended, not only to evaluate the quantitative and qualitative characteristics of work, but also to analyse the need for training and increase institutional productivity.
Though proper attention has not always been given to those involved, this evaluation is considered to be a suitable and privileged means of awareness and reward to merit, along with optimising material and human resources.
Conscious of this, *Maiêutica/ISMAI* will continue to promote, periodic and systematically, an evaluation of performance of its entire staff, to raise awareness and form positive and educational attitudes.

5.2.4. Entrepreneurship and External Relationships

Since the beginning of the Institution, there has always been a concern to create structures capable of both satisfying internal needs and helping the community by providing services. Hence, *CIAF* was created with the intention to render services to external entities. Many developed projects, mostly from protocols, in the context of entrepreneurship, which teachers and students took part in, after preparing reports, reflected on the quality of their work. From these, a protocol celebrated in 2001 between *Maiêutica/ISMAI* and *TECMAIA – Parque de Ciência e Tecnologia da Maia* stands out, since it involves around thirty technology-based enterprises with implications of creating highly qualified jobs that meet local and regional demands. The different activities of entrepreneurship along with the relationship with external partners are a strong commitment of *ISMAI*. Though there are still no procedures to monitor or supervise quality standards, it is alert and will try to comply with them in the short term.

5.2.5. Institutional Quality

The beginning of the Consolidation of Strategy Success forced the governing body at *ISMAI* to become more and more concerned with the quality of its "praxis". In truth, the dynamics of a scientific, technological, cultural, organizational, political and social reality requires it to install a culture of change and innovation that is a challenging but slow process with advances, delays and retreats, nevertheless with great potential for change.

The current Institutional Evaluation - IEP was intended to be a privileged means of inducing changes in human resources and in the hierarchical structures as an important strategic objective. *Maiêutica/ISMAI* keeps this in mind when implanting its activity plans and management reports.

In retrospect, this broad evaluation process was initiated at the end of the 2006/2007 academic year, in order to have the perception of students' and teachers' regarding education, teachers, courses and the Institution.

This was done electronically but its results were disappointing. The number of answers, in some cases was few, thus invalidating reliable conclusions. Nevertheless, they were communicated to the different organs of the Institution and to all the people involved. This practice will continue to be maintained in the future. Thus, this experience became the cornerstone for the formal creation of the GEPAQ, and later in partnership with the Statistics office has helped to develop evaluation processes of greater complexity but at the same time of greater accuracy. The Statistics office itself, conceived in harmony with the Pedagogical Council, but working independently, has been equipped with technical resources, like an optical scanner for the inquiries that allows it to reach significant levels of efficacy and efficiency.

As the evaluation reaches new dimensions of institutional life, without abdicating from formerly acquired spaces, the ability to induce change increases and begins to be strongly felt as a necessity, especially for those who occupy governing positions and need to make decisions. So, the performance of teachers focuses on other parameters such as attendance and the compliance with internal regulation.

The evaluation process of *ISMAI* is slowly gaining strength and solidness. It is opportune to show, in light of its dynamics, that each result should provide an improvement to the process, an element of awareness and sensibility in relation to the procedures of guaranteeing quality in the near future.

By understanding its limitations and being strongly motivated to reduce its weak points and to enhance and promote its strong points, *ISMAI* has decided to submit, voluntarily, to an evaluation according to international criteria, and is aware that, this initiative will further enhance the evaluation culture in the HE system. To achieve this aim, it is urgent to take on a more open approach towards the evaluation processes, both in a broader and restrictive context as it has always centred its belief on principles of tolerance towards change, autonomy and responsibility.

6. ADMINISTRATIVE STRATEGIES AND THE CAPACITY TO CHANGE

6.1. Critical Issues

In conclusion, there are some critical issues that need careful examining so that the governing body at *ISMAI* can make decisions to obtain the best results.

- The consolidation of the Bologna Process is a constant, dynamic revision and updating phase, in which students and their competency are considered to be the core of any educational process. This transition must bear the adjustment of curricula, analysis and improvement of teaching methods, completion of the most appropriate schedules and the implementation of appropriate and more effective assessment.
- The academic policies embodied in the curriculum and research projects manifest the mission of *ISMAI* not only better adjusted but more in line with the strategic planning and implementation of

important scientific areas. The surveys made to students and the SWOT analysis showed a generalised satisfaction to teachers and curricula.

- In relation to research policies it would be greatly beneficial to clarify its main goal, in the present and future, so as to ensure greater application between scientific course curricula and research centres. It should be noted that *Maiêutica*'s financial and administrative support in developing research projects are expected to be strengthened.
- The transfer of research and technology are beginning to be fostered. There has been a visible relevance given to continuing education and community service, for example, psychological counselling services, introduction of fibre optic networks, follow-ups of high performance regional and national teams.
- The opening of new courses brings about many constraints because they are not profitable and do not adapt to *ISMAI*'s future strategic plan neither in the creation of new skills nor the support of scientific research areas, and instead it prefers to increase "critical mass" in strategic scientific areas.
- Teaching at *ISMAI* is unquestionably the dominant activity. The Institution has tried to implement in recent years a policy to motivate and provide conditions for teachers to dedicate time to research because the results are far from what is desired. This results from different reasons, such as: (i) the majority of collaborators are external or work part-time; (ii) there are no effective teachers; (iii) there is no teaching career structure to encourage scientific production; (iv) there is an overload of teaching hours (more than 12 hours a week and in many cases there are semester and classes with too many students); (v) the current Master's courses show a low number of students; (vi) there are no Doctoral programmes (approval is expected from MCTES); (vii) teachers in the process of Doctorate are attending lectures in other Institutions (national and/or international) alien to the research taking place at *ISMAI*; (viii) laboratory conditions are poor and there are no service employees or lab technicians; (ix) the most dynamic teachers are so overloaded with work concerning organization and coordination (courses, centres, units);
- In fact, there has been in the past 4 years an effort to reverse this situation: to claim itself as a University Institution which will only be achieved from the solidness of its scientific research; to encourage teachers to invest in scientific productivity so that they prosper academically and professionally.
- This new attitude of greater commitment and production manifested by the answers to the biobibliographic form organised by *GavISMAIA showed* the desire to achieve HE status.

6.2. Future Challenges

6.2.1. Setting

The framework of HEI has changed radically thus, it is compulsory to analyse and elaborate a plan of action that will enable the achievement of a realistic prospect towards future success. This Institutional assessment was jointly conducted with the EUA to concur with this perspective.

There are similarly multiple areas where action must be taken to continue towards effectively pursuing the goals and mission of *ISMAI*. However, if *ISMAI* wishes to be considered a HEI able to face the XXI Century, three areas need to be highlighted for they are essential and interact with each other:

- Institution, Organisation, Management
- Academy, Teaching, Formation-Training
- Cooperation, Research, Development, Mobility, Internationalisation

According to this, under the IEP, some threats and opportunities need to be mentioned followed by equally relevant measures to be undertaken in the short/medium term.

ISMAI is limited by *MCTES* and public universities for being a private educational establishment bringing about three major constraints in its plan of action:

- **Isolation** - public universities and their corporate status create and cause as many difficulties as possible in what concerns isolation. A clever way to overcome this problem is internationalisation by establishing contacts, partnerships and work with foreign institutions resulting in improved quality of the work undertaken.
- **Excessive regulation** - despite being a private institution, the State, through the *MCTES*, controls, in an exaggerated manner, much of its activity, often failing to improve processes and ensuring quality assurance. It makes the process more difficult and postpones its implementation. In this way, the Institution is much less autonomous and active than it could and/or should be.

- **Lack of support** especially for financial resources. This situation is unfair not only to the Institution, but also to students who do not have any means to pay for their tuition fees. This discrimination happens both with State funding for HE and funds from the EU.

6.2.2. Activities to be Developed

The activities and actions to be undertaken are the following:

- a clear definition of a formation-training policy of the processes of Doctoral programmes must be solidly based and controlled. These programmes need to be obtained for weaker areas and adjusted to R&Ds. It should also take advantage of the *FCT* support in order to function as key points for *ISMAI* as well as establish links with the institutions where other teachers are doing their formation or training;
- the creation of new graduate courses, especially Master's, should follow a rational and logical scheme to: (i) fit into strategic areas in the Institution e.g. there are 2nd Cycle courses which are essential for graduates to have when entering the job market - Psychology imposed by the Order of Psychology and EFD teachers by the Ministry of Education); (ii) have, in the short-term, conditions to become a reference of quality; (iii) join R&D units and existing courses, (iv) be organized in terms of interdisciplinary programmes (Master's in Sports Psychology, the most popular course at *ISMAI* has a critical number of students, scale, recruitment, resources and laboratory, etc.); (v) be led by prestigious and committed teachers (each project must have a brand); (vi) have good financial backing to establish itself;
- provide formation-training to alumni (create a career Tracking or Monitoring Centre of former students in order to characterise and follow their career and promote their entry in the job market) so as to attract them back to the Institution to further their studies and consequently to grow at least 10% in the next 3 years;
- encourage students to participate more actively in the academic life and management;
- take advantage of the exceptional conditions in computing resources, media and multimedia systems so as to be able to launch an e-learning and online courses;
- invest heavily in research and strengthen the R&Ds: (i) more money from the Institution's budget for R&D; (ii) less time in lectures for those who wish to dedicate themselves to research (45% teaching + 35% research for teaching staff and around 20% for management and coordination), (iii) increase funding for equipment, running costs and technical laboratories;
- implement research offices responsible to organize applications and research projects through funding, grants, programmes, State Tenders/Calls which may arise, for they are an excellent source of financing;
- develop scientific infrastructures for teaching and research with the support of EU funds and *MCTES*;
- increase the cooperation with the stakeholders as much as possible to meet their needs and encourage their use of technical and scientific services through dynamic and mutual interest and the formation of clusters;
- internationalise and be integrated in the EU dynamics, as is the case of Spain, which has similar historical and socio-cultural connections to Portugal. Cross-border partnership and disadvantaged regions of Europe are always highly supported by the EU;
- urge and encourage authentic teaching and research through partnership projects of exchange teachers, researchers and students, especially those of graduate studies, and the participation in evaluation juries and academic committees and training institutions;
- focus simultaneously on the development of an English language policy, the universal language for internationalisation, and research; provide open courses in English for the whole academic community (academic and non-academic staff and students) at different schedules, locations and levels of learning. A parallel system should be encouraged for foreign students for Portuguese language courses;
- develop equivalent grading graduate programmes with national and international Institutions; have summer courses in international cooperation; promote international programmes in English;
- increase the use of European programmes (*ERASMUS, SOCRATES*, etc.) to significantly augment the mobility of teachers and students as well as other staff. And encourage teachers to work and do formation-training in foreign universities, because not only is it important for them but also the training of human resources. It is also important to invite scholars/Professors to teach graduate

courses, welcome students and teachers to the universities, support research projects taking place at the R&D units, participate and be involved at an international level;
- organize global conferences and selective research seminars/symposiums.

6.3. Expected Changes from the Institutional Objectives

The Boards at *Maiêutica* and *ISMAI* are motivated and interested in developing new ways of improving its activities, both in formation-training and research, which implies planning and a management model adjusted to the current private HEI. Furthermore motivated academic and non-academic staff is the essence required to fully achieve the mission and optimistically face future challenges. Thus, *ISMAI*'s main aim is consistent not only with its effort to achieve excellence in student formation in the various fields of scientific and technical knowledge but also to prepare for work and motivation to innovate and develop.

Thus it is fundamental that *ISMAI*:

- implement the new statutes, adapt its internal organization, and improve its procedures for internal communication;
- adapt a matrix structure to the new reality conveyed in the Statute, as well as the regulations and specifications of the functions and powers of each individual and collective body, so that the procedures are clearer and continuous in the process of decision-making;
- give priority to the consolidation of necessary measures for the institutionalisation of ISMAI as a University Institute;
- create a more adjusted management model to meet the needs and the dimension of the Institution;
- negotiate and consent professional statutes, both for academic and non-academic staff;
- speak to academic staff about creating its own career teaching structure, since *MCTES* has not complied with the provisions stated in Article 53 of *RJIES*. This requires that a teaching and research system in private institutions be adopted for official action which is not apparent to be taken on soon. However, the different categories of the status of teaching careers should remain constant to those proclaimed by the state education;
- strengthen internal financial support by motivating more teachers with Doctoral degrees by integrating them in recognized and evaluated institutional units, and possibly include them in one or two more inter-institutional centres, also recognized and evaluated;
- aim at recruiting specialized teachers for the poorer areas;
- promote educational preparation for teachers, as well as develop activities that lead to lifelong learning and/or formation;
- change the organizational structure from three departments, Psychology and Communication, Physical Education and Sports, Business and Law Studies to four to include *Telematics* (embedded courses of Information Technology and Management, Multimedia Communication Technologies, Networking and Telecommunications and Information Systems and Software);
- adjust the curricula of 1st and 2nd Cycle courses, horizontally and vertically;
- have courses certified and accredited so that its priority is focused on recognised and prestigious organizations at an international level;
- include the culture of evaluation and quality assurance, beyond courses, support units, research and services, departments events and inquiries preferably those carried out by external and independent services;
- resume construction of the sports facilities to give more emphasis to sport;
- improve the library, both quantitatively and qualitatively, in its infrastructures and technical means to access research activities;
- direct the formation-training office and inclusion of graduates in the working world to provide employment and collect data on professionally successful alumni;
- support and encourage the alumni at *ISMAI* to strengthen the network which is aimed at creating the sense of a mystique institutional promoter of cooperation and solidarity throughout a lifetime;
- strengthen relationships and partnerships with external stakeholders, including the business community, associations (e.g. corporate or social), regional and local authorities, former students, the community that influences and is influenced by *ISMAI*'s activities;
- recover the formation and functions of the Advisory Committee, composed mainly of stakeholders, which already existed but no longer are stated in the Statutes of *ISMAI*;
- continue with Gav*ISMAI*, not only in *"follow-ups"*, but also from the setting up of a Standing Committee of Strategic Planning.

6.4. Quality Management for Change

The assessment of quality assurance anchored on a specific structure (*GEPAQ*), has just recently had remarkable development. In the future, attention will focus on the evaluation processes of systematic and thorough analysis not only of the learning system, but also the operation and performance of research units and other organizational structures.

ISMAI is aware that academic drop-outs and failure as well as occupational integration of alumni are important issues that merit heightened consideration because the Institution will greatly benefit if graduates are professionally successful. The implementation of a culture of quality assurance is achieved through the continuous observation and supervision of activities and the performance of human resources.

7. CONCLUSION

ISMAI is aware that it is at crossroads and that the upcoming years will be very demanding. It expects to acquire besides high levels of teaching and learning, outstanding knowledge, research and quality founded on a Culture of Excellence for it is a never ending achievement. *ISMAI* urges to create the essential conditions so that it develops nonstop towards furthering its capacity in teaching, doing research and providing services. Logically this implies modernization, internationalisation, and improved governance, qualification of human resources and the evaluation and certification of quality.

Main Entrance

Auditorium

Human Kinetics Laboratory and Physical Condition Centre

Communication Sciences Lab

Library

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Self-Evaluation Report

Information on the Portuguese Higher Education System

Annex IC.1

Information on the Portuguese Higher Education System

The Framework Law on the Education System (Law nr. 46/86, dated 14 October 1986, further amended by Laws nr.115/97, dated 19 September and nr. 49/2005, dated 30 August) establishes the general legal framework of the Education System.
According to this Law, the educational system comprises three levels: basic, secondary and higher education.
Basic Education is universal, compulsory and free and comprises three cycles, the first cycle lasts for four years, the second lasts for two years and the third lasts for three years. Pre-school education is optional and is for children between the ages of 3 and the age of entering basic education.
Secondary education comprises a 3 - year cycle (corresponding to 10^{th}, 11^{th} and 12^{th} year of schooling).

Higher Education Structure
Higher Education includes university and polytechnic education.
University education is offered by public, private and cooperative university institutions and polytechnic education is offered by public, private and cooperative non-university institutions.
Private higher education institutions must be subject to the previous recognition of the Ministry of Science, Technology and Higher Education.

***Licenciado* degree**
Both university and polytechnic institutions confer the degree of *licenciado (bachelor).* In polytechnic education, the cycle of studies that leads to the degree of *licenciado* has 180 credits and a normal length of six curricular semesters of students' work. In certain cases namely those covered by internal legislation or by European legislation, the cycle of studies can have up to 240 credits with a normal length of up to seven or eight curricular semesters of students' work.
In university education, the cycle of studies that leads to the degree of *licenciado* has from 180 to 240 credits and a normal length between six to eight curricular semesters of students' work.
In the 1^{st} cycle of studies, the degree of *licenciado* is conferred to those that, after concluding all the curricular units that integrate the study programme of the *licenciatura* course, have obtained the established number of credits.

***Mestre* degree**
Both university and polytechnic institutions confer the degree of *mestre* (master).The cycle of studies that leads to the degree of *mestre* has from 90 to 120 credits and a normal length of between three to four curricular semesters of students' work. In polytechnic education, the cycle of studies that leads to the *mestre* degree must ensure predominantly that the student acquires a professional specialization. In university education, the cycle of studies that leads to the *mestre* degree must ensure that the student acquires an academic specialization resorting to research, innovation or expansion of professional competences. In university education, the *mestre* degree may also be conferred after an integrated cycle of studies, with 300 to 360 credits and a normal length of 10 to 12 curricular semesters of students' work, in cases for which the access to the practice of a certain professional activity depends on that length of time established by legal EU standards or resulting from a stable practice consolidated in the European Union. In this cycle of studies the degree of *licenciado* is conferred to those who have obtained 180 credits corresponding to the first six semesters of work.
The degree of *mestre* is conferred to those that, after concluding all the curricular units that integrate the study programme of the *mestrado* course, have obtained the established number of credits, as well as successfully defended in public their dissertation, their project work or their traineeship report.

***Doutor* degree**

The ***Doutor*** (doctor) degree is only conferred by university institutions. The degree of ***Doutor*** is conferred to those that, after concluding all the curricular units that integrate the study programme of the ***Doutoramento*** **(doctorate)** course have successfully defended their thesis in the public act.

Access conditions

General regime to accede to higher education

National and foreign students wishing to apply through the general regime to the first cycle of studies, must fulfil the following conditions:

- Have successfully completed a secondary course or a national or foreign qualification legally equivalent;
- Have set for the entrance examinations required for the degree programme the student wishes to attend and get the minimal mark required (There are higher education institutions that accept foreign tests or exams);
- Have fulfilled the prerequisites for the higher education course the student wishes to attend, if required.

Special conditions

Besides the *regime geral* (general regime), there are special conditions for top level athletes, Portuguese citizens on an official mission abroad, national or foreign staff in diplomatic mission, permanent staff of the Portuguese Armed Forces and scholarship holders within the framework of cooperation agreements signed by Portugal.

Special Competitions

Besides the general regime and the special conditions there are also special competitions for applicants with certain specific qualifications thus allowing new publics to accede to higher education in a perspective of lifelong learning, namely:

- applicants over 23 years old who have passed a especial exam for assessing their capacity to accede to higher education;
- holders of a specialization technological course.

Admission to higher education institutions is subject to *numerus clausus.*

Those who meet the following conditions may apply to the cycle of studies that leads to the *mestre* degree:

- Holders of the *licenciado* degree or legal equivalent;
- Holders of a foreign academic degree conferred following a 1st cycle of studies organized according to the principles of the Bologna Process by a State that has subscribed this Process;
- Holders of an academic, scientific or professional *curriculum vitae* that is recognized as attesting the capacity to carry out this cycle of studies by the statutorily competent scientific body of the higher education institution to which they wish to be admitted.

Those who meet the following conditions may apply to the cycle of studies that leads to the *doutor* (doctor) degree:

- Holders of the *mestre* (master) degree or legal equivalent;
- Holders of a *licenciado* degree who have a particularly relevant academic or scientific *curriculum vitae* that is recognized as attesting the capacity to carry out this cycle of studies by the statutorily competent scientific body of the higher education institution to which they wish to be admitted.
- Holders of an academic, scientific or professional *curriculum vitae* that is recognized as attesting the capacity to carry out this cycle of studies by the statutorily competent scientific body of the higher education institution to which they wish to be admitted.

Classification System

The degrees of *licenciado* and *mestre* shall have a final classification between 10 and 20 on a numerical scale of 0 to 20, as well as its equivalent in the European scale of comparability of classifications.

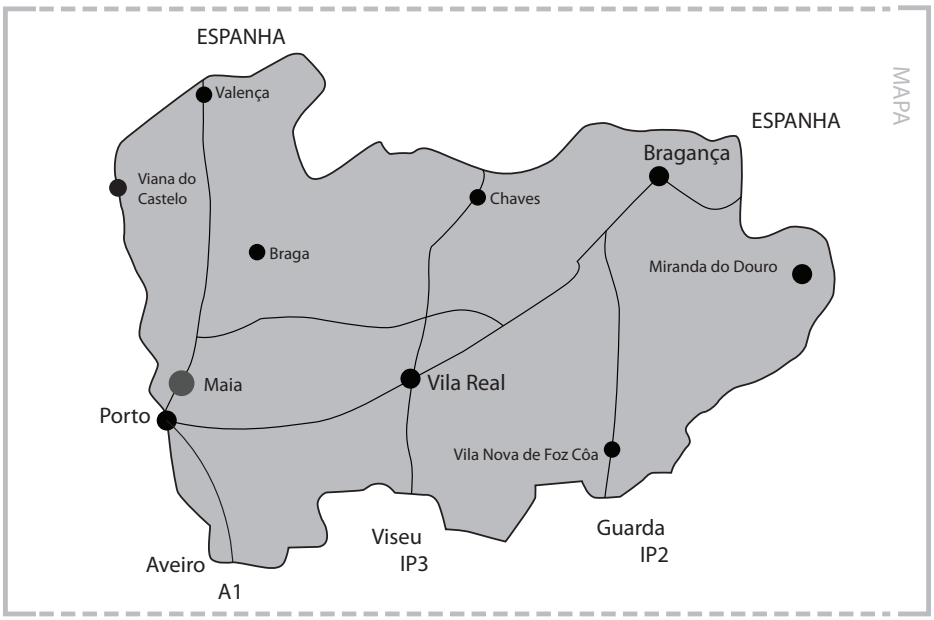
The academic degree of *doutor* is assigned a final classification pursuant to the regulating standards approved by the university that confers it.

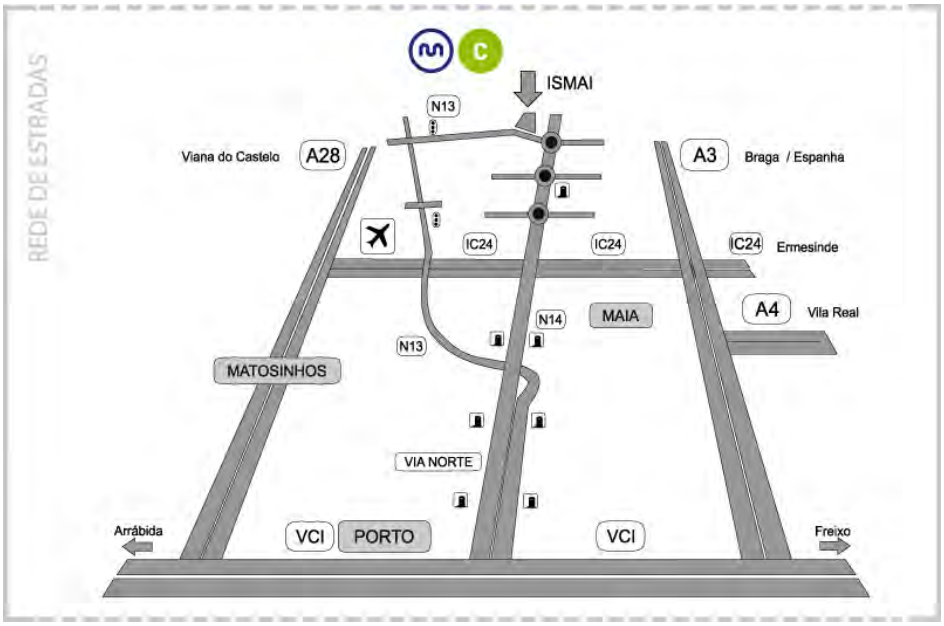
NARIC 2008

Self-Evaluation Report

Location

Annex IC.2


MAPA
ESPANHA
Valença
ESPANHA
Bragança
Viana do Castelo
Chaves
Braga
Miranda do Douro
Maia
Vila Real
Porto
Vila Nova de Foz Côa
Viseu
IP3
Guarda
IP2
Aveiro
A1


REDE DE ESTRADAS
ISMAI
N13
Viana do Castelo
A28
A3
Braga / Espanha
IC24
IC24
IC24
Ermesinde
MAIA
N14
A4
Vila Real
N13
MATOSINHOS
VIA NORTE
Arrábida
VCI
PORTO
VCI
Freixo

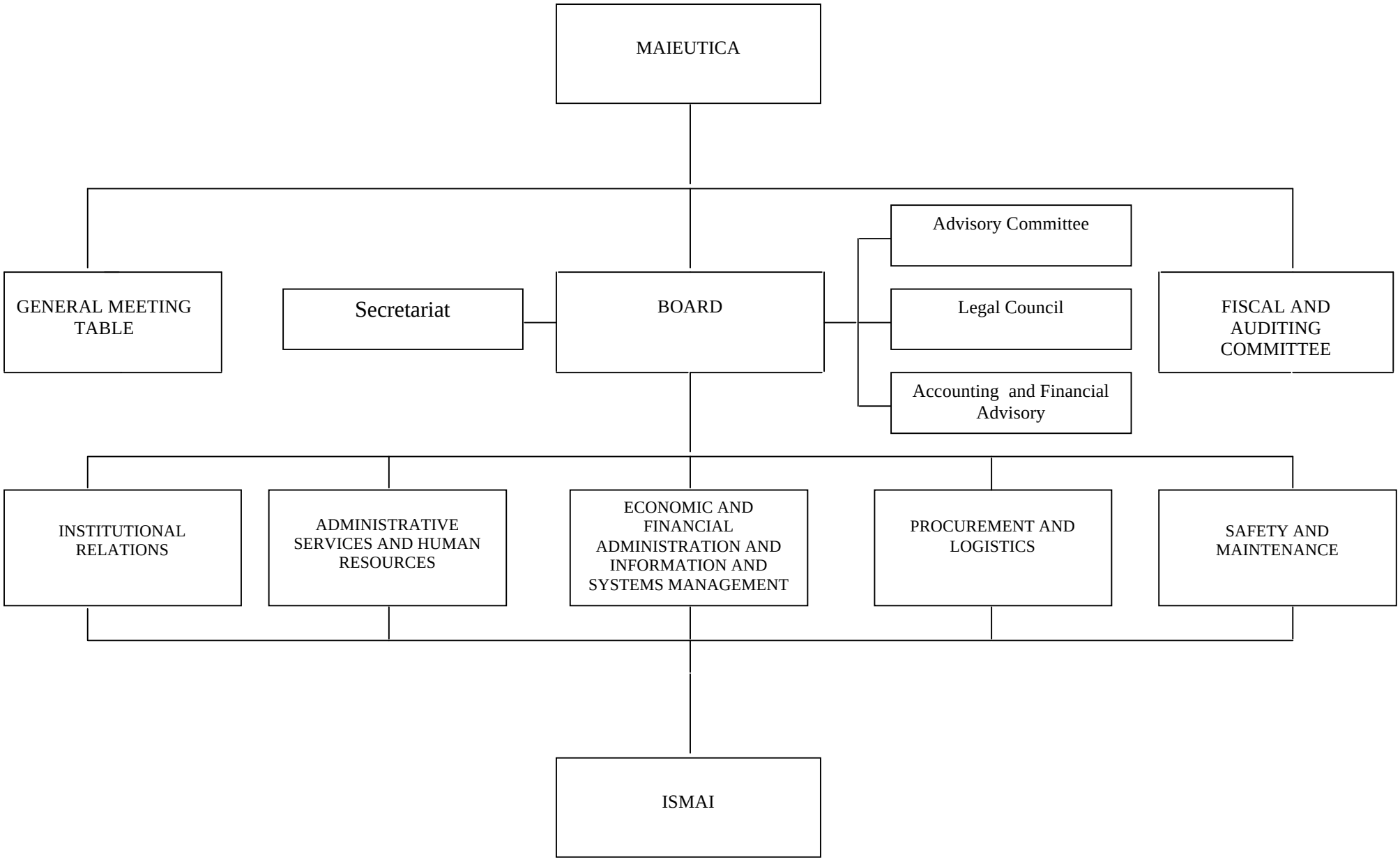

METRO DO PORTO
Póvoa de Varzim
Vila do Conde
Aeroporto
Sr. de Matosinhos
ISMAI
Maia
Fonte do Cuco
Sr.ª da Hora
Hospital S.João
Casa da Música
Trindade
Vila Nova de Gaia
ISMAI
Castêlo da Maia
Mandim
Zona industrial
Forum
Parque da Maia
Custió
Araújo
Pias
Cândido dos Reis
Fonte do Cuco
Sr.ª da Hora

