

ESCOLA SUPERIOR DE DESIGN IADE

EVALUATION REPORT

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FOREWORD

1. The Institutional Evaluation Programme

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

The distinctive features of the Institutional Evaluation Programme are:

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

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

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

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

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

2. Coordinated evaluations of Portuguese higher education institutions by IEP

Over the past few years and in addition to the individual institutional evaluations, IEP has also conducted coordinated evaluations at the national or regional level in which all universities or a sample of institutions are evaluated. Since 2001, the IEP has reviewed all universities in Serbia, Bosnia Herzegovina, Ireland, and Slovakia and a number of institutions in Catalonia, Greece, Portugal and Turkey. These are usually funded by a governmental agency. Each institution is first evaluated individually followed by an overall general evaluation. The major goal of the coordinated evaluations is to identify the systemic conditions of the universities in the country that would allow a good dynamic of change in institutions as well as the conditions that would strengthen the anchoring of their national higher education system in Europe.

In Portugal, a system-wide extensive, independent, voluntary and objective review of higher education institutions (universities and polytechnics, public and private, and their units) is being

conducted by the IEP following international criteria and paying special attention to governance mechanisms, access rules, institutional autonomy, funding, internationalisation and other relevant higher education policies. The Ministry for Science, Technology and Higher Education (MCTES) has facilitated institutional evaluations for up to ten Portuguese institutions per year, as determined on a voluntary basis, that wish to gain institutional evaluation experience and to have an international supportive evaluation by IEP aiming at improving management practices and quality assurance procedures. The review of individual institutions follows IEP's standard practice for institutional review. It also includes some additional objectives which in simple terms are:

- to identify the overall positive characteristics, development status and opportunities available for improvements
- to examine governance and management systems with suggestions for improvements
- to explore institutional capacity for adaptation, development and change
- to learn how students – including non-traditional students – are recruited, life long learning is facilitated, and the knowledge-base of the Portuguese population is improved
- to examine student exit routes including types, relevance and utility of available qualifications
- to make recommendations that foster the institution's rationalisation and diversification.

The IEP reviews of individual institutions are complemented by two other recent evaluation exercises of higher education in Portugal. Firstly, ENQA reviewed the accreditation and quality assurance practices of Portuguese tertiary education¹. Secondly, an OECD review of the tertiary education system and policies² has examined the performance of Portuguese tertiary education by reference to other OECD countries and provided recommendations for its improvement³.

The overall exercise is designed to ensure that the tertiary education system in Portugal gains maximum benefit and input from comprehensive evaluations by teams of experienced international experts and that procedures and processes in place can be benchmarked against best international practice. The results from all these complementary exercises are expected to form part of a broader initiative by the Portuguese government.

3. Institutional evaluation of the “Escola Superior de Design / IADE”

In December 2008, Professor Carlos Duarte, President of the Board of the “Escola Superior de Design” of the “Instituto de Artes Visuais, Design e Marketing” (IADE/ESD), requested an institutional evaluation by the Institutional Evaluation Programme (IEP) of the European University Association (EUA). This evaluation has been undertaken, as part of the system evaluation of Portuguese higher education institutions, which has been commissioned by the Ministry of Science, Technology and Higher Education of Portugal.

¹ ENQA: “Quality Assurance of Higher Education in Portugal”, ENQA Occasional Papers, Helsinki, 2006.

² OECD: “Reviews of National Policies in Education: Tertiary Education in Portugal”, Paris, 2007.

³ A significant difference should be identified between the system evaluations made by OECD and the coordinated evaluations made by IEP. While OECD evaluates directly the whole higher education system at the national level, IEP's evaluation results from the synthesis of the parallel individual institutional evaluations conducted in a restricted period of time and under concrete and visible terms of reference and on a voluntary basis.

The IEP Steering Committee appointed, as members of the evaluation team for the IADE/ESD, the following:

- **Fuada Stankovic**, professor, former Rector, University of Novi Sad, Serbia, as team chair
- **Les Mitchell**, professor, former Head of Design School, Edinburgh College of Art, United Kingdom
- **Jukka Liukkonen**, student, MA, University of Art and Design Helsinki, Finland
- **Dionyssis Kladis**, professor, University of the Peloponnese, Greece, former Secretary for Higher Education in Greece, as team coordinator

The first and the second visits to the IADE/ESD took place in December 2009 and February 2010 respectively.

INTRODUCTION

4. The evaluation process

4.1. Outline of the two visits

In keeping with the framework of the IEP, the institutional evaluation of the IADE/ESD consisted of several phases. First, the evaluation team received a 30-page **self-evaluation report** (SER) with informative appendices illustrating the current situation in IADE/ESD. The SER was produced by a Self-Evaluation Steering Committee, appointed by the President of the Board, Professor Carlos Duarte, and chaired by Professor José Ferro-Camacho. The Self-Evaluation Steering Committee coordinated the overall self-evaluation process as well.

Upon receiving the SER, the evaluation team made a **first visit** to the IADE/ESD on 2-4 December 2009 to get acquainted with the institution and to help clarify any issues arising from the SER. The **second visit** of the evaluation team took place on 23-26 February 2010. During the two visits, the evaluation team had the opportunity to discuss the situation of the IADE/ESD with many of its actors and with the main stakeholders, namely with:

- the leadership of IADE/ESD
- members of the academic staff and with students, including the Student Association
- both the Pedagogical Council and the Scientific Council
- persons involved in the research structures
- external partners and other stakeholders.

During the two visits, the evaluation team also had intense and in depth discussions with the President of the Board, Professor Carlos Duarte, and with the Self-Evaluation Steering Committee. The evaluation team, therefore, had the opportunity to meet the broad spectrum of actors at the IADE/ESD. At the same time, the evaluation team had also the opportunity to discuss with the external partners the role of the institution and their relations with it. All meetings and discussions were efficiently organised by Professor José Ferro-Camacho, who was the liaison person of the institution with the evaluation team.

On the last day of the main visit, the chair of the evaluation team, Professor Fuada Stankovic, presented the team's **oral report** to an audience consisting of the President of the Board, the leadership of the IADE/ESD, members of the university community in general (teaching and administrative staff, researchers and students), as well as external partners. The oral report constitutes the basis of the present **evaluation report**, which also results from all written information, from interviews with various actors in the institution and with external partners and from the evaluation team's observations during the two visits.

4.2. Outline of the review

As mentioned in the SER and as was explained by the Self-Evaluation Steering Committee, the self-evaluation process was a well organised and inclusive procedure in which many people were

actively involved. Furthermore, the preparation of the SER was decentralised to various drafting groups coordinated by the Self-Evaluation Steering Committee who had also the responsibility of the final synthesis. The evaluation team had the opportunity to realise that the overall evaluation process played a central role in the efforts of the leadership of IADE/ESD to drive the institution along its future route. In that sense, the two visits of the evaluation team were also considered key events in the overall activities of the institution.

