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QUALIDADE E PESSOAL DOCENTE – O CASO PORTUGUÊS

Work Package 10

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1. Introdução

Este relatório apresenta os principais resultados de um estudo que visou analisar o cumprimento, pelas instituições de ensino superior (IES) Portuguesas, de um dos *European Standards and Guidelines* (ESG) relacionados com a qualidade do ensino, nomeadamente o padrão 1.4. – Garantia da Qualidade do Pessoal Docente:

As instituições devem dispor de meios de se assegurar que o pessoal envolvido no ensino dos estudantes é qualificado e competente para o fazer. Esses meios devem estar disponíveis àqueles que realizam avaliações externas e ser comentados nos relatórios.

Em Portugal o ensino e o pessoal docente são regulados pela Lei 62/2007, com um enfoque mais geral, definindo o regime legal das IES, e os Decretos-Lei 205/2009 e 207/2009, com um carácter mais específico, estipulando os estatutos da profissão académica, respetivamente, nas instituições universitárias e politécnicas. De modo distinto, esta legislação, assim como a Lei 38/2007, que estabelece o quadro legal para a avaliação do Ensino Superior (ES) Português, contribui, também, para enquadrar a avaliação do desempenho docente e a garantia da qualidade do ensino.

As IES têm autonomia e a responsabilidade de recrutar e contratar o seu pessoal docente, em consonância com as necessidades, princípios de boa gestão e orçamento institucionais. Contudo, as IES públicas devem obedecer ao número máximo de pessoal docente determinado por ordem ministerial. Não existem limites sobre o número de pessoal docente contratado através de contratos individuais de trabalho, pagos com receitas próprias das IES (Lei 62/2007). Os docentes das IES públicas são, ainda, considerado como equivalentes a funcionários do sector público (exceto no caso das IES que são fundações).

Existem dois perfis de carreira para o pessoal docente, tal como previsto pelos estatutos da profissão académica (Decretos-Lei 205/2009 e 207/2009). O primeiro perfil compreende o pessoal docente permanente da IES, contratado por tempo indeterminado, embora sujeito a períodos experimentais. Estes docentes podem ocupar três categorias profissionais¹: a de professor assistente, a de professor associado e a de professor catedrático, nas universidades; e a de professor adjunto, de professor coordenador e de professor coordenador principal, nos politécnicos. O segundo perfil é constituído pelo pessoal docente especialmente contratado pela IES para mesmas categorias profissionais, mas como convidados, através de contratos individuais de trabalho a termo certo e em regime de tempo parcial.

¹ Além destas categorias, existiam duas outras que foram suprimidas pelos Decretos-Lei 205/2009 e 207/2009. Atualmente, os académicos que ocupavam essas categorias são considerados como integrando a carreira.

O doutoramento (ou o título de especialista², nos politécnicos) constitui o grau mínimo de acesso à carreira académica. A contratação para e progressão dos docentes nesta carreira são concretizadas mediante concursos públicos e compreendem períodos experimentais. Os professores catedráticos, associados e assistentes (nas universidades) e os professores coordenadores principais, coordenadores e adjuntos (nos politécnicos) são recrutados exclusivamente com base em concursos documentais (Decretos-Lei 205/2009 e 207/2009). Contudo, os professores assistentes e adjuntos estão sujeitos a um período experimental de cinco anos, enquanto as restantes categorias estão sujeitas a um período experimental de um ano, se os contratos não tiverem sido precedidos por um contrato sem termo. Antes do fim do período experimental, realiza-se uma avaliação. Caso esta avaliação seja positiva, os professores catedráticos, associados, coordenadores principais e coordenadores passam para um regime de nomeação definitiva. Tal representa uma garantia de que as suas posições serão mantidas, na mesma categoria, numa outra instituição, caso a reorganização da instituição que integram conduza à cessação dos seus contratos (Decretos-Lei 205/2009 e 207/2009).

As vagas para as categorias profissionais académicas são publicitadas tanto a nível nacional, como internacional. Os candidatos são avaliados com base no seu desempenho científico (ou técnico-científico, nos politécnicos), competência pedagógica e outras atividades relevantes para a missão da IES, por um painel cuja composição e procedimentos são regulados por lei. Os professores convidados e os visitantes são recrutados de entre individualidades nacionais, ou internacionais, de reconhecida competência científica, docente, ou profissional, tendo por base um relatório aprovado pela maioria dos académicos que integram o conselho científico (técnico-científico) da IES (Decretos-Lei 205/2009 e 207/2009).

Embora não focando diretamente a qualidade do ensino, a Lei 62/2007 e os Decretos-Lei 205/2009 e 207/2009 preveem alguns aspetos que contribuem para promovê-la. De modo a assegurar a sua autonomia pedagógica e científica, as IES devem dispor de um corpo docente permanente, com estabilidade de emprego, de acordo com os termos dos estatutos da carreira docente e de investigação. Nas universidades, deve existir pelo menos um doutorado, de entre o pessoal docente, para cada trinta estudantes e pelo menos metade dos doutorados devem estar em regime integral. Nos politécnicos, deve existir pelo menos um doutorado ou especialista entre o corpo docente para cada trinta estudantes. Pelo menos 15% dos docentes devem deter doutoramento e estarem em regime de tempo integral e pelo menos 35% deve deter o título de especialista (Lei 62/2007).

Por norma, o pessoal docente permanente de uma IES encontra-se em regime de tempo integral com exclusividade (e.g. trinta e cinco horas de trabalho semanais). A sua carga letiva corresponde a um mínimo de seis e um máximo de nove (nas universidades), ou doze (nos

² O especialista é alguém que detém um grau de ensino superior, dez anos de experiência profissional e um curriculum relevantes e que pode obter este título ao submeter um relatório profissional a um júri.

politécnicos), horas por semana. Se os docentes acumularem atividades letivas noutras IES, o máximo de horas de carga letiva é de seis por semana. Os professores convidados são recrutados em regime parcial (e.g. menos de trinta e cinco horas semanais) e, só excecionalmente, em regime integral e com exclusividade. Deste modo, podem desempenhar outras atividades letivas e não letivas.

Desde 2009, e paralelamente à avaliação existente para os funcionários públicos, a avaliação do desempenho tornou-se obrigatória para os docentes de ambos os subsistemas de ES (Decretos-Lei 205/2009 e 207/2009). Cada IES, após consulta dos sindicatos, deve definir os seus próprios regulamentos de avaliação de desempenho. A avaliação deve ser realizada pelo menos a cada três anos. Uma avaliação positiva constitui condição para a contratação dos professores assistentes por tempo indeterminado; a extensão dos contratos a termo certo do pessoal docente não permanente; ou para mudanças nas tabelas salariais. Por outro lado, uma avaliação negativa ao longo de um período de seis anos é sancionada de acordo com o regime geral estipulado pela Lei 58/2008 (estatuto disciplinar dos funcionários públicos). Os docentes que apresentem duas avaliações de desempenho negativas são sancionados com a demissão (Lei 58/2008).

Adicionalmente, um critério na avaliação dos ciclos de estudo, conduzida pela Agência de Avaliação e Acreditação do ES (A3ES), diz respeito à qualidade do ensino e dos docentes e, mais especificamente às qualificações destes docentes; à adequação do seu perfil à missão da IES; aos métodos de ensino/aprendizagem; e aos procedimentos para a avaliação dos estudantes (Lei 38/2007). Por último, uma das referências propostas pela A3ES, a ser desenvolvida pelas IES na definição dos seus sistemas internos de qualidade (prevista pela Lei 38/2007 e o Decreto-Lei 369/2007), também se relaciona com a promoção da qualidade de ensino. É sugerido que as instituições desenvolvam os mecanismos adequados para o recrutamento, gestão e formação do pessoal docente, assegurando que o mesmo detém as qualificações e as competências necessárias ao cumprimento efetivo das suas funções.

Com o intuito de compreender se as IES portuguesas efetivamente dispõem de e implementam regulamentos e medidas que se coadunam, tanto com o quadro legal, como com as orientações Europeias (ESG) relacionadas com a qualidade do ensino, foi realizado um estudo. Mais especificamente, este estudo procurou compreender se as IES perspetivam os docentes como o mais importante recurso de aprendizagem disponível à maior parte dos estudantes e, em conformidade, implementam mecanismos para o seu recrutamento, contratação e apoio, assegurando que estes docentes têm as qualificações, competências e experiência necessárias à transmissão do conhecimento. Deste estudo resultou o presente relatório, que pretende sumariar os seus principais resultados.

Este relatório inicia-se com uma abordagem sucinta da metodologia que enformou o referido estudo. Apresentam-se e discutem-se, de seguida, os resultados obtidos dando resposta às

questões que orientaram a investigação. Integram, também, esta discussão, uma síntese dos principais resultados, bem como a identificação das principais boas práticas e obstáculos no domínio da qualidade do ensino. Finalmente, um conjunto de recomendações é proposto visando a melhoria da qualidade do ensino, dirigidas tanto aos gestores institucionais, como à classe política.