Instituto Superior da Maia

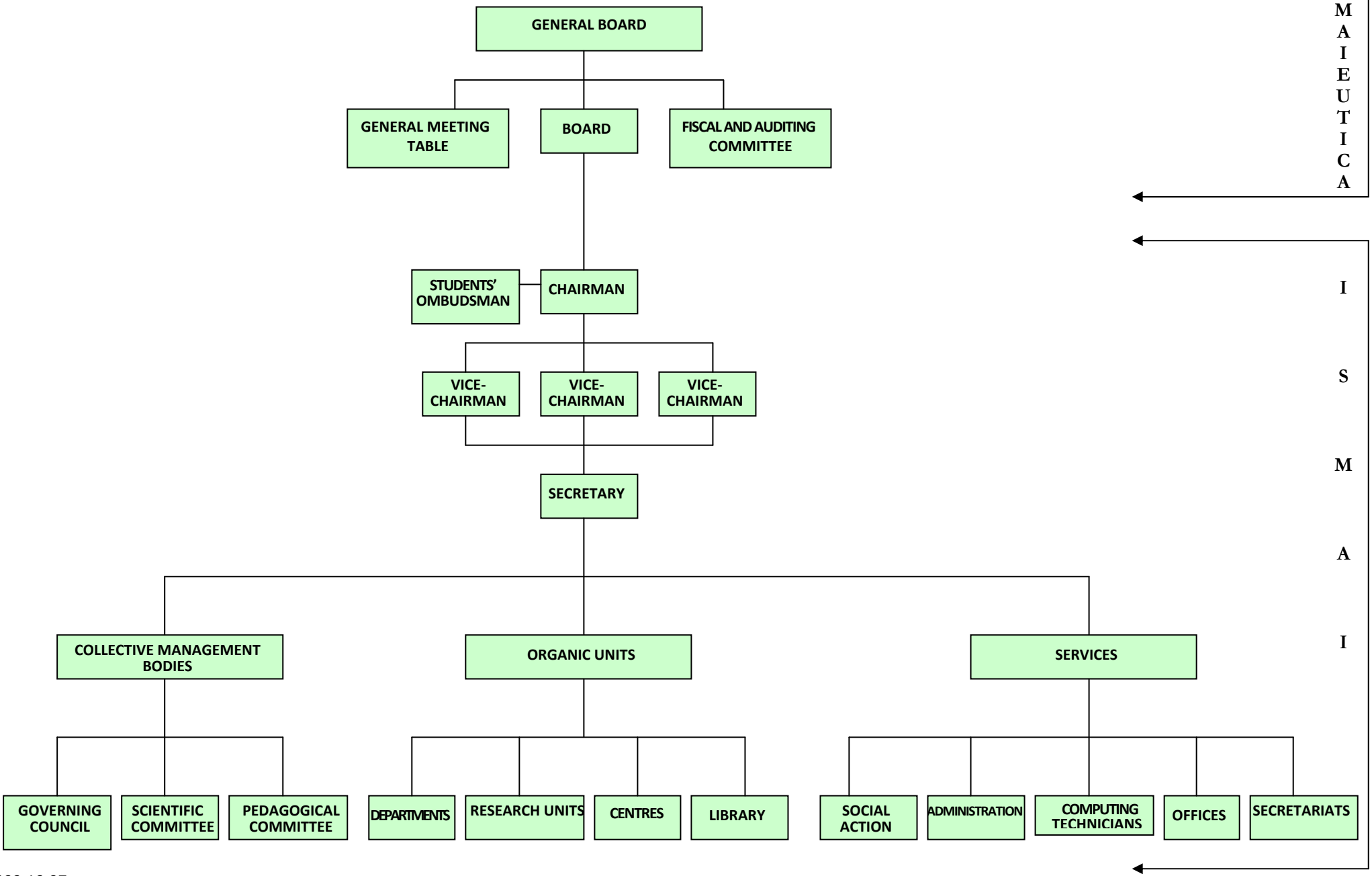
Self-Evaluation Report

Organigrams

Annex IC.3


MAIEUTICA
GENERAL MEETING TABLE
Secretariat
BOARD
Advisory Committee
Legal Council
Accounting and Financial Advisory
FISCAL AND AUDITING COMMITTEE
INSTITUTIONAL RELATIONS
ADMINISTRATIVE SERVICES AND HUMAN RESOURCES
ECONOMIC AND FINANCIAL ADMINISTRATION AND INFORMATION AND SYSTEMS MANAGEMENT
PROCUREMENT AND LOGISTICS
SAFETY AND MAINTENANCE
ISMAI

STRUCTURAL ORGANIZATION



2009.10.07

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Self-Evaluation Report

Facilities

Annex IC.4

ISMAI

FACILITIES

ISMAI – BUILDING A				
	Description	**Rooms**	**Unit Area (m^2)**	**Total area (m^2)**
GROUND FLOOR	**Computer Science Laboratory**	5	85,00	425,00
	Computer Science and Information Systems office	2	85,00	170,00
	Administrative Office	1	85,00	85,00
	Washrooms	2	45,00	90,00
	Common areas			542,00
	Total			**1.312,00**
1st FLOOR	**Lecture rooms - 60 students**	8	85,00	680,00
	Lecture rooms - 150 students	1	150,00	150,00
	Amphitheatre – 120 seats	2	134,00	268,00
	Multimedia Laboratory	1	85,00	85,00
	Washroom	1	22,00	22,00
	Common areas			495,00
	Total			**1.700,00**
2nd FLOOR	**Lecture rooms – 60 students**	7	85,00	595,00
	Lecture rooms – 120 students	1	150,00	150,00
	Auditorium – 298 seats	1	298,00	298,00
	Washrooms	1	22,00	22,00
	Common areas			465,00
	Total			**1.530,00**
3rd FLOOR	**Teacher's office/department**	9	12,00	108,00
	Meeting room	1	55,00	55,00
	Academic staff room	1	30,00	30,00
	Washroom	1	22,00	22,00
	Common area			285,00
	Total			**500,00**

ISMAI – BUILDING B				
	Description	**Rooms**	**Unit area(m^2)**	**Total area (m^2)**
BASEMENT	**Storage**	1	221,20	212,20
	Tunas – 97 seats	2	95,10	190,20
	Washrooms	2	2,25	4,50
	Garage	1	156,60	156,60
	Gardening supply room	1	17,00	17,00

	Washroom – ladies	1	22,00	22,00
	Washroom –men	1	20,00	20,00
	Office	1	20,00	20,00
	Loading area	1	20,00	20,00
	Warehouse	1	35,50	35,50
	Warehouse	1	32,00	32,00
	Cold storage rooms			29,40
	Boiler room	1	40,60	40,60
	Machinery room	1	57,60	57,60
	Games room	1	245,50	245,50
	Alumni room	1	13,90	13,90
	Conference room	1	12,00	12,00
	Students' Union: president's	1	8,30	8,30
	Students' Union room	1	12,00	12,00
	Secretary's office	1	15,00	15,00
	Photocopying room	1	56,00	56,00
	Secretary's office	1	21,00	21,00
	Storage	1	7,70	7,70
	Stationary's	1	21,00	21,00
	Storage	1	5,70	5,70
	Pantry	1	19,00	19,00
	Machinery room	1	52,50	52,50
	Total			**1.333,80**

GROUND FLOOR	**Conference room – 20 seats**	1	47,00	47,00
	Archives	1	50,00	50,00
	Computer data rack	1	11,90	11,90
	Teachers' offices	3	12,70	38,10
	Washrooms – ladies	1	4,80	4,80
	Washrooms- men	1	6,10	6,10
	Washroom - handicapped	1	6,10	6,10
	Teachers' offices	10	14,00	140,00
	Washrooms- ladies	1	13,70	13,70
	Washrooms – men	1	13,70	13,70
	Treasury office	1	59,30	59,30
	Office	1	17,20	17,20
	Secretary's office	1	54,60	54,60
	Office	1	14,50	14,50
	Administrative staff room	1	15,00	15,00
	Non-academic staff canteen	1	14,10	14,10

GROUND FLOOR	**Washrooms**	1	3,00	3,00
	Kitchen	1	231,80	231,80
	Self-service	1	108,00	108,00
	Canteen – 208 seats	1	243,00	243,00
	Bar	1	206,00	206,00
	Eating area	1	12,00	12,00
	Pantry	1	17,00	17,00
	Common area	1	750,00	750,00
	Washrooms- men	1	46,50	46,50

	Cleaning supplies room	1	7,10	7,10
	Educational/teaching supplies room	1	10,00	10,00
	UNIDEP (Human Development and Psychology Research Unit)	1	6,50	6,50
	Computer room	1	21,50	21,50
	Computer room	1	39,60	39,60
	Consultation/ counselling Office	1	16,60	16,60
	Students' Amphitheatre – 36 seats	1	28,80	28,80
	Washrooms – ladies	1	47,80	47,80
	Lecture room – 48 seats	1	44,90	44,90
	Lecture room – 48 seats	1	44,80	44,80
	Lecture room – 30 seats	1	33,20	33,20
	Lecture room – 56 seats	1	54,20	54,20
	Physics Laboratory	1	53,50	53,50
	Chemistry laboratory	1	64,50	64,50
	Research laboratory	1	46,50	46,50
	Health and Safety Support Centre	1	32,30	32,30
	Storage room	1	12,20	12,20
	Total			**2.687,40**

1st FLOOR	**Chairman's office**	1	22,50	22,50
	Secretariat	1	12,60	12,60
	Washroom	1	6,30	6,30
	Conference room – 24 seats	1	48,50	48,50
	Office	1	10,80	10,80
	Office	1	10,00	10,00
	Office	1	11,00	11,00
	Waiting room	1	12,00	12,00
	Washroom	1	3,60	3,60
	Computer	1	1,80	1,80
	Director's office	1	29,50	29,50
	Secretariat	1	8,00	8,00
	Washroom	1	4,00	4,00
	Offices	3	11,80	35,40
	Room	1	18,00	18,00
	Department Director's office	1	15,10	15,10
	Department Director's office	1	15,90	15,90
	Department Director's office	1	15,70	15,70
	Secretariat Department	1	9,00	9,00
	Evaluation office	1	23,80	23,80
	Office	1	12,10	12,10

1st FLOOR	**Office**	4	11,80	47,20
	Washrooms – men	1	11,30	11,30
	Washroom – ladies	1	8,10	8,10
	Washroom - handicapped	1	4,80	4,80
	Conference room – 20 seats	1	32,00	32,00
	Office	1	10,20	10,20
	Office	1	14,00	14,00
	Audiovisual equipment	1	11,00	11,00
	Lecture room – 42 seats	1	50,70	50,70

	Lecture room – 72 seats	2	80,00	160,00
	Lecture room – 60 seats	1	75,50	75,50
	Conference room – 20 seats	1	37,60	37,60
	Washroom	1	8,60	8,60
	Library	1	510,00	510,00
	Storage	1	110,00	110,00
	Storage	1	10,00	10,00
	Total			**1.439,40**

ISMAI – BUILDING C (Portable)			
Description	**Rooms**	**Unit area (m^2)**	**Total area (m^2)**
Waiting room	1	20,76	20,76
Common area			27,46
Offices	4		61,10
Offices	6		49,12
Lecture rooms	3		196,19
Computer science laboratory	1	74,38	74,38
Business simulation laboratory	1	47,40	47,40
Networks and systems lab	1	47,42	47,42
Human kinetics laboratory	1	88,21	88,21
Physical Conditioning Centre	1	88,21	88,21
Support room/ gymnasium	1	141,75	141,75
Washrooms - men	1		
Washrooms - ladies	1		
Total			**842,00**

ISMAI – Urb. "Jardins de S. Pedro"			
Description	**Rooms**	**Unit area (m^2)**	**Total area (m^2)**
CASP (Centre for Psychological Support Services)	1	110,80	110,80
Journalism room	1	111,25	111,25
Medical office	1	111,25	111,25
Total			**333,33**

Car parking lot	
Number of spaces	510

SPORTS FACILITIES

(leasing system)

CASTELO GYMNASIUM (Volleyball/Indoor soccer/Handball)	
North building	336,99 m^2
Centre building	914,64 m^2
South building	243,75 m^2

FOLGOSA POOL (Swimming)		
Ground Floor	**Technical area**	1.280,00 m^2
1st Floor	**Pool area**	1.145,00 m^2
	Health and support areas	600,00 m^2
2nd Floor	**Benches/bleachers**	320,00 m^2
	Bar	50,00 m^2
	Administrative area	76,00 m^2
	Washrooms and dressing rooms	253,00 m^2
Common area		256,00 m^2
	Total	3.980,00 m^2

FORMIGUEIRO PAVILION (Basketball)	
Court	1.074,06 m^2

MAIA STADIUM	
Track	8 x 400 m
Football training field	7.587,16 m^2
Gymnastics facilities	2.030,60 m^2
Tennis facilities	822 m^2

GODIM PITCH (Corf ball and Rugby)	
Field	7.202,56 m^2

CRESTINS PAVILION (Badminton)	
Court	1.345,00 m^2

ARDEGÃES PAVILION (Sports management)	
Area	979,03 m^2

SÃO PEDRO DE FINS PAVILION	
Area	

Instituto Superior da Maia

Self-Evaluation Report

Available Databases

Annex IC.5

DATABASES

EBSCO

- **Fuente Académica** - *Fuente Académica* provides full text (including PDF) for a rapidly growing collection of scholarly Spanish language journals. This multi-disciplinary database offers full text content to many academic areas including business & economics, medical sciences, political science, law, computer science, library & information sciences, literature, linguistics, history, philosophy and theology

- **Communication & Mass Media Complete** - *Communication & Mass Media Complete* provides the most robust, quality research solution in areas related to communication and mass media. *CMMC* incorporates the content of *CommSearch* (formerly produced by the National Communication Association) and *Mass Media Articles Index* (formerly produced by Penn State) along with numerous other journals in communication, mass media, and other closely-related fields of study to create a research and reference resource of unprecedented scope and depth encompassing the breadth of the communication discipline. *CMMC* offers cover-to-cover ("core") indexing and abstracts for more than 460 journals, and selected ("priority") coverage of nearly 200 more, for a combined coverage of more than 660 titles. Furthermore, this database includes full text for 350 journals.

- **Computers & Applied Sciences Complete** - *Computers & Applied Sciences Complete* covers the research and development spectrum of the computing and applied sciences disciplines. CASC provides indexing and abstracts for more than 1,800 academic journals, professional publications, and other reference sources from a diverse collection. Full text is also available for more than 730 periodicals.

- **Psychology and Behavioral Sciences Collection** - *Psychology & Behavioral Sciences Collection* is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 600 journals.

- **Sport Discus With Full Text** - *SPORTDiscus with Full Text* is the world's most comprehensive source of full text for sports & sports medicine journals, providing full text for more than 440 journals indexed in *SPORTDiscus.* This authoritative file contains full text for many of the most used journals in the *SPORTDiscus* index - with no embargo. With full-text coverage dating back to 1985, *SPORTDiscus with Full Text* is the definitive research tool for all areas of sports & sports medicine literature.

- **Business Source Complete** ***Business Source Complete*** is the world's definitive scholarly business database, providing the leading collection of bibliographic and full text content. As part of the comprehensive coverage offered by this database, indexing and abstracts for the most important scholarly business journals back as far as 1886 are included. In addition to the searchable cited references provided for more than 1,200 journals.

- ***Economía y Negocios*** is the result of a collaborative effort between EBSCO Publishing and ESAN (Escuela de Administración de Negocios para Graduados). More than 74,000 records, dating back to the early 1980s, provide coverage for over 300 Spanish and Portuguese-language periodicals published in Argentina, Brazil, Chile, Colombia, Spain, the United States and elsewhere.

- ***EconLit with Full Text*** contains all of the indexing available in *EconLit,* plus full text for more than 480 journals, including the American Economic Association journals with no embargo (*American Economic Review*, *Journal of Economic Literature,* and *Journal of Economic Perspectives*). This database also contains many non-English full-text journals in economics & finance.

- **Library, Information Science & Technology Abstracts** - *Library, Information Science & Technology Abstracts* (LISTA) indexes more than 500 core journals, more than 50 priority journals, and 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

- **Regional Business News** - This database provides comprehensive full text coverage for regional business publications. *Regional Business News* incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States. This database is updated on a bi-weekly basis. Click here for a complete title list. Click here for more info.

- **Academic Search Complete** - *Academic Search Complete* is the world's most valuable and comprehensive scholarly, multi-disciplinary full-text database, with more than 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 10,100 journals and a total of more than 10,600 publications including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,000 journals.

LUSODOC (Databases of Psychology)

- **PsycArticles** - The database contains more than 140,000 articles from over 60 journals published by the APA, its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychological Association and the Hogrefe Publishing Group. It includes all journal articles, book reviews, letters to the editor, and errata from each journal.

- **PsycInfo** - The *PsycINFO*® database, American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains over 2.6 million citations and summaries dating as far back as the early 1800s. Ninety-eight percent of the covered material is peer-reviewed.

- **PsycBooks** - *PsycBOOKS*®, from the American Psychological Association (APA), is a database of more than 25,000 chapters in PDF from over 1,600 books published by APA and other distinguished publishers. It also includes over 900 classic books of landmark historical impact in psychology dating from the 1600s and the exclusive electronic release of more than 1,500-authored entries from the APA/Oxford University Press *Encyclopedia of Psychology*.

INE - NATIONAL INSTITUTE OF STATISTICS, DATABASE

ISMAI – Instituto Superior da Maia - makes use of a nationwide and innovative DATABASE, significant for studies in the areas of Psychology, Sociology, Sport, Economy, Management, Human resources and basic Statistics.

It is a direct access point to the information of the NATIONAL INSTITUTE OF STATISTICS - INE, located in the Library. It is aimed at serving the whole academic community of ISMAI and the surrounding population of the Oporto Metropolitan Area, enabling researchers, teachers, city halls, enterprises and other interested parties, quick access to the set available services and information provided by INE: publications on paper and CD-ROM; information published on the INE site; an on-line Digital Library of Official Statistics. The integral access to publications of statistics edited by the INE up to 2000 (1864 - 2000) is also available in the Digital Archive so that anyone who is interested in the identification of all the statistical publications, national and international Institutions are free to search the Bibliographic Catalogue.

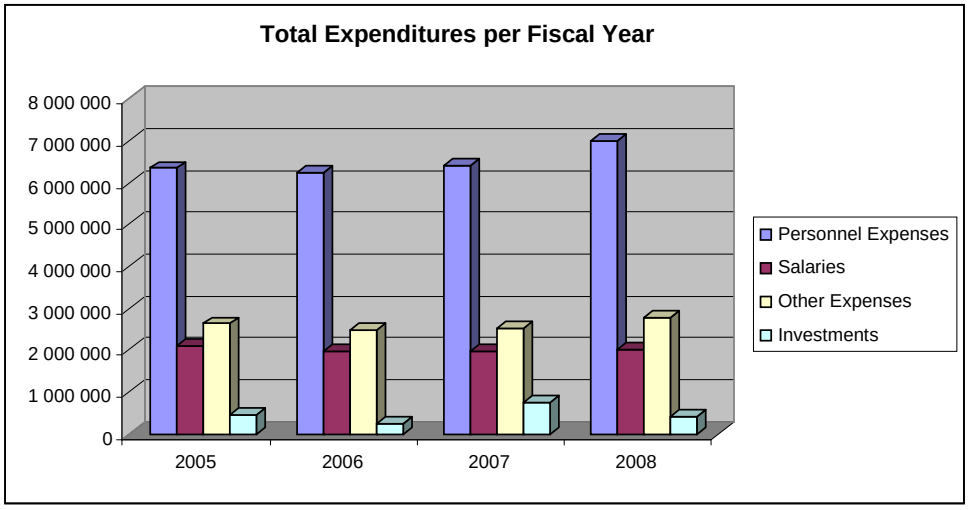
There is a computer available that has a free and exclusive link to INE for a citizen to use if interested in receiving support and clarification about statistic information.

Self-Evaluation Report

Funding

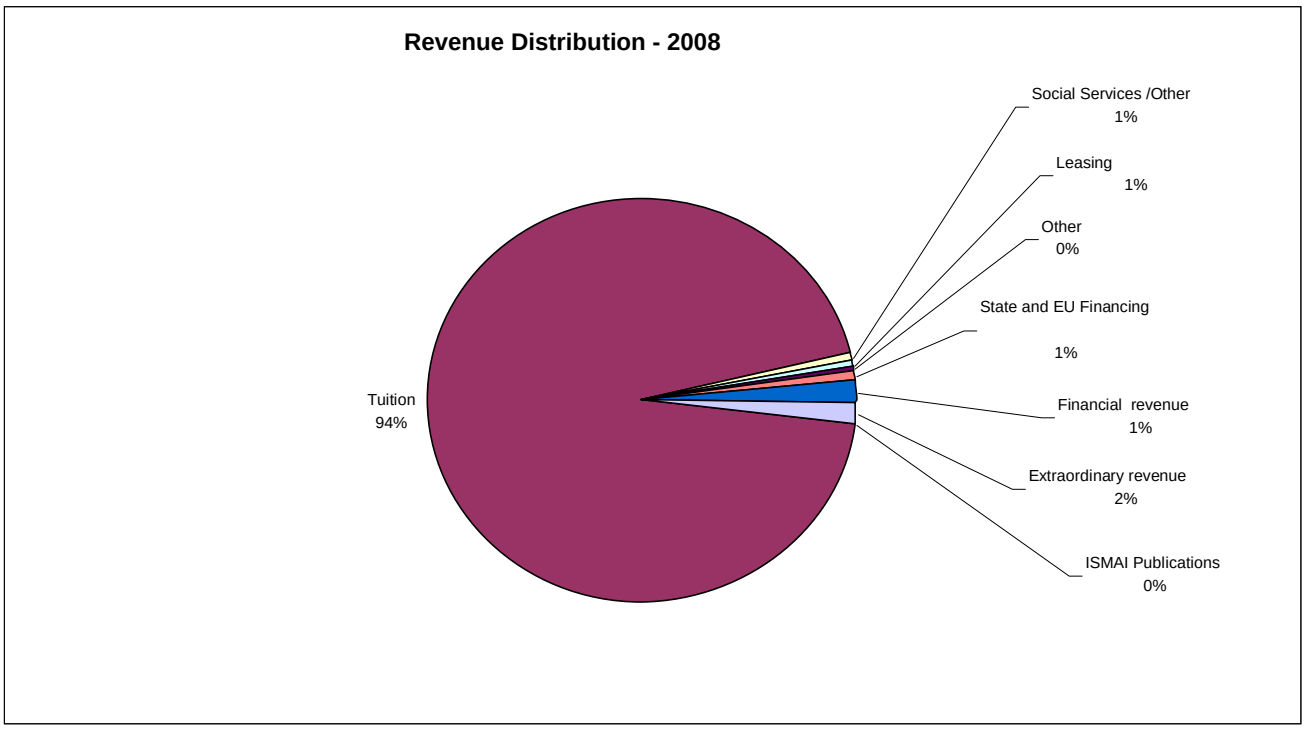
Annex I.1

TOTAL EXPENDITURES OF THE INSTITUTION

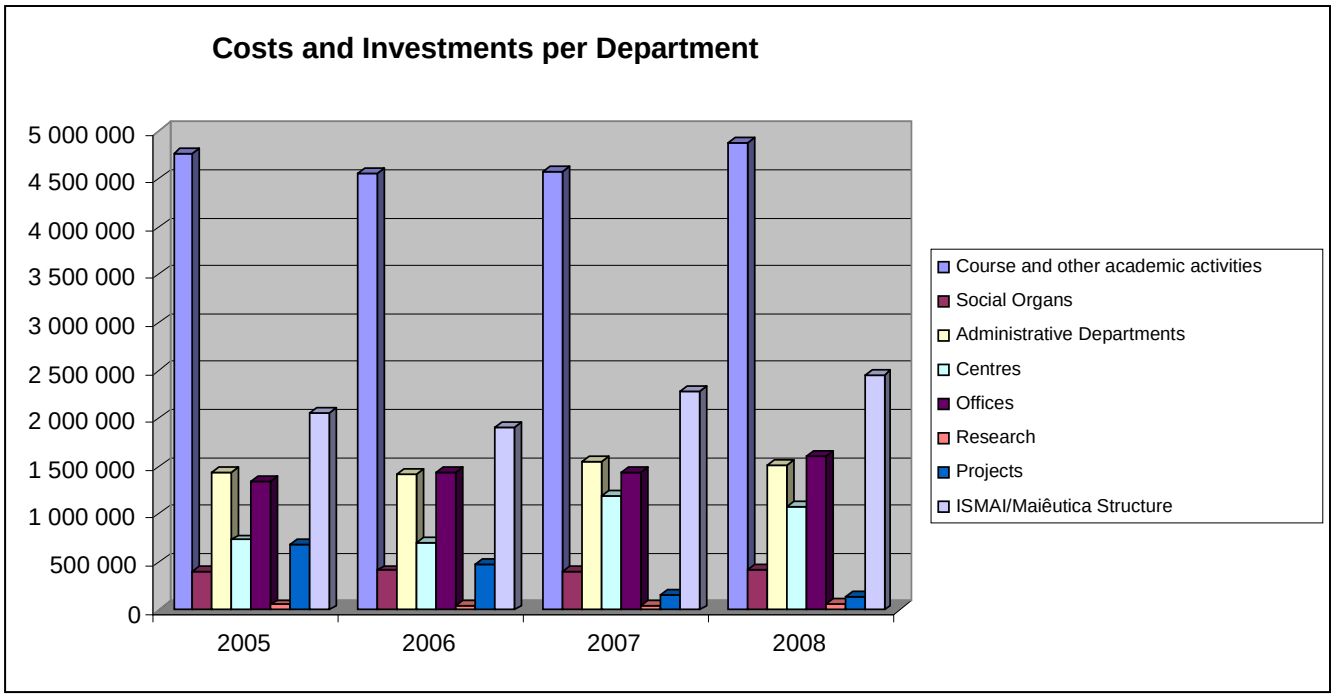


REVENUE DISTRIBUTION PER FISCAL YEAR

	2005		2006		2007		2008	
Description	**Amount**	**%**	**Amount**	**%**	**Amount**	**%**	**Amount**	**%**
ISMAI Publications	6 643	0.1%	6 737	0.1%	6 866	0.1%	4 370	0.03%
Tuition - Student fees	10 640 949	92.2%	11 004 105	93.6%	11 413 039	96.1%	12 891 143	94.51%
Tuition – Other	55 085	0.5%	56 656	0.5%	68 850	0.6%	74 261	0.54%
Leasing	75 394	0.7%	71 048	0.6%	77 469	0.7%	70 491	0.52%
Other (contract services and other types of cooperation)	67 470	0.6%	31 929	0.3%	89 552	0.8%	31 893	0.23%
State and EU Funding	548 393	4.8%	477 539	4.1%	109 924	0.9%	113 732	0.83%
Financial revenue	25 883	0.2%	39 157	0.3%	93 979	0.8%	208 638	1.53%
Extraordinary revenue	121 825	1.1%	63 937	0.5%	19 997	0.2%	245 213	1.80%
TOTAL	**11 541 641**	**100.0%**	**11 751 108**	**100.0%**	**11 879 675**	**100.0%**	**13 639 741**	**100.00%**