The evaluation team appreciated the work done in the SER, which covered almost all issues, as a result of which, at the end of the first visit, the evaluation team only asked for limited additional information. IADE/ESD provided the requested additional information in the agreed time. The evaluation team considered the SER as an honest and critical analysis of the situation, presenting at the same time the vision and the expectations of the Institution for the future.

The evaluation team wants to express its gratitude to the people of IADE/ESD for the openness and willingness to discuss all issues during all our meetings. Finally, the evaluation team would like to express its sincere thanks to the President of the Board of IADE/ESD, Professor Carlos Duarte, and to Professor José Ferro-Camacho, for their organisation before and during our two visits and for their generous hospitality.

4.3. Outline of the evaluation report

The IEP is not concerned with the assessment of the quality of teaching and research activities; rather, it is concerned with the assessment and the improvement of the existing mechanisms and processes for strategic management and quality assurance and, in that context, with the assessment and the improvement of the capacity of the HEIs to adapt to the rapidly developing higher education environment in Europe and in the world.

In this context, the evaluation team's task is to scrutinise the mechanisms existing in the reviewed institution for quality assurance and its capacities for strategic change. This evaluation report, therefore, emphasises the current strengths and weaknesses regarding the capacity for change and expresses a number of recommendations that may be taken into account in the future development of the IADE/ESD. Of course, this evaluation report should be read in conjunction with the SER of the IADE/ESD and with the corresponding additional information that was provided to the evaluation team. Furthermore, the comments are based on two intense and rather short visits: one two-day first visit and one three-day second visit. The evaluation team also collected a significant amount of information on the Portuguese higher education system, but it is not possible for the analysis to go into such details. The comments and recommendations, therefore, will be confined mostly to major issues of concern within the IADE/ESD. The recommendations, together with the corresponding reasoning and analysis, appear underlined in the text of the evaluation report. A summary of recommendations is presented on page 24. It should also be noted that throughout the body of the evaluation report, many ideas of the evaluation team appear, which we do not consider as real recommendations but as reflections which IADE/ESD can discuss.

5. The national and institutional context

5.1. Higher Education in Portugal

Higher education in Portugal is regulated by Law No. 62/2007 which came into force on 10 September 2007 and which sets out the details of what institutional autonomy will mean for Portuguese HEIs. Further on, the implementation of the Bologna Process to higher education studies in Portugal is ruled by the Law 107/2008.

In Portugal, higher education is organised into a binary system consisting of university and polytechnic institutions which are either public or private. The two sectors are distinguished by the degree of their vocational and professional orientation. Universities are high-level institutions delivering Bachelor [*licenciado*], Master [*mestre*] and Doctoral [*doutor*] degrees, while Polytechnics are high-level institutions delivering Bachelor [*licenciado*] and Master [*mestre*] degrees. Regarding research, Polytechnics are required to conduct research that is applied in nature and which has a vocational or professional outlook. Universities by contrast also undertake basic research. More elements concerning the university sector in Portugal can be found in the next section of the present report, integrated into the profile of the IADE/ESD.

It should be noted that, although the university sector was predominant in 2005-06 with 63,4% of the whole higher education student population, it shows decreasing trends concerning the share in the period between 1997-98 (71,3%) and 2005-06 (63,4%), while during the same period the polytechnic sector shows increasing trends from 28,7% in 1997-98 to 36,6% in 2005-06⁴. As for the total number of new enrolments in higher educations, it should be noted that the declining trend between 2004-05 (with 84.363 new students) and 2005-06 (with 82.720 new students) was reversed in 2006-07 (95.431 new students) and in 2007-08 (114.114 new students) with particular impact on polytechnic education⁵.

5.2. The profile of the IADE/ESD and the context of the present institutional evaluation

This chapter of the present report has an unusual content. Normally, it should be restricted to the profile of the institution. In our case, however, things are not that simple. The institutional evaluation of the IADE/ESD is not a typical one. The IEP was requested to evaluate the ESD as part of the IADE – and not to evaluate the whole of IADE as it is normally the case with IEP; accordingly, this was the mandate of the evaluation team. We had, therefore, to clarify the context of our evaluation. However, a prerequisite to that was to understand, as clearly as possible, the profile of the IADE/ESD and this should be done in relation to its past, its present and its future. And this is what we try to do in this “unconventional” chapter.

The IADE started its activities in 1969 as a private Academy (“Instituto de Arte e Decoração”). By that time, its owner was IADE SA. Until 1991 the IADE worked with non-recognised courses in

⁴ Observatory of Science and Higher Education: “Evolution of the number of students enrolled in higher education by district and NUTS II, 1997-98 to 2005-06”, 2007.

⁵ National Bologna Report for Portugal for the two-year period 2007-2009, which was submitted to the Bologna Follow-Up Group in October 2008 by the Ministry of Science, Technology and Higher Education (General Directorate for Higher Education).

Design and Advertising (the Design diploma was recognised however for teaching purposes in secondary education). Recognition of the courses leading to the bachelor degree (later “licenciatura”) came in 1991. In the meanwhile (1989), the two Schools, “Escola Superior de Design” (ESD) and “Escola Superior de Marketing e Publicidade” (ESMP) were created, following the new Portuguese Law for private university entities. After 1991, each School started running the respective recognised “licenciatura” course.

IADE SA joined the group Ensigest SA in 2007. By that time, Ensigest SA also owned the three polytechnic schools in Marketing (the three IPAMs in Matosinho/Porto, Lisbon and Aveiro), one Marketing school (FEAM) in Brazil and the Colégio Português (a high school). After the inclusion of IADE SA, Ensigest SA was renamed Ensivest SA.

From our discussions with the leadership and with key-actors of the IADE/ESD, it became clear that today the Portuguese Ministry (MCTES) does not recognise the IADE as an educational entity, but only as a private company (IADE SA) that owns the two schools (ESD and ESMP). Apparently, the MCTES recognises the two schools and the study programmes that they run. This is the reason why the request for institutional evaluation from IEP could not be addressed by the IADE.

The current situation is expected to change after the application of IADE recognition and registration under the status of a private University Institute (Instituto Universitário) consistent with the Portuguese Law for higher education. According to the application, the University Institute will hold the title “Instituto de Artes Visuais, Design e Empresa – Universitário” (IADE-U).

According to the Law, the minimum requirements for a University Institute to be authorised are to offer at least three first-degree study cycles, three master study cycles and one PhD cycle⁶. Two extra requirements for a University Institute are a) to possess evaluated and recognised research and development centres⁷ and b) to have at least one professor with a PhD degree for each 30 students, with at least half of the PhD professors in a full-time position⁸.