2. Descrição dos casos

Seguindo a metodologia adotada nos *Work Packages* (WP) anteriores (ver WP 5 a 9 sobre o caso Português), a análise foca-se numa amostra de quatro IES públicas Portuguesas, duas do subsistema universitário (IES α e β), as outras duas do subsistema politécnico (IES γ e δ). Estas IES diferem, ainda, quanto ao seu número de estudantes e à sua localização geográfica.

Dois tipos de dados foram recolhidos, a partir destas IES, de modo a sustentar empiricamente o estudo: por um lado, documentos legais e institucionais, respeitantes a diferentes aspetos relacionados com a qualidade dos docentes e do ensino; por outro lado, informação sobre este tema, obtida através de entrevistas com distintos grupos de atores das IES da amostra (ver WP anteriores).

Em primeiro lugar, foi realizada, para as quatro IES, uma pesquisa *online* das políticas institucionais sobre a qualidade dos docentes e do ensino. Estas políticas foram analisadas juntamente com os textos jurídicos nacionais relativos a esta mesma temática (ver Introdução). De seguida, por razões metodológicas (constrangimentos de tempo, diversificação e representatividade da amostra, etc.), foram selecionadas as áreas disciplinares e os ciclos de estudo de pertença dos atores institucionais a serem entrevistados. Deste modo, foram selecionadas duas áreas disciplinares distintas, presentes nas quatro IES, independentemente do seu subsistema – *Engenharia* e *Artes* – bem como escolhidos, em cada instituição, dois ciclos de estudo correspondentes a essas mesmas áreas (ver WPs anteriores).

Por último, foram definidos e entrevistados, em cada IES, dois grupos de atores. O primeiro compreendeu os membros da gestão e administração central de cada IES, nomeadamente o reitor/presidente (ou, em seu lugar, um vice-reitor/vice-presidente, ou um pró-reitor) e o representante da estrutura institucional de garantia da qualidade (ou, em seu lugar, do senado, da estrutura responsável pelos ciclos de estudo, ou pelos serviços de apoio aos estudantes). O segundo grupo reuniu os membros das faculdades/escolas que ofereciam os ciclos de estudo nas duas áreas selecionadas para o estudo, respetivamente o diretor (ou equivalente), o representante da estrutura de garantia da qualidade (ao nível da unidade orgânica), o diretor do ciclo de estudos e dois painéis de atores, um composto por docentes, o outro por estudantes (cerca de cinco elementos em cada painel). As entrevistas foram transcritas e submetidas a análise de conteúdo, de modo a sistematizar informação relevante para o estudo.

Os resultados derivados, quer da análise documental, quer da análise das entrevistas, são apresentados na subsecção seguinte deste Relatório, contribuindo para responder às questões de investigação. Enquanto a análise documental constituiu a principal fonte de informação sobre o que, relativamente à qualidade de ensino, é definido por lei e regulado pelas IES, bem como sobre os fundamentos das políticas institucionais de recrutamento e o seu nível de cumprimento dos ESG, as entrevistas permitiram concluir sobre o apoio institucional ao desenvolvimento dos docentes, a avaliação do desempenho e os mecanismos (extrínsecos ou intrínsecos) de motivação³ dos docentes.

2.1. Condições nas quatro IES

Esta subsecção sistematiza os resultados gerais, das quatro IES, relativamente à qualidade do ensino. Os resultados detalhados, para cada uma das instituições, são apresentados em anexo (Anexo 1).

Uma primeira questão de investigação visou a *política institucional para a garantia da qualidade do pessoal docente, nomeadamente o que é que, neste contexto, é definido por lei e decidido pelas IES.*

Devido ao seu estatuto público, as quatro IES obedecem à legislação nacional no que respeita ao recrutamento, contratação e avaliação de desempenho do pessoal docente (ver Introdução). Porém, alguns documentos institucionais complementam a legislação nacional.

Nas **IES α** e **β** existem três tipos de regulamentos destinados a assegurar a qualidade do pessoal docente, dois relacionados com o recrutamento, respetivamente, do pessoal docente permanente e do especialmente contratado, e outro relacionado com a avaliação do desempenho docente. Na **IES α** , com o objetivo de promover a qualidade do ensino, existem regulamentos internos que definem especificamente o número máximo de estudantes permitido para os diferentes tipos de aulas e, na **IES β** , de acordo com os regulamentos institucionais, as faculdades devem deter, também, regulamentos próprios, adaptados às suas especificidades, para a avaliação do desempenho docente.

Tal como as anteriores instituições, as **IES γ** e **δ** também asseguram a qualidade do pessoal docente através de três tipos de regulamentos institucionais por referência ao Decreto-Lei 207/2009. Esses regulamentos visam o recrutamento de pessoal docente permanente e especialmente contratado e a avaliação do desempenho docente.

³ A questão 6 – *O que significa ser um bom docente?* – não foi realizada aos entrevistados pela equipa Portuguesa.

Outro objetivo da investigação consistiu em perceber a *lógica que orienta a política de recrutamento das IES, i.e. os critérios de recrutamento e os procedimentos de contratação do pessoal docente adotados de modo a assegurar a qualidade do ensino.*

Como visto anteriormente, a conformidade das IES públicas com o quadro legal nacional parece determinar os referidos critérios e procedimentos. Não obstante, as instituições selecionadas têm os seus próprios regulamentos que, embora refletindo sobretudo esse quadro abrangente, são mais detalhados no que respeita a alguns aspetos. Nas **IES α** e **β** são seguidos, para o recrutamento do pessoal docente (permanente e especialmente contratado), os regulamentos definidos a nível nacional. Como tal, ambas as IES recorrem a critérios semelhantes para o recrutamento de pessoal docente permanente: desempenho científico, desempenho pedagógico e outras atividades relevantes para a missão da universidade. Contudo, na **IES α** , estes critérios são mais detalhados e assumem um peso específico (os desempenhos científico e pedagógico assumem um peso mínimo de 30% e o desempenho noutras atividades relevantes de 20%). Por seu turno, na **IES β** , as condições e tempos dos contratos do pessoal docente especialmente contratado são mais detalhados. Por exemplo, os docentes convidados são contratados a tempo parcial (abaixo dos 60%) e a termo ou, excecionalmente, a tempo integral, para períodos até um ano.

Ambos os politécnicos – **IES γ** e **δ** – estão, também, em conformidade com o enquadramento legal nacional (Decreto-Lei 207/2009) no que respeita aos regulamentos de recrutamento e contratação do pessoal docente permanente e especialmente contratado. Assim, estas instituições seguem critérios de recrutamento idênticos aos das universidades. Contudo, as **IES γ** e **δ** diferem, não só entre si, mas também em relação às universidades, no que respeita ao peso relativo atribuído a cada critério. Enquanto a **IES δ** atribuiu um maior peso à competência pedagógica, em detrimento da competência técnico-científica, a **IES γ** concede um peso idêntico a ambas as competências. Além disso, a competência pedagógica é, normalmente, aferida, em ambas as **IES**, através da prática pedagógica, da publicação de material pedagógico, da participação em órgãos institucionais ligados ao ensino, ou da supervisão de teses. Não obstante, a **IES γ** facultou informação mais detalhada sobre o modo de avaliação da competência pedagógica do candidato a ser recrutado.

Uma terceira questão de investigação, orientou o estudo, respeitante aos *meios nos quais as IES apoiam a qualidade do desempenho docente mediante oportunidades de desenvolvimento dos docentes.*

Na **IES α** , os procedimentos para apoiar a qualidade do desempenho docente não são especificamente identificados pelos entrevistados, que consideram que tais procedimentos não existem efetivamente. Contudo, reconhecem que, a este nível, está a ser promovido um diálogo interno e planeadas estratégias com o objetivo de identificar problemas e suas respetivas

soluções. Neste contexto, os inquéritos pedagógicos são enfatizados como uma ferramenta importante, dado revelarem a percepção geral dos estudantes sobre a qualidade do ensino.

O representante da **IES β** salienta o papel crucial do diretor de curso como ‘mecanismo’ de apoio à qualidade do desempenho docente. O diretor de curso é percebido como fazendo a ponte entre a gestão, respetivamente, das escolas/departamentos e dos ciclos de estudo e, deste modo, como responsável pela identificação das necessidades e problemas de ensino; mediante a colaboração com a gestão central da IES, pela proposta de estratégias para ultrapassar esses problemas; e, através da colaboração com os docentes, por ajudá-los a melhorar o seu desempenho, tendo por base os resultados dos inquéritos pedagógicos.

Na **IES β**, diferenças emergem entre *Artes* e *Engenharia*. Contrariamente ao representante da IES, os representantes da escolar de *Artes* creem não existir um apoio formal à qualidade do desempenho docente, que esse apoio não está a “funcionar muito bem” ou assume um carácter informal (por exemplo, o apoio recíproco, ou a camaradagem entre os docentes). Por conseguinte, iniciativas como a organização de “dias abertos”, permitindo aos docentes interagir e trocar opiniões e experiências, deviam ser promovidas. Contudo, reconhece-se, também, que o desenvolvimento destas iniciativas pode ser dificultado pela resistência e falta de mobilização dos docentes.