AMOUNTS ALLOTTED TO DEPARTMENTS



Department Costs and Investments	2005		2006		2007		2008	
Course and other Academic Activities	4 769 640	41.5%	4 564 647	41.7%	4 571 098	39.2%	4 883 309	40.1%
Social Organs	408 447	3.6%	413 446	3.8%	401 534	3.4%	426 758	3.5%
Administrative Departments	1 439 090	12.5%	1 413 620	12.9%	1 555 791	13.4%	1 514 116	12.4%
Centres	734 296	6.4%	705 172	6.4%	1 190 032	10.2%	1 077 316	8.8%
Offices	1 338 897	11.6%	1 440 287	13.1%	1 439 991	12.4%	1 611 276	13.2%
Research	57 901	0.5%	46 590	0.4%	42 358	0.4%	77 402	0.6%
Projects	691 558	6.0%	472 905	4.3%	159 202	1.4%	134 460	1.1%
ISMAI/Maiêutica Structure	2 065 494	18.0%	1 901 235	17.4%	2 286 984	19.6%	2 455 743	20.2%
TOTAL	**11 505 323**	**100.0%**	**10 957 903**	**100.0%**	**11 646 991**	**100.0%**	**12 180 381**	**100.0%**

Instituto Superior da Maia

Self-Evaluation Report

Inquiries – Management Practices and SWOT Analysis

Annex II.1

ANNEXED TO INQUIRY

One can conclude from the results obtained in the inquiries carried out at *ISMAI* in descending order of relative importance, the following:

Organization and coordination: internal communication (21.5%); working and lecturing hours (12.9%); internal organization (11%); motivation of human resources (8.1%); academic and non - academic staff; CET department (7.2%, students); excessive workload (5.7%, teachers); job training-formation (5.3%, students and teachers); timetable of administrative services (5.3%, students and teachers); coordination of teaching staff (4.8%, students and teachers); less than 10 responses to points such as bureaucracy; lack of organization of Master's Degrees; active participation at *ISMAI*; team spirit; drunken and arrogant service employees; organization of teaching activities involving research and other units; distribution of teaching staff services; relationship among teachers and the participation in decisions which may affect them; administrative aspects.
Solutions in descending order of relative importance: improve internal communication (21.1%); adapt to better working hours (14.1%); improve internal organization (9.2%) plus course organization and coordination (7.6% teachers and students); establish confidence and trustworthiness (6.5%, except co-operators); improve curricular activity schedules (6.5%, except co-operators); qualified service employees (5.9%, students); improve support services to job training-formation (4.9%, teachers and students); supervision and change in teaching staff (4.9%, students and co-operators); better distribution of academic staff responsibilities (3.8%, teachers and co-operators); create shift work (3.8%, teachers and students); more job training protocols (3.8%, teachers and students); quicker decision making (2.7%, teachers); less than 5 responses about decisions affecting teachers; meetings after working hours and on specific days.

Social Action; sixteen students reported they would like this area to have greater significance. Clearly this is, essentially, dependent on governmental policies. The amount of importance conferred, places it above other problems which affect a greater number of individuals who belong to the academic community.

Policy of Human Resources: which affects the academic and non-academic staff, in descending order of relative importance: job security (62.5%); lack of professional career prospects (16.7%), lack of non academic staff (12.1%); compulsory to work on green receipts (4, 5%); low income/salaries (4.5%).
Solutions: hiring full-time teaching staff (28.9%); hiring more non-academic staff (28.9%); increase vocational training (16.9%); establish a Teaching Career Statute System (13.3%); pay according to work and seniority (6%); less than 5 responses about hiring part-time service employees; informing teachers about their continuity at the end of each academic year; hiring more experienced teachers outside *ISMAI*.

Facilities: not having sports facilities (32.6%); insufficient computer labs (28.1%); few study areas (19.1%); pavement in parking area (7.9%); washrooms (7.9%); lack of non-academic staff rooms and teacher departments (4.5%).
Solutions: invest in its own sports facilities (40.2%); more equipped computer rooms (24.4%); more study areas for group work (19.5%); repair and pave the parking area (7.3%); better washrooms (4.9%); better use of the whole surrounding areas (3.7%).

Teaching: number of students per room (21.1%); testing period (14.9%); some professors' teaching methods (9.8%); subjectivity in correcting and evaluating tests and exams (8.8%); teacher-student relationship (7.7%); teaching quality (6.2%); insufficient time to complete the course curricula (4.6%); afternoon and evening classes (4.6%); tutorials (3.6%), excessive workload in various subjects (3.6%); less than 7 responses concerning preparing lessons; exaggerated idea that students do not make an effort; over exaggeration in assessing test and exams; too many breaks throughout the academic year; calendar of curricular activities; some teachers' ethical attitude; tutorial schedules; articulation between theory and practice of some disciplines; older aged teachers; attendance of some academic staff.
Solutions: reduce number of students to a maximum of 40 in each class (29.7%); adapt teaching methods (16.4%); improve examination timetables (8.6%); have classes only in the day (7.8%); increase the number of lectures or semesters (5.5%); the need to study more (4.7%); less than 6 responses about showing tests and exam correction; prepare better lesson plans; hold oral exams; minimize breaks throughout the academic year; treat students equally; reduce teaching workload; improve the organization of tutorials; reduce classes to a maximum of 20 students; increase evaluation requisites; create a culture of quality and merit.

Library: 6 teachers and 20 students urge a change to its image.

Fees and other payments: 60 students and one teacher suggest a reduction in tuition (83%) or not paying at all (17%).

Students: career opportunities of the courses (35.2%); initial preparation of students (28.2%); behaviour of students (21.1%); lack of students (7%); student's union (2.8%); student participation in activities at *ISMAI* (2.8%); social and moral principles of some students (2.8%).

Solutions: better selection of students (35.3%); offer specific courses to prepare students (23.5%); punish on grounds of a stricter disciplinary regulation (17.6%); conduct interviews by psychologists (17.6%); promote employability (5.9%).

Hygiene and cleaning services: improve hygiene (60%); more frequent cleaning per day (20%); hire a cleaning service company (15%); those who receive money should not be serving food (5%).

Food services: quality of the conditions in the cafeteria (40%) and bar (26%); pricing (26%); closed on Saturdays (8%).
Solutions: more product diversity in the bar and canteen (64.5%); change the company/individual responsible for the canteen services (16.1%); improve the service provided (12.9%); have the bar open on Saturdays (6.5%).

Scientific aspects: teaching qualification (53.2%); lack of research projects (12.9%); some course curricula (12.9%); lack of certified training (8.1 %); research policies (8.1%); difficulty in choosing specialized areas for some teachers (4.8%).
Solutions: more and better qualified teachers (25%); need to define priority research areas (16.7%); dismissal of incompetent teachers (12.5%); 1 or 2 responses related to more certified training courses relevant to the job market; Graduates – Master's and Doctoral students; more frequent scientific events; use of external advisors and co-advisors; recruitment of Doctorates to supervise research in law.

Equipment: lack of computers (27.8%); inappropriate furniture in some lecture rooms (27.8%); faulty wireless network coverage o(13%); lack of visual aids (11.1%); no hot water in showers (9.3%); less than 5 responses about writing conditions in the Auditorium; transport to and from curricular activities ; lack of lockers.
Solutions: improve some conditions in lecture rooms (28.6%), buy more computers (23.8%), increase the wireless network signal (19%), buy audio-visual equipment (14.3 %); less than 5 responses about providing transport to and from external Institutional activities; locker purchase; improve photocopying equipment.

Planning and supervision/control: the future of Maia (26.7%); lack of a strategic plan (16.7%); an activity plan (13.3%); the image of Maia (10%); less than three responses about external communication; lack of entrepreneurship; making an effort; fear of a change in the Board of Directors; lack of commitment in promoting Graduate - Master's Degrees; teacher evaluation.
Solutions: a better and broader strategic plan (45.7%); better assessment of academic and non - academic staff (21.7%); improve the image of Maia (10.9%); improve external communication (8.7%); less than three responses about the lack of inquiries to evaluate the satisfaction of stakeholders; redesign processes to promote Graduate - Master's Degrees; create an assessment of teacher performance.

Internationalisation: three teachers concerned with the support of scientific field trips; two with international exchanges; one suggests sabbaticals and time off to attend conferences (75%) and improve international trade (25%).

Services: photocopying room (40%); lack of medical care or nursing (30%), queues (20%); one response about *CLM* and the lack of technical support in laboratories in the evening.
Solutions: create an infirmary ward (71.4%); one response about better organization of *CLM* and photocopying services.

Safety: four responses of unknown individuals on campus property
Solution: use of identification name cards or badges.

The 1st column of the following tables illustrates the main aspects mentioned by the educational community, in descending order and total percentages, last column. Specific points regarding the different aspects are described in column 2. The others show the answers, in percentages, obtained from the inquiries carried out to 4 groups; students, academic staff, non-academic staff and collaborators.

STRONG POINTS AT ISMAI

Strengths		Teachers	Students	Non-Academic Staff	Collaborators	Total
1. Facilities		16,6	25,2	17,8	12,5	22,0
2. Teachers		7,5	12,9	2,3	6,3	10,6
3. Teaching	Qualified teaching (47,9%); Evaluation (12,4%); Teacher-student rapport (22,5%)	4,2	10,3	3,9	2,1	8,0
4. Equipment		8,7	6,6	7,0	12,5	7,3
5. Organization and coordination	Organization (37,4%); research support (13,6%); internal communication (11,6%); team-work (9,5%); respect towards teaching autonomy (8,2%)	10,2	4,1	18,6	14,6	7,0
6. Work environment		6,9	6,2	7,0	8,3	6,5
7. Services and non-academic staff		4,7	6,7	3,9	0,0	5,8
8. Course options		8,7	3,5	7,8	12,5	5,4
9. Location		4,7	5,4	3,1	4,2	5,0
10. Image of the Institution		6,4	2,9	5,4	6,3	4,1
11. Scientific aspects	Scientific events (45,9%); course curricula (26,2%); quality of courses (16,4%)	3,3	2,7	3,9	0,0	2,9
12. Board of Directors		3,7	1,3	6,2	4,2	2,3
13. Innovation		4,2	0,3	3,1	4,2	1,7

WEAK POINTS AT ISMAI

Weaknesses		Teachers	Students	Non-Academic Staff	Collaborators	Total
1. Facilities	Lack of sports facilities (32,7%); lack of lecture rooms (29,8%); parking space (24%); washrooms (8,2%)	9,0	21,6	8,5	7,8	18,1
2. Organization and Coordination	Internal organization (27,9%); internal communication (21,3%); organization of CETs (12,7%); management model (6,7%); bureaucracy (6,7%); job training/formation (4,1%)	27,4	12,2	31,7	29,4	16,6
3. Teaching	Number of students per lecture, attendance and teaching quality of some professors, schedules, excessive lecturing hours	9,7	10,7	8,5	9,8	10,3
4. Tuition fees and other payments		0,5	13,1	0,0	0,0	9,6
5. Food services	Prices, quality and diversity	2,8	9,4	4,9	0,0	7,6
6. Scientific aspects	Course curricula; lack of Graduates; overlapping courses; lack of research centres/units; qualification of some teachers; internationalize research; few course options in technology; content of some disciplinary programmes and its articulation	15,3	3,6	4,9	9,8	6,2
7. Non - academic staff services	service of some administrative employees; long queues; lack of personnel on different floors, photocopying room;	3,1	5,9	4,9	2,0	5,2
8. Hygiene and Cleaning services		1,8	5,4	2,4	2,0	4,4
9. Library	Lack of bibliography	2,6	4,4	0,0	0,0	3,7
10. Equipment	Not enough printers and computers (55,9%); furniture in some lecture rooms (23,5%); lack of transport to & from external activities (10,3%); lack of wireless internet coverage (8,8%)	1,3	4,5	1,2	0,0	3,6

11. Policy of human resources	No career structure system (37,9%); job training/formation; motivation, incentives and recognition; personnel recruitment and screening; low income; not enough service staff; unreliable work	12,0	0,2	9,8	15,7	3,5
12. Planning and control/supervision	Performance assessment of academic and non- academic staff, no knowledge of students' opinions; tardiness in communicating marks, and timetables (31,1%); connection between Institution and organizations (21,3%); no cultural activities (13,1%); lack of a strategic plan (8,2%)	5,9	2,0	6,1	11,8	3,2
13. External communication	Publicity, ISMAI site portal, prompt service, recognition as a university interactive with other universities, lobbying	4,1	1,0	12,2	11,8	2,4

EXTERNAL THREATS TO ACTIVITIES AT ISMAI

Threats		Teachers	Students	Non-Academic Staff	Collaborators	Total
1. Competition		44,7	74,3	54,0	37,5	58,7
2. Economic crisis		15,2	7,7	32,0	25,0	13,7
3. Dependency	Restrictive legislation for private higher education institutions (46,9%); MCTES (26,5%); City Hall (8,2%); pressure to ease-off (8,2%)	12,7	1,5	12,0	28,1	8,3
4. Demographics		12,7	1,8	2,0	6,3	6,4
5. Unemployment		9,7	2,2	0,0	3,1	5,1
6. Negative publicity		1,3	4,8	0,0	0,0	2,7
7. Drugs, alcohol and theft		0,4	4,0	0,0	0,0	2,0

EXTERNAL OPPORTUNITIES TO ACTIVITIES AT ISMAI

Opportunities		Teachers	Students	Non-Academic Staff	Collaborators	Total
1. Connection to community organizations	Connection to academic organizations (38,1%); protocols with other entities (31,8%); availability to organize job training courses (18,2%); good connection with the media (7,4%)	30,4	43,9	35,6	41,7	36,5
2. Internationalization		17,0	14,6	11,1	13,9	15,4
3. New training/formation areas	Creation of new courses (63,5%); greater training/ formation needs related to social problems, health and renewable energies (28,4%); placing the aging population in new specific/specialized courses (5,4%)	17,8	11,1	24,4	8,3	15,4
4. Favourable legislative policy	Policy to increment minimum schooling (40%); increase the number of students (25%); research scholarships (25%);increase the number of students who are over 23 years old (25%)	5,7	7,6	6,7	8,3	6,6
5. Rise in employment	Boost technical and specialized employment (50%); introduce more activities related to scientific areas at ISMAI (50%)	6,1	5,3	0,0	13,9	5,8
6. Better transport		2,6	4,7	6,7	8,3	4,1
7. Positive publicity		2,2	6,4	4,4	0,0	3,7
8. Greater needs in training/formation	Beginner and continuous training/formation needs (68,8%); low schooling levels (12,5%); training/formation for sports agents (6,3%); continuous training/formation for primary, elementary and secondary school teachers (6,3%)	7,0	0,0	0,0	0,0	3,3
9. Become a University Institution		3,9	1,2	0,0	0,0	2,3

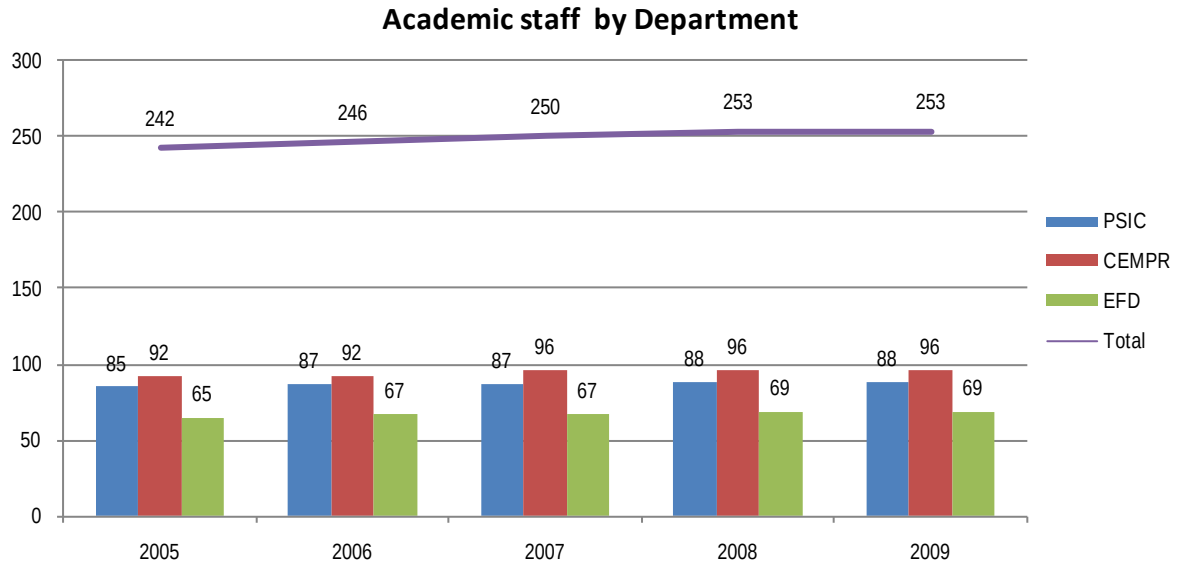
Self-Evaluation Report

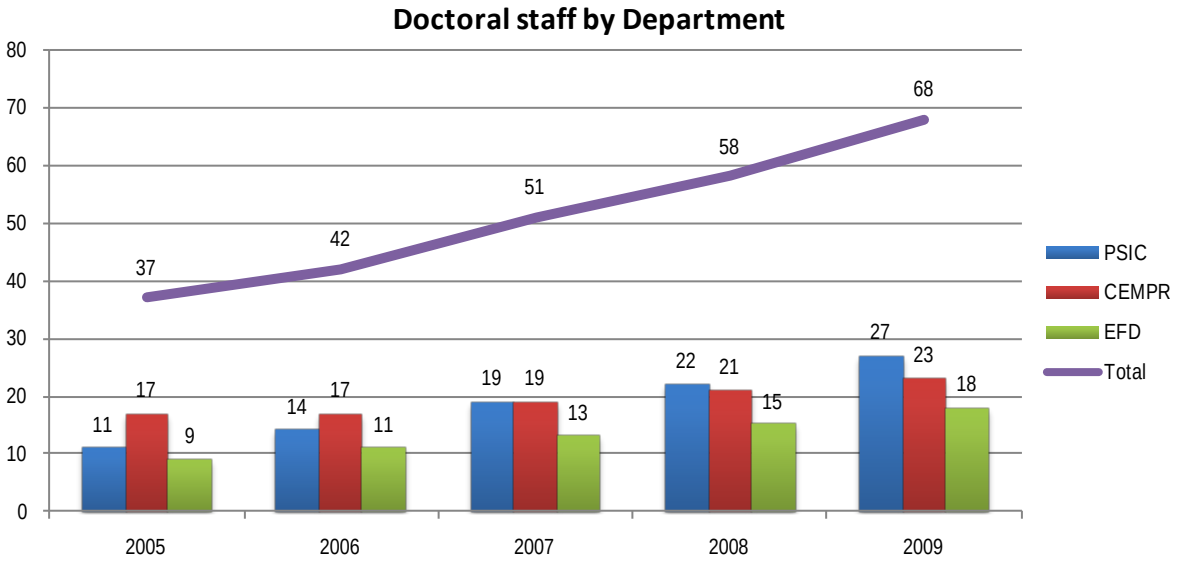
Academic Staff in Numbers

Annex II.2

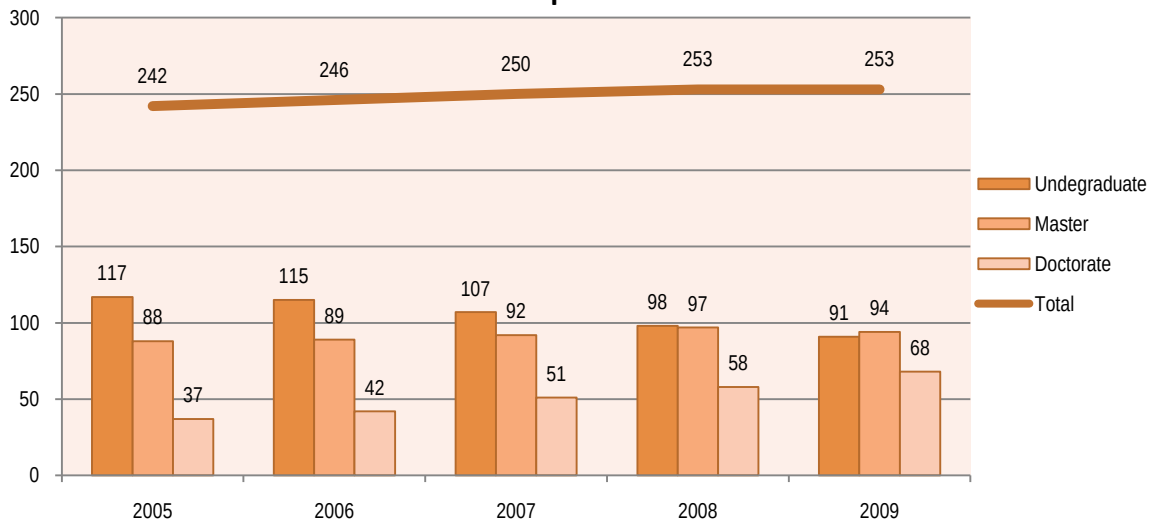
Distribution of total academic and Doctoral staff by Department:

Dept.	2005		2006		2007		2008		2009	
	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD
PSIC	85	11	87	14	87	19	88	22	88	27
CEMPR	92	17	92	17	96	19	96	21	96	23
EFD	65	9	67	11	67	13	69	15	69	18
Total	242	37	246	42	250	51	253	58	253	68

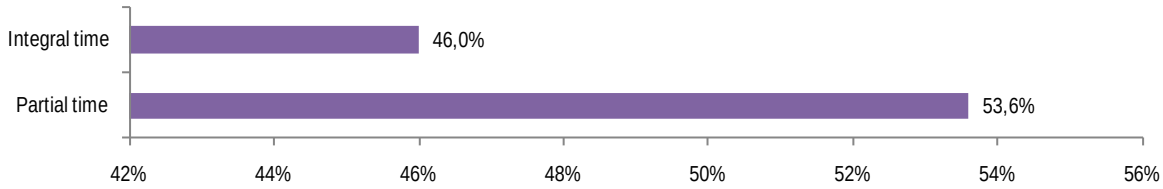




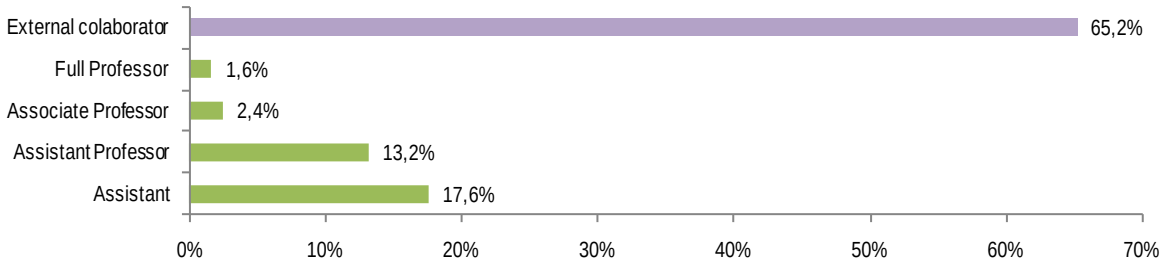
Academic staff qualification at ISMAI



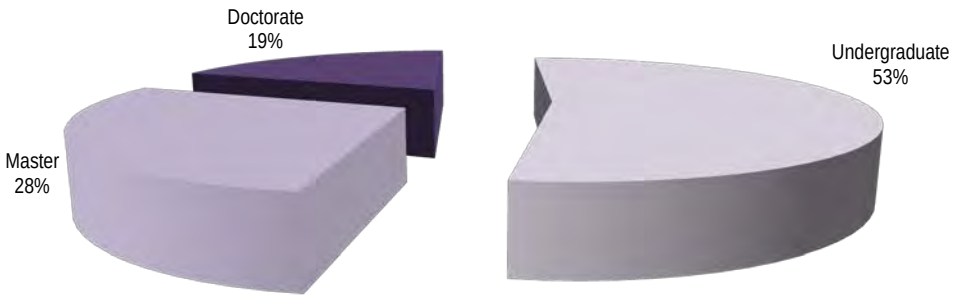
Type of contract (2009)