Today, the IADE offers the following study programmes already accredited:

A. First cycle (Licenciate degree – 3 years – 180 ECTS)

1. Design
2. Photography and Visual Culture
3. Marketing and Advertising

B. Second cycle (Mestrados/Master degree – 2 years – 120 ECTS)

1. Production Design
 - 1.1 Industrial Production
 - 1.2 Environment Production
2. Design and Visual Culture
 - 2.1 Graphic Design

⁶ Law 62/2007, article 43.

⁷ Law 62/2007, article 42 (e).

⁸ Law 62/2007, article 47 (1, b and c).

- 2.2 Visual Culture Studies
- 2.3 Photography
- 3. Marketing of Services
- 4. Marketing
- 5. Advertising
- 6. Image and Communication
- 7. Visual Arts for Teaching (in primary and secondary schools)

This means that it fulfils the minimum requirements with regards to the first and second cycle study programmes. In parallel, as we have been informed by the President of the Board, the IADE has already applied for the approval of one PhD programme, which is the last educational requirement for the status of the University Institute. However, the evaluation team understands that the approval of the PhD programme goes in parallel with the approval of the status of the University Institute, being at the same time a requirement for the university status to be acquired and a privilege resulting from the university status.

Furthermore, the IADE has a research and development unit (UNIDCOM) focusing on Design and Communication, which was founded in 2000 and which was recently awarded with a “very good” mark by an international assessment panel⁹.

Finally, concerning the requirements related to the teaching staff, we noted that the number of teachers holding a PhD was 35 in 2009-10, while the total number of students for both Schools was 1643. The ratio is still below 1:30 (in fact it is 1:47 or 0,65:30), but it seems that things are improving. Going deeper into this analysis, we can see that the problem with low number of teachers holding a PhD degree exists mainly in the domain of Design. However, the recent Law 230/2009 introduces an alternative to the conclusion of a PhD degree in the domain of Arts, by the presentation of an innovative work or a set of works or outcomes, together with a written statement describing conception and development processes, the research ability involved and its integration in the evolution of the specific domain’s knowledge.

Under these conditions, it seems that the IADE will acquire soon the status of the University Institute and this development will open a new cycle in its history, 40 years after its founding.

For the evaluation team, the crucial question is how the IADE will proceed in the future under its new status. The answer to this question is important in order to understand our observations clearly, in order to analyse our findings properly, and in order to construct useful and helpful recommendations. Of course, the answer to this question is linked to the vision and mission of the IADE under its new status and in the new era.

We read in the SER¹⁰ that the new status requires “*the fusion of both schools and the implementation of a new organisational model*”. It is true that the Portuguese Law 62/2007 leaves only the possibility to comprise Schools or Faculties on a self-governance basis to the Universities. On the contrary, University Institutes do not have the same possibility. However, the evaluation

⁹ IADE/ESD, Self-Evaluation Report (2009), p. 5.

¹⁰ IADE/ESD, Self-Evaluation Report (2009), p. 6.

team considers this reality as a challenge for the IADE-U. The new organisational model may comprise a loose organisational structure (like e.g. Departments or Curricular Units or Scientific Areas), but the real challenge is to merge the whole range of study programmes into a unified organisational approach. This is a strategic issue. Developing and serving a unified approach also requires internal balance among all creative forces within the institution. However, and apart from balancing the forces, the evaluation team understands that there is a dominating and major approach in the IADE and this is linked to the field of Design. This is its strength, this offers comparative advantages and this finally gives the distinguishing characteristics to its profile.

What we clearly understood from our discussions with the key people of the IADE is that they do not approach the fields of Marketing, Advertising and Management as autonomous study fields but either as tools or as fields for application of their Design studies. In fact, Marketing is considered as integrated into Design. The basis of this approach can be found in the description of the mission of IADE as it appears in the SER¹¹: *“To pursue excellence in higher education and research in the Productive Arts, promoting Design as the core concept that agglutinates Visual Culture, Advertising and Marketing as key transforming productive activities in a creative society”*.

This was also clear from two major concerns that we heard from the key people of the IADE: The first one refers to the best way for improving the position of the IADE in the domain of Design Studies in Portugal, and the second one refers to the best way for coping with the market for Design Education in Portugal.

Taking due account of the above analysis, the evaluation team has come to the conclusion that its overall review, together with the present report, refers to the whole IADE, focusing nevertheless on its Design component, with a view to its future orientation as a University Institute promoting Design as its core concept. We did not ignore Marketing, Advertising and Management, but we approached them as tools and as fields for application of the Design studies. Typically, this was from the very beginning the task of our evaluation team, since the evaluation was requested by the ESD. Quite interestingly, this was also the spirit and the atmosphere that we met during our both visits. ESD is at the heart, at the centre of IADE. Accordingly, our typical task became essential as well. This is what we want to express, presenting our work as an institutional evaluation of IADE/ESD.

¹¹ IADE/ESD, Self-Evaluation Report (2009), p. 12, § 3.1.

MAIN FINDINGS OF THE REVIEW

6. Vision – Mission – Strategy

The IADE/ESD is today at a crucial crossroads. On the one hand it has to meet the challenges arising from the Bologna reforms and the establishment of the European Higher Education Area, together with the respective reforms in the Portuguese higher education system, while, on the other hand, it has to adapt to the new reality it encounters as a University Institute and as a private higher education provider focusing on the specific field of Design. Of course, it is worthwhile to add that the general economic crisis is a separate factor that makes these crossroads even more crucial. The above situation is, of course, realised by the people of the IADE/ESD as stated in the very last paragraph of the SER¹², where we read that: “*IADE has reached a turning point in its history*” and that “*The institute may take advantage of this new statutory framework in improving its performance as a university*”.

In the previous chapter of the present report many strategic issues have been touched upon already. For the evaluation team, it is clear that the IADE/ESD, at least with regards to its key-actors, has a concrete strategic plan which can be identified in its three major goals. The ***first goal*** for the IADE/ESD is to acquire the status of the “University Institute”, undertaking all required actions and making all necessary adaptations. The ***second goal*** comes from the mission statement, appearing in the SER and already mentioned in the previous chapter: “*(The mission of the IADE/ESD is) to pursue excellence in higher education and research in the Productive Arts, promoting Design as the core concept that agglutinates Visual Culture, Advertising and Marketing as key transforming productive activities in a creative society*”¹³. Finally, the ***third goal*** for the IADE/ESD is to be a “Creative University”, the concept of “Creative University” been defined again in the SER in the following way: “*(The creative university) combines internal competencies and the educational offer in order to improve diversification and students’ autonomy in choosing academic path, as well as pedagogical methods supporting an interdisciplinary approach, thus foreseeing higher levels of employability and a closer interaction with key-players – businesses, employers and institutional entities*”¹⁴.

To achieve these goals, especially in the demanding landscape described in the first paragraph of the present chapter, is a real challenge and requires the wider possible engagement and commitment of the human potential of the IADE/ESD under the guidance and the inspiration of its leadership.