Apesar de identificarem algumas debilidades no apoio institucional à qualidade do desempenho docente, os entrevistados de *Engenharia* enfatizam a existência de várias iniciativas, institucionais e/ou das escolas, fomentando esse apoio. Tal é o caso: (i) do laboratório ‘ensino/aprendizagem’, uma estrutura que tem vindo a desenvolver várias atividades com o propósito de superar problemas identificados ao nível das unidades curriculares, com base nos resultados das avaliações dessas mesmas unidades curriculares, nos inquéritos pedagógicos, no diálogo entre estudantes/docentes, ou nas comissões de monitorização; (ii) da iniciativa *par em par*, através da qual os docentes podem assistir às aulas uns dos outros, trocar opiniões e partilhar boas práticas; (iii) de medidas de incentivo pedagógico baseadas na discussão, entre docentes, sobre melhorias pedagógicas; (iv) da participação dos docentes em fóruns internacionais de ensino na área da Engenharia; (v) do conselho para a melhoria contínua do ensino, responsável por coordenar e discutir problemas de ensino; (vi) da iniciativa de apoio pedagógico, mediante a qual os docentes com resultados desfavoráveis nos inquéritos pedagógicos analisam as suas unidades curriculares, de modo a resolver problemas; (vii) e dos métodos de ensino à distância e de *e-learning*.

Não obstante a natureza mais vocacional e profissional destas instituições, em ambos os politécnicos – **IES γ** e **δ** – o desempenho docente é inesperadamente identificado (apenas) com o desempenho científico. Consequentemente, ambas as instituições apoiam a qualidade do desempenho docente concedendo a oportunidade aos docentes de melhorarem como investigadores, ao isentá-los dos deveres de ensino, de modo a que possam concluir os seus

mestrados e doutoramentos. Porém, cortes financeiros recentes são perspetivados pela **IES δ** como relevantes obstáculos a este apoio institucional.

Não obstante, na **IES γ** , existem outras formas de apoio, mais diretamente direcionadas à qualidade do desempenho docente: a plataforma digital, percecionada como contribuindo para melhorar, substancialmente, a qualidade do ensino, e a avaliação de desempenho, que leva em consideração alguns projetos dos docentes para aumentar as taxas de sucesso das unidades curriculares.

Em nenhuma das duas IES (**δ** ou **γ**) emergiram diferenças entre os entrevistados de *Artes* e *Engenharia* relativamente ao apoio à qualidade do desempenho docente.

Alinhada com a questão anterior, a investigação procurou, também, compreender *se as IES estão a implementar iniciativas e mecanismos apoiando especificamente o desenvolvimento das competências pedagógicas*.

A aparente falta de apoio à qualidade do desempenho docente, identificada na **IES α** , parece aplicar-se, também, ao desenvolvimento das competências pedagógicas. Por conseguinte, não é promovida a formação dos docentes neste domínio, nem estes recebem apoio específico para lidar com determinados aspetos relacionados com os estudantes (diversificação, necessidades especiais, etc.). Espera-se que a avaliação do desempenho docente ajude a identificar as maiores fragilidades pedagógicas dos docentes, para, a partir daí, ajudar a definir um sistema de formação. Quando estabelecido, este sistema será gerido por uma estrutura institucional que será responsável, quer por identificar as necessidades de formação do pessoal docente e não docente, quer por providenciar essa mesma formação. Adicionalmente, o estágio incipiente da formação dos docentes é percecionado como uma consequência, tanto da desvalorização deste aspeto pelos diretores de curso, como dos atuais constrangimentos financeiros da IES.

Provavelmente devido ao incipiente desenvolvimento da formação dos docentes, os entrevistados de *Artes* e *Engenharia* consideram, também, que os mecanismos de apoio ao desenvolvimento das competências pedagógicas são inexistentes, ou escassos e, por isso, necessitam de ser desenvolvidos. Contudo, os representantes da escola de *Engenharia* consideram que, mesmo que fossem dadas aos docentes oportunidades de formação, a sua vontade para aceitá-las seria diminuta, dada a sua atual carga de trabalho, sobretudo burocrática. Na **IES β** , o apoio ao desenvolvimento das competências pedagógicas parece estar melhor organizado que na **IES α** . É oferecida formação aos docentes, com o objetivo de melhorar as suas competências, com base em problemas de desempenho previamente identificados. São organizadas ações de formação, quer no contexto de um programa institucional de formação contínua, quer pelo laboratório de ‘ensino/aprendizagem’. Por outro lado, recorre-se a um mecanismo de apoio ao desenvolvimento de competências pedagógicas, que consiste no uso dos

resultados dos inquéritos pedagógicos para identificar aspetos problemáticos e as necessidades de formação dos docentes.

Contudo, os entrevistados de *Artes e Engenharia* consideram que a formação deveria ser melhor desenvolvida e que, além disso, não atrai muitos docentes, devido às elevadas cargas de trabalho a que estão sujeitos e reduzida disponibilidade para frequentar as sessões de formação. Outros mecanismos de apoio direcionados aos docentes foram sugeridos: um grupo de trabalho institucional para lidar com os estudantes com necessidades especiais; apoio sistemático a “atividades complexas e morosas”, tais como a definição e estruturação de unidades curriculares; e a existência de um provedor, com a incumbência de ajudar os docentes a lidar com assuntos específicos, tais como estratégias de ensino e gestão de conflitos e de tempo.

Talvez devido à identificação do desempenho docente sobretudo com o desempenho científico, nas IES γ e δ , o desenvolvimento das competências pedagógicas é percecionado como materializando-se no apoio dado aos docentes para que concluam os seus doutoramentos. Ambos os politécnicos reconhecem a ausência de uma política institucional de melhoria da pedagogia através de ações de formação. Aspetos relacionados com diversas necessidades, competências e problemas de aprendizagem dos estudantes, são abordados informalmente, discutidos entre os docentes e geridos pelo diretor de curso.

Na IES γ , os entrevistados de *Artes e Engenharia* sustentam que a formação dos docentes não é obrigatória e depende da sua procura por parte dos mesmos. Quando um docente pretende frequentar uma formação, a instituição apoia-o através da reorganização do seu horário letivo, ou da isenção de 50% das tarefas letivas. Existe, ainda, uma unidade que providencia cursos curtos de formação. Estes têm uma baixa participação devido ao seu carácter facultativo. Porém, os docentes não sentem que as suas necessidades de formação sejam satisfeitas. Identificando a aposta na formação pedagógica com o investimento na atividade e competências de investigação, os docentes queixam-se, não só, da falta de tempo para se dedicarem a esta atividade, mas também, da falta de apoio financeiro por parte da IES, justificado pelo orçamento restrito, como consequência da atual crise financeira do país.

Na IES δ , a formação pedagógica dos docentes é considerada como algo que, infelizmente, não faz parte da tradição das IES portuguesas. Ainda assim, a IES δ promove ações que contribuem para melhorar as competências pedagógicas dos docentes. Por exemplo, a instituição reage aos resultados dos inquéritos pedagógicos e desenvolve soluções para problemas identificados ao nível dos ciclos de estudo. Os seminários, conferências, ações de disseminação, ou outros eventos, frequentados pelos docentes, são, ainda, percecionados como formas de apoiar o desenvolvimento das suas competências pedagógicas. Por outro lado, sempre que são identificados problemas pedagógicos, estes são, normalmente, resolvidos numa base informal e no momento. Por último, é concedido algum apoio aos estudantes com dificuldades pedagógicas, embora se admita que o mesmo não é válido para os docentes.

Uma segunda dimensão em análise, relacionada com o apoio das IES à qualidade do desempenho docente, compreendeu *outras estratégias institucionais, tais como a modernização do equipamento pedagógico e o redimensionamento dos grupos de estudantes*.

De acordo com o representante da **IES α** , não se registam problemas a este nível: o tamanho das turmas é adequado (cerca de vinte e cinco estudantes) e estão previstos investimentos para, ou, efetivamente, a ser realizada a aquisição de equipamento pedagógico (por exemplo, a montagem de laboratórios para cursos da área das Ciências e Tecnologias, a aquisição de equipamento para e a montagem da biblioteca da escola de *Artes*).

Todavia, os entrevistados da escola de *Artes* identificam algumas dificuldades na aquisição e renovação do equipamento motivadas, principalmente, por constrangimentos financeiros. Os docentes e estudantes de *Artes* são particularmente críticos relativamente a estes constrangimentos, percecionando-os como impedindo, não só a aquisição e melhor distribuição de equipamento e materiais para as aulas, mas também a formação dos docentes para manusear equipamento novo, ou mais específico. Na sua opinião, se estes constrangimentos fossem superados, tal permitiria melhorar a qualidade e o reconhecimento nacional e internacional do ciclo de estudos. Outro fator percecionado como passível de contribuir para melhorar a qualidade do ensino é a atual preocupação com os horários. Estes são definidos com o objetivo de atender às necessidades e disponibilidade dos estudantes.

Os docentes e estudantes de *Engenharia* assumem, também, uma postura crítica neste contexto, argumentando que o investimento que tem sido feito em equipamento é insuficiente, condicionado sobretudo pela atual crise financeira e as limitações do orçamento institucional. Consequentemente, consideram necessária a aquisição de novo equipamento para os laboratórios. Não obstante, mencionam algumas iniciativas percebidas como contribuindo para uma melhor qualidade de ensino: aulas com dez a quinze estudantes, em especial em unidades curriculares práticas e de laboratório; o crescente uso de tecnologias de informação e comunicação; a existência de tutores para os docentes e mentores para os estudantes; e a consideração da opinião dos estudantes sobre os horários e os calendários de exames.