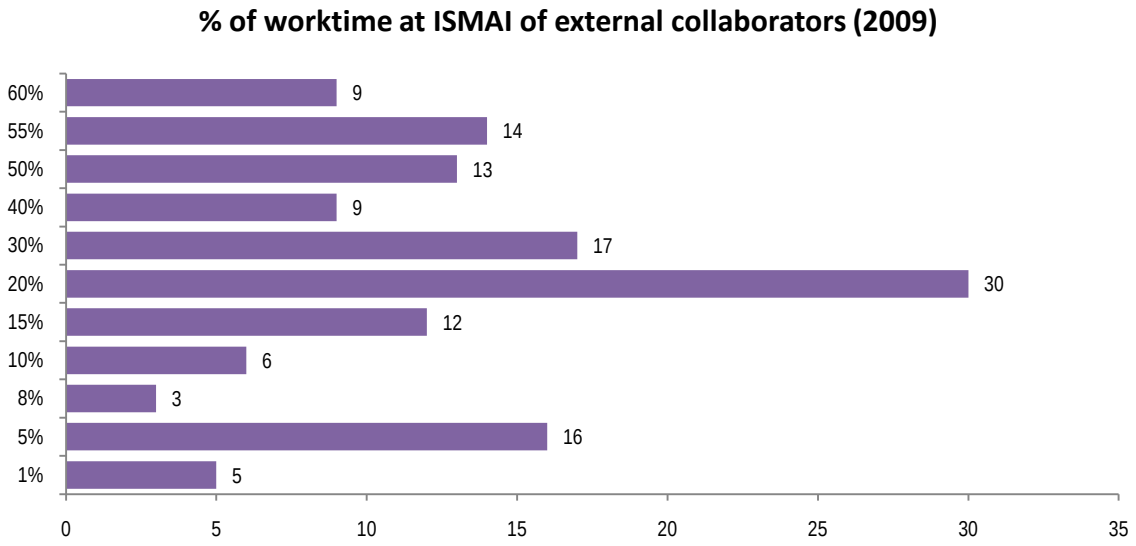


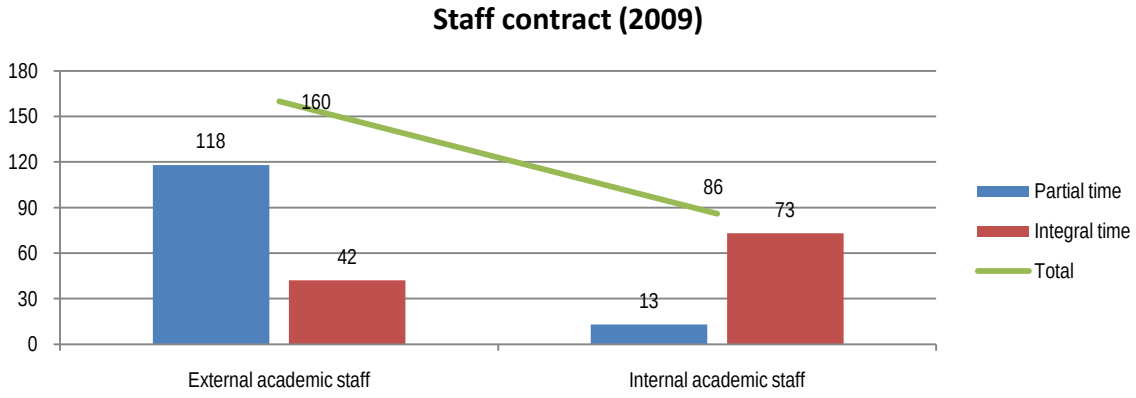
Profissional category (2009)



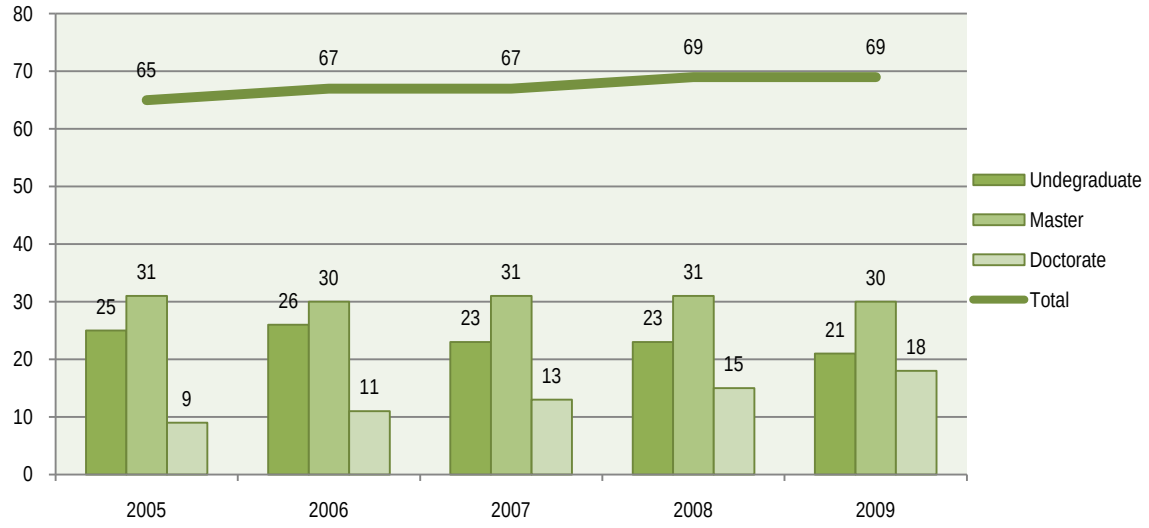
External collaborators degree (2009)



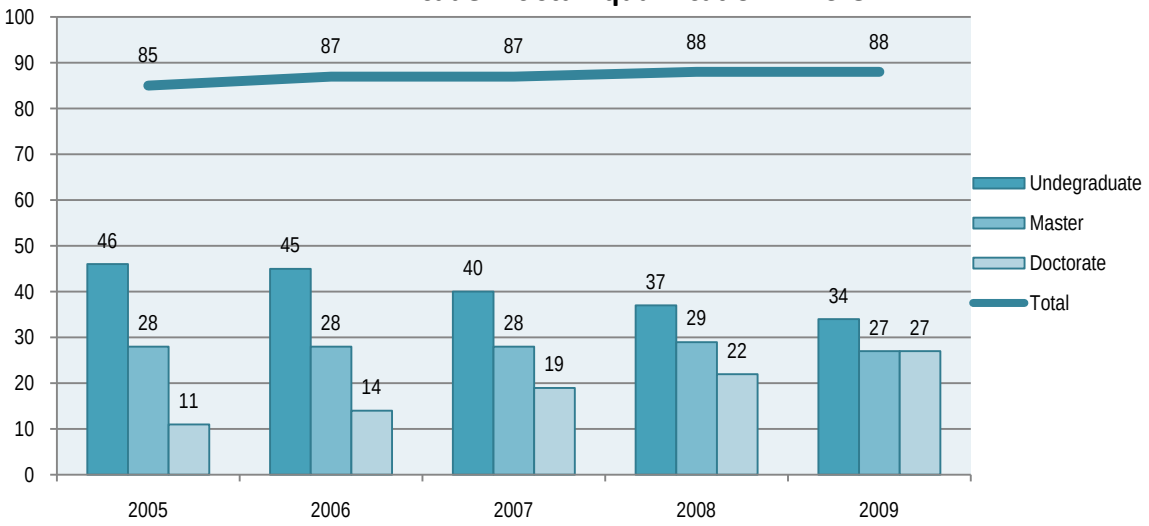

% of worktime at ISMAI of external collaborators (2009)
60%
55%
50%
40%
30%
20%
15%
10%
8%
5%
1%
9
14
13
9
17
30
12
6
3
16
5
0
5
10
15
20
25
30
35


Staff contract (2009)
180
150
120
90
60
30
0
160
118
86
73
42
13
External academic staff
Internal academic staff
Partial time
Integral time
Total

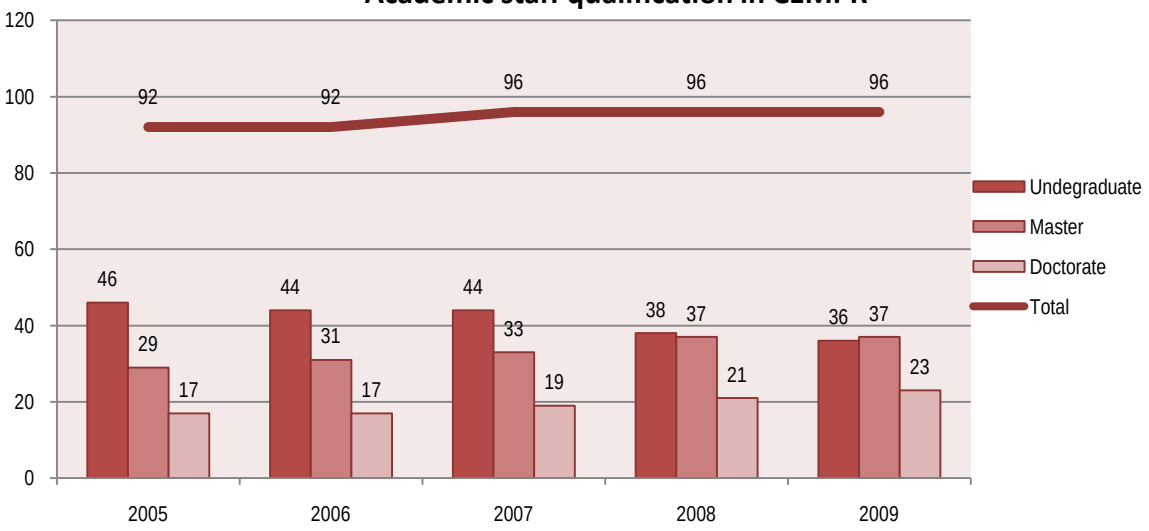
Academic staff qualification in EFD



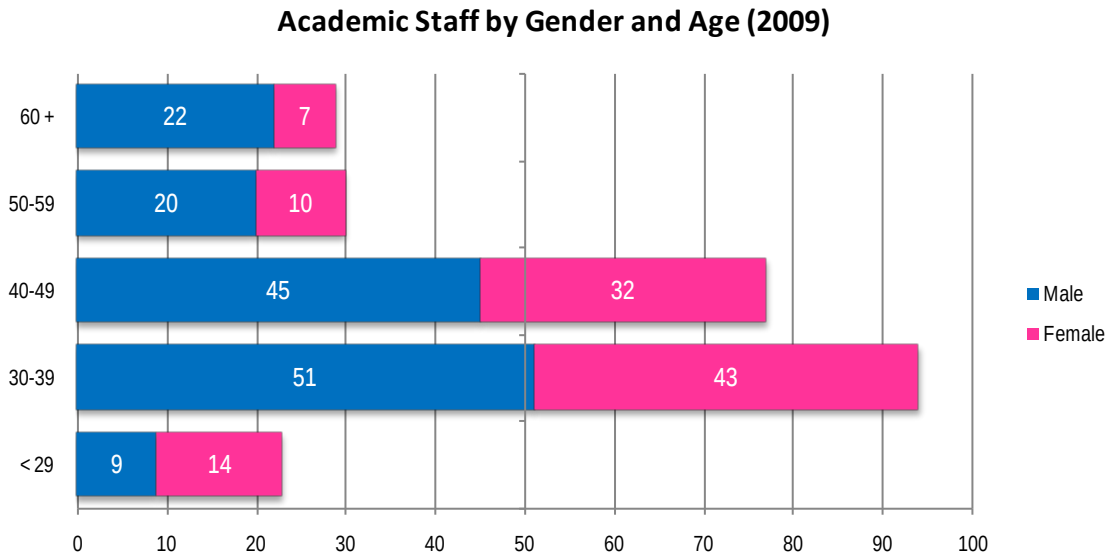
Academic staff qualification in PSIC

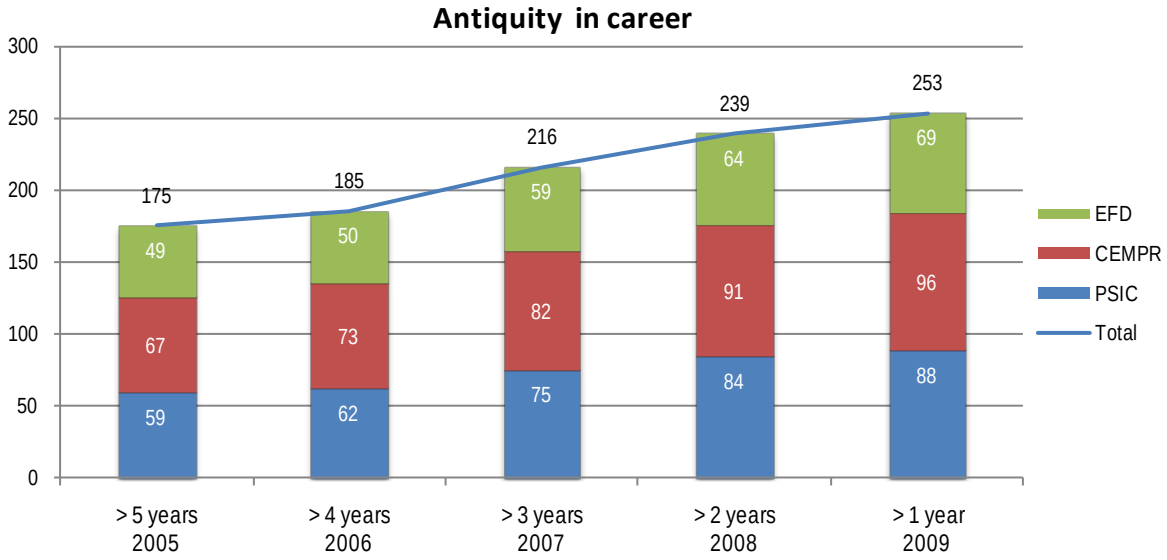


Academic staff qualification in CEMPR

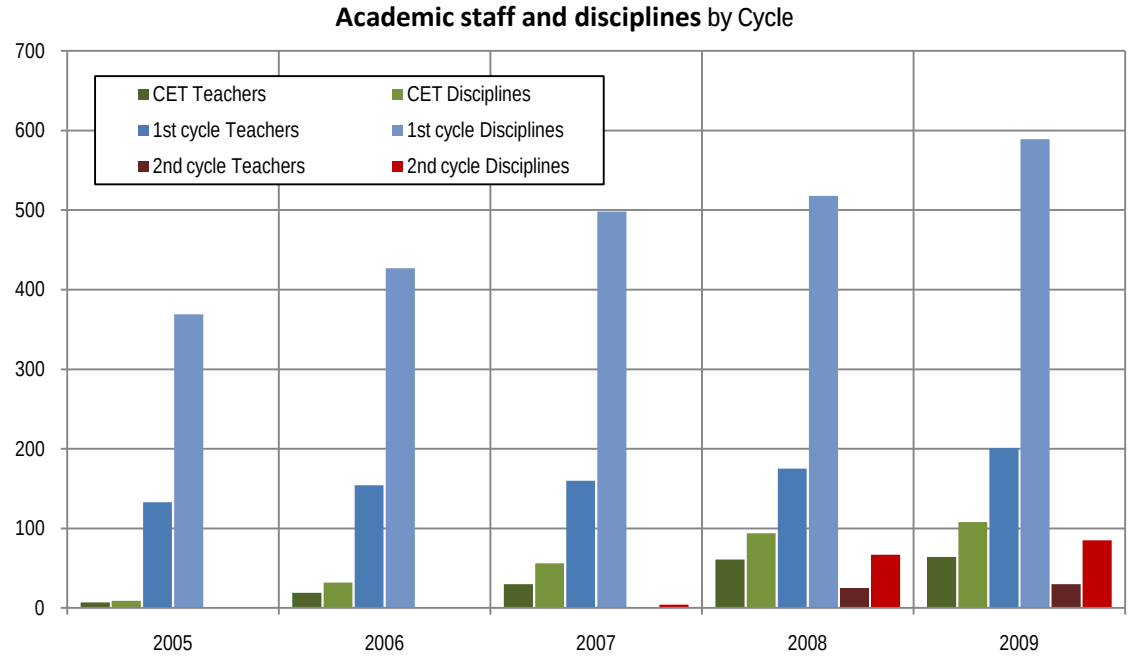


	Age					Total	
	< 29	30-39	40-49	50-59	60 +		
Male	9	51	45	20	22	147	58%
Female	14	43	32	10	7	106	42%
Total	23	94	77	30	29	253	100%



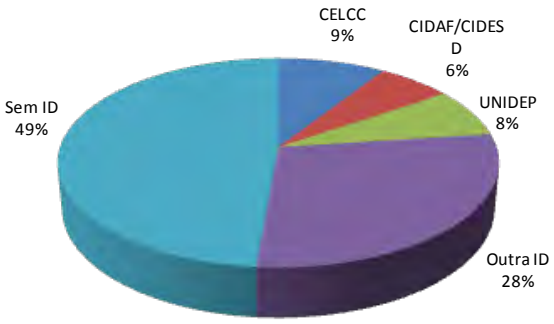


		2005	2006	2007	2008	2009
CET	Teachers	7	19	30	61	64
	Disciplines	9	32	56	94	108
1st cycle	Teachers	133	154	160	175	201
	Disciplines	369	427	498	518	589
2nd cycle	Teachers	0	0	1	25	30
	Disciplines	0	0	4	67	85

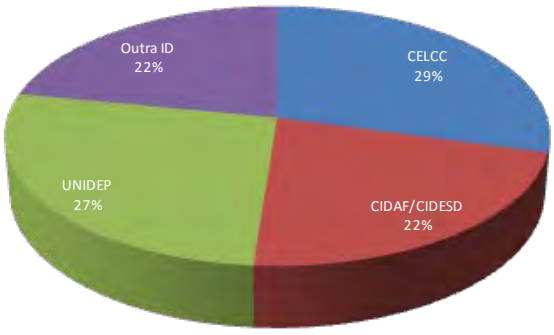


	I&D Membership (2009)						Total	
	Effective	%	Colaborator	%	Scholarship	%		
CELCC	12	29%	8	21%	3	6%	23	9%
CIDAF/CIDESD	9	22%	5	13%	2	4%	16	6%
UNIDEP	11	27%	6	16%	2	4%	19	8%
Outra ID	9	22%	19	50%	44	86%	72	28%
Com ID	41	100%	38	100%	51	100%	130	51%
Sem ID	212		215		253		123	49%
Total	253		253		253		253	100%

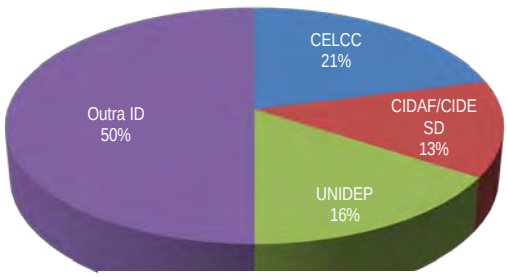
Research I&D membership of all academic staff (2009)



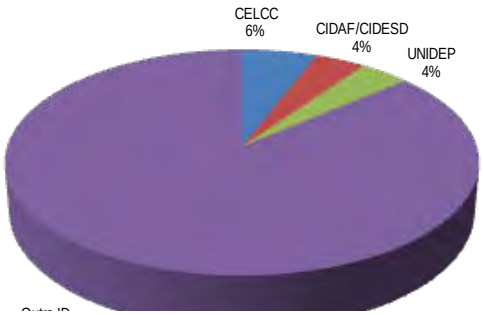
Research I&D efective membership



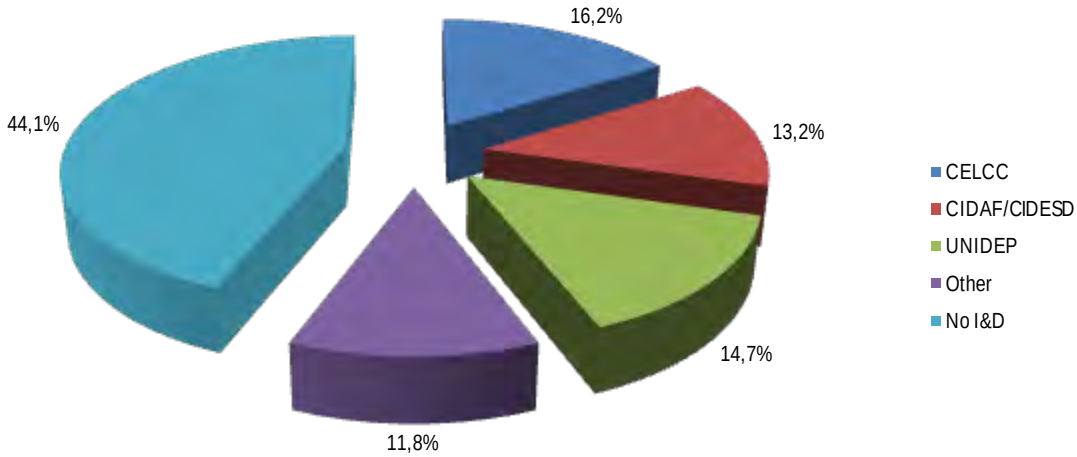
R&D collaborator membership



Research I&D scholarship

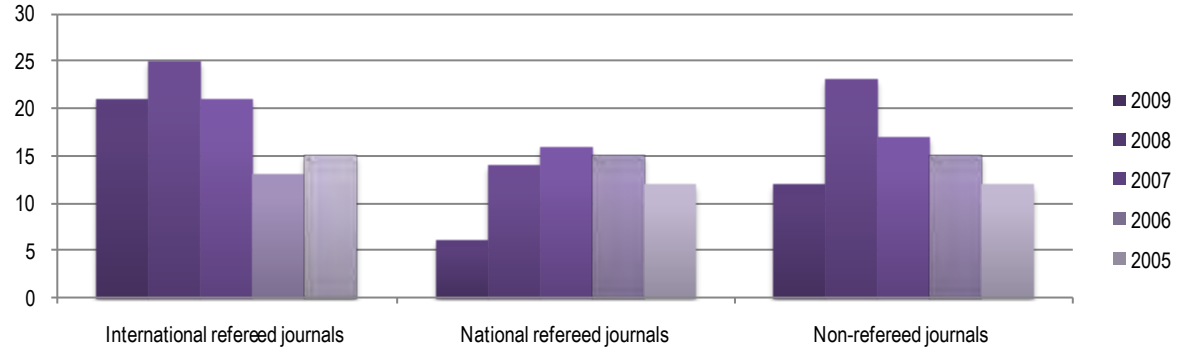


PhD efective staff in research I&D (2009)



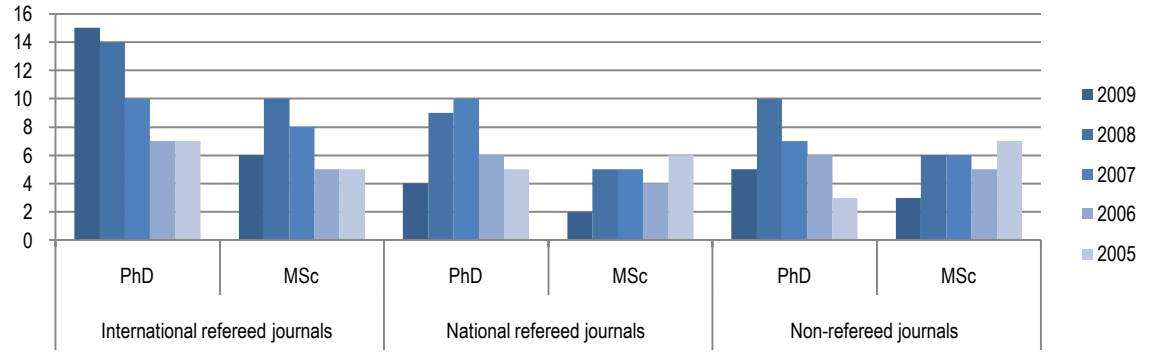
	2009		2008		2007		2006		2005	
		%		%		%		%		%
International refereed journals	21	54%	25	40%	21	39%	13	30%	15	38%
National refereed journals	6	15%	14	23%	16	30%	15	35%	12	31%
Non-refereed journals	12	31%	23	37%	17	31%	15	35%	12	31%
Total	**39**	**100%**	**62**	**100%**	**54**	**100%**	**43**	**100%**	**39**	**100%**

Articles in scientific journals of academic staff

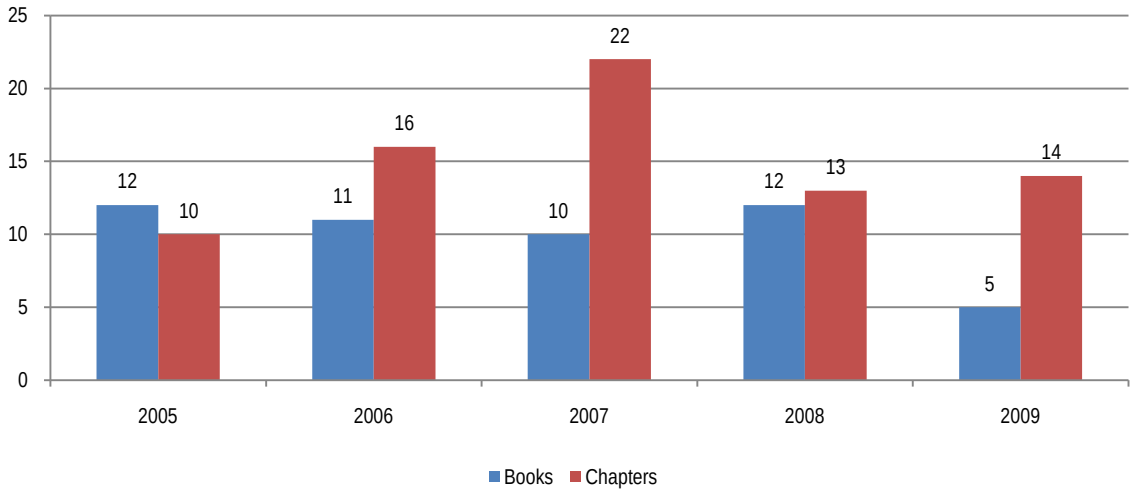


		2005		2006		2007		2008		2009	
			%		%		%		%		%
International refereed journals	PhD	7	58%	7	58%	10	56%	14	58%	15	71%
	MSc	5	42%	5	42%	8	44%	10	42%	6	29%
	Total	12	100%	12	100%	18	100%	24	100%	21	100%
National refereed journals	PhD	5	45%	6	60%	10	67%	9	64%	4	67%
	MSc	6	55%	4	40%	5	33%	5	36%	2	33%
	Total	11	100%	10	100%	15	100%	14	100%	6	100%
Non-refereed journals	PhD	3	30%	6	55%	7	54%	10	63%	5	63%
	MSc	7	70%	5	45%	6	46%	6	38%	3	38%
	Total	10	100%	11	100%	13	100%	16	100%	8	100%