Furthermore, the achievement of these goals requires a clear long-term strategic plan, widely publicised and disseminated, to support and achieve the stated mission statement. The ownership of the mission statement should be embraced by the teaching staff, so that they can be mobilised in a common direction; and this requires development of a long-term shared vision of institutional goals based on agreed values.

¹² IADE/ESD, Self-Evaluation Report (2009), p. 29.

¹³ IADE/ESD, Self-Evaluation Report (2009), p. 12, § 3.1.

¹⁴ IADE/ESD, Self-Evaluation Report (2009), p. 9, § 2.9.1.

In this respect, the evaluation team recommends that the IADE/ESD develops a clear long-term strategic plan, which should set concrete priorities and which should be implemented on the basis of an analytical action plan. Furthermore, a permanent structure and a systematic procedure should be established in the IADE/ESD which will continuously monitor not only the implementation of the strategic plan, but also the validity of its goals.

7. Autonomy in a private HEI

The evaluation team is aware of the specific situation with regards to institutional autonomy in a private university institute. The question “How much autonomy in a private university?” sounds reasonable. But, before answering this question, we should also consider the question “How much academic freedom in a private university?” Academic freedom is the value and the principle which characterises the nature of the “*university*” and it goes hand in hand with autonomy, regardless of whether it refers to autonomy from the State or autonomy from the private owner/funder. Otherwise, we hardly can talk about a “*university*”.

The Portuguese Law for higher education defines the autonomy of private HEIs in the following way: “*Private higher education institutions shall have a pedagogical, scientific and cultural¹⁵ autonomy in relation to their founding entity and the State*”. It is interesting to notice the difference in comparison to the public HEIs, which are provided additionally with statutory, administrative, financial, patrimonial and disciplinary autonomy in relation to the State¹⁶. This is a reasonable distinction, which reinforces and underlines the obligation to respect the specific kind of autonomy in a private HEI. The evaluation team had the opportunity to notice a similar attitude during its discussions with the IADE SA administration, i.e. with the owners of the IADE/ESD; and this is a good sign. However, the evaluation team had also the opportunity to notice the concerns of the people of the IADE/ESD, regarding the degree of autonomy or independence of their activities (either in teaching or in research) from the owners.

Under these circumstances, the evaluation team recommends that the IADE/ESD develops shared conditions of internal balance with regards to the necessary institutional autonomy in accordance with the respective provisions of the Portuguese Law for higher education.

8. Governance and management

The IADE/ESD has entered into a transition phase towards its future status as University Institute with regards to its governance and management structures. Currently, the institution operates under a General Board, a Management Board, a Scientific Council and a Pedagogical Council. This structure is in general terms similar to the one required under the new status. Of course, the existence of a Rector will be a new element under the new status, and, accordingly, the

¹⁵ According to Law 62/2007, article 72, “*the cultural autonomy provides the institutions with the capacity to define their training program and cultural activities*”.

¹⁶ Law 62/2007, article 11, (par. 1 for public HEIs and par. 3 for private HEIs).

balance between the Rector and the President of the Board will be an important issue for the future, not forgetting the third factor, i.e. the IADE SA administration.

As for the present, the main findings of the evaluation team in this regard have to do on the one hand with the operation of the two Councils and the relationship between them and on the other hand with the students' involvement in governance and decision-making which is a more general issue.

The evaluation team has found that the Pedagogical and Scientific Councils are not clear about their responsibilities and their roles. Our general impression is that the role of the Pedagogical Council is of a lower status than provided by the Law and that responsibilities regarding education have been passed to the Scientific Council. In order to ensure the necessary balance between the two Councils and in agreement with the Law, the evaluation team suggests that the Pedagogical Council should be strengthened in its functions and upgraded in its role. Moreover, the evaluation team believes that the Pedagogical Council should take initiatives itself in that direction. In this regard, the Pedagogical Council should establish a more systematic and transparent operation and should become effective and proactive, taking full advantage of the role that the Law stipulates for the Pedagogical Councils.

Strengthening and upgrading the role of the Pedagogical Council is the means through which the students' involvement in governance and decision-making will improve too. The evaluation team realised that this involvement of students is weak and inadequate. Students' participation in governance is a prerogative in line with the Bologna Process. This is clearly stated in the Berlin Communiqué¹⁷, where we read that "*students are full partners in higher education governance*" and that the institutions and the student organisations should "*identify ways of increasing actual student involvement in higher education governance*". These lines of the Berlin Communiqué refer to both public and private higher education institutions. But, of course, differences are expected to occur between public and private. According to the Portuguese Law, the involvement of students in the governance of private HEIs is ensured only through the Pedagogical Councils¹⁸. This is also the case in the IADE/ESD. However, the IADE/ESD, even as a private HEI, needs to ensure an active role for its students. The principles that led to the above statements in the Berlin Communiqué are strong for all HEIs, irrespective of their status as public or private institutions. A university needs informed, aware, active, involved and committed students in order to improve, regardless of its ownership. Therefore, the evaluation team recommends that the IADE/ESD establishes the adequate structures and processes and takes the appropriate initiatives in order to ensure students' active involvement in governance. The previous recommendation, aiming at strengthening the role of the Pedagogical Council, is consistent with this need. But more initiatives should be undertaken in the same direction.

For its part, the Scientific Council has (and will continue to have under the new status) an important role in the academic functioning of the IADE/ESD as outlined in the respective articles of the Law¹⁹. Interdisciplinarity is one of the key characteristics of the functioning of the Scientific

¹⁷ Berlin Communiqué (2003).

¹⁸ Law 62/2007, article 146.

¹⁹ Law 62/2007, articles 102-103.

Council in order to achieve the mission of the institution. The evaluation team was greatly pleased to discover the range and scope of interdisciplinarity that was evidenced by membership of the Scientific Council. However, a significant weakness should be mentioned here. It has to do with the fact that the area of Design is underrepresented. This is related to the fact that there are only few members of the academic staff who hold a PhD so that they can participate in the Scientific Council²⁰. Of course, this weakness is expected to be overcome after full implementation of the new Law providing for alternatives to PhDs in the domain of Design²¹. In the interim, the evaluation team recommends that the IADE/ESD undertakes an initiative towards a balanced presence of Design input in the Scientific Council, through the inclusion of academic staff in the domain of Design without a PhD. Co-option could be an effective way to achieve it.

Furthermore, in our discussions we noticed that the links between the Scientific Council and the various Scientific Areas are rather tenuous. The evaluation team, therefore, recommends that closer links be established between the Scientific Council and the Scientific Areas, maybe through improving the role of Scientific Council with regards to the distribution of teaching staff.