Na **HEI β** , o apoio à qualidade de ensino através da modernização dos equipamentos pedagógicos tem sido alvo de crescente atenção motivada, especialmente, pelo Processo de Bolonha. Exemplos desta atenção são constituídos pelo amplo acesso a e uso de recursos tecnológicos e bibliográficos *online* e de plataformas de comunicação de apoio às aulas.

Nas *Artes*, é feita referência a medidas de apoio como a definição da distribuição anual da carga de trabalho letiva com base nos resultados dos inquéritos pedagógicos e a existência de uma comissão responsável por definir os horários com base na disponibilidade e constrangimentos dos docentes, nas especificidades de cada unidade curricular e na maximização da eficácia de ensino. Os estudantes também mencionam a existência de um número máximo de estudantes

nas unidades curriculares de opção. Porém, são também enfatizadas algumas fraquezas, relacionadas com a falta de infraestruturas, recursos e equipamento; a diminuição, no seguimento do Processo de Bolonha, do número de aulas e horas de contacto; e a falta de recursos humanos suficientes.

A necessidade de mais apoio é também salientada entre os entrevistados de *Engenharia*. Apesar da adequação e excelente qualidade das infraestruturas e de os horários priorizarem os interesses dos estudantes, medidas adicionais são percebidas como necessárias: reduzir a carga de trabalho dos docentes, ou conceder-lhes mais apoio administrativo, para que realizem as tarefas burocráticas relacionadas com a avaliação dos estudantes, a frequência e a inscrição nas aulas. Os estudantes também gostariam de fazer mais visitas de estudo, de modo a poderem contactar com a “realidade”, de terem um conhecimento mais técnico e prático, e de aceder a recursos pedagógicos (textos, artigos, etc.) através de plataformas digitais.

A **HEI** γ é percebida, pelos entrevistados, como possuindo salas de aula bem equipadas (todas incluem projetores e computadores). Sempre que uma insuficiência é detetada, a instituição tem a capacidade de alocar mais recursos para a resolver. Cada escola gere os seus próprios recursos, embora, devido aos seus diferentes custos de funcionamento tenham, também, diferentes orçamentos para a aquisição de equipamento e material. Os entrevistados mencionaram, ainda, a existência de algumas ferramentas, como a plataforma digital, facultando conteúdos multimédia para o *e-learning*.

Várias diferenças emergem entre *Artes* e *Engenharia* relativamente aos recursos existentes. Enquanto os entrevistados de *Artes* foram mais críticos em relação a esses recursos e, nomeadamente, ao equipamento e salas disponíveis, os entrevistados de *Engenharia* mostraram-se mais satisfeitos. Em *Artes* identificou-se a falta de instalações suficientes e as fracas condições das existentes. No geral, a escola (de *Artes*) é vista como estando muito mal equipada e as instalações como crescentemente deterioradas. Além disso, o tamanho dos grupos de estudantes não pode ser reduzido, dada a ausência de condições financeiras. Os docentes enfatizam os requisitos específicos do seu ciclo de estudos, como por exemplo uma grande necessidade de materiais para as aulas práticas, e consideram que estes requisitos não estão a ser plenamente atendidos. Além disso, queixam-se de terem de trazer para as aulas, e às suas custas, os materiais necessários, reivindicam um espaço específico dentro da IES e criticam o *ratio* estudantes/docentes do ciclo de estudos.

Ao contrário dos entrevistados das *Artes*, os de *Engenharia* estão moderadamente satisfeitos com as infraestruturas e equipamentos. Uma vez que a gestão destes aspetos é realizada centralmente, é feito um esforço para fazer o melhor uso possível dos espaços e dos laboratórios disponíveis e estes são considerados suficientes. Foi, também, realizado um investimento para a provisão de recursos digitais e conteúdos de aprendizagem. O tamanho dos grupos de estudantes é, igualmente, alvo de atenção, sendo estimado com base em parâmetros de frequência (a qual é

registada/controlada eletronicamente) e nas salas de aula e docentes disponíveis. Os estudantes consideram que os laboratórios de *Engenharia* são melhores do que os de outras IES e estão satisfeitos com as salas de aula, projetores e demais equipamento.

A **IES δ** não possui capacidade financeira para melhorar a qualidade do desempenho docente através da modernização dos seus equipamentos. Por um lado, uma vez que a instituição não tem muitos estudantes, as turmas acabam por ser pequenas, pelo que o problema da dimensão das turmas não se coloca. Quando as turmas práticas têm muitos estudantes inscritos, a solução consiste em dividir as turmas em grupos mais pequenos. Outras duas medidas mencionadas consistem, tanto na realização de seminários que promovem a interação entre estudantes, docentes e *stakeholders* externos (como, por exemplo, representantes do mercado de trabalho), como em aulas tutoriais como forma de aumentar as taxas de conclusão das unidades curriculares.

Embora reconhecendo a flexibilidade que têm para gerir e suprimir as suas necessidades, os docentes de *Artes* queixam-se das infraestruturas e de estas não corresponderem às necessidades do ciclo de estudos. Também identificam debilidades relativamente aos espaços logísticos e técnicos, que comprometem a qualidade do ensino/aprendizagem. Os docentes de *Engenharia* consideram que, circunstâncias alheias ao seu controlo, ao controlo da escola e, mesmo, da instituição, conduziram ao aumento do número de estudantes por turma, o que afetou negativamente a qualidade do ensino. Em geral, os estudantes de *Artes* e *Engenharia* estão bastante satisfeitos com as melhorias registadas ao nível das infraestruturas e consideram que algumas das insuficiências existentes foram, entretanto, ultrapassadas.

Outra questão à qual este estudo pretende dar resposta prende-se com a *avaliação do desempenho dos docentes*, bem como *o modo como esta é conduzida ao nível institucional* e a *forma como os seus resultados são usados*.

Os regulamentos para a avaliação do desempenho docente têm sido desenvolvidos pelas IES desde que esta avaliação se tornou obrigatória, em 2009 (Decretos-Lei 205/2009 e 207/2009).

Na **IES α**, a avaliação do desempenho docente (realizada, pela primeira vez, no ano letivo de 2011/2012) inclui quatro dimensões: ensino; investigação e criação artística e cultural; atividades adicionais (tais como disseminação, transferência de conhecimento e formação); e gestão do ensino. Em particular, a dimensão do ensino inclui o ensino propriamente dito, a supervisão e orientação de estudantes, a publicação de materiais didáticos, bem como atividades que visem a melhoria do ensino. Cada unidade curricular é avaliada mediante a aplicação de inquéritos pedagógicos e os respetivos resultados são publicados na página da internet da universidade. As consequências da avaliação do desempenho docente são as que resultam da Lei.

Os regulamentos de avaliação são comuns a todas as áreas disciplinares (e correspondentes ciclos de estudos) da instituição, embora existam, para cada área, diferentes parâmetros internacionais (SCOPUS, ERA, etc.). A investigação e produtividade académicas são os aspetos mais valorizados, dado que a qualidade a estes níveis é entendida como fundamental para a qualidade do ensino. Os principais instrumentos da avaliação são: (i) um repositório digital que regista e classifica as publicações dos docentes, cuja qualidade é validada por académicos seniores; (ii) a sistematização e disponibilização de informação sobre a atividade de ensino (unidades curriculares, sumários, número de estudantes que frequentam as aulas, etc.), de modo a controlar e monitorizar a sua qualidade; (iii) a inclusão do *feedback* dos estudantes sobre os inquéritos pedagógicos e a sua conversão num indicador de comparabilidade; (iv) os relatórios produzidos e os requisitos previstos no âmbito do sistema interno de garantia da qualidade.

Dos instrumentos referidos, os mais frequentemente reconhecidos e referidos pelos entrevistados são os inquéritos pedagógicos. Porém, os estudantes queixam-se do facto de não terem acesso, nem aos resultados dos inquéritos que preencheram, nem às eventuais medidas de melhoria deles resultantes. Os docentes de *Engenharia* argumentam, no entanto, que os inquéritos pedagógicos são mais eficazes do que a avaliação do desempenho docente. Todavia, os resultados dos inquéritos nem sempre são usados para fundamentar mudanças, porque as taxas de resposta são baixas e pouco representativas.

A avaliação do desempenho docente já produziu alguns efeitos, tais como a criação e melhoria do repositório bibliográfico, ou uma maior consciencialização sobre os problemas dos docentes. Existe, também, a expectativa de que, a médio e a longo prazo, a avaliação possa conduzir a uma melhoria global do ensino e da investigação, a uma melhor organização da atividade de ensino e a um reajustamento/diminuição do trabalho letivo.

Contudo, a avaliação do desempenho é criticada pelos entrevistados de *Artes e Engenharia*, que consideram que a mesma contém alguns desequilíbrios: não inclui certas dimensões do ensino, pela dificuldade inerente da sua medição e quantificação; não reconhece, verdadeiramente, o trabalho dos docentes e a diversidade de tarefas em que estão, atualmente, envolvidos; é especialmente prejudicial aos docentes que se encontram na base da carreira académica; e pode ser usada pelos gestores de topo para dispensar docentes. Os entrevistados de *Engenharia*, sobretudo docentes, são, ainda, bastante críticos acerca do atraso na implementação do sistema de avaliação e do facto de esta sobrevalorizar a investigação (ou as atividades de gestão) em detrimento do ensino.