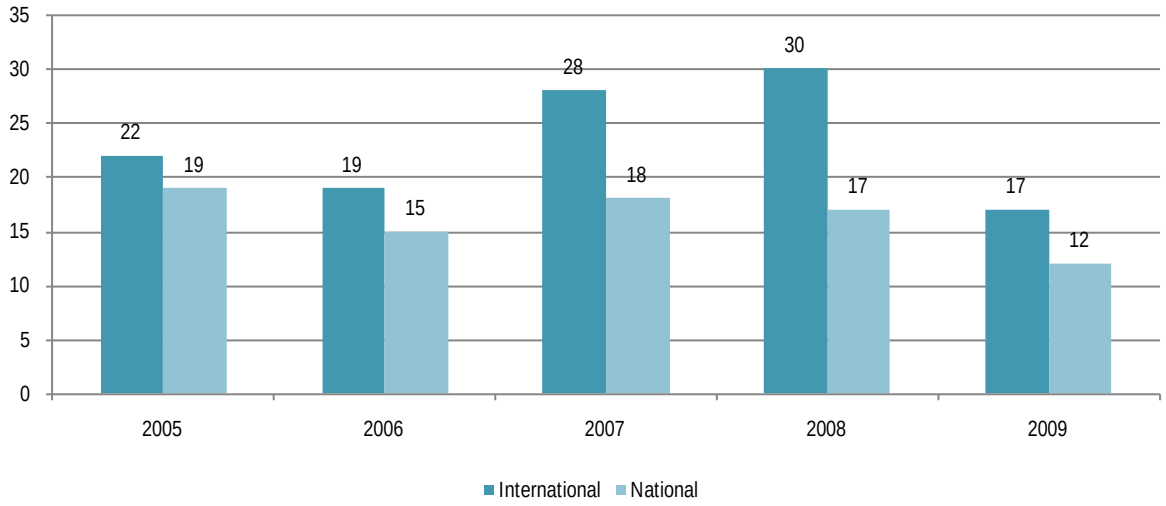
Articles in scientific journals of Doctoral and Master's staff



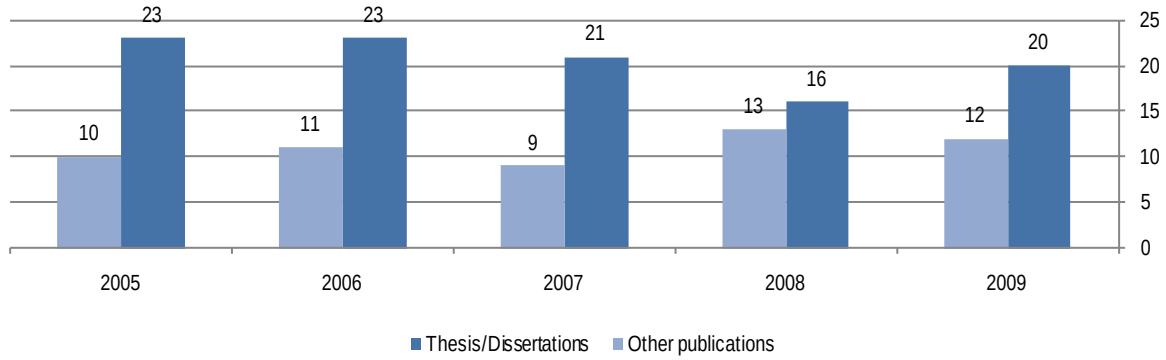
Published Books and Chapters in Books



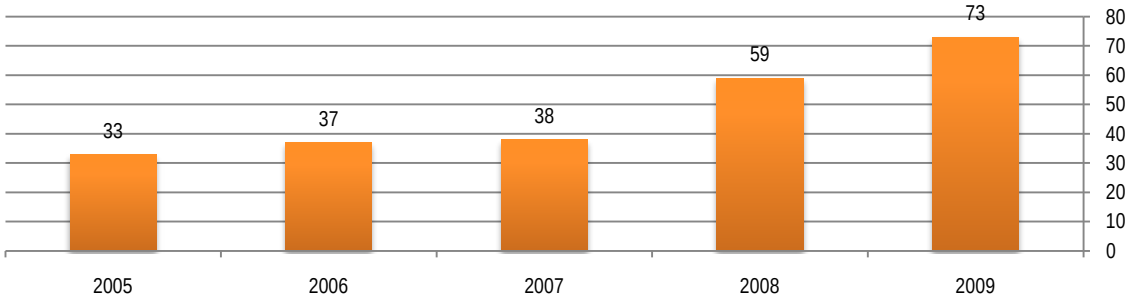
Conference Proceedings



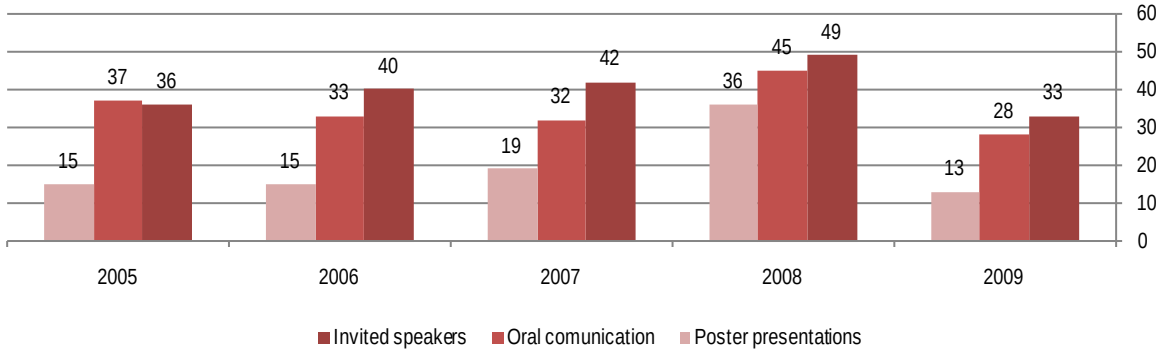
Internal Publications



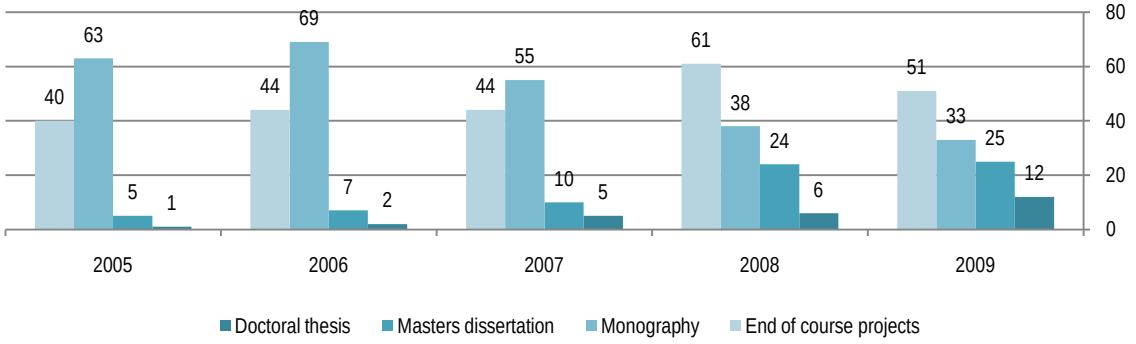
Academic staff participation in Scientific projects (completed or on-going)



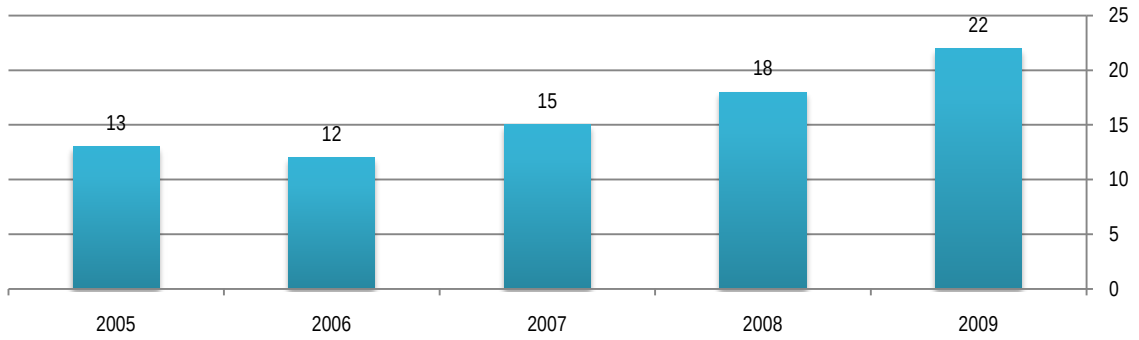
Participation in scientific events



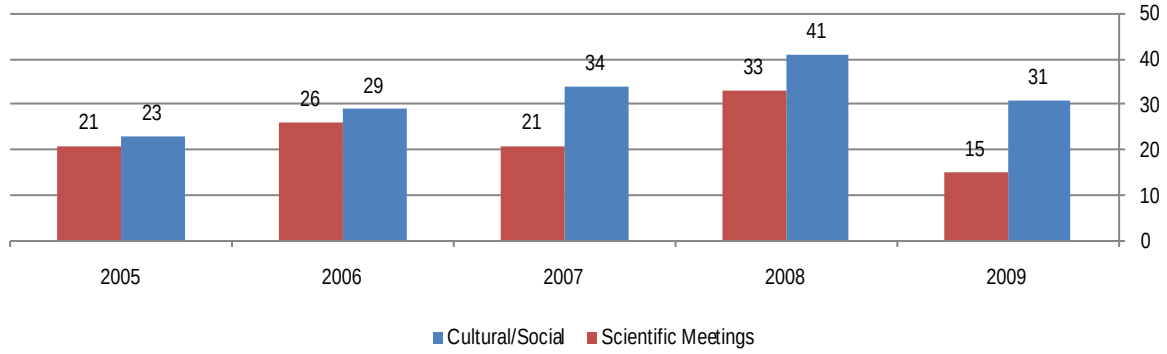
Orientation of academic works



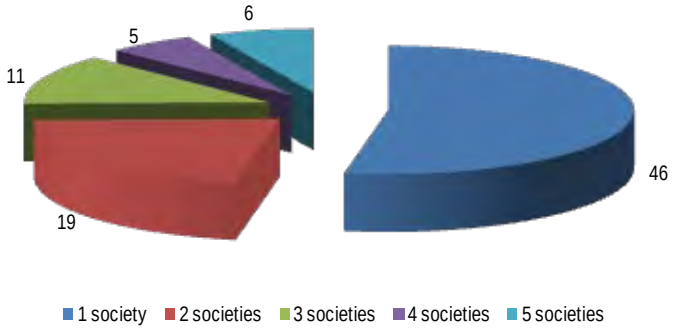
Doctoral and Master's jury



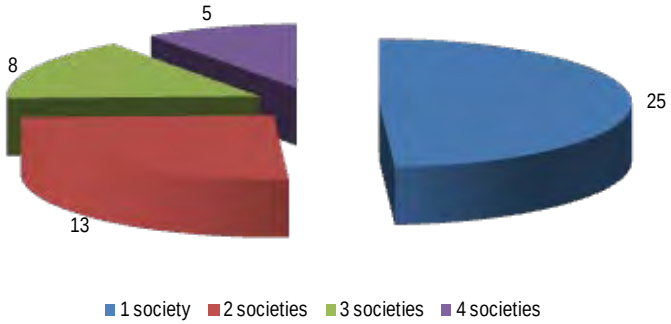
Coordenation of events



Membership of national scientific societies



Membership of international scientific societies



ERASMUS Teachers Mobility

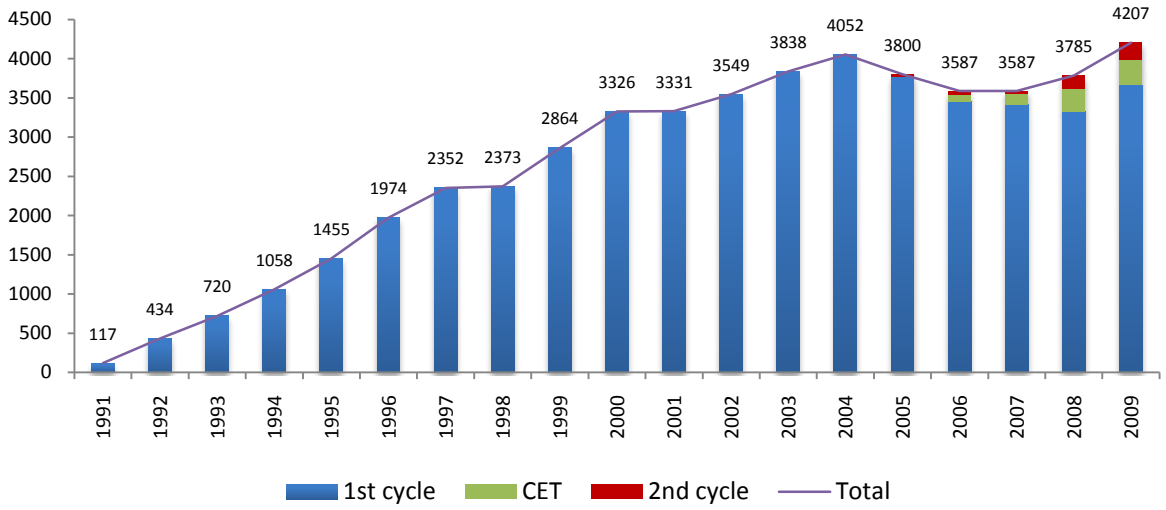
Year	University
2004/2005	Universidad Autónoma de Barcelona (Espanha)
	Unviersidad de Granada (Espanha)
	University of IASI (Roménia)
	Universidad de Malaga (Espanha)
2005/2006	Universidad de Valencia (Espanha)
	Université de Lille II (França)
	Universidad de Murcia (Espanha)
	Universidad Autónoma de Madrid (Espanha)
2006/2007	Université de Lille II (França)
2007/2008	University of Jyväskylä (Finlândia)
	Université de Lille II (França)
	University of Rome "Tor Vergata" (Itália)
2008/2009	Université de Lille II (França)
	University of Rome "Tor Vergata" (Itália)
	University of Leicester (Reino Unido)
	Universidad de Salamanca (Espanha)

Self-Evaluation Report

Students in Numbers

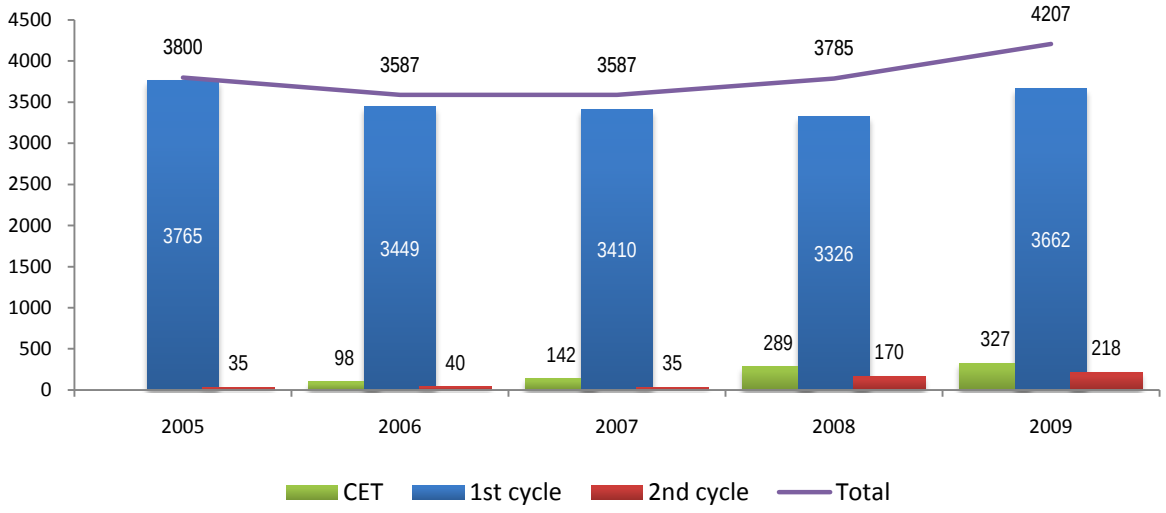
Annex II.3

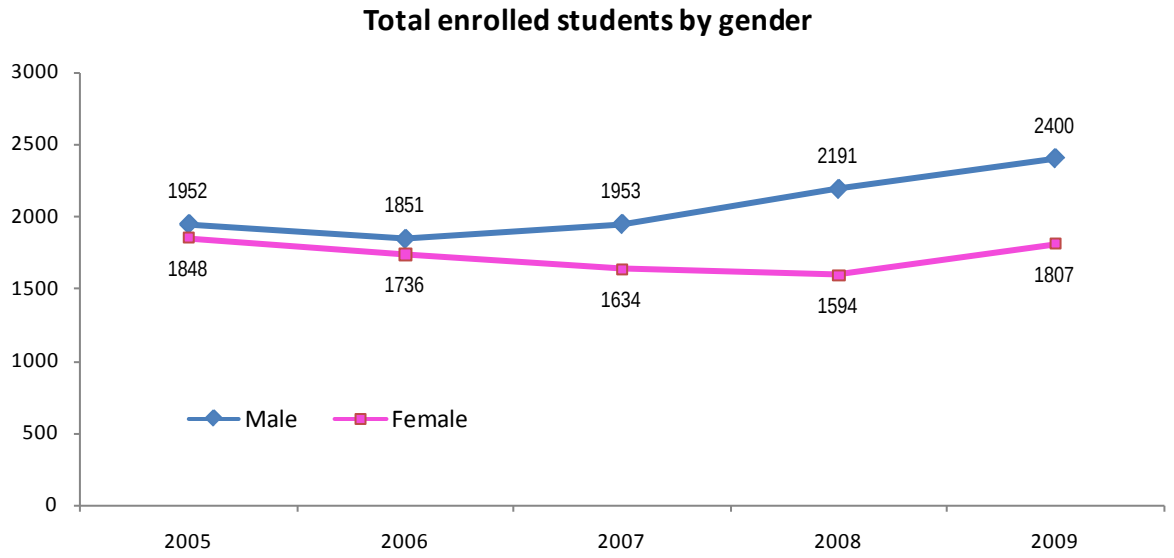
Total number of students



Graduation level	2005		2006		2007		2008		2009	
	Total	%	Total	%	Total	%	Total	%	Total	%
1st cycle	3765	99%	3449	96%	3410	95%	3326	88%	3662	87%
2nd cycle	35	1%	40	1%	35	1%	170	4%	218	5%
CET	0	0%	98	3%	142	4%	289	8%	327	8%
Total	3800	100%	3587	100%	3587	100%	3785	100%	4207	100%

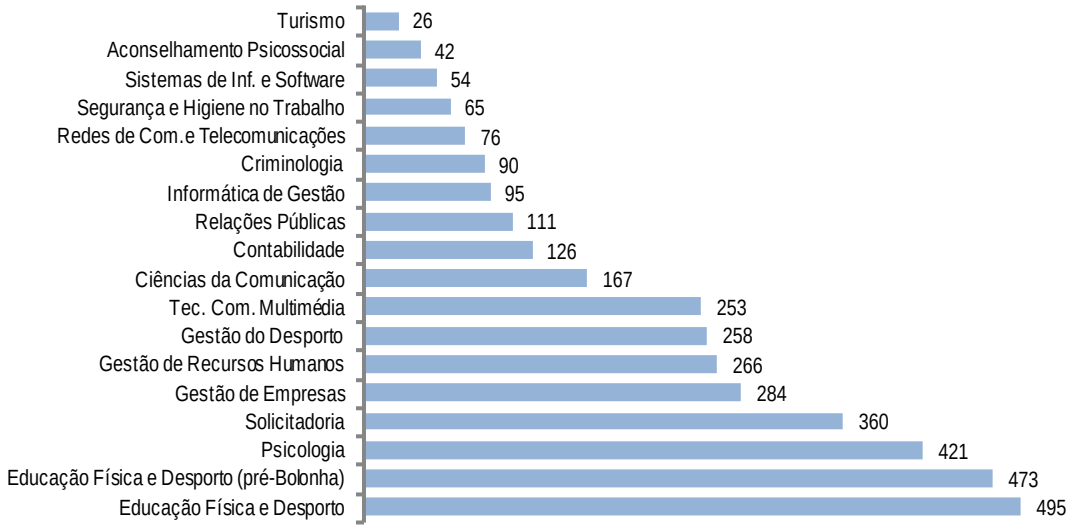
Registered students over the last 5 years





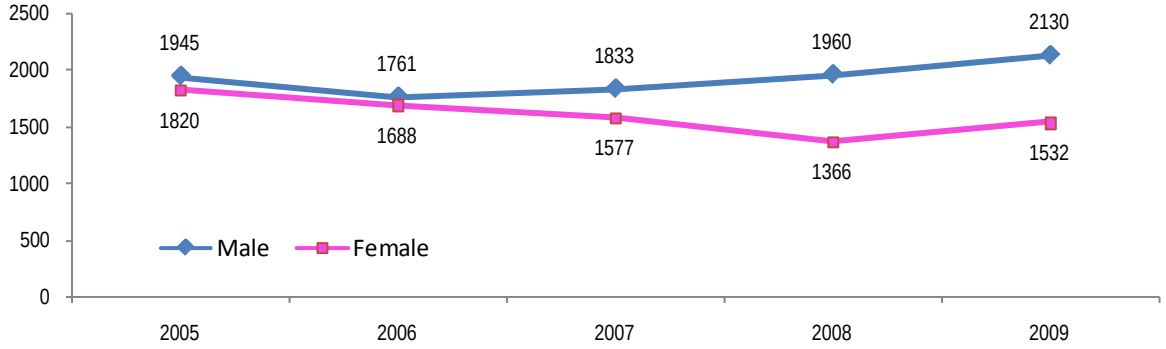
TOTAL	2005		2006		2007		2008		2009	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	1952	51%	1851	52%	1953	54%	2191	58%	2400	57%
Female	1848	49%	1736	48%	1634	46%	1594	42%	1807	43%
Total	3800	100%	3587	100%	3587	100%	3785	100%	4207	100%

Enrolled students by course - 1st cycle (2008/2009)

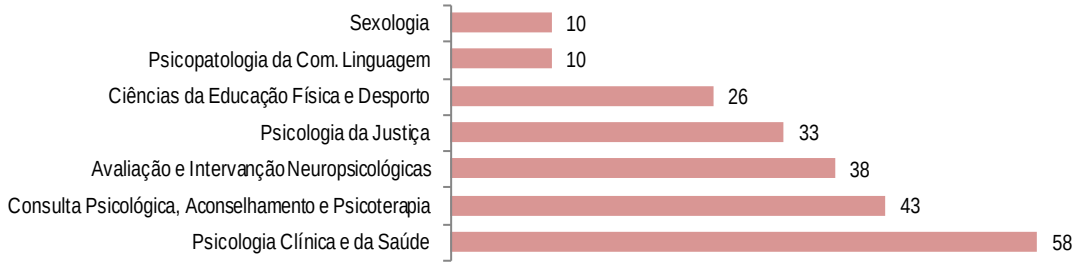


1st cycle	2005		2006		2007		2008		2009	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	1945	52%	1761	51%	1833	54%	1960	59%	2130	58%
Female	1820	48%	1688	49%	1577	46%	1366	41%	1532	42%
Total	3765	100%	3449	100%	3410	100%	3326	100%	3662	100%

Enrolled students in 1st cycle

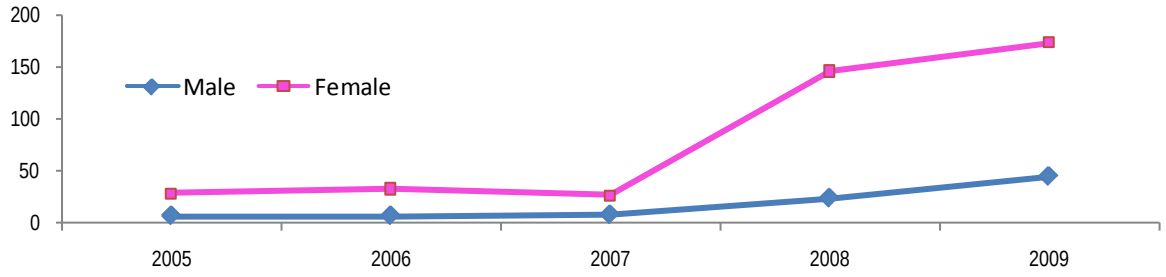


Enrolled students by course - 2nd cycle (2008/2009)

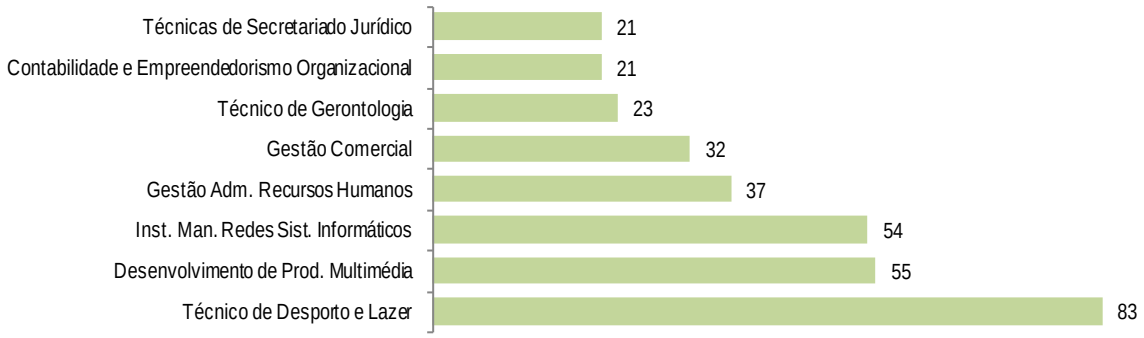


2nd cycle	2005		2006		2007		2008		2009	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	7	20%	7	18%	8	23%	24	14%	45	21%
Female	28	80%	33	83%	27	77%	146	86%	173	79%
Total	35	100%	40	100%	35	100%	170	100%	218	100%

Enrolled students in 2nd cycle

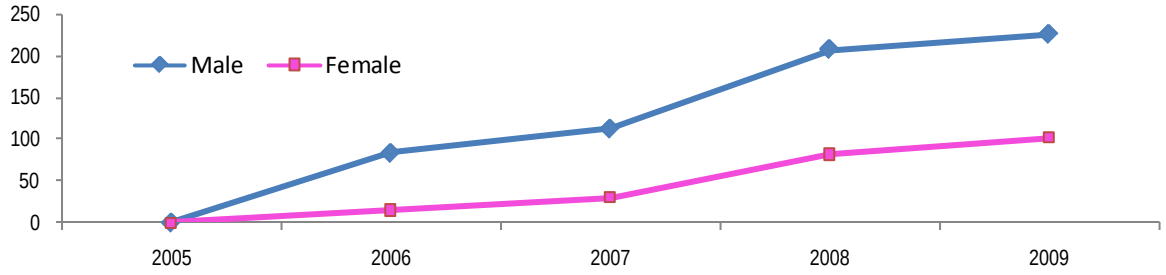


Enrolled students by course - CETs (2008/2009)