The last issue that the evaluation team wants to raise in this section is the issue of communication. Effective and efficient governance and management require actual involvement of the members of the institutional community and this, in turn, requires shared views and attitudes, requires information and awareness. Communication is, therefore, strongly related to both governance and management. The evaluation team found good practice in the IADE/ESD with regards to communication. The President's Newsletter, which is widely circulated by e-mail across the Institution, is a good initiative in that direction. However, the evaluation team believes that this is not enough. During our discussions, we saw many cases lack of awareness from both staff and students, regarding either to policies or to facts. Therefore, the evaluation team recommends that the IADE/ESD develops better means of conveying information to students and staff, integrated into an effective communication strategy²².

9. Teaching and learning

The evaluation team found a general positive mood with regards to the Bologna reforms related to teaching and learning and to educational processes in general. This mood could be seen in the SER, but it was also evident in our discussions, especially with the leadership of the IADE/ESD and with the key actors. However, we had mixed feelings regarding implementation of the key elements of the Bologna reforms, and especially of those referring to the introduction of ECTS on the basis of learning outcomes and student workload, and to the shift from teacher-centred to student-centred educational approaches.

The evaluation team is aware that the genuine implementation of these elements is still one of the most difficult steps in the Bologna reforms throughout Europe. In many cases the Bologna reforms are only perceived as simple structural reforms (the three cycles of studies), deprived of

²⁰ See above, section 5.2.

²¹ Law 230/2009.

²² See also recommendation in Section 10 "Students".

their essential components. In other cases, we experience a false implementation of the Bologna reforms due to misconception of the spirit of Bologna. In the present case, the evaluation team had the opportunity to realise, with satisfaction, that the real spirit of the Bologna reforms is indeed understood and endorsed by the key people of the IADE/ESD. Therefore, our recommendations have only to do with the genuine implementation of this spirit.

The role of the teachers in the student-centred educational approaches is fundamental. But the shift to student-centred education requires new didactic and learning approaches. The traditional ones cannot help anymore. The domain of Design offers a good example in order for new didactic and learning approaches. To that end, the evaluation team recommends that the IADE/ESD develops concrete actions in order to improve the pedagogical and teaching competences and qualities of the academic staff, taking due account of the new approaches.

As for the genuine implementation of ECTS, the evaluation team believes that an accurate relationship between courses, learning outcomes and student workload cannot be achieved without the active involvement of students themselves. With this regard, the evaluation team recommends the use of a student questionnaire to reassess the consistency between the ECTS credits, the learning outcomes and the actual workload sustained by students (combining an a-priori evaluation with a-posteriori revision or confirmation of it).

Students are at the centre of the new educational approaches. Besides the typical educational offer to the students, the new approach also requires an increased concern for the students regarding their studies, their study paths, and the orientation that they are given. To that end, the evaluation team recommends that the IADE/ESD implements an effective tutoring system from the very first year of studies and should also consider introducing mentoring. The implementation of such a system will also help reduce drop-out numbers, especially from the first years of studies.

10. Students

As we were informed during our meetings, the IADE/ESD has a good reputation in Lisbon and it attracts many students with high qualifications from secondary education (but not the highest, even after the second round of entrance process). Apart from the good reputation, it seems that there is another reason for that: For those who want to qualify in Design, it is better to go to an institution where Design is at the centre or predominates instead of going to a comprehensive University where Design is a small component. The result, anyway, is that the level of students is satisfactory. The evaluation team had the opportunity to realise that the students of IADE/ESD are generally satisfied with their Institution, with their studies, with their teachers.

One issue that the evaluation team tried to explore during the various meetings was the relationship of students with the Student Association and the role of the latter in improving conditions of studies and student life as well. For the evaluation team, this is a key issue directly connected to the active involvement of students with the basic procedures inside the Institution (governance and decision-making, quality and relevance of studies, conditions of studying etc.) We realised that there are problems in the relationship between students and the Association. In

general, it seems that there is a gap in communication which results in the lack of awareness. It is interesting to note that in our meetings with students we heard voices saying that they are not aware of the existence or the activities of the Association, or that their representatives in the Pedagogical Council can do more for them than the Association, or even that conditions in the IADE/ESD are such that they can communicate directly with individual professors or persons in charge.

The evaluation team can understand this situation which has to do with the nature of the IADE/ESD (small, specialised, private institution) and the specific conditions existing there. However, we believe that the Student Association should play a more active role in the life of the IADE/ESD, including governance issues. According to the above-mentioned statements of the Berlin Communiqué, the active involvement of students in governance is not a task only for the institution's leadership. It is also a task for the students' organisations. In the case of the IADE/ESD, this means that the Student Association should take over this task. But, above all, it should establish an effective communication pattern with students and it should develop conditions of mutual trust between the Association and the students. The existing good relationship between students and the Institution are to be praised, of course. But the evaluation team believes that there is always room for further improvement, and this is a task for both the leadership of the Institution and the Student Association.

One issue that students raised during our meetings was the lack of a professional link with the market. The evaluation team was somehow surprised with that concern, because we had opposite inputs from our discussion with external partners and from our experience concerning the work done by the IADE School Agency. Especially, with regards to the School Agency, the evaluation team considers its work as best practice in the sector and would like to applaud it for that. Quite surprisingly, only few students seem to be aware of this work or to be aware of the links with the market or to be, more generally, aware of the possibilities existing at the IADE/ESD.

Concluding, after these remarks, the evaluation team recommends that the IADE/ESD designs and delivers communication channels which would enable students to have full awareness of services, support and opportunities. These efforts should be actively supported by both the Student Association and the School Agency²³.

11. Research

Research activities of the IADE/ESD are carried out through its research and development unit UNIDCOM ("Unidade de Investigação em Design e Comunicação"). UNIDCOM operates as a non-profit organisation. It is recognised and is funded under this status by the FCT ("Fundação para a Ciência e Tecnologia"). It should be noted that FCT funding goes directly to UNIDCOM and not to the Eninvest. UNIDCOM operates as a research centre for the teaching staff of the IADE/ESD and it does not have its own research staff. It should be noted furthermore that communication with owners of IADE/ESD regarding research occurs directly through UNIDCOM and not through the Institution.

It is interesting to note here a distinction that we discovered in our meetings: In Portugal, it is only the public sector that has an interest in research in Design (and, hence, it is only the public sector that funds research). The private sector is interested only in consultancy in Design and for the delivery of Design projects.

The evaluation team was also pleased with both the direction and development of research projects. From our discussions we realised that the philosophy in the IADE/ESD and UNIDCOM is to conduct research focusing on problem solving. This requires interdisciplinary attitudes and approaches and this, in turn, requires efficient and effective communication and cooperation between researchers of different backgrounds and ability for group work. The evaluation team had the opportunity to realise that people at the IADE/ESD and UNIDCOM share this attitude regarding research. In this regard, the evaluation team recommends that the IADE/ESD, through UNIDCOM, develops an effective and efficient research strategy, which should enhance further the strengths of interdisciplinarity and which should include effective dissemination practices. To that end, the development of PhD programmes is a necessity that can no longer be delayed.