Na **IES β** , os regulamentos para a avaliação do desempenho docente existem e são comuns a toda a universidade. Tal como na **IES α** , a avaliação inclui quatro grandes dimensões, as quais assumem diferentes pesos: investigação (20% a 60%); ensino (20% a 60%); transferência de conhecimento (0% a 30%); e gestão administrativa (0% a 30%). As escolas que tenham uma forte componente artística podem, ainda, aferir uma quinta dimensão, relacionada com o mérito

artístico dos docentes. Cada dimensão é avaliada com recurso a vários parâmetros, quer quantitativos, quer qualitativos. Porém, os parâmetros quantitativos são considerados mais significativos. A avaliação qualitativa pode complementar a quantitativa, sobretudo nos itens difíceis de quantificar. Tal como no caso anterior, as consequências da avaliação são as previstas na Lei, excetuando uma pequena especificação: a introdução de prémios de desempenho a um máximo de 20% do corpo docente, dependendo da disponibilidade de orçamento.

Adicionalmente, a IES adotou normas para a avaliação da atividade desenvolvida durante o período probatório com vista à contratação do pessoal docente por tempo indeterminado. Aplicam-se, neste caso, as mesmas quatro dimensões dos regulamentos gerais da avaliação. Em particular para a dimensão de ensino, são considerados os módulos ensinados e o número de horas letivas por semana; os resultados previamente validados dos inquéritos pedagógicos; e as inovações pedagógicas e curriculares.

Além dos regulamentos institucionais, cada escola deve ter os seus próprios regulamentos estabelecendo os parâmetros, os critérios e as respetivas pontuações para avaliar cada dimensão. Na *Engenharia*, alguns parâmetros para a dimensão de ensino (quantitativos e qualitativos) incluem: o número de publicações pedagógicas, de atividades extracurriculares com os estudantes e de supervisões de dissertações de mestrado; a participação em ações de formação, ou outros eventos que visam melhorar as competências pedagógicas; textos pedagógicos de apoio ao ensino; aplicações informáticas e protótipos experimentais, para aplicação em contextos pedagógicos; o impacto do conteúdo pedagógico; a originalidade, diversidade, rigor científico e pedagógico; e a originalidade, relevância e profundidade científica/tecnológica, a transdisciplinaridade e prémios recebidos no âmbito de dissertações de mestrado e projetos extracurriculares. Nas *Artes*, os regulamentos para a avaliação do desempenho do pessoal docente foram suspensas uma semana após terem entrado em vigor (Maio de 2012), uma vez que na sua definição, ao contrário do que é estipulado por lei, os sindicatos não foram consultados.

A avaliação do desempenho docente é percebida pelos representantes da IES como ajustado, dada a adequação dos pesos associados a cada dimensão avaliada e o facto de ela poder ajudar os docentes a melhorar. No entanto, essas opiniões não são partilhadas pelos restantes entrevistados que, talvez devido a uma falta de consciência global sobre as suas componentes, tendem a adotar uma posição mais crítica em relação à avaliação de desempenho.

Especificamente, os docentes de *Artes* e de *Engenharia* entendem a avaliação de desempenho como desequilibrada devido a uma ênfase na investigação em detrimento do ensino e, portanto, como prejudicial aos docentes cuja atividade principal não é a investigação. Além disso, a avaliação é vista como não tendo impacto direto sobre as competências pedagógicas dos docentes. Em vez disso, o seu impacto é mais provável de ser induzido por uma das suas

ferramentas, nomeadamente, os inquéritos pedagógicos. Apesar das baixas taxas de resposta e subsequente não-representatividade, os inquéritos ajudam a formar uma ideia global sobre a qualidade do ensino. No entanto, quer os docentes, quer os estudantes de *Artes* e de *Engenharia*, questionam a eficácia desta ferramenta, dada a sua subjetividade (que deriva da parcialidade das opiniões dos estudantes, fortemente condicionada pela relação estudante/docente) e incapacidade de produzir efeitos visíveis.

Outras críticas dirigidas à avaliação do desempenho docente são as seguintes: o facto de a avaliação não refletir as especificidades do ensino artístico, em parte devido à dificuldade de quantificar e avaliar as questões pedagógicas relacionadas com a prática artística; o risco de poder induzir a dispensa de docentes; e o facto de constituir um exercício muito exigente e demorado.

Quer a **IES γ** , quer a **IES δ** , adotaram, em 2011, regras semelhantes para a avaliação do desempenho do pessoal docente. Em ambas as IES, as consequências desta avaliação derivam da lei. A avaliação compreende três dimensões: técnico-científica, pedagógica e organizacional. No entanto, enquanto a **IES γ** atribui um peso idêntico ao desempenho técnico-científico e pedagógico (30% a 50%), a **IES δ** concede um maior peso à dimensão pedagógica (um máximo de 55 pontos, contra um máximo de 30 pontos para a dimensão técnico-científica). A avaliação da dimensão pedagógica sustenta-se num conjunto de critérios comuns: carga horária; unidades curriculares e módulos lecionados; desenvolvimento de material pedagógico; resultados dos inquéritos pedagógicos dos estudantes e participação em atividades pedagógicas. No entanto, na **IES γ** , os regulamentos são muito mais detalhados, incluindo outras componentes, como a internacionalização da atividade pedagógica, ou o uso de plataforma digital da instituição.

De acordo com os representantes da **IES γ** , os docentes podem escolher a dimensão em que preferem ser avaliados. A componente pedagógica é avaliada com base em vários critérios, tais como a produção de materiais pedagógicos, inquéritos pedagógicos, horas letivas, unidades curriculares lecionadas, ou taxas de sucesso. No caso de uma avaliação negativa, o docente é solicitado a refletir sobre a situação e a desenhar soluções para ultrapassar os problemas identificados. Mesmo que a avaliação de desempenho não se traduza numa progressão na carreira (a qual está, atualmente, congelada), todos os docentes desejam uma boa avaliação. Isto porque uma avaliação negativa é percebida como tendo efeitos negativos na posição/estatuto que ocupam no interior das suas escolas/departamentos. A avaliação do desempenho docente inclui os resultados dos inquéritos pedagógicos, bem como os relatórios subsequentes, que versam sobre diferentes níveis: unidade curricular, docente, ciclo de estudos e departamento. Assim, existem dois relatórios (um individual e outro agregado), que são disponibilizados no final de cada ano letivo. Um dos resultados mais significativos esperados a partir desta avaliação é o crescente envolvimento de todos os atores da instituição (docentes, estudantes, etc.). A avaliação de desempenho visa, principalmente, os docentes em tempo integral. Os que

estão a tempo parcial, são avaliados pelos seus pares e pelo seu departamento, com base num relatório qualitativo de autoavaliação, bem como pelos estudantes. Caso sejam alvo de uma avaliação negativa, num ano letivo, estes docentes não serão contratados no ano letivo seguinte. Os docentes da **IES γ** , tanto de *Artes* como de *Engenharia*, são críticos do modelo de avaliação seguido pela instituição. Este é percebido como desajustado à missão das instituições politécnicas e mais focado na investigação, em detrimento do ensino. Além disso, a grelha de avaliação necessita de ser reajustada, a fim de não penalizar as áreas disciplinares com menor produção científica; de valorizar outras áreas, onde a cooperação com colaboradores externos é fundamental; e de diminuir a pressão sobre os docentes para a publicação científica, uma vez que tal não é relevante para a missão das instituições politécnicas. Os docentes de *Artes* queixam-se que as tarefas burocráticas e administrativas são sobrevalorizadas, enquanto o ensino é subestimado. O ensino é apenas avaliado a partir dos materiais pedagógicos produzidos, número de estudantes e unidades curriculares lecionadas, negligenciando outras atividades pedagógicas relevantes. Ao contrário dos docentes de *Engenharia*, que reconhecem o valor de serem avaliados pelos seus estudantes, os docentes de *Artes* criticam os inquéritos pedagógicos, argumentando que estes contêm aspetos que necessitam de ser melhorados. Por exemplo, os estudantes que não compareceram à maioria das aulas não deveriam poder preencher o inquérito. Esta seria uma forma de evitar inconsistências e a subjetividade.

De acordo com os estudantes de *Artes* e de *Engenharia*, este devem preencher três inquéritos pedagógicos em cada ano letivo. No entanto, os estudantes queixam-se da ausência de *feedback* sobre resultados desses inquéritos, os quais são, na sua ótica, superficialmente analisados e difundidos.

No âmbito da avaliação de desempenho, a **IES δ** adotou como estratégia atribuir mais peso à dimensão pedagógica, dado que, quando a avaliação teve início, a maioria dos docentes estavam a terminar o seu doutoramento e não se podia avaliar cabalmente a sua atividade científica. Admitia-se, no entanto, que, nos próximos anos, o peso de cada uma das dimensões pudesse ser reajustado. Se, por exemplo, a dimensão científica (de investigação) viesse a ser considerada uma prioridade, então esta poderia assumir um peso maior.