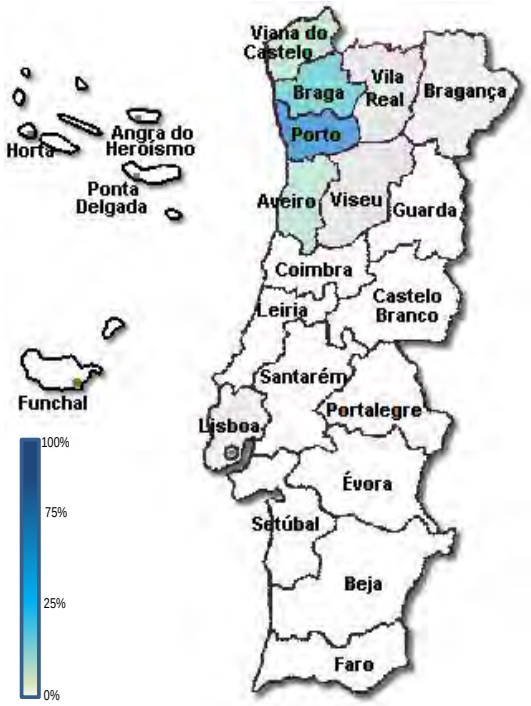
CET	2005		2006		2007		2008		2009	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	0		83	85%	112	79%	207	72%	225	69%
Female	0		15	15%	30	21%	82	28%	102	31%
Total	0	0%	98	100%	142	100%	289	100%	327	100%

Enrolled students in CETs

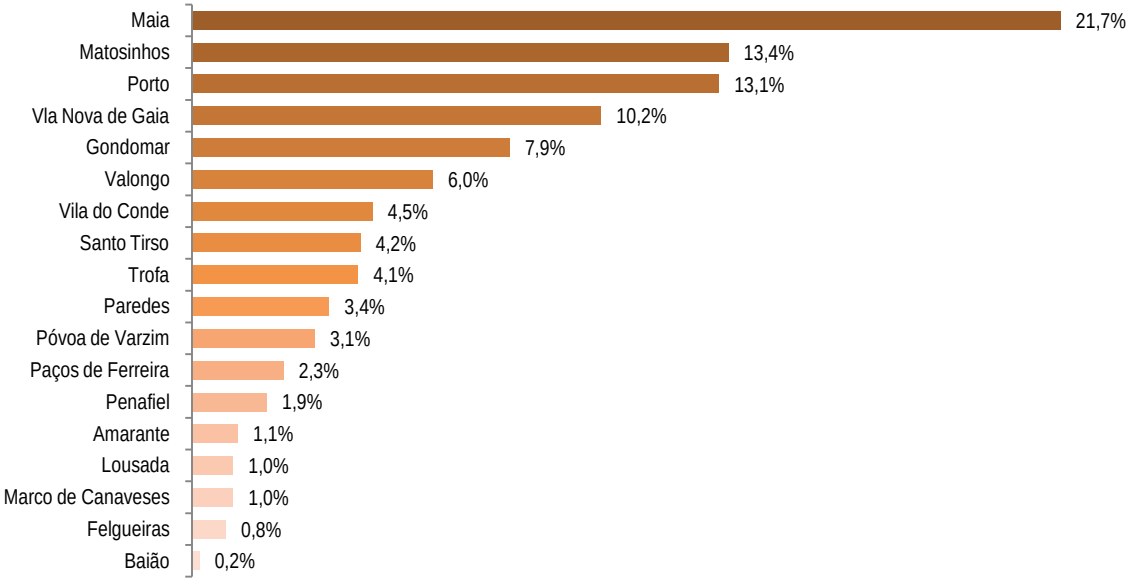


Geographic origin of the students by district

	YEAR					
	2005	2006	2007	2008	2009	2004-2009
DISTRICT	(%)	(%)	(%)	(%)	(%)	(%)
Porto	72,11	73,12	73,29	75,85	76,70	74,34
Braga	13,76	12,73	12,20	11,07	10,86	12,06
Aveiro	5,71	5,64	5,73	5,91	5,88	5,78
Viana Castelo	2,04	2,12	2,30	2,25	1,81	2,09
Vila Real	1,34	1,38	1,39	1,29	0,99	1,27
Viseu	1,28	1,44	0,84	0,67	0,76	0,99
Bragança	1,10	0,87	1,26	0,64	0,56	0,87
Lisboa	0,76	0,64	0,45	0,47	0,48	0,56
Coimbra	0,49	0,42	0,65	0,29	0,43	0,45
Portalegre	0,24	0,29	0,52	0,53	0,64	0,45
Funchal	0,34	0,35	0,32	0,23	0,31	0,31
Guarda	0,15	0,22	0,23	0,18	0,15	0,18
Leiria	0,24	0,19	0,19	0,18	0,08	0,17
Castelo Branco	0,12	0,13	0,06	0,03	0,05	0,08
Setúbal	0,12	0,10	0,10	0,06	0,03	0,08
Ponta Delgada	0,00	0,03	0,10	0,09	0,10	0,07
Faro	0,03	0,06	0,06	0,06	0,03	0,05
Santarém	0,03	0,13	0,03	0,03	0,03	0,05
Angra Heroísmo	0,06	0,06	0,03	0,03	0,03	0,04
Açores	0,03	0,03	0,00	0,06	0,05	0,04
Figueira Foz	0,03	0,03	0,06	0,00	0,03	0,03
Horta	0,00	0,00	0,10	0,03	0,00	0,02
Porto Santo	0,00	0,00	0,03	0,03	0,03	0,02
Beja	0,00	0,00	0,00	0,03	0,00	0,01
Évora	0,00	0,00	0,03	0,00	0,00	0,01
TOTAL	100	100	100	100	100	100

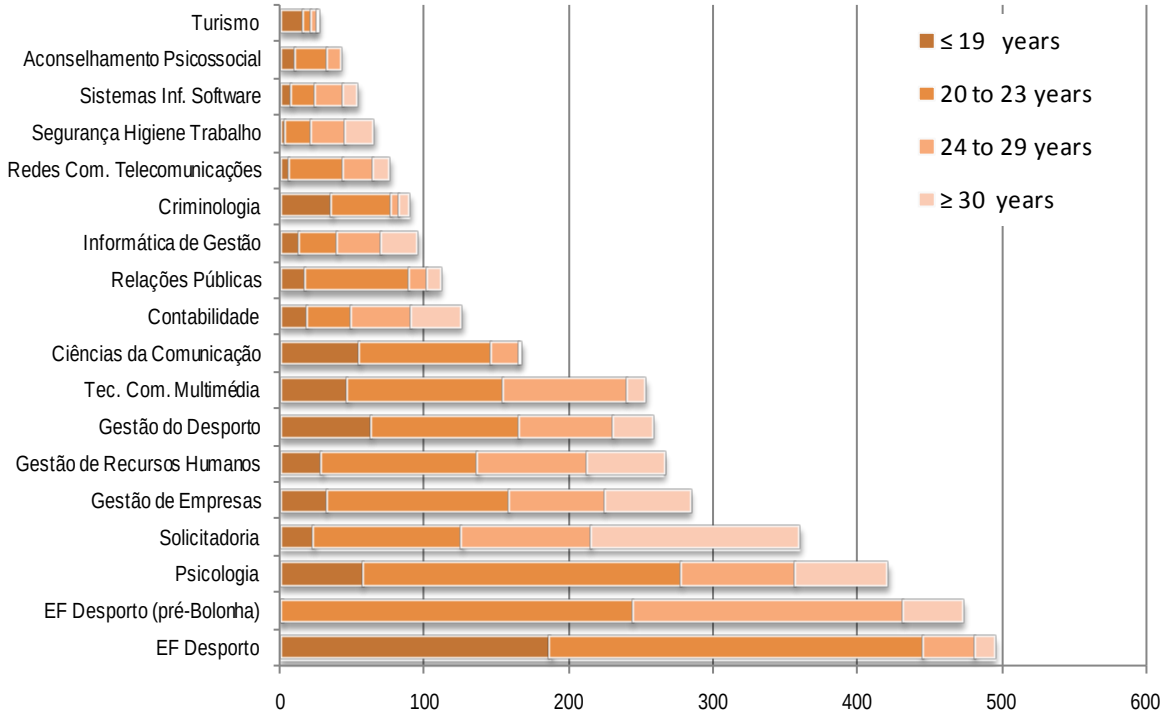


Student's origin by municipality (2009)

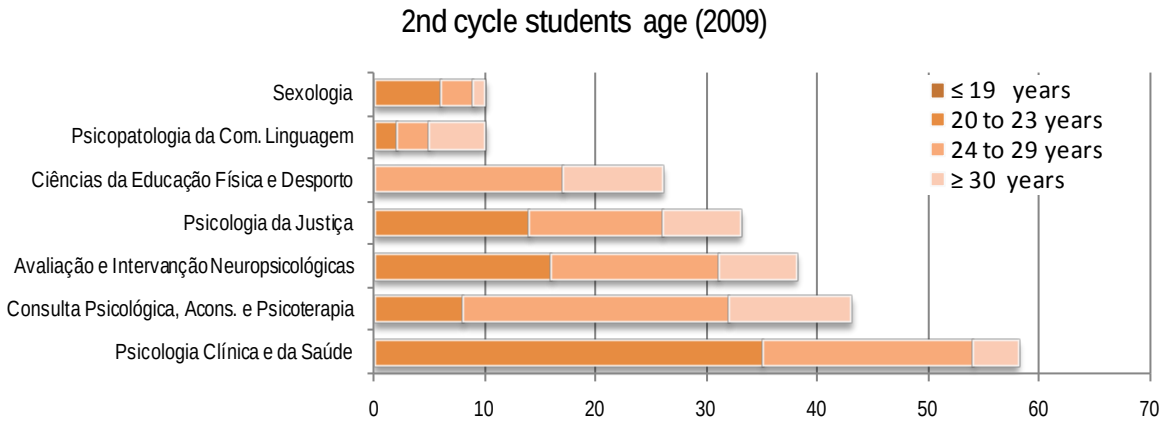


Municipalities of the district of Porto

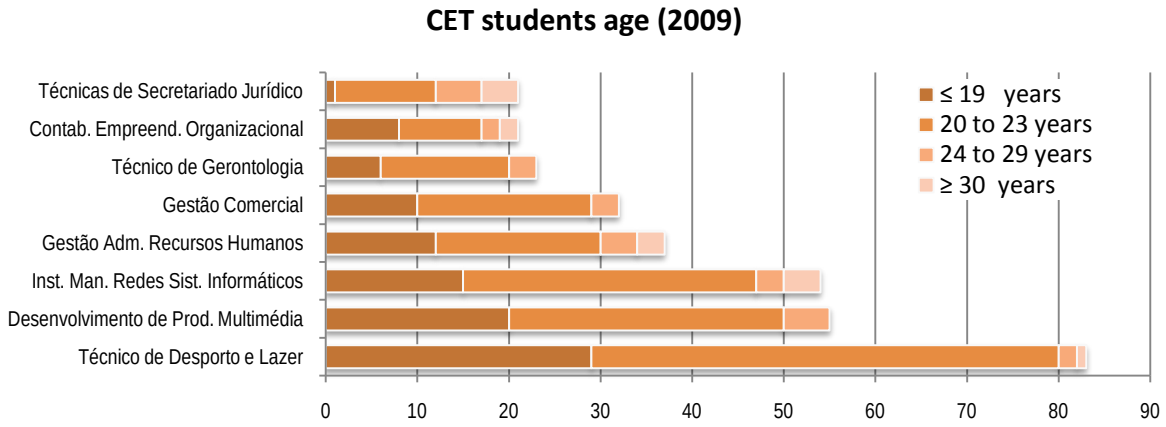
1st cycle students age (2009)



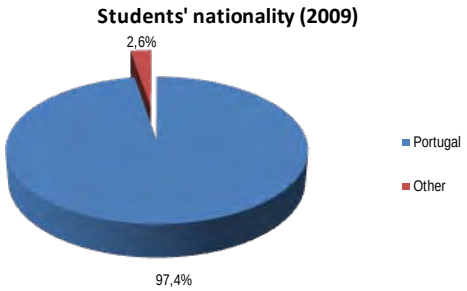
1st cycle courses	≤ 19 years	%	20 to 23 years	%	24 to 29 years	%	≥ 30 years	%	Total	%
EF Desporto	187	30,0%	258	15,8%	36	4,1%	14	2,6%	495	13,5%
EF Desporto (pré-Bolonha)	1	0,2%	243	14,9%	188	21,5%	41	7,6%	473	12,9%
Psicologia	57	9,1%	221	13,6%	79	9,0%	64	11,9%	421	11,5%
Solicitadoria	23	3,7%	103	6,3%	89	10,2%	145	27,0%	360	9,8%
Gestão de Empresas	32	5,1%	126	7,7%	67	7,7%	59	11,0%	284	7,8%
Gestão de Recursos Humanos	29	4,6%	108	6,6%	76	8,7%	53	9,9%	266	7,3%
Gestão do Desporto	63	10,1%	102	6,3%	66	7,6%	27	5,0%	258	7,0%
Tec. Com. Multimédia	47	7,5%	108	6,6%	85	9,7%	13	2,4%	253	6,9%
Ciências da Comunicação	55	8,8%	91	5,6%	19	2,2%	2	0,4%	167	4,6%
Contabilidade	19	3,0%	30	1,8%	42	4,8%	35	6,5%	126	3,4%
Relações Públicas	18	2,9%	71	4,4%	13	1,5%	9	1,7%	111	3,0%
Informática de Gestão	13	2,1%	27	1,7%	30	3,4%	25	4,7%	95	2,6%
Criminologia	36	5,8%	41	2,5%	5	0,6%	8	1,5%	90	2,5%
Redes Com. Telecomunicações	6	1,0%	37	2,3%	22	2,5%	11	2,0%	76	2,1%
Segurança Higiene Trabalho	4	0,6%	18	1,1%	23	2,6%	20	3,7%	65	1,8%
Sistemas Inf. Software	8	1,3%	16	1,0%	20	2,3%	10	1,9%	54	1,5%
Aconselhamento Psicossocial	10	1,6%	22	1,4%	10	1,1%	0	0,0%	42	1,1%
Turismo	16	2,6%	6	0,4%	3	0,3%	1	0,2%	26	0,7%
Total	624	100,0%	1628	100,0%	873	100,0%	537	100,0%	3662	100,0%

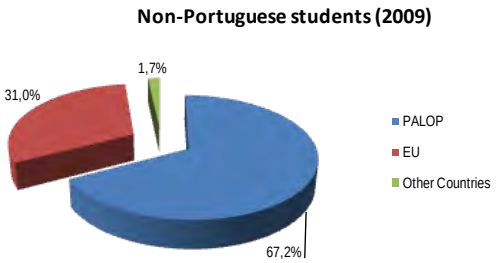


2nd cycle courses	≤ 19 years	%	20 to 23 years	%	24 to 29 years	%	≥ 30 years	%	Total	%
Psicologia Clínica e da Saúde	0	0,0%	35	43,2%	19	20,4%	4	9,1%	58	26,6%
Consulta Psicológica, Acons. e Psicoterapia	0	0,0%	8	9,9%	24	25,8%	11	25,0%	43	19,7%
Avaliação e Intervanção Neuropsicológicas	0	0,0%	16	19,8%	15	16,1%	7	15,9%	38	17,4%
Psicologia da Justiça	0	0,0%	14	17,3%	12	12,9%	7	15,9%	33	15,1%
Ciências da Educação Física e Desporto	0	0,0%	0	0,0%	17	18,3%	9	20,5%	26	11,9%
Psicopatologia da Com. Linguagem	0	0,0%	2	2,5%	3	3,2%	5	11,4%	10	4,6%
Sexologia	0	0,0%	6	7,4%	3	3,2%	1	2,3%	10	4,6%
Total	0	0,0%	81	100,0%	93	100,0%	44	100,0%	218	100,0%

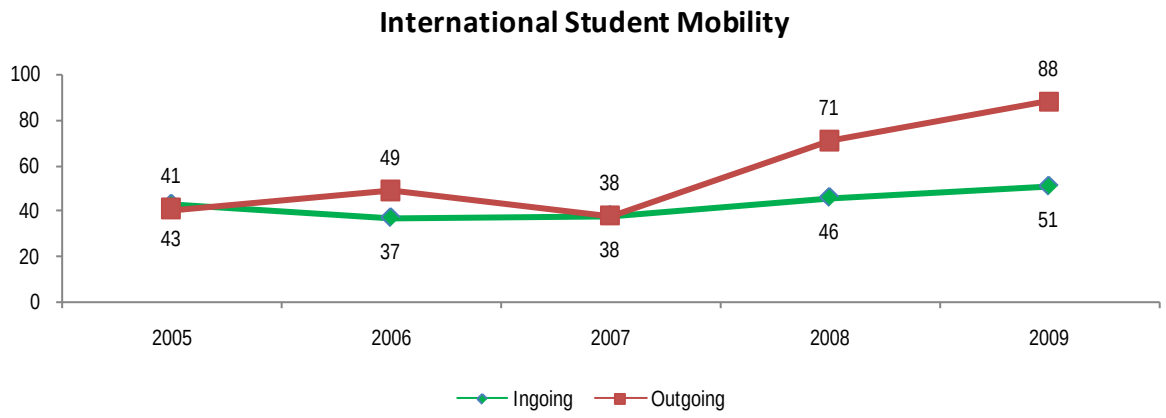


CET - Cursos de Especialização Tecnológica	≤ 19 years	%	20 to 23 years	%	24 to 29 years	%	≥ 30 years	%	Total	%
Técnico de Desporto e Lazer	29	28,7%	51	27,6%	2	7,4%	1	7,1%	83	25,4%
Desenvolvimento de Prod. Multimédia	20	19,8%	30	16,2%	5	18,5%	0	0,0%	55	16,8%
Inst. Man. Redes Sist. Informáticos	15	14,9%	32	17,3%	3	11,1%	4	28,6%	54	16,5%
Gestão Adm. Recursos Humanos	12	11,9%	18	9,7%	4	14,8%	3	21,4%	37	11,3%
Gestão Comercial	10	9,9%	19	10,3%	3	11,1%	0	0,0%	32	9,8%
Técnico de Gerontologia	6	5,9%	14	7,6%	3	11,1%	0	0,0%	23	7,0%
Contab. Empreend. Organizacional	8	7,9%	9	4,9%	2	7,4%	2	14,3%	21	6,4%
Técnicas de Secretariado Jurídico	1	1,0%	11	5,9%	5	18,5%	4	28,6%	21	6,4%
Total	101	100,0%	185	100,0%	27	100,0%	14	100,0%	327	100,0%



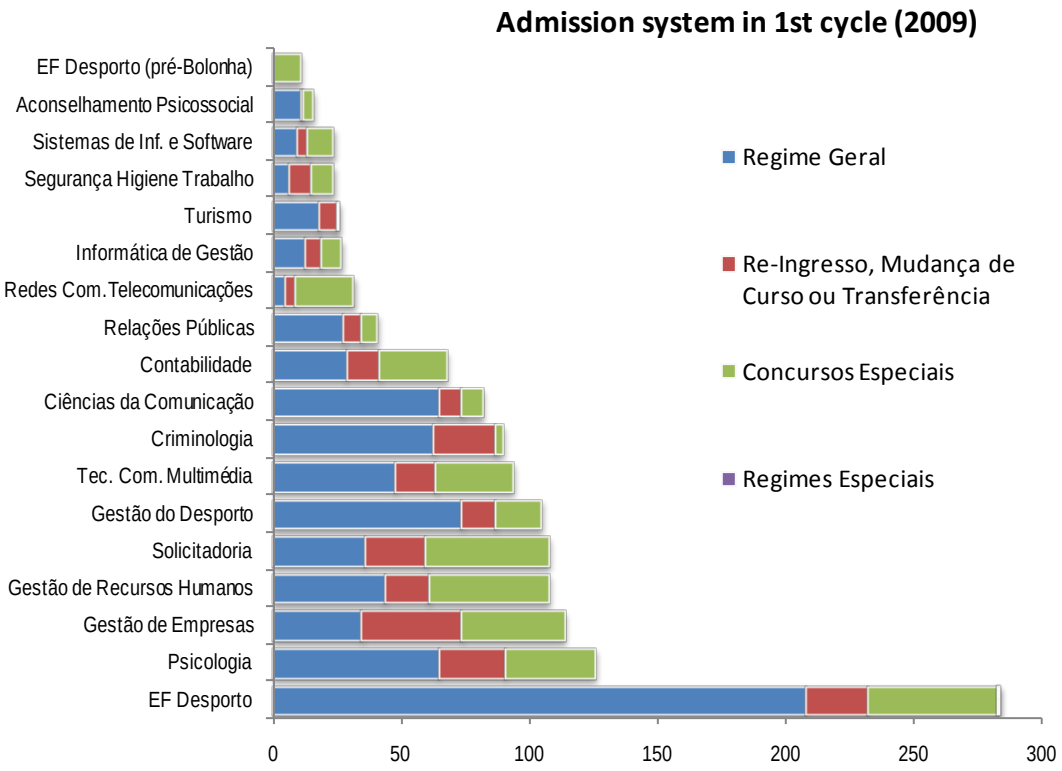


INTERNATIONAL RELATIONS OFFICE OF ISMAI													
International students mobility: IN &OUT													
Regime	Countries	2004		2005		2006		2007		2008		2009	
		In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
Protocol	São Tomé e Príncipe							4					
Protocol	Cabo-Verde	30		17		31							
Exchange	Brasil				4						2		9
ERASMUS	Espanha	5	25	18	18	5	24	18	14	12	26	26	30
ERASMUS	República Checa	2	2	2		1	1	2	2	3	3		1
ERASMUS	Roménia	2	17	5	12			10		10	10	7	21
ERASMUS	Finlândia		3				4		2		4		
ERASMUS	Itália		5	1	3		14		14	5	15	6	14
ERASMUS	Reino Unido				3		2		2				
ERASMUS	Polónia						3	3	2	13	7	11	6
ERASMUS	Lituânia						1	1	2	3	2	1	1
ERASMUS	Grécia												4
ERASMUS	França				1						2		
ERASMUS	Irlanda												2
TOTAL	14	39	52	43	41	37	49	38	38	46	71	51	88



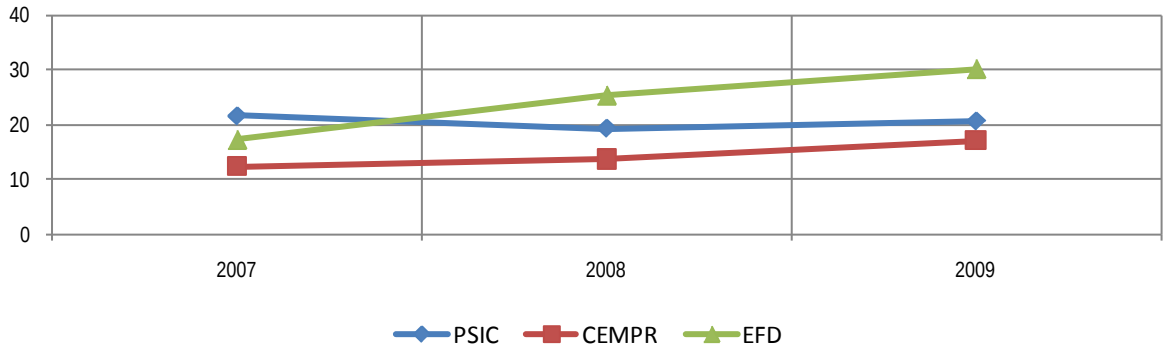
ERASMUS Partnership

Country	University
República Checa	Charles University in Prague
Eslovénia	Tallin University
Espanha	Universitat Autònoma de Barcelona, Universidad de Granada Universidad de Salamanca Universidad Europea de Madrid Universidad Extremadura Universidade de Alicante Universidad de Málaga Universidad de Murcia Universidad Autonoma de Madrid Universidad de Santiago de Compostela Universidad de Sevilla Universidad Politécnica de Valencia - Campus de Alcoy Universidad de Vigo Universidad de Valencia Universidad de Córdoba Universitat de Vic Universidad Europea Miguel de Cervantes Universidad Politécnica de Valencia - Campus de Gandia Universidad Politécnica de Valencia - Escuela Politécnica Superior de Alcoy
França	Université de Lille II - Faculté des Sciences du Sport et de L'Éducation
Finlândia	Jyväskylän yliopisto - University of Jyväskylä Joensuun Yliopisto - University of Joensuu Turun Yliopisto - University of Turku
Itália	Università Degli Studi Di L' Aquila Università di Bologna Universitá del Salento University of Milan Università Degli Studi Di Milano Universitá Degli Studio di Torino Università Degli Studi Dell'Insubria Università Degli Studi di Verona Università Europea di Roma Università Degli Studi Di Gènova Universitá Degli Studi di Roma "Foro Italico"
Lituânia	Kaunas University of Technology College of Social Sciences Vilnius Law and Business College
Malta	Malta College of Arts, Science and Tecnhology
Polónia	Stanislaw Staszic College of Public Administration in Bialystok Akademia Wychowania Fizycznego We Wroclawiu Univ. of Physical Politechnika Opolska The Stefan Batory Higher School of Business in Piotrkow Trybunalski Akademia Ekonomiczna im. Oskara Langego/Wroclaw University of
Chipre	P. A. College
Roménia	Universitatea "Alexandru Ioan Cuza" Iasi Universitatea Transilvania Din Brasov Universitatea Din Uoradea - Facultatea de Educatie Fizica si Sport Universitatea Din Craiova Universitatea de Vest din Timisoara
Suiça	University of Applied Sciences - Haute Ecole de Gestion de Genève
Irlanda	Dundalk Institute os Technology
Grécia	University of Thessaly
Dinamarca	Aarhus Universitet

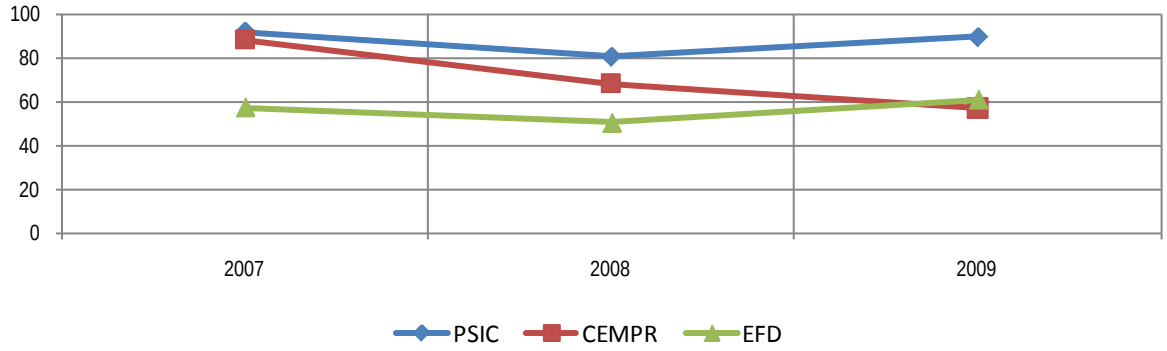


1st cycle courses	Regime Geral	Re-Ingresso, Mudança de Curso ou Transferência	Concursos Especiais	Regimes Especiais	Total
EF Desporto	208	24	51	1	284
Psicologia	65	26	35		126
Gestão de Empresas	35	39	40		114
Gestão de Recursos Humanos	44	17	47		108
Solicitadoria	36	24	48		108
Gestão do Desporto	74	13	18		105
Tec. Com. Multimédia	48	16	30		94
Criminologia	63	24	3		90
Ciências da Comunicação	65	9	8		82
Contabilidade	29	13	26		68
Relações Públicas	28	7	6		41
Redes Com.Telecomunicações	5	4	23		32
Informática de Gestão	13	6	8		27
Turismo	18	7	1		26
Segurança Higiene Trabalho	7	8	9		24
Sistemas de Inf. e Software	10	4	10		24
Aconselhamento Psicossocial	11	1	4		16
EF Desporto (pré-Bolonha)			11		11