For the evaluation team, research topics and research in general should obviously remain the competence of the academic community – to remain consistent with our earlier comments on autonomy and in consistency with the provision of the Law for scientific autonomy of private HEIs. This means that future structure, planning and prioritisation of research should be the responsibility of the rector and that research income money (including fees for future PhDs) should stay within research.

12. Teaching staff

The evaluation team was impressed by the enthusiasm and commitment of a highly motivated teaching staff. However, we did not find evidence of continuing professional development of teaching staff. This raises the question: “what is their motivation?” The answer was simple and clear: Their motivation is their expectation for the future in an institution which they treat as their home; their motivation is their relationship with students; their motivation is their love for their specialism of Design.

However, and in spite of the above findings, the evaluation team recommends that the IADE/ESD develops and makes transparent a system of incentives to promote active participation of teaching staff in the Institution and of opportunities for professional development.

13. Internationalisation

The evaluation team realised that internationalisation is high in the priorities of the IADE/ESD. Furthermore, we found good evidence of participation on the international level through conferences, research and Erasmus programme.

²³ See also last recommendation in Section 8 “Governance and management”.

The evaluation team recommends that the IADE/ESD continues to have internationalisation as one of its highest priorities. Internationalisation should be improved in two major axes: fostering international cooperation and networking and increasing international mobility (both incoming and outgoing, both for students and for staff).

14. Links with society

In its meetings with external stakeholders, the evaluation team had the opportunity to realise that the IADE/ESD is well positioned in its social environment and is highly respected by its external partners, whether they be local and regional companies or other institutes. It seems that the IADE/ESD is in a continuous interaction with its social environment. This interaction can be found in the field of education or in the field of research or in the field of a more general partnership.

Given this situation, the evaluation team would only recommend that the IADE/ESD further develops these impressive relationships, building on and extending its successful projects and partnerships, further positioning itself as the focus of the Santos Design District, and also developing new initiatives. In this regard, the IADE/ESD should also consider the founding of an alumni association as one more effective linking bond with its social environment.

15. Quality culture

The term “quality culture” defines the overall attitude of a HEI which focuses on the concept of “quality” and which, thus, applies to issues like quality assurance, quality assessment, quality improvement, etc. In the context of the IEP’s methodology, quality assurance offers the means through which a university will be in position **to know whether it is doing well**. It certainly comes from the necessity of going beyond data, figures, statistics, quantitative elements and it deals with the qualitative dimension. Quality is a central element in European higher education today. Furthermore, it has also assumed a key role in the Bologna Process, and the “*European Standards and Guidelines for Quality Assurance in Higher Education*” (ESG)²⁴ have already been adopted by the European Ministers in Bergen in May 2005, thus also building a European perspective and a European context for quality assurance in higher education. It is worthwhile to note that every country participating in the Bologna Process is committed to establishing its own quality assurance system by 2010 according to the above ESGs.

For its own part, EUA actively encourages its member universities to implement their own internal quality assurance mechanisms and to develop a quality culture shared among universities throughout Europe. As stated in the Berlin Communiqué (2003)²⁵, “*in consistency with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system*”

²⁴ *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, 3rd edition, ENQA, Helsinki, 2009. [http://www.enqa.eu/files/esg_3edition%20\(2\).pdf](http://www.enqa.eu/files/esg_3edition%20(2).pdf)

²⁵ European Ministers in charge of Higher Education, Berlin Communiqué, September 2003.

within the national quality framework". This statement is further specified in the London Communiqué (2007)²⁶ with a new statement: "Since the main responsibility for quality lies with HEIs, they should continue to develop their systems of quality assurance". It is a task therefore for every European HEI to develop its own structures and procedures ensuring genuine quality assurance.

In the present case of the IADE/ESD, the evaluation team noticed with satisfaction that quality is among its major concerns. There is significant evidence of that: The IADE/ESD was evaluated in 2006 by the CNAVES²⁷ (National Council for the External Higher Education Assessment) as the best Design school in Portugal, while its Research and Development Unit (UNIDCOM), which was launched in 2000, was recently awarded with a "very good" mark by an international assessment panel²⁸. Additionally, the evaluation team was informed, after its second visit to the IADE/ESD, that it has been ranked among the top-100 Interior Design schools worldwide (and among the top-40 Europe-wide) in a list compiled by a website specialised in Interior Design (www.schoolofinteriordesign.org). The above provide significant evidence that quality is high on the agenda of the IADE/ESD. The request for institutional evaluation by the IEP strengthens this evidence and should be regarded in this context.

However, and despite these facts, the evaluation team did not find evidence of systematic internal quality assurance in the IADE/ESD, although the brand IADE is well-known and respected throughout Portugal. We had the opportunity to mention earlier in this report our findings with regards to the good reputation of the IADE/ESD with its stakeholders and external partners and in society at large. As mentioned in the SER²⁹, "quality assurance is an ongoing subject at IADE and Ensivest". However, the implementation of internal systems of quality assurance seems to be waiting for the change of the IADE's status into a University Institute and go in parallel with it.

An inevitable recommendation in this respect is that the IADE/ESD develops internal quality assurance structures and processes throughout the Institution and in the whole range of its activities, considering also the European Standards and Guidelines. When dealing with quality assurance processes, there is always a danger that quality assurance is seen either as a responsibility of only a few committed persons, or as feedback from questionnaires. In parallel, bureaucratisation is always a threat to the effective establishment and operation of a quality assurance system. These dangers and threats should be considered carefully by the IADE/ESD in designing and operating its quality assurance system.

During the last years, a great number of HEIs have established internal quality structures (offices, services, committees, working groups or agencies); they act as internal evaluators, intent on defining the level of quality of teaching, learning, research, services to students, in all the components of the institution (from communication to library, from budget to computer facilities, etc.). They all base their work on well-established indicators and standards (both qualitative and

²⁶ European Ministers in charge of Higher Education, London Communiqué, May 2007.

²⁷ CNAVES was the predecessor of A3ES ("Agência de Avaliação e Acreditação do Ensino Superior"), the today national authority for quality assurance in higher education in Portugal.

²⁸ IADE/ESD, Self-Evaluation Report (2009), p. 5, § 2.3.

²⁹ IADE/ESD, Self-Evaluation Report (2009), p. 4, § 2.4.

quantitative), methods, analyses that are defined at the European level in the form of the abovementioned ESGs. This provides real evidence for a quality culture.