Os estudantes desempenham um papel importante na avaliação dos docentes, não só por responderem aos inquéritos pedagógicos, mas também pela participação, por intermédio dos representantes dos estudantes, em comissões de curso e, assim, na discussão de questões relacionadas com os docentes e o ensino. Os resultados dos inquéritos pedagógicos não são públicos, o acesso aos mesmos está reservado aos docentes e aos representantes institucionais. Um relatório de avaliação global é produzido para cada ciclo de estudos, por ter sido considerado pouco ético publicar os resultados individuais dos docentes e por essa publicação não ser exigida por lei. No entanto, estes resultados são levados em conta na avaliação dos docentes. A fim de promover uma avaliação equilibrada, em cem pontos, quatro ou cinco são

reservados aos resultados dos inquéritos pedagógicos. Os docentes que tiverem uma avaliação negativa são solicitados a produzir relatórios anuais e acompanhados pela comissão de avaliação. A percepção existente é a de que os docentes em tal situação tendem a ser despedidos, ou dispensados. No entanto, os docentes no topo da carreira não são afetados, por estarem protegidos pelo vínculo que têm com os quadros de pessoal da escola/faculdade.

De acordo com os representantes de *Artes* e de *Engenharia*, a avaliação de desempenho docente tem alguns efeitos positivos, nomeadamente promover uma ideia sobre a qualidade institucional, a concorrência saudável e a melhoria. No entanto, quer os docentes de *Artes*, quer os de *Engenharia*, criticaram o modelo de avaliação. Os docentes de *Artes* argumentam que muitos aspetos da sua atividade não são tidos em conta, precisamente porque não são incluídos no presente modelo de avaliação. Do mesmo modo, também se mostram um pouco reticentes em relação à eficácia dos inquéritos pedagógicos, uma vez que os estudantes são constantemente solicitados a preenchê-los, aumentando a desmotivação, subjetividade e imprecisão nas respostas. Por sua vez, os docentes de *Engenharia* queixam-se da progressão na carreira, atualmente congelada, e argumentam que uma avaliação negativa implica um processo muito complexo e burocrático, na maioria das vezes ineficaz.

Finalmente, este estudo teve, também, como objetivo compreender a motivação dos docentes e os mecanismos institucionais para a melhorar, a fim de garantir e melhorar a qualidade do ensino.

A avaliação de desempenho é vista pelo representante da IES α como um fator de motivação. Na sua opinião, a avaliação permite que o trabalho dos docentes (nomeadamente ao nível da investigação) seja reconhecido e contribui para a diferenciação não só dos docentes, mas também, das escolas e dos ciclos de estudo, promovendo a atividade e produtividade científica dos docentes. No entanto, a avaliação de desempenho é, também, entendida como algo que influencia negativamente a motivação, uma vez que pode impedir o adequado reconhecimento do trabalho de alguns docentes, especialmente quando a principal atividade que desenvolvem não é a investigação, sendo, por isso avaliados negativamente.

Além disso, foram identificados outros fatores que prejudicam a motivação: a atual situação financeira do país; a excessiva carga de trabalho dos docentes; ou a sua obrigação em apresentar, de forma bastante sistemática, dados sobre os estudantes (as taxas de sucesso, resumos das aulas, etc.), sendo sancionados se o não fizerem.

De acordo com os entrevistados de *Artes* e *Engenharia*, os incentivos e as estratégias para motivar os docentes não existem, efetivamente, ou são difíceis de identificar, pelo que constituem um aspeto que necessita de ser desenvolvido.

Finalmente, os entrevistados identificaram outros fatores motivacionais, mais intrínsecos aos docentes, como a auto motivação, ou seja, a motivação desenvolvida por cada docente,

individualmente, ou no contexto dos seus grupos de trabalho. A este nível, a capacidade de diálogo, de procurar o conselho de colegas para resolver problemas, e o apoio mútuo entre os docentes, desempenham um papel preponderante. A motivação pode, ainda, resultar da relação docente/estudante e da vontade de melhorar, sem ter como objetivo, necessariamente, a progressão na carreira.

Na **IES β**, também são identificados fatores de motivação e de desmotivação relacionados, ou não, com a avaliação de desempenho docente. Especificamente, a avaliação de desempenho é vista pelos representantes institucionais como motivadora dos docentes para a melhoria da qualidade da sua atividade. Além de ter consequências financeiras, a avaliação implica, também, um *ranking* dos docentes, que fornece informações sobre o seu desempenho no ensino, na investigação, na transferência de conhecimento e tecnologia e na gestão. No entanto, a avaliação de desempenho também pode atuar como um fator de desmotivação quando os seus resultados são negativos, ou quando são utilizados pela administração institucional de uma forma que pode ser prejudicial para os docentes.

Os entrevistados de *Artes* e de *Engenharia* consideram difícil identificar mecanismos de motivação, argumentando que esta não está especificamente relacionada com a avaliação de desempenho ou, por outro lado, que os docentes se encontram já motivados. A motivação pode ser promovida através de um sistema de incentivo, da IES, sustentado na atribuição de prémios pedagógicos aos docentes (com resultados positivos nos inquéritos pedagógicos) com base no seu desempenho pedagógico e científico. Na verdade, desde a implementação deste sistema, foram registadas melhorias ao nível da atividade dos docentes. Outros fatores percebidos como motivando os docentes a garantir e melhorar a qualidade do ensino são: a auto motivação; a progressão não automática na carreira (mas dependente do desempenho); o contato pessoal com os estudantes e o reconhecimento ‘informal’, por estes, da qualidade dos docentes; e a recetividade e apoio da gestão (mais simbólico que financeiro), às iniciativas dos docentes.

Os representantes institucionais da **IES γ** consideram que a avaliação de desempenho docente, por si só, constitui um fator de motivação dos docentes para a melhoria. Isto é corroborado pelos estudantes de *Engenharia*, que consideram que a avaliação aumenta a consciencialização dos docentes relativamente às necessidades e problemas dos estudantes. Todavia, os docentes sentem que a avaliação não os motiva a melhorar. Com a exceção da progressão na carreira (atualmente congelada), não existem incentivos que recompensem um bom desempenho, nomeadamente incentivos financeiros. Além disso, a avaliação é entendida como um fardo, uma preocupação, que obriga os docentes a centrarem-se, apenas, nos parâmetros da grelha de avaliação. Os docentes podem trabalhar e ter um bom desempenho apenas para obter uma avaliação positiva nesta grelha e, quando isso for alcançado, tendem a perder o interesse em manter o mesmo nível de desempenho, ou a participar em atividades que são menos valorizadas.

Finalmente, os docentes creem que a avaliação deveria ser mais flexível e ajustada, quer a cada área disciplinar, quer ao tipo de instituição.

Nas IES δ , a motivação é percebida como uma ‘questão adiada’. Dadas as atuais limitações financeiras da instituição, não se afigura viável recompensar financeiramente o bom desempenho dos docentes. Uma forma encontrada para superar isto e motivar os docentes para melhorar consiste em incluí-los nos processos de tomada de decisão, para que acedam a informação sobre estes processos e não se sintam ‘punidos’ quando a IES não pode aceder a um pedido seu (por exemplo, financiamento para participação numa conferência).

Não há recompensas formais para o bom desempenho dos docentes, exceto “trabalho adicional”, como ironicamente reconhecem os representantes institucionais da escola de *Artes*. No entanto, alguns fatores de motivação foram identificados, tais como: pertencer a um grupo de docentes; convidar os docentes para assumir tarefas de coordenação e gestão; promover reuniões periódicas com os mesmos, melhorando, assim, a comunicação e interação; e a tentativa institucional para responder positivamente à maioria das iniciativas propostas pelos docentes ao nível do ciclo de estudos (por exemplo, visitas de estudo). Quanto à motivação informal, enquanto os representantes das *Artes* não reconhecem a sua existência, os representantes de *Engenharia* argumentam que esta ocorre sempre que os docentes veem o seu trabalho reconhecido como uma contribuição positiva para o ensino/aprendizagem.

No entanto, tanto os docentes de *Artes*, como os de *Engenharia*, consideraram que a sua motivação é baixa. Entre os docentes de *Artes*, a baixa motivação relaciona-se com o excesso de peso da burocracia com a qual têm de lidar e com as limitações financeiras atuais, que têm implicações na progressão na carreira (atualmente congelada). Além de fazer com que seja impossível progredir para categorias profissionais mais bem pagas, esta situação também afeta a gestão democrática das IES, pois apenas os académicos em posições de carreira de topo podem assumir funções de gestão, que ao nível da escola, quer institucional. No entanto, os docentes de *Artes* sentem-se motivados informalmente pelo bom *feedback* recebido dos seus estudantes, ou pela possibilidade de beneficiar de flexibilidade de horário. Por sua vez, os docentes de *Engenharia* consideram que a IES não dispõe de meios formais para premiar ou punir ‘bons’ e ‘maus’ docentes e, conseqüentemente, para motivá-los a melhorar. Portanto, a motivação é, acima de tudo, uma consequência da auto motivação dos docentes. Esta não é, contudo, fácil de alcançar já que os docentes não sentem nenhum entusiasmo, interesse ou reconhecimento institucional nesse sentido.