Students / academic staff (FTE) ratio



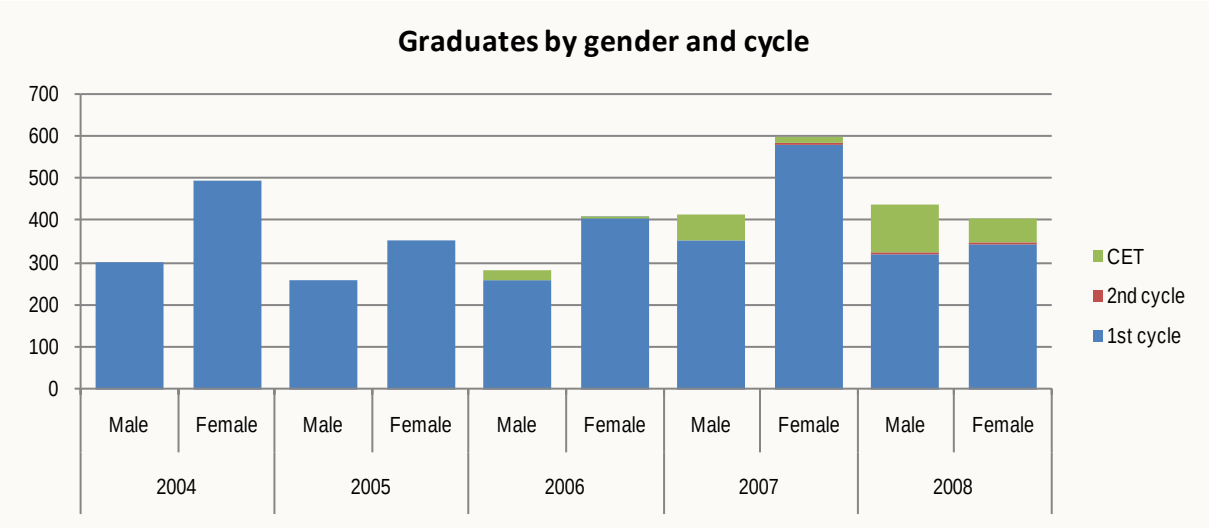
Students / PhD staff (FTE) ratio



		No. of Students	Academic Staff (N)	Academic Staff (FTE)	Student/Academic Staff (FTE)	PhD staff (N)	PhD staff (FTE)	Student/PhD Staff (FTE)
2009	EFD	1226	69	40,6	30,2	18	13,7	89,5
	PSIC	1350	88	65,2	20,7	27	23,7	57,0
	CEMPR	1086	96	63,5	17,1	23	17,8	61,0
	TOTAL	3662	253	169,3	21,6	68	55,2	66,3
2008	EFD	1112	69	43,8	25,4	15	13,8	80,6
	PSIC	1248	88	64,6	19,3	22	18,3	68,2
	CEMPR	966	96	70,0	13,8	21	19,2	50,3
	TOTAL	3326	253	178,4	18,6	58	51,3	64,8
2007	EFD	1104	67	63,5	17,4	13	12	92,0
	PSIC	1410	87	65,0	21,7	19	16,0	88,1
	CEMPR	896	96	72,1	12,4	19	15,6	57,4
	TOTAL	3410	250	200,6	17,0	51	43,6	78,2

Distribution of number of graduates by gender and cycle

		1st cycle	2nd cycle	CET	Total
2004	Male	300			300
	Female	493			493
	% Female	62%			62%
	Total	793			793
2005	Male	259			259
	Female	350			350
	% Female	57%			57%
	Total	609			609
2006	Male	257		27	284
	Female	408		2	410
	% Female	61%		7%	59%
	Total	665		29	694
2007	Male	353		59	412
	Female	576	7	15	598
	% Female	62%	100%	20%	59%
	Total	929	7	74	1010
2008	Male	319	3	113	435
	Female	342	6	54	402
	% Female	52%	67%	32%	48%
	Total	661	9	167	837



Time to Graduation

	N	2004	2005	2006	2007	2008
1st cycle (pre-Bolonha)	5	5,6	5,6	5,5	5,7	5,6
1st cycle	3	-	-	-	3,0	3,0
2nd cycle	2	-	-	-	2,0	4,0
CET	1	-	-	1,0	1,1	1,0

Drop-out rates

	2007	2008
Enrolled	3410	3326
Drop-out	482	577
% Drop-out	14,1%	17,3%

Instituto Superior da Maia

Self-Evaluation Report

Quality Practices

Annex III.1

Number of disciplines and teachers attending internal quality evaluation (2008/2009)

	1st cycle	2nd cycle	CET	Total
No. of disciplines	575	34	62	671
No. of teachers	159	21	34	214

Distribution of students attending internal quality evaluation (2008/2009) by cycle

	Questionários Respondidos	Questionários Enviados	Taxa de Resposta
CET'S	1286	1947	66%
LICENCIATURAS (1º ciclo)	10531	20133	52%
MESTRADOS (2º ciclo)	564	809	70%
TOTAL	**12381**	**22889**	**54%**

Students in 1st cycle attending internal quality evaluation distributed by course:

	Ano Curricular				Questionários Respondidos	Questionários Enviados	Taxa de Resposta
	1º	2º	3º	4º			
EDUCAÇÃO FÍSICA E DESPORTO	0	0	392	57	449	763	59%
ACONSELHAMENTO PSICOSSOCIAL (1ºciclo)	56	23	44	0	123	222	55%
CIÊNCIAS DA COMUNICAÇÃO (1ºciclo)	237	170	65	0	472	1146	41%
CONTABILIDADE (1ºciclo)	172	81	95	0	348	633	55%
EDUCAÇÃO FÍSICA E DESPORTO (1ºciclo)	1094	1422	0	0	2516	4007	63%
GESTÃO DE EMPRESAS (1ºciclo)	274	298	172	0	744	1534	49%
GESTÃO DE RECURSOS HUMANOS (1ºciclo)	362	336	181	0	879	1408	62%
GESTÃO DO DESPORTO (1ºciclo)	237	175	143	0	555	1446	38%
INFORMÁTICA DE GESTÃO (1ºciclo)	82	52	55	0	189	406	47%
PSICOLOGIA (1ºciclo)	351	424	462	0	1237	2368	52%
REDES DE COMUNICAÇÃO E TELECOMUNICAÇÕES (1ºciclo)	114	48	27	0	189	338	56%
RELAÇÕES PÚBLICAS (1ºciclo)	87	65	58	0	210	627	33%
SEGURANÇA E HIGIENE NO TRABALHO (1ºciclo)	121	37	87	0	245	486	50%
SISTEMAS DE INFORMAÇÃO E SOFTWARE (1ºciclo)	71	33	36	0	140	264	53%
SOLICITADORIA (1ºciclo)	287	395	278	0	960	1916	50%
TECNOLOGIAS DE COMUNICAÇÃO MULTIMÉDIA (1ºciclo)	371	328	144	0	843	1764	48%
CRIMINOLOGIA (1º ciclo)	326	0	0	0	326	628	52%
TURISMO (1º ciclo)	106	0	0	0	106	177	60%
TOTAL	**4348**	**3887**	**2239**	**57**	**10531**	**20133**	**52%**

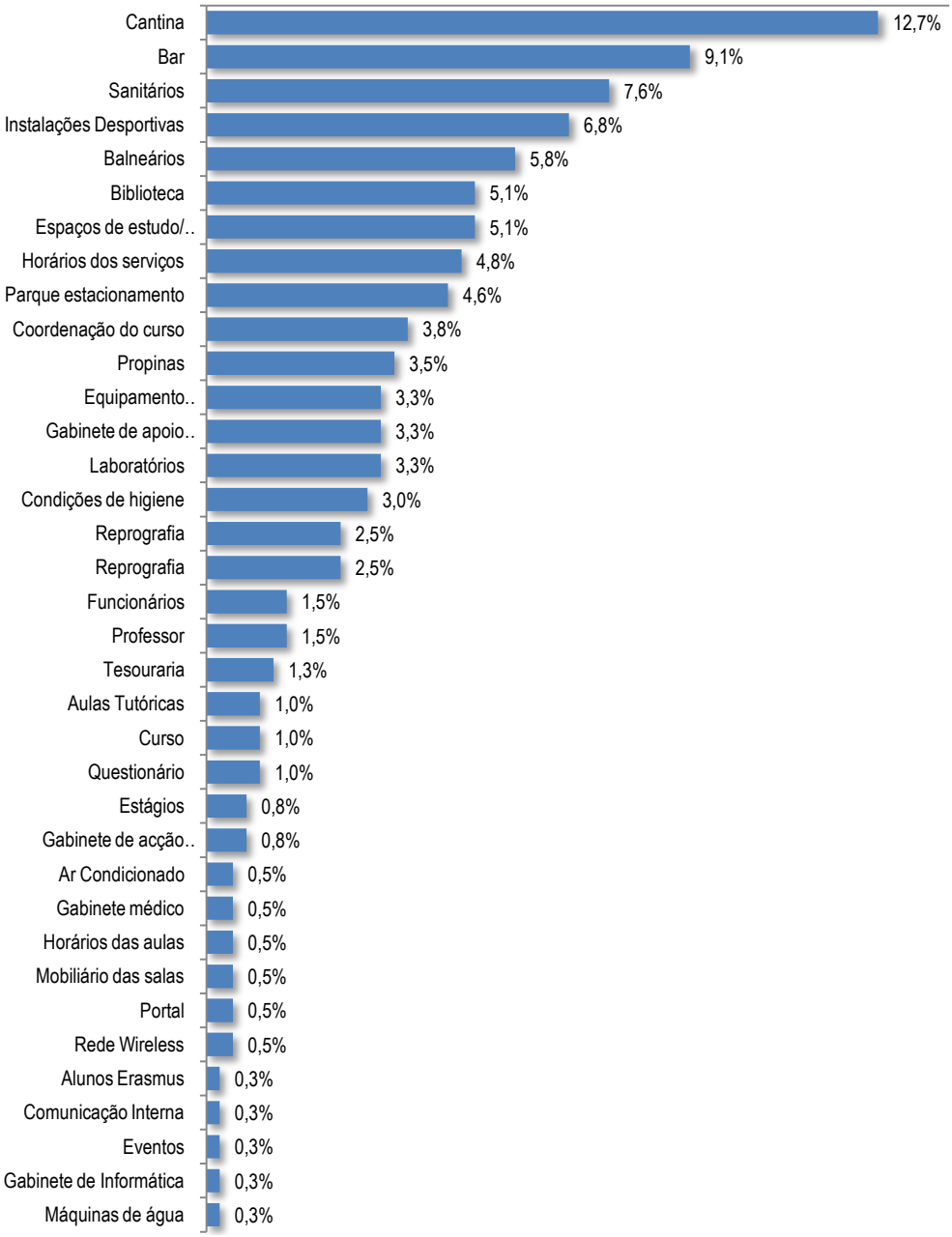
Students in 2nd cycle attending internal quality evaluation distributed by course:

	Questionários Respondidos	Questionários Enviados	Taxa de Resposta
CIÊNCIAS DA EDUCAÇÃO FÍSICA E DESPORTO, na Especialidade de EDUCAÇÃO FÍSICA ESCOLAR (2ºciclo)	70	75	93%
CONSULTA PSICOLÓGICA, ACONSELHAMENTO E PSICOTERAPIA (2ºciclo)	38	61	62%
PSICOPATOLOGIA DA COMUNICAÇÃO E DA LINGUAGEM (2ºciclo)	17	18	94%
SEXOLOGIA (2ºciclo)	140	200	70%
PSICOLOGIA DA JUSTIÇA (2º ciclo)	27	32	84%
PSICOLOGIA CLÍNICA E DA SAÚDE (2º ciclo)	272	423	64%
TOTAL	**564**	**809**	**70%**

Students in CET attending internal quality evaluation distributed by course:

	Questionários Respondidos	Questionários Enviados	Taxa de Resposta
CET - INSTALAÇÃO E MANUTENÇÃO DE REDES E SISTEMAS INFORMÁTICOS	132	253	52%
CET - DESENVOLVIMENTO DE PRODUTOS MULTIMÉDIA	295	413	71%
CET - CONTABILIDADE E EMPREENDEDORISMO ORGANIZACIONAL	81	105	77%
CET - TÉCNICO DE GERONTOLOGIA	140	192	73%
CET - TÉCNICO DE RECURSOS HUMANOS	120	177	68%
CET - TÉCNICO DE DESPORTO E LAZER	305	477	64%
CET - TÉCNICAS DE SECRETARIADO JURÍDICO	86	132	65%
CET - GESTÃO COMERCIAL	127	198	64%
TOTAL	**1286**	**1947**	**66%**

No. of comments made by students in questionnaire Q6-E : "Avaliação dos Recursos da Instituição"



Avaliação dos Recursos da Instituição
Questionário aos Estudantes

Q6-E

Instituto Superior da Maia

No âmbito do nosso processo de avaliação interna, queremos ouvir a sua opinião sobre os recursos que colocamos ao seu dispor. Leia atentamente o questionário abaixo e assinale a opção que melhor corresponde à sua opinião.

***Este questionário é anónimo** e por isso lhe pedimos que responda com total sinceridade.*

Caso nenhuma das opções corresponda à sua opinião, queira assinalar o campo NA/NS (Não Aplicável/Não Sabe)

REGRAS DE PREENCHIMENTO

Face ao seu processo de tratamento **(leitura óptica)**, este inquérito deve ser preenchido utilizando **caneta ou esferográfica preta ou azul** e preenchido como mostra o **exemplo à direita**.

assim ●
assim não ⊘ ⊗

Se eventualmente se **enganar** a assinalar a sua resposta, **deverá riscá-la** e preencher o círculo correspondente à resposta que pretende.

rasurado ● ●

Identificação

Ciclo de Estudos

- ○ CET
- ○ Licenciatura
- ○ Mestrado
- ○ Doutoramento

Curso

□□□□□

0 ○○○○○
1 ○○○○○
2 ○○○○○
3 ○○○○○
4 ○○○○○
5 ○○○○○
6 ○○○○○
7 ○○○○○
8 ○○○○○
9 ○○○○○

Ano da Unidade Curricular

- ○ 1º
- ○ 2º
- ○ 3º
- ○ 4º
- ○ 5º

Como avalia os Recursos ao seu dispor:

	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
1. O equipamento complementar (impressoras, fotocopiadoras, scaners)	○	○	○	○	○	○
2. A disponibilidade dos laboratórios de informática fora de aulas	○	○	○	○	○	○
3. A disponibilidade de espaços de estudo/trabalho	○	○	○	○	○	○
4. A bibliografia disponível na Biblioteca	○	○	○	○	○	○
5. O portal do ISMAI	○	○	○	○	○	○
6. Os placards informativos	○	○	○	○	○	○
7. As estruturas de apoio à investigação	○	○	○	○	○	○
8. A Coordenação do curso	○	○	○	○	○	○
9. O Gabinete Académico-Pedagógico	○	○	○	○	○	○
10. O Gabinete de Acção Social	○	○	○	○	○	○
11. O Gabinete de Pós-Graduções	○	○	○	○	○	○
12. O Gabinete de apoio aos CET's	○	○	○	○	○	○
13. O Gabinete de Estudos, Planeamento, Avaliação e Qualidade (GEPAQ)	○	○	○	○	○	○

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v.s.f.f.

	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
14. A Tesouraria	O	O	O	O	O	O
15. A Secretaria	O	O	O	O	O	O
16. A Reprografia	O	O	O	O	O	O
17. A Recepção	O	O	O	O	O	O
18. Os Sanitários	O	O	O	O	O	O
19. A Cantina	O	O	O	O	O	O
20. O Bar	O	O	O	O	O	O
21. As condições de higiene	O	O	O	O	O	O
22. Como avalia, globalmente, a qualidade da instituição	O	O	O	O	O	O

Escreva neste espaço, se o desejar, comentários sobre os aspectos que apreciou neste questionário ou outros que considere relevantes:

Muito obrigado pela sua colaboração.

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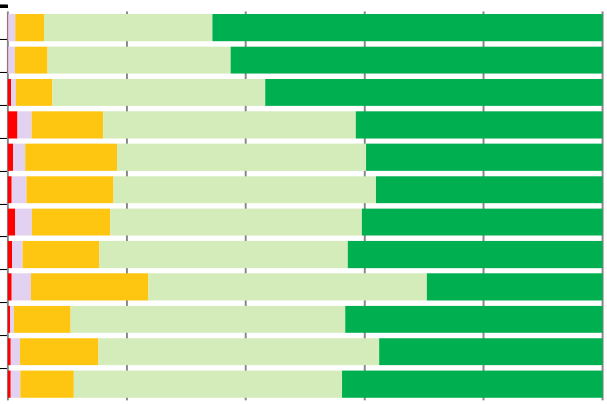
AMOSTRA GLOBAL
TODOS OS CET´S

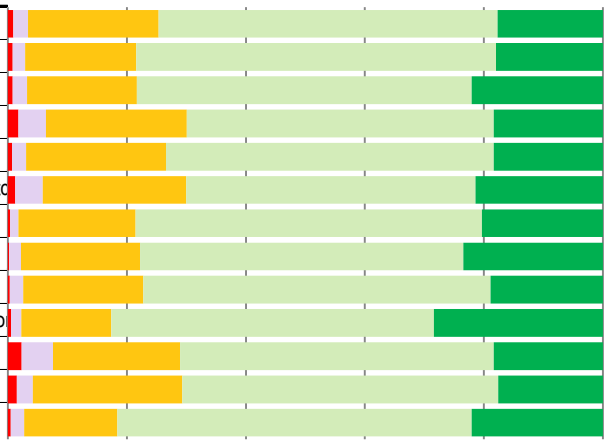
Taxa de respostas: 66%

QUADRO 2:
Distribuição gráfica das respostas por item

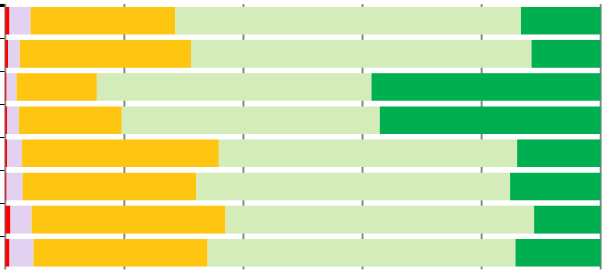
Avaliação do Docente



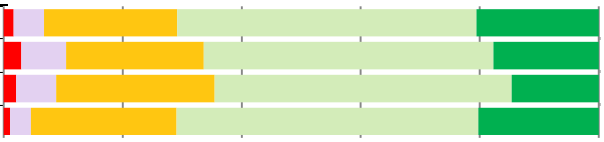
Avaliação da Unidade Curricular



Auto-Avaliação

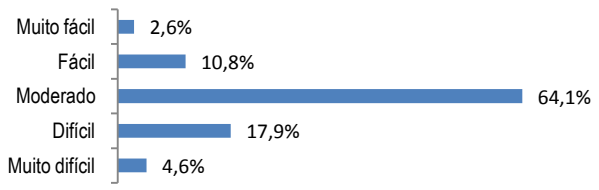


Avaliação de Recursos

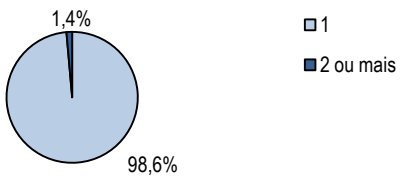


Sobre esta Unidade Curricular

Grau de dificuldade



Nº de inscrições que já fez nesta Unidade Curricular



AMOSTRA GLOBAL
TODOS OS CET´S

Taxa de respostas: 66%

QUADRO 1:
Distribuição absoluta das respostas por item

	n	Mau	Mediocre	Suf.	Bom	Muito Bom
Avaliação do Docente						
Assiduidade	1285	1	15	62	364	843
Pontualidade	1286	1	14	71	396	804
Conhecimento dos conteúdos leccionados	1280	7	10	79	458	726
Informação e conteúdos disponibilizados	1284	21	30	155	545	533
Capacidade de comunicação/exposição dos conteúdos	1282	11	26	198	537	510
Empenho no desenvolvimento do raciocínio	1285	8	32	188	567	490
Disponibilidade para esclarecer dúvidas	1282	16	36	169	542	519
Relação pedagógica com estudantes	1281	9	23	165	535	549
Utilização de recursos inovadores nas aulas	1282	8	42	253	600	379
Grau de cumprimento do programa	1283	5	8	122	593	555
Forma com explicou e aplicou critérios de avaliação	1280	6	20	169	604	481
Avaliação global do docente	1283	6	21	115	579	562
Avaliação da Unidade Curricular						
Proporção entre aulas práticas e teóricas	1276	12	31	280	727	226
Sincronização entre os conteúdos das aulas práticas e teóricas	1269	10	27	237	767	228
Adequação do método de ensino	1279	10	31	236	720	282
Adequação do programa à carga horária	1281	23	59	303	661	235
Articulação do programa com outras Unidades Curriculares	1277	9	30	300	704	234
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários, etc)	1274	16	59	307	619	273
Método de avaliação utilizado	1278	5	18	251	744	260
Quantidade de momentos de avaliação e trabalhos	1279	3	25	256	695	300
Aplicação dos critérios definidos nas classificações	1278	4	29	258	746	241
Contribuição da Unidade Curricular para a sua formação humana, ética e profissional	1278	7	22	193	693	363
Adequação do horário das aulas	1283	30	67	274	677	235
Funcionamento do sistema de aulas tutóricas	1000	15	27	251	531	176
Avaliação global da Unidade Curricular	1279	6	29	200	762	282
Auto-Avaliação						
Adequação da preparação académica para a aprendizagem	1275	9	45	310	740	171
Volume de trabalho para acompanhar os conteúdos programáticos	1276	6	25	367	730	148
Assiduidade	1283	3	21	173	592	494
Pontualidade	1283	4	25	222	556	476
Intervenção nas aulas	1277	4	32	422	640	179
Dedicação fora das aulas	1280	3	34	374	674	195
Resultados obtidos	1268	11	45	413	657	142
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	1271	9	51	372	657	182
Avaliação de Recursos						
Adequação das salas de aula ao número de estudantes	1269	21	65	284	638	261
Disponibilidade dos laboratórios de informática	1208	36	91	279	588	214
Disponibilidade e apetrechamento de laboratórios específicos	1188	25	80	316	593	174
Bibliografia disponível na Biblioteca	1222	13	43	299	620	247

Sobre esta Unidade Curricular

Grau de dificuldade

Muito fácil	32
Fácil	132
Moderado	787
Difícil	220
Muito difícil	56
Total	1227

Nº de inscrições que já fez nesta Unidade Curricular

1	1199
2 ou mais	17
Total	1216

AMOSTRA GLOBAL
TODOS OS CET´S

QUADRO 3:
Média das respostas por item/factor

Taxa de respostas: 66%

	ISMAI			
	n	M	DP	Med
Avaliação do Docente	**1286**	**4,3**	**0,6**	**4,3**
Assiduidade	1285	4,6	0,6	Muito Bom
Pontualidade	1286	4,5	0,7	Muito Bom
Conhecimento dos conteúdos leccionados	1280	4,5	0,7	Muito Bom
Informação e conteúdos disponibilizados	1284	4,2	0,9	Bom
Capacidade de comunicação/exposição dos conteúdos	1282	4,2	0,8	Bom
Empenho no desenvolvimento do raciocínio	1285	4,2	0,8	Bom
Disponibilidade para esclarecer dúvidas	1282	4,2	0,9	Bom
Relação pedagógica com estudantes	1281	4,2	0,8	Bom
Utilização de recursos inovadores nas aulas	1282	4,0	0,8	Bom
Grau de cumprimento do programa	1283	4,3	0,7	Bom
Forma com explicou e aplicou critérios de avaliação	1280	4,2	0,8	Bom
Avaliação global do docente	1283	4,3	0,7	Bom
Avaliação da Unidade Curricular	**1285**	**3,9**	**0,6**	**4,0**
Proporção entre aulas práticas e teóricas	1276	3,9	0,8	Bom
Sincronização entre os conteúdos das aulas práticas e teóricas	1269	3,9	0,7	Bom
Adequação do método de ensino	1279	4,0	0,8	Bom
Adequação do programa à carga horária	1281	3,8	0,9	Bom
Articulação do programa com outras Unidades Curriculares	1277	3,9	0,7	Bom
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários,	1274	3,8	0,9	Bom
Método de avaliação utilizado	1278	4,0	0,7	Bom
Quantidade de momentos de avaliação e trabalhos	1279	4,0	0,7	Bom
Aplicação dos critérios definidos nas classificações	1278	3,9	0,7	Bom
Contribuição da Unidade Curricular para a sua formação humana, ética e profiss	1278	4,1	0,7	Bom
Adequação do horário das aulas	1283	3,8	0,9	Bom
Funcionamento do sistema de aulas tutóricas	1000	3,8	0,8	Bom
Avaliação global da Unidade Curricular	1279	4,0	0,7	Bom
Auto-Avaliação	**1283**	**3,9**	**0,5**	**3,9**
Adequação da preparação académica para a aprendizagem	1275	3,8	0,7	Bom
Volume de trabalho para acompanhar os conteúdos programáticos	1276	3,8	0,7	Bom
Assiduidade	1283	4,2	0,8	Bom
Pontualidade	1283	4,1	0,8	Bom
Intervenção nas aulas	1277	3,8	0,7	Bom
Dedicação fora das aulas	1280	3,8	0,7	Bom
Resultados obtidos	1268	3,7	0,7	Bom
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	1271	3,7	0,8	Bom
Avaliação de Recursos	**1272**	**3,8**	**0,7**	**4,0**
Adequação das salas de aula ao número de estudantes	1269	3,8	0,9	Bom
Disponibilidade dos laboratórios de informática	1208	3,7	0,9	Bom
Disponibilidade e apetrechamento de laboratórios específicos	1188	3,7	0,9	Bom
Bibliografia disponível na Biblioteca	1222	3,9	0,8	Bom

Notas:

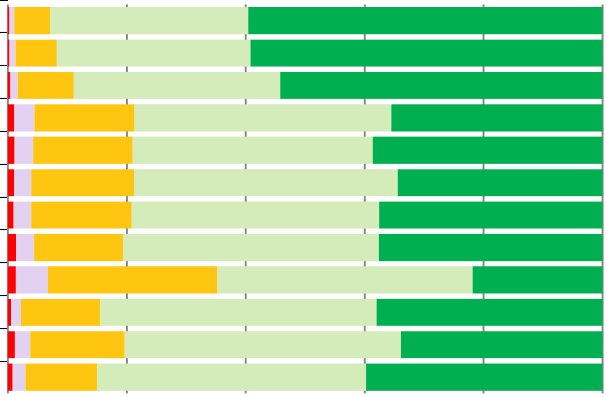
Média (M); Desvio-padrão (DP); Mediana (Med); Dimensão amostral (n)