Nevertheless, building quality culture within an institution requires much more than establishing internal quality assurance structures and procedures. Quality culture does not start and does not end only with structures and procedures. Every individual enrolled in the institution also has a responsibility to replace non-functional or poorly functional practices with ones that bring better and more effective and efficient results, which contribute to improving the overall quality. In other words, quality culture should be approached as the attitude of individuals towards quality and continuous improvement. The question is how to make quality an everyday concern for every single individual member of the community (staff and students). In this regard, the evaluation team recommends that the IADE/ESD ensures appropriate conditions to build a quality culture within the Institution. Of course, the internal quality assurance structures and procedures will be the basis for this quality culture. However, the appropriate conditions require much more. Practices that could help in creating such conditions can be the wide dissemination of the results of internal quality assurance, the transparency of quality procedures, the visible impact on quality improvement and any other practices that foster, through better knowledge of the institution, a sense of belonging, a spirit of collegiality, a stronger identity, a feeling of ownership, the commitment of people.

The final word in this section has to do with the assessment of teachers and courses by the students through questionnaires, which is a specific issue of major importance in the field of quality assurance. It is a very sensitive issue and, therefore, the IADE/ESD should pay increased attention to the way it will approach it. The recommendation of the evaluation team in this point is that the IADE/ESD finds an appropriate way to foster the effectiveness and the reliability of the process. To that end, the IADE/ESD should consider the need for the results to be publicised and should also consider their impact on the quality of teaching. Furthermore, methods should be found on how to motivate students and teachers to participate actively in the process and make best use of the questionnaires and the students' responses. In other words, the IADE/ESD should implement a systematic way to gather, use and report students' feedback. Finally, the teaching evaluation process should be carried out with the proper methodology and should be integrated into the overall internal quality assurance process.

16. Capacity for change

Alongside the quality assurance issues, the Institutional Evaluation Programme focuses on the **capacity for change**. The reason for this is a widespread conviction that European HEIs are exposed to increasing **demands** from society and the labour market and in many countries they are also exposed to growing **competition** from other institutions of higher education. Especially with regards to European HEIs, the new landscape connected to the emerging European Higher Education Area and the principles of the Bologna Process are one more reason and necessity for change.

If the HEIs do not seize the initiative themselves and show their capacity for change and their adaptability to radically new conditions in an era of mass higher education, then there may be **risks**

that even the important core academic values, which we undoubtedly all want to preserve, might be in jeopardy.

HEIs have always had, and still have, the twofold duty of **defending** traditional values and of **leading** society into new areas (and new eras). There have been periods in their very long history, when HEIs were too successful as defenders of tradition at the price of **isolation** from society and petrification. But fortunately enough, we can also look back to times when HEIs were true centres of **innovation** in many respects.

The capacity for change firstly requires the identification of all the factors requiring change, as well as of the features and the content of the change needed. Secondly, it requires each HEI to determine its own mission in conjunction with the changes needed and to set its priorities. Thirdly, it requires determining the strengths and weaknesses of each HEI with respect to its own identity and characteristics and to the existing external conditions. Finally, it requires an efficient mechanism to assess continually the course of each institution towards its objectives, towards the changes required. What we have to ask ourselves is whether the traditional organisation and leadership of a HEI will be capable of fulfilling its task at the beginning of the 21st century.

The evaluation team wants to stress that **the capacity for change is a sine qua non condition for a HEI in a modern society**. The capacity for change requires **a clear mission, inspired vision and realistic objectives** for the institution. It also requires **effective strategic planning** and the establishment of a **quality culture**. Furthermore, it requires tools such as **action plans and milestones**. These are the internal requirements. There are, of course, external requirements as well. They have to do with resources (both financial and human), with the legislative framework and the relationship between HEIs and the state (autonomy), which have to encourage and support the institutions in strengthening their capacity for change. And, finally, there are joint requirements that have to do with the **relationship between HEIs and the society at large** following the principle of the **public responsibility for (and of) higher education and research** and the quest for **real accountability**.

Apart from these internal and external requirements, the capacity for change requires, above all, inspiration. It requires **inspired, motivated and determined people**. It is extremely important to realise that elements of strategic planning do not themselves change HEIs. Changes in institutions have to be driven by people: staff and students; and an inspired leadership making sure that the actions in the action plans are under way and that the milestones are achieved.

As mentioned earlier in this report, the IADE/ESD is today at a crucial crossroads, not only because the external conditions are changing, but primarily because it has made the choice to change itself. Taking its future steps under the new status of the University Institute, aiming at the same time to be a leading institute in Portugal in the domain of Design, is a real challenge. The evaluation team is aware that the IADE/ESD has proved many times in the past its capacity for change as it has undergone significant changes. However, to meet with the present challenge, the IADE/ESD needs to enhance its capacity for change. In the previous paragraphs, we outlined the factors that, in our view, build this capacity. Our recommendation, therefore, is that the IADE/ESD considers these factors, especially those related to internal and joint requirements, and adapts them

to the needs of its new reality as a University Institute in the domain of Design. As a reminder, we summarise these factors as follows:

- A clear mission, inspired vision and realistic objectives
- Effective strategic planning
- Quality culture
- Action plans and milestones
- Relationship between HEIs and the society at large:
 - Public responsibility for (and of) higher education and research
 - Real accountability.

CONCLUSIONS AND RECOMMENDATIONS

17. Conclusions

For the evaluation team it is clear that the IADE/ESD is at a crossroads. It has to meet many challenges at the same time. It has to face issues deriving from the on-going changes in the Portuguese higher education and in the European higher education as well. It has also to meet the challenges related to its own change into a new status, the status of the University Institute.

These challenges should be considered as opportunities for the IADE/ESD. On the one hand, they offer a clear perspective for the future and, on the other hand, they operate as driving forces motivating and stimulating all the actors inside the Institution. From the evaluation team's viewpoint, the IADE/ESD has much strength to rely on in order to face its fascinating future. But we want to stress here only the most important among them: a visionary, effective and inspiring leadership; the commitment of its people (staff and students); a positive atmosphere internally. We have seen an Institution with many qualities. We have also seen an Institution on the move, an Institution in transition. Nevertheless, our analysis has convinced us that the IADE/ESD is heading in the right direction for its future.

It is in that context that the evaluation team tried to approach the work done by the IADE/ESD. Our recommendations are intended to be our own contribution to the process of change and to help the IADE/ESD to make the most of the opportunities open to it and to cope with the threats scattered along its route to the future. At the same time, our report aspires to function as an inspiration for the Institution as a whole, but more specifically for all those people, students and staff, who have a concern for its future. To that end, we are pleased to read in the very last paragraph of the SER that "(for the IADE) the Institutional Evaluation Programme became an excellent opportunity to involve and to motivate internal and external key-stakeholders in defining its future"³⁰. We hope that the work done by our evaluation team, including the present report, offers a real help to the IADE/ESD for its future steps.

18. Summary of recommendations

In this section of the report we summarise the main recommendations, as they have appeared underlined in the respective sections of the text.

Section 6: Vision – Mission – Strategy

1. The evaluation team recommends that the IADE/ESD develops a clear long-term strategic plan, which should set concrete priorities and which should be implemented on the basis of an analytical action plan. Furthermore, a permanent structure and a systematic procedure should be established in the IADE/ESD which will continuously monitor not only the implementation of the strategic plan, but also the validity of its goals.