2.2. Síntese

A partir da análise, pode concluir-se que as quatro IES portuguesas cumprem parcialmente os ESG relacionadas com o ensino e a qualidade. De facto, as IES têm mecanismos de recrutamento e seleção que garantem que *o pessoal envolvido no ensino dos estudantes é*

qualificado e competente para realizar essa função. No entanto, dada a ausência de informações disponibilizadas sobre o assunto (tanto pelos regulamentos, como pelas entrevistas com os atores institucionais), só se pode assumir que esses mecanismos *estão disponíveis para aqueles que realizam avaliações externas, e que os mesmos são comentados nos respectivos relatórios*, já que estes dados podem ser solicitados durante essas avaliações. Além disso, em relação a outras medidas para melhorar continuamente a qualidade do ensino (desenvolvimento de competências, apoio material, avaliação de desempenho e estratégias de motivação), as IES ficam, ainda, aquém do desejável, dada a incipiência dessas mesmas medidas. No entanto, melhorias a este nível podem ser esperadas num futuro próximo, em parte como consequência do desenvolvimento, pelas IES, dos seus sistemas internos de garantia da qualidade.

As IES portuguesas asseguram a qualidade do pessoal docente, em primeiro lugar, e principalmente, cumprindo a legislação nacional em matéria de recrutamento, nomeação e avaliação de desempenho, e, por outro lado, mediante a produção de regulamentos que complementam, a nível institucional, a legislação nacional. Esta legislação define os parâmetros do recrutamento dos docentes (categorias profissionais e tipos de contrato) e determina a composição, as percentagens de cada categoria profissional e o número máximo de pessoal docente, as regras para a acumulação de funções de ensino e para a avaliação do desempenho docente (incluindo as suas consequências). A maioria dos regulamentos institucionais acompanha de perto a lei. Em relação aos procedimentos de recrutamento e nomeação de pessoal docente, as quatro IES estabelecem como principais critérios: (i) o desempenho científico, (ii) o desempenho pedagógico e (iii) outras atividades relevantes. O peso relativo atribuído aos critérios e o nível de detalhe usado na descrição de cada um deles variam de acordo com a estratégia da instituição.

O apoio institucional à avaliação da qualidade do desempenho docente parece incipiente, em alguns casos, e inexistente, em outros, ou, pelo menos, em geral, parece não ser reconhecido. Aparentemente, enquanto apenas uma universidade parece conceder algum apoio ao desempenho docente, as outras três instituições parecem não fazê-lo de modo formal. A repercussão negativa disto é a relativa ausência de políticas sistemáticas para melhorar as competências pedagógicas dos docentes através de ações de formação. Além disso, a diversificação e o *deficit* de competências ou de conhecimento dos estudantes são problemas apenas informalmente abordados. As IES parecem esperar que a avaliação de desempenho docente, bem como os resultados dos inquéritos pedagógicos, forneçam informações para apoiar a implementação de medidas a este nível.

Quase todas as IES observadas tentam prestar apoio ao desempenho docente através da modernização dos equipamentos pedagógicos, do tamanho dos grupos de estudantes, etc. No entanto, enquanto a maioria dos representantes institucionais tendem a considerar que os equipamentos e as instalações são adequadas e suficientes para garantir a qualidade de ensino,

os docentes e estudantes mostram-se mais críticos, argumentando que existem deficiências a este nível, que necessitam ser resolvidas. As restrições financeiras parecem emergir como o principal fator impactando negativamente no apoio material à qualidade do ensino.

No geral, as quatro IES têm os seus próprios sistemas de avaliação de desempenho. Os inquéritos pedagógicos emergem, neste contexto, como uma ferramenta transversal usada na avaliação da dimensão pedagógica. Estes sistemas de avaliação estão em conformidade com o quadro legal nacional, que por sua vez está alinhado com os ESG. Mais uma vez, dada a ausência de dados sobre o tema, só se pode assumir que os relatórios produzidos no contexto da avaliação de desempenho são *disponibilizados àqueles que realizam avaliações externas*, já que este é um dos itens previstos pela avaliação externa em Portugal. No entanto, os sistemas de avaliação parecem não valorizar a dimensão de ensino como uma atividade académica central, nem parecem considerar as especificidades das diferentes áreas disciplinares (por exemplo *Artes*) e da missão institucional.

Parece existir, no geral, uma relativa ausência de estratégias concertadas e sistemáticas para a motivação dos docentes e, assim, contribuir para melhorar e garantir a qualidade do ensino. Esta ausência é especialmente evidente no caso das recompensas financeiras (excetuando uma universidade). Além disso, dependendo das perceções dos atores envolvidos (representantes institucionais e docentes, nomeadamente), a avaliação de desempenho docente emerge tanto como um fator de motivação, como de desmotivação. A motivação dos docentes parece, portanto, depender muito de fatores intrínsecos, relacionados com a auto motivação, ou a motivação decorrente da pertença a grupos de pares.

2.3. Boas práticas

A partir da análise dos dados recolhidos, foi possível identificar as seguintes boas práticas institucionais no domínio da qualidade do ensino:

- As IES portuguesas selecionadas estão em conformidade com a legislação nacional no que diz respeito aos procedimentos e critérios para a seleção e recrutamento dos docentes. Esta conformidade atua, por si só, como um instrumento de transparência e como garantia para a qualidade dos docentes e do ensino.
- Embora incipiente, o apoio à qualidade do desempenho docente é providenciado por vários mecanismos, como os promovidos pela **IES β** - o “laboratório de ensino/aprendizagem”, a iniciativa *par em par*; medidas de incentivo pedagógico; participação dos docentes nos fóruns internacionais de ensino; o conselho para a melhoria contínua do ensino; o apoio pedagógico; e os métodos *e-learning*.
- Há, também, algumas iniciativas institucionais de apoio ao desenvolvimento de competências pedagógicas como, por exemplo, a unidade, na **IES α**, responsável pela formação a esse nível.

- O apoio ao ensino é, também, prestado através da modernização das instalações e equipamentos. A este nível, pode destacar-se a disponibilização de plataformas digitais nas IES, de retroprojetores nas salas de aula, a divisão das turmas em grupos menores (para as aulas práticas) e a flexibilização de horários de acordo, não só com os interesses dos estudantes, mas também atendendo às necessidades dos docentes.
- A inclusão, na avaliação de desempenho docente, da participação dos estudantes e do seu *feedback* (inquéritos pedagógicos).
- Finalmente, as recompensas (incluindo financeiras) contempladas pela IES β para motivar os docentes a melhorar a qualidade do ensino.

2.4. Barreiras

A análise do conjunto global de dados sobre as quatro IES portuguesas permitiu, também, a identificação das seguintes barreiras à qualidade do ensino:

- A atual crise financeira do país e o seu impacto negativo no orçamento das IES. Apesar de um forte incentivo para a qualidade do ensino nunca ter realmente existido, mesmo antes desta crise, o fato é que a crise parece ter um impacto negativo na capacidade institucional para apoiar, adequadamente, o desenvolvimento de mecanismos de promoção de competências pedagógicas, de infraestruturas e equipamentos, a criação de grupos de estudantes mais pequenos e a garantia da progressão na carreira e a motivação dos docentes.
- Em relação ao desenvolvimento das competências pedagógicas, os seguintes aspetos podem ser vistos como ameaçando a qualidade de ensino: (i) a subestimação institucional da formação dos docentes e a sua natureza não-obrigatória; (ii) a ausência de estruturas institucionais de apoio aos docentes para superar problemas pedagógicos; (iii) e a falta de tempo dos docentes para participar em ações de formação, devido à sua atual carga de trabalho, incluindo a dedicação a tarefas burocráticas/administrativas, insuficiências que poderiam ser minimizadas se existissem recursos humanos suficientes.
- No que diz respeito às infraestruturas, equipamentos e tamanho das turmas, pode destacar-se como barreira a inadequação das instalações/equipamentos existentes e a sua coadunação com as necessidades específicas das diferentes áreas disciplinares ou ciclos de estudo (por exemplo, *Artes*).
- O modelo adotado, pelas IES, para a avaliação do desempenho docente parece não ser o mais adequado. Como globalmente foi sublinhado pelos docentes, a avaliação de desempenho tende a privilegiar a investigação em detrimento do ensino e a não atender

às especificidades de algumas áreas disciplinares (como as *Artes*) ou, mesmo, à missão institucional (como a dos politécnicos).

- Dada a fase inicial da sua implementação, os docentes e os estudantes não conseguem, ainda, articular totalmente as componentes e os efeitos da avaliação de desempenho.
- Além disso, os estudantes não são nem totalmente envolvidos na avaliação de desempenho (como evidenciado pelas baixas taxas de resposta aos inquéritos pedagógicos), nem têm acesso a informação adequada sobre este envolvimento.
- Em geral, as IES não dispõem de estratégias sólidas e sistemáticas para motivar os docentes. Além disso, sustentam-se num conceito muito estrito de motivação, geralmente associado a recompensas financeiras. Num momento de crise financeira, isto constitui um problema.
- Por último, contrariamente às expectativas das IES, a avaliação do desempenho docente parece atuar como um fator desmotivador. Apesar da progressão de carreira poder atuar como um fator de motivação externa, tal não é exequível, dado a progressão estar (de momento) congelada.