AMOSTRA GLOBAL
TODAS AS LICENCIATURAS

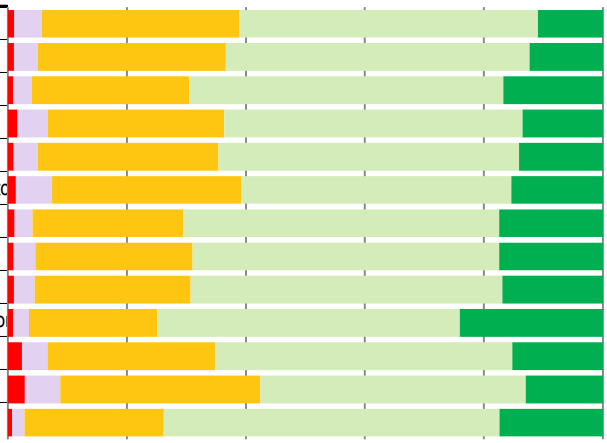
Taxa de respostas: 53%

QUADRO 2:
Distribuição gráfica das respostas por item

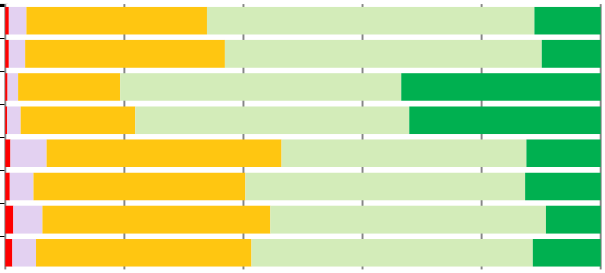
Avaliação do Docente



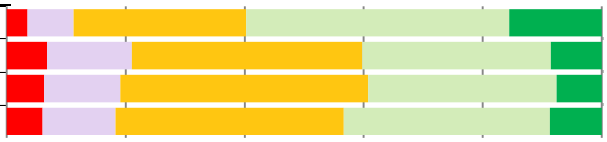
Avaliação da Unidade Curricular



Auto-Avaliação

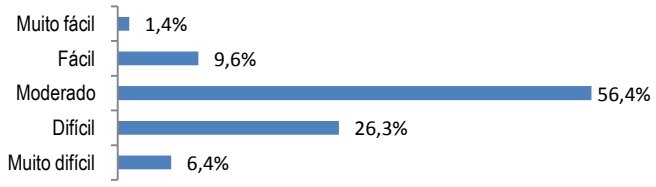


Avaliação de Recursos

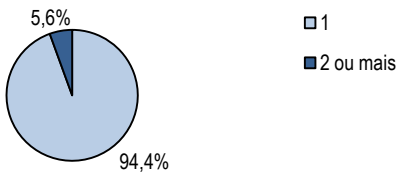


Sobre esta Unidade Curricular

Grau de dificuldade



Nº de inscrições que já fez nesta Unidade Curricular



AMOSTRA GLOBAL
TODAS AS LICENCIATURAS

Taxa de respostas: 53%

QUADRO 1:
Distribuição absoluta das respostas por item

	n	Mau	Mediocre	Suf.	Bom	Muito Bom
Avaliação do Docente						
Assiduidade	10546	27	86	642	3506	6285
Pontualidade	10544	29	106	735	3430	6244
Conhecimento dos conteúdos leccionados	10504	43	130	991	3646	5694
Informação e conteúdos disponibilizados	10512	114	354	1770	4540	3734
Capacidade de comunicação/exposição dos conteúdos	10527	121	326	1764	4246	4070
Empenho no desenvolvimento do raciocínio	10530	116	300	1816	4669	3629
Disponibilidade para esclarecer dúvidas	10518	104	309	1776	4376	3953
Relação pedagógica com estudantes	10534	150	314	1584	4522	3964
Utilização de recursos inovadores nas aulas	10511	142	566	2997	4509	2297
Grau de cumprimento do programa	10513	55	178	1403	4884	3993
Forma com explicou e aplicou critérios de avaliação	10505	125	271	1665	4883	3561
Avaliação global do docente	10534	87	227	1270	4762	4188
Avaliação da Unidade Curricular						
Proporção entre aulas práticas e teóricas	10287	113	475	3420	5158	1121
Sincronização entre os conteúdos das aulas práticas e teóricas	10265	105	410	3247	5241	1262
Adequação do método de ensino	10523	90	336	2780	5558	1759
Adequação do programa à carga horária	10507	168	539	3112	5269	1419
Articulação do programa com outras Unidades Curriculares	10485	104	421	3187	5298	1475
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários, etc)	10468	143	635	3326	4756	1608
Método de avaliação utilizado	10492	120	314	2658	5569	1831
Quantidade de momentos de avaliação e trabalhos	10494	102	384	2770	5409	1829
Aplicação dos critérios definidos nas classificações	10407	109	363	2725	5451	1759
Contribuição da Unidade Curricular para a sua formação humana, ética e profissional	10489	91	279	2267	5330	2522
Adequação do horário das aulas	10514	251	448	2961	5251	1603
Funcionamento do sistema de aulas tutóricas	10205	290	613	3426	4555	1321
Avaliação global da Unidade Curricular	10488	71	225	2453	5919	1820
Auto-Avaliação						
Adequação da preparação académica para a aprendizagem	10510	63	309	3187	5783	1168
Volume de trabalho para acompanhar os conteúdos programáticos	10483	63	285	3521	5577	1037
Assiduidade	10512	41	187	1801	4963	3520
Pontualidade	10522	35	234	2030	4838	3385
Intervenção nas aulas	10508	92	639	4145	4322	1310
Dedicação fora das aulas	10515	77	422	3739	4944	1333
Resultados obtidos	10362	139	510	3966	4794	953
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	10447	125	414	3779	4941	1188
Avaliação de Recursos						
Adequação das salas de aula ao número de estudantes	10487	368	812	3037	4641	1629
Disponibilidade dos laboratórios de informática	10005	680	1426	3872	3170	857
Disponibilidade e apetrechamento de laboratórios específicos	9894	623	1265	4120	3137	749
Bibliografia disponível na Biblioteca	10255	617	1257	3933	3555	893

Sobre esta Unidade Curricular

Grau de dificuldade

Muito fácil	139
Fácil	964
Moderado	5665
Difícil	2644
Muito difícil	639
Total	10051

Nº de inscrições que já fez nesta Unidade Curricular

1	9477
2 ou mais	558
Total	10035

AMOSTRA GLOBAL
TODAS AS LICENCIATURAS

QUADRO 3:
Média das respostas por item/factor

Taxa de respostas: 53%

	ISMAI			
	n	M	DP	Med
Avaliação do Docente	**10550**	**4,2**	**0,6**	**4,3**
Assiduidade	10546	4,5	0,7	Muito Bom
Pontualidade	10544	4,5	0,7	Muito Bom
Conhecimento dos conteúdos leccionados	10504	4,4	0,7	Muito Bom
Informação e conteúdos disponibilizados	10512	4,1	0,9	Bom
Capacidade de comunicação/exposição dos conteúdos	10527	4,1	0,9	Bom
Empenho no desenvolvimento do raciocínio	10530	4,1	0,9	Bom
Disponibilidade para esclarecer dúvidas	10518	4,1	0,9	Bom
Relação pedagógica com estudantes	10534	4,1	0,9	Bom
Utilização de recursos inovadores nas aulas	10511	3,8	0,9	Bom
Grau de cumprimento do programa	10513	4,2	0,8	Bom
Forma com explicou e aplicou critérios de avaliação	10505	4,1	0,8	Bom
Avaliação global do docente	10534	4,2	0,8	Bom
Avaliação da Unidade Curricular	**10545**	**3,8**	**0,6**	**3,8**
Proporção entre aulas práticas e teóricas	10287	3,7	0,8	Bom
Sincronização entre os conteúdos das aulas práticas e teóricas	10265	3,7	0,8	Bom
Adequação do método de ensino	10523	3,8	0,8	Bom
Adequação do programa à carga horária	10507	3,7	0,8	Bom
Articulação do programa com outras Unidades Curriculares	10485	3,7	0,8	Bom
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários,	10468	3,7	0,9	Bom
Método de avaliação utilizado	10492	3,8	0,8	Bom
Quantidade de momentos de avaliação e trabalhos	10494	3,8	0,8	Bom
Aplicação dos critérios definidos nas classificações	10407	3,8	0,8	Bom
Contribuição da Unidade Curricular para a sua formação humana, ética e profiss	10489	3,9	0,8	Bom
Adequação do horário das aulas	10514	3,7	0,9	Bom
Funcionamento do sistema de aulas tutóricas	10205	3,6	0,9	Bom
Avaliação global da Unidade Curricular	10488	3,9	0,7	Bom
Auto-Avaliação	**10538**	**3,8**	**0,5**	**3,8**
Adequação da preparação académica para a aprendizagem	10510	3,7	0,7	Bom
Volume de trabalho para acompanhar os conteúdos programáticos	10483	3,7	0,7	Bom
Assiduidade	10512	4,1	0,8	Bom
Pontualidade	10522	4,1	0,8	Bom
Intervenção nas aulas	10508	3,6	0,8	Bom
Dedicação fora das aulas	10515	3,7	0,8	Bom
Resultados obtidos	10362	3,6	0,8	Bom
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	10447	3,6	0,8	Bom
Avaliação de Recursos	**10496**	**3,3**	**0,8**	**3,3**
Adequação das salas de aula ao número de estudantes	10487	3,6	1,0	Bom
Disponibilidade dos laboratórios de informática	10005	3,2	1,0	Suf.
Disponibilidade e apetrechamento de laboratórios específicos	9894	3,2	1,0	Suf.
Bibliografia disponível na Biblioteca	10255	3,3	1,0	Suf.

Notas:

Média (M); Desvio-padrão (DP); Mediana (Med); Dimensão amostral (n)

AMOSTRA GLOBAL
TODOS OS MESTRADOS

QUADRO 2:
Distribuição gráfica das respostas por item

Taxa de respostas: 70%

Avaliação do Docente

- Assiduidade
- Pontualidade
- Conhecimento dos conteúdos leccionados
- Informação e conteúdos disponibilizados
- Capacidade de comunicação/exposição dos conteúdos
- Empenho no desenvolvimento do raciocínio
- Disponibilidade para esclarecer dúvidas
- Relação pedagógica com estudantes
- Utilização de recursos inovadores nas aulas
- Grau de cumprimento do programa
- Forma com explicou e aplicou critérios de avaliação
- Avaliação global do docente

Avaliação da Unidade Curricular

- Proporção entre aulas práticas e teóricas
- Sincronização entre os conteúdos das aulas práticas e teóricas
- Adequação do método de ensino
- Adequação do programa à carga horária
- Articulação do programa com outras Unidades Curriculares
- Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários, et
- Método de avaliação utilizado
- Quantidade de momentos de avaliação e trabalhos
- Aplicação dos critérios definidos nas classificações
- Contribuição da Unidade Curricular para a sua formação humana, ética e profissio
- Adequação do horário das aulas
- Funcionamento do sistema de aulas tutóricas
- Avaliação global da Unidade Curricular

Auto-Avaliação

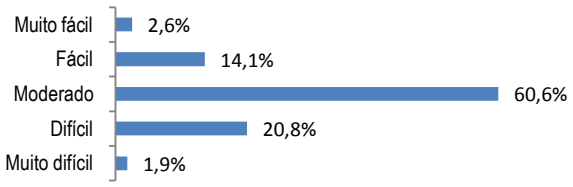
- Adequação da preparação académica para a aprendizagem
- Volume de trabalho para acompanhar os conteúdos programáticos
- Assiduidade
- Pontualidade
- Intervenção nas aulas
- Dedicação fora das aulas
- Resultados obtidos
- Utilização de elementos de estudo (bibliografia, apontamentos, etc.)

Avaliação de Recursos

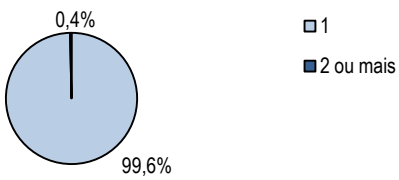
- Adequação das salas de aula ao número de estudantes
- Disponibilidade dos laboratórios de informática
- Disponibilidade e apetrechamento de laboratórios específicos
- Bibliografia disponível na Biblioteca

Sobre esta Unidade Curricular

Grau de dificuldade



Nº de inscrições que já fez nesta Unidade Curricular



AMOSTRA GLOBAL
TODOS OS MESTRADOS

Taxa de respostas: 70%

QUADRO 1:
Distribuição absoluta das respostas por item

	n	Mau	Mediocre	Suf.	Bom	Muito Bom
Avaliação do Docente						
Assiduidade	564	1	6	14	194	349
Pontualidade	563	1	3	25	202	332
Conhecimento dos conteúdos leccionados	562	0	1	27	199	335
Informação e conteúdos disponibilizados	562	0	5	71	271	215
Capacidade de comunicação/exposição dos conteúdos	562	1	4	53	255	249
Empenho no desenvolvimento do raciocínio	561	0	3	61	253	244
Disponibilidade para esclarecer dúvidas	563	0	6	74	245	238
Relação pedagógica com estudantes	564	0	5	61	248	250
Utilização de recursos inovadores nas aulas	560	1	12	149	276	122
Grau de cumprimento do programa	561	1	8	46	287	219
Forma com explicou e aplicou critérios de avaliação	561	0	6	75	258	222
Avaliação global do docente	563	0	5	39	263	256
Avaliação da Unidade Curricular						
Proporção entre aulas práticas e teóricas	507	26	21	151	253	56
Sincronização entre os conteúdos das aulas práticas e teóricas	504	24	19	152	253	56
Adequação do método de ensino	560	0	13	118	322	107
Adequação do programa à carga horária	563	3	24	170	291	75
Articulação do programa com outras Unidades Curriculares	556	0	10	157	298	91
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários, etc)	560	2	10	158	291	99
Método de avaliação utilizado	557	0	9	116	312	120
Quantidade de momentos de avaliação e trabalhos	553	2	12	133	309	97
Aplicação dos critérios definidos nas classificações	537	0	7	131	282	117
Contribuição da Unidade Curricular para a sua formação humana, ética e profissional	559	0	5	70	296	188
Adequação do horário das aulas	560	4	15	150	300	91
Funcionamento do sistema de aulas tutóricas	446	10	65	132	191	48
Avaliação global da Unidade Curricular	559	0	5	90	360	104
Auto-Avaliação						
Adequação da preparação académica para a aprendizagem	561	0	6	132	343	80
Volume de trabalho para acompanhar os conteúdos programáticos	559	0	7	153	319	80
Assiduidade	560	1	6	85	272	196
Pontualidade	561	0	10	88	271	192
Intervenção nas aulas	560	0	22	203	256	79
Dedicação fora das aulas	562	0	5	153	308	96
Resultados obtidos	537	0	14	126	315	82
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	558	3	3	164	314	74
Avaliação de Recursos						
Adequação das salas de aula ao número de estudantes	559	8	38	140	255	118
Disponibilidade dos laboratórios de informática	534	42	92	226	102	72
Disponibilidade e apetrechamento de laboratórios específicos	528	48	92	226	106	56
Bibliografia disponível na Biblioteca	544	88	93	212	118	33

Sobre esta Unidade Curricular

Grau de dificuldade

Muito fácil	14
Fácil	76
Moderado	326
Difícil	112
Muito difícil	10
Total	538

Nº de inscrições que já fez nesta Unidade Curricular

1	536
2 ou mais	2
Total	538

AMOSTRA GLOBAL
TODOS OS MESTRADOS

QUADRO 3:
Média das respostas por item/factor

Taxa de respostas: 70%

	ISMAI			
	n	M	DP	Med
Avaliação do Docente	**564**	**4,3**	**0,5**	**4,3**
Assiduidade	564	4,6	0,6	Muito Bom
Pontualidade	563	4,5	0,6	Muito Bom
Conhecimento dos conteúdos leccionados	562	4,5	0,6	Muito Bom
Informação e conteúdos disponibilizados	562	4,2	0,7	Bom
Capacidade de comunicação/exposição dos conteúdos	562	4,3	0,7	Bom
Empenho no desenvolvimento do raciocínio	561	4,3	0,7	Bom
Disponibilidade para esclarecer dúvidas	563	4,3	0,7	Bom
Relação pedagógica com estudantes	564	4,3	0,7	Bom
Utilização de recursos inovadores nas aulas	560	3,9	0,8	Bom
Grau de cumprimento do programa	561	4,3	0,7	Bom
Forma com explicou e aplicou critérios de avaliação	561	4,2	0,7	Bom
Avaliação global do docente	563	4,4	0,7	Bom
Avaliação da Unidade Curricular	**563**	**3,8**	**0,6**	**3,9**
Proporção entre aulas práticas e teóricas	507	3,6	0,9	Bom
Sincronização entre os conteúdos das aulas práticas e teóricas	504	3,6	0,9	Bom
Adequação do método de ensino	560	3,9	0,7	Bom
Adequação do programa à carga horária	563	3,7	0,8	Bom
Articulação do programa com outras Unidades Curriculares	556	3,8	0,7	Bom
Contribuição dos elementos de estudo (bibliografia, apontamentos, seminários,	560	3,8	0,7	Bom
Método de avaliação utilizado	557	4,0	0,7	Bom
Quantidade de momentos de avaliação e trabalhos	553	3,9	0,7	Bom
Aplicação dos critérios definidos nas classificações	537	3,9	0,7	Bom
Contribuição da Unidade Curricular para a sua formação humana, ética e profiss	559	4,2	0,7	Bom
Adequação do horário das aulas	560	3,8	0,8	Bom
Funcionamento do sistema de aulas tutóricas	446	3,5	0,9	Bom
Avaliação global da Unidade Curricular	559	4,0	0,6	Bom
Auto-Avaliação	**562**	**3,9**	**0,5**	**4,0**
Adequação da preparação académica para a aprendizagem	561	3,9	0,6	Bom
Volume de trabalho para acompanhar os conteúdos programáticos	559	3,8	0,7	Bom
Assiduidade	560	4,2	0,7	Bom
Pontualidade	561	4,1	0,7	Bom
Intervenção nas aulas	560	3,7	0,8	Bom
Dedicação fora das aulas	562	3,9	0,7	Bom
Resultados obtidos	537	3,9	0,7	Bom
Utilização de elementos de estudo (bibliografia, apontamentos, etc.)	558	3,8	0,7	Bom
Avaliação de Recursos	**561**	**3,2**	**0,9**	**3,3**
Adequação das salas de aula ao número de estudantes	559	3,8	0,9	Bom
Disponibilidade dos laboratórios de informática	534	3,1	1,1	Suf.
Disponibilidade e apetrechamento de laboratórios específicos	528	3,1	1,1	Suf.
Bibliografia disponível na Biblioteca	544	2,8	1,1	Suf.

Notas:

Média (M); Desvio-padrão (DP); Mediana (Med); Dimensão amostral (n)

Avaliação do funcionamento da Unidade Curricular
Questionário aos Estudantes

Q1

Instituto Superior da Maia

No âmbito do nosso processo de avaliação interna, queremos ouvir a sua opinião sobre a qualidade do ensino.
Leia atentamente o questionário abaixo e assinale a opção que melhor corresponde à sua opinião.

***Este questionário é anónimo** e por isso lhe pedimos que responda com total sinceridade.*

Caso nenhuma das opções corresponda à sua opinião, queira assinalar o campo NA/NS (Não Aplicável/Não Sabe)

REGRAS DE PREENCHIMENTO

Face ao seu processo de tratamento **(leitura óptica)**, este inquérito deve ser preenchido utilizando **caneta ou esferográfica preta ou azul** e preenchido como mostra o **exemplo à direita**.

assim ●
assim não ⊘ ⊗

Se eventualmente se **enganar** a assinalar a sua resposta, **deverá riscá-la** e preencher o círculo correspondente à resposta que pretende.

rasurado ● ●

Identificação

Ciclo de Estudos

- ○ CET
- ○ Licenciatura
- ○ Mestrado
- ○ Doutoramento

Curso

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Ano da Unidade Curricular

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- ○ 2º
- ○ 3º
- ○ 4º
- ○ 5º

Unidade Curricular

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Turma

- ○ A
- ○ B
- ○ C
- ○ D
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- ○ H

Docente

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Como avalia o Docente sobre

	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
7. A sua assiduidade	○	○	○	○	○	○
8. A sua prepararação das aulas	○	○	○	○	○	○
9. O seu conhecimento sobre os conteúdos leccionados	○	○	○	○	○	○
10. A sua capacidade de comunicação/exposição dos conteúdos	○	○	○	○	○	○
11. A sua capacidade de estímulo e motivação	○	○	○	○	○	○
12. A articulação entre os conteúdos teóricos e práticos, se aplicável	○	○	○	○	○	○
13. A sua disponibilidade para esclarecer dúvidas dentro e fora das aulas	○	○	○	○	○	○
14. Os elementos de estudo disponibilizados	○	○	○	○	○	○
15. A relação pedagógica que mantém com os estudantes	○	○	○	○	○	○
16. O método de avaliação proposto	○	○	○	○	○	○
17. Como avalia, globalmente, o docente	○	○	○	○	○	○

Sobre esta Unidade Curricular

18. Nº de inscrições que já efectuou	○ 1	○ 2 ou mais			
19. Grau de dificuldade	○ Muito fácil	○ Fácil	○ Moderado	○ Difícil	○ Muito difícil
20. Volume de trabalho	○ Muito pouco	○ Pouco	○ Médio	○ Muito	○ Bastante

Como avalia a Unidade Curricular sobre	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
21. A adequação do número de estudantes à sala de aula	○	○	○	○	○	○
22. O funcionamento das aulas tutóricas	○	○	○	○	○	○
23. A sua adequação à carga horária	○	○	○	○	○	○
24. A sua interacção curricular com o curso	○	○	○	○	○	○
25. A sua contribuição para a formação humana, ética e profissional	○	○	○	○	○	○
26. O horário das aulas	○	○	○	○	○	○
27. As instalações e equipamentos utilizados nas aulas	○	○	○	○	○	○
28. Como avalia, globalmente, esta unidade curricular	○	○	○	○	○	○

Como auto-avalia, para esta Unidade Curricular,	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
29. A sua preparação académica para a aprendizagem	○	○	○	○	○	○
30. A sua assiduidade	○	○	○	○	○	○
31. A sua pontualidade	○	○	○	○	○	○
32. A sua intervenção nas aulas	○	○	○	○	○	○
33. A sua dedicação fora das aulas	○	○	○	○	○	○
34. O conjunto de resultados que tem obtido	○	○	○	○	○	○
35. A utilização que faz de elementos de estudo (bibliografia, apontamentos, etc.)	○	○	○	○	○	○

Escreva neste espaço, se o desejar, comentários sobre os aspectos que apreciou neste questionário ou outros que considere relevantes:

Muito obrigado pela sua colaboração.

46317

Instituto Superior da Maia

Avaliação do funcionamento da Unidade Curricular
Questionário aos Docentes

Q2

No âmbito do nosso processo de avaliação interna, queremos ouvir a sua opinião sobre a qualidade do ensino.
Leia atentamente o questionário abaixo e assinale a opção que melhor corresponde à sua opinião.

Pedimos-lhe que responda com total sinceridade.

Caso nenhuma das opções corresponda à sua opinião, queira assinalar o campo NA/NS (Não Aplicável/Não Sabe)

REGRAS DE PREENCHIMENTO

Face ao seu processo de tratamento **(leitura óptica)**, este inquérito deve ser preenchido utilizando **caneta ou esferográfica preta ou azul** e preenchido como mostra o **exemplo à direita**.

assim ●
assim não ⊘ ⊗

Se eventualmente se **enganar** a assinalar a sua resposta, **deverá riscá-la** e preencher o círculo correspondente à resposta que pretende.

rasurado ● ●

Identificação

Ciclo de Estudos

- ○ CET
- ○ Licenciatura
- ○ Mestrado
- ○ Doutoramento

Curso

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Ano da Unidade Curricular

- ○ 1º
- ○ 2º
- ○ 3º
- ○ 4º
- ○ 5º

Unidade Curricular

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Turma

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Docente

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Como avalia a Unidade Curricular sobre

	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
7. A adequação do número de estudantes à sala de aula	○	○	○	○	○	○
8. O funcionamento das aulas tutóricas	○	○	○	○	○	○
9. A sua adequação à carga horária	○	○	○	○	○	○
10. A sua interacção curricular com o curso	○	○	○	○	○	○
11. A sua contribuição para a formação humana, ética e profissional	○	○	○	○	○	○
12. O horário das aulas	○	○	○	○	○	○
13. As instalações e equipamentos utilizados nas aulas	○	○	○	○	○	○

Como auto-avalia para esta Unidade Curricular,

	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
14. A sua assiduidade	○	○	○	○	○	○
15. A sua capacidade de comunicação/exposição dos conteúdos	○	○	○	○	○	○
16. A sua capacidade de estímulo e motivação	○	○	○	○	○	○
17. A sua disponibilidade para esclarecer dúvidas dentro e fora das aulas	○	○	○	○	○	○
18. Os elementos de estudo disponibilizados	○	○	○	○	○	○
19. A relação pedagógica que mantém com os estudantes	○	○	○	○	○	○

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v.s.f.f.

Como avalia os Estudantes desta turma sobre	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
20. A sua preparação académica para a aprendizagem	○	○	○	○	○	○
21. A sua assiduidade	○	○	○	○	○	○
22. A sua pontualidade	○	○	○	○	○	○
23. A sua intervenção nas aulas	○	○	○	○	○	○
24. A sua dedicação fora das aulas	○	○	○	○	○	○
25. Os resultados médios obtidos	○	○	○	○	○	○
26. A utilização que fazem de elementos de estudo (bibliografia, apontamentos, etc.)	○	○	○	○	○	○

Como avalia o Curso, na sua globalidade (responder apenas uma vez por curso)	Mau	Medíocre	Suf.	Bom	Muito Bom	NA/NS
27. A estrutura do plano curricular	○	○	○	○	○	○
28. A adequação do curso ao mercado de trabalho	○	○	○	○	○	○
29. A ligação do curso às unidades de investigação do ISMAI	○	○	○	○	○	○
30. A colaboração e articulação entre os docentes do curso	○	○	○	○	○	○
31. A Coordenação do curso	○	○	○	○	○	○
32. O Departamento ao qual pertence o curso	○	○	○	○	○	○
33. Como avalia, globalmente, o curso	○	○	○	○	○	○

Escreva neste espaço, se o desejar, comentários sobre os aspectos que apreciou neste questionário ou outros que considere relevantes:

Muito obrigado pela sua colaboração.

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