³⁰ IADE/ESD, Self-Evaluation Report (2009), p. 29.

Section 7: Autonomy in a private HEI

2. The evaluation team recommends that the IADE/ESD develops shared conditions of internal balance with regards to the necessary institutional autonomy in accordance with the respective provisions of the Portuguese Law for higher education.

Section 8: Governance and management

3. In order to ensure the necessary balance between the two Councils and in agreement with the Law, the evaluation team suggests that the Pedagogical Council should be strengthened in its functions and upgraded in its role. Moreover, the evaluation team believes that the Pedagogical Council should take initiatives itself in that direction. In this regard, the Pedagogical Council should establish a more systematic and transparent operation and should become effective and proactive, taking full advantage of the role that the Law stipulates for the Pedagogical Councils.

4. The evaluation team recommends that the IADE/ESD establishes the adequate structures and processes and takes the appropriate initiatives in order to ensure students' active involvement in governance. The previous recommendation, aiming at strengthening the role of the Pedagogical Council, is consistent with this need. But more initiatives should be undertaken in the same direction.

5. The evaluation team recommends that, until full implementation of the new Law providing for alternatives to PhDs in the domain of Design, the IADE/ESD undertakes an initiative towards a balanced presence of Design input in the Scientific Council, through the inclusion of academic staff in the domain of Design without a PhD. Co-option could be an effective way to achieve it.

6. The evaluation team recommends that closer links be established between the Scientific Council and the Scientific Areas, maybe through improving the role of Scientific Council with regards to the distribution of teaching staff.

7. The evaluation team recommends that the IADE/ESD develops better means of conveying information to students and staff, integrated into an effective communication strategy.

Section 9: Teaching and learning

8. The evaluation team recommends that the IADE/ESD develops concrete actions in order to improve the pedagogical and teaching competences and qualities of the academic staff, taking due account of the new didactic and learning approaches.

9. The evaluation team recommends the use of a student questionnaire to reassess the consistency between the ECTS credits, the learning outcomes and the actual workload sustained by students (combining an a-priori evaluation with a-posteriori revision or confirmation of it).

10. The evaluation team recommends that the IADE/ESD implements an effective tutoring system from the very first year of studies and should also consider introducing mentoring.

Section 10: Students

11. The evaluation team recommends that the IADE/ESD designs and delivers communication channels which would enable students to have full awareness of services, support and opportunities. These efforts should be actively supported by both the Student Association and the School Agency.

Section 11: Research

12. The evaluation team recommends that the IADE/ESD, through UNIDCOM, develops an effective and efficient research strategy, which should enhance further the strengths of interdisciplinarity and which should include effective dissemination practices. To that end, the development of PhD programmes is a necessity that can no longer be delayed.

13. For the evaluation team, research topics and research in general should obviously remain the competence of the academic community – to remain consistent with our earlier comments on autonomy and in consistency with the provision of the Law for scientific autonomy of private HEIs. This means that future structure, planning and prioritisation of research should be the responsibility of the rector and that research income money (including fees for future PhDs) should stay within research.

Section 12: Teaching staff

14. The evaluation team recommends that the IADE/ESD develops and makes transparent a system of incentives to promote active participation of teaching staff in the Institution and of opportunities for professional development.

Section 13: Internationalisation

15. The evaluation team recommends that the IADE/ESD continues to have internationalisation as one of its highest priorities. Internationalisation should be improved in two major axes: fostering international cooperation and networking and increasing international mobility (both incoming and outgoing, both for students and for staff).

Section 14: Links with society

16. The evaluation team recommends only that the IADE/ESD further develops its impressive relationships with society, building on and extending its successful projects and partnerships, further positioning itself as the focus of the Santos Design District, and also developing new initiatives. In this regard, the IADE/ESD should also consider the founding of an alumni association as one more effective linking bond with its social environment.

Section 15: Quality culture

17. An inevitable recommendation is that the IADE/ESD develops internal quality assurance structures and processes throughout the Institution and in the whole range of its activities, considering also the European Standards and Guidelines. When dealing with quality assurance processes, there is always a danger that quality assurance is seen either as a responsibility of only a few committed persons, or as feedback from questionnaires. In parallel, bureaucratisation is always a threat to the effective establishment and operation of a quality assurance system. These dangers and threats should be considered carefully by the IADE/ESD in designing and operating its quality assurance system.

18. The evaluation team recommends that the IADE/ESD ensures appropriate conditions to build a quality culture within the Institution. Of course, the internal quality assurance structures and procedures will be the basis for this quality culture. However, the appropriate conditions require much more. Practices that could help in creating such conditions can be the wide dissemination of the results of internal quality assurance, the transparency of quality procedures, the visible impact on quality improvement and any other practices that foster, through better knowledge of the institution, a sense of belonging, a spirit of collegiality, a stronger identity, a feeling of ownership, the commitment of people.

19. Referring to the assessment of teachers and courses by the students through questionnaires, the recommendation of the evaluation team is that the IADE/ESD finds an appropriate way to foster the effectiveness and the reliability of the process. To that direction, the IADE/ESD should consider the need for the results to be publicised and should also consider their impact on the quality of teaching. Furthermore, methods should be found on how to motivate students and teachers to participate actively in the process and make best use of the questionnaires and the students' responses. In other words, the IADE/ESD should implement a systematic way to gather, use and report students' feedback. Finally, the teaching evaluation process should be carried out with the proper methodology and should be integrated into the overall internal quality assurance process.

Section 16: Capacity for change

20. Our recommendation is that the IADE/ESD considers these factors, especially those related to internal and joint requirements, and adapts them to the needs of its new reality as a University Institute in the domain of Design. These factors are summarised as follows:

- A clear mission, inspired vision and realistic objectives
- Effective strategic planning
- Quality culture
- Action plans and milestones
- Relationship between HEIs and the society at large:
 - Public responsibility for (and of) higher education and research
 - Real accountability.

ENVOI

Coming to the end of this report, the evaluation team feels the need to express once again its sincere thanks to the people of the IADE/ESD for the excellent arrangements provided to make our two visits a challenging and delightful, although very intensive, experience. At the same time, the evaluation team wishes to thank the IADE/ESD for their generous and overwhelming hospitality.

The evaluation team also wants to express its gratitude to the staff and students of the IADE/ESD for the openness and willingness to discuss with us all issues concerning the Institution during all our meetings. It has been a great pleasure and a very stimulating experience for us to be introduced to the IADE/ESD during this specific and crucial period for Portuguese higher education and for higher education in Europe at large, but, also, in this turning point in the history of the Institution.

As a final word, the evaluation team has been positively impressed by the commitment and the engagement of all people in the IADE/ESD, especially of its leadership. The new situations, the new status, the new era are real challenges for the Institution. And we are convinced that the IADE/ESD does have the capacity to meet these challenges.