3. Recomendações

Finalmente, com base novamente nos resultados da análise, foi possível esboçar as seguintes recomendações no âmbito da qualidade do ensino, dirigidas aos gestores institucionais e políticos.

Recomendações aos gestores institucionais

- Melhorar a qualidade do ensino através do desenvolvimento de sistemas de formação;
- Tornar a formação pedagógica obrigatória;
- Reduzir a atual carga de trabalho burocrático e administrativo dos docentes, proporcionando-lhes o apoio adicional de pessoal administrativo;
- Ajustar as instalações e equipamentos existentes às necessidades específicas dos ciclos de estudo;
- Adequar o tamanho das turmas às necessidades específicas dos ciclos de estudo;
- Adaptar a avaliação do desempenho docente às especificidades das áreas disciplinares e à missão institucional;
- Incrementar a participação dos estudantes na avaliação de desempenho docente;
- Promover uma maior discussão com docentes e estudantes sobre a avaliação e os seus resultados;
- Desenvolver uma perspetiva mais ampla sobre os mecanismos de motivação dos docentes, incluindo recompensas financeiras e não-financeiras;

- Considerar a reestruturação da avaliação de desempenho docente para que esta possa atuar como um fator motivacional.

Recomendações para os políticos

- Prestar apoio (financeiro ou outro) adequado às IES, de modo a que a qualidade do ensino possa ser reforçada;
- Desbloquear a progressão na carreira académica;
- Atualizar o enquadramento legal, de modo a enfatizar a formação pedagógica dos docentes como condição para a progressão na carreira e a que as IES lhe atribuam maior valor neste contexto.

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Annex 1 – Institutional Data by HEI

Documental (Institutional Policies) and Interviews’ Analysis by HEI

Universities

HEI α

Questions	Institutional policy
<p>Q1. What is the institutional policy on assuring quality of teaching staff?</p>	<p>There are three sets of regulations which are meant to assure the quality of academic staff, issued in 2011, two related to recruitment and one to performance assessment:</p> <ul style="list-style-type: none"> - Regulations for the Recruitment of Permanent Academic Staff - Regulations for Specially Employed Academic Staff - Regulations for the Assessment of Academic Staff Performance <p>In addition, the Internal Academic Regulations (2008) state the maximum number of students allowed for different types of classes:</p> <ul style="list-style-type: none"> - In practical application sessions, a maximum of 16 students if in the lab, or 20 students if in a normal classroom - In theoretical-practical sessions a maximum of 30 students - In tutorial sessions (destined to provide further clarifications on taught subject matter), a maximum of 20 students
<p>Q2. What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?</p>	<p>Regulations for the Recruitment of Permanent Academic Staff (full, associate and assistant professors, in the university, and main coordinator, coordinator and adjunct professors, in the polytechnic, since HEI α comprises both subsystems)</p> <p>The recruitment criteria are defined by the Scientific or Technical-Scientific Council in accordance with the regulations. Compulsory elements are:</p> <ul style="list-style-type: none"> - The scientific performance (universities) or technical-scientific and professional performance (polytechnics) weighing minimum 30%. It includes: academic qualification and, in polytechnics, professional competence; scientific, artistic, cultural or technological production; scientific, artistic, cultural or technological coordination; recognition within the academic community. - Pedagogic competence, weighing minimum 30%. It includes: teaching experience; student supervision; publication of manuals; innovation - Performance in other relevant activities, weighing minimum 20%. It includes: administration and other activities such as dissemination, training, knowledge transfer etc. <p>‘Teaching experience’ cannot be a criterion for the exclusion of the candidate.</p> <p>In accordance with the national statutes for the academic profession, full and associate professors and main coordinator and coordinator professors are</p>

	<p>employed for an indefinite period. If their contract is not preceded by an indefinite period contract, it is subject to a one-year probation. Assistant and adjunct professors are employed for an indefinite period, subject to a 5-year probation. An assessment is conducted at the end of the probation period.</p> <p>Regulations for Specially-Employed Academic Staff (Invited and visiting professors)</p> <ul style="list-style-type: none"> - These cannot exceed one third of the number of permanent academic staff - Are recruited among individuals (national or international) of renowned scientific, pedagogic or professional competence in the disciplinary area in question - In accordance with the national statutes, specially employed staff is recruited by invitation with the approval of the absolute majority of the Scientific or Technical-Scientific Council. They are employed on fixed-term contracts. - Visiting professors are employed in an exclusivity regime, full or part-time. When full-time on an exclusivity regime, the contract cannot exceed four years. - Invited professors are employed usually part-time. Only in exceptional cases can they be employed full-time, in an exclusivity regime.
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<p>Q3: How the HEI is supporting the quality of teaching performance?</p>	<p>1st group There is the perception that teaching has been neglected (by the HEI) and therefore it needs a more effective monitoring (follow up). In this sense strategies are to be implemented based on the analysis of results and the attempt to find solutions to identified problems.</p> <p>2nd group <i>Arts</i> Representatives <u>School Director</u> The perception is that there are no procedures directed at supporting and enabling teaching performance development.</p> <p><u>Pedagogic Council</u> Though teaching performance assessment was implemented for the first time in the current academic year (2011/12) there has not been a strategy of the school to support the quality of teaching performance. However, some dialog has been occurring in order to identify problems and solutions. Therefore, it is acknowledge the need to implement mechanisms allowing monitoring quality processes and achieving goals. Some work has been done to gather the opinions of school's departments, study programmes' directions and students, with the aim to define a model allowing monitoring these processes. In this context pedagogic questionnaires to students are stressed as a very important tool. Questionnaires are seen as enabling a global vision of student opinion on teaching quality. More specifically, questionnaires results, as they allow identifying the strong and weak points stressed by students, serve as a framework to study programmes directions' actions regarding teaching.</p>
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	<p>Teachers Teachers mention aspects which are not ‘real’ institutional measures to support teaching performance quality. That is the case of the feedback given by students that go abroad to study (under Erasmus mobility programs) and which, after returning, argue that they learn more in their (Portuguese) HEI and study programme than in the ones attended abroad. The same positive feedback concerning teaching/learning quality is given by foreign teachers collaborating with the school/study programme, or by the HEI top management bodies (rector) regarding the study programme (Arts) quality when compared with other study programmes offered by the institution.</p> <p>Students Students argue that they do not have any perception or information on the institutional mechanisms supporting teaching performance. They state having only heard about “some kind of assessment” constituted by the online pedagogic questionnaires students have to answer on teachers and courses.</p> <p>2nd group</p> <p>Engineering Representatives School Director</p> <p>The feeling is that in what concerns teaching it could be done more (by the HEI and the School) than what has been done until the present moment.</p> <p>Teachers No answer</p> <p>Students No answer</p>
<p>Q3a: In which way the HEI is supporting development of teaching skills?</p> <ul style="list-style-type: none"> • Are there trainings (programs) assessing/developing/improving teaching skills? If yes – are they compulsory for teachers? • How teachers are supported by HEI with problems of diversification of students competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduated of different programmes) 	<p>1st group The HEI representative argues that one thing needing to be determined is the effectiveness of, on the one hand, the recently implemented teaching performance assessment system and, on the other hand, of the training actions directed at teachers for the development of teaching skills. This will also help identifying teaching weaknesses, besides those that are already known.</p> <p>Further it is stated that the control of teaching quality and the creation of a training system aligned with teaching problems identified are two of the compromises assumed by the HEI. In the representative’s opinion the recently implemented teaching performance assessment system is based on these features. One of the expectations regarding this system is that it gives information to teachers regarding their path and major problems and, based on this, that it allows designing a training system with the aim of trying to help solving these problems. These problems are twofold: pedagogic problems potentially solved through pedagogic training; and shortcomings regarding teachers’ research activity solved through training on publications, papers’ drafting, databases, and scientific production. In this last context, an institutional structure – the IFA – will play a preponderant role, since it is integrated by research centres of excellence. By its turn, pedagogic training will be managed by other institutional structure which is responsible for identifying teaching and non-teaching staff training needs and for delivering training.</p>

	<p>However it is also recognised that the still unsolved problems regarding teachers' training are partly due to the fact that the directions of study programmes often underestimate this issue. Also, training actions that are promoted are much more determined by the existence of financing to promote them than by the real needs in this field. The expectation is that the implementation of the new system for teaching performance assessment will help solve the current problems and, consequently, improve the HEI's functioning.</p> <p>2nd group</p> <p>Arts Representatives <u>School Director</u> This representative is not aware of the existence of institutional mechanisms designed to support the development of teaching skills. The existence of some "specific training actions" on, for instance, conflict management, but not specifically aimed at the improvement of teaching and teachers skills (competences).</p> <p><u>Pedagogical Council Director</u> The school representative opinion is that there are no institutional mechanisms at place designed to support the development of teaching skills. This representative is not aware of the existence of such mechanisms.</p> <p>Teachers Teachers argue that nothing is done by the institution (HEI or/and school) to promote the development of teaching skills. The major reason identified justifying such lack are the HEI's current financial constraints. Therefore, the development of teaching skills is something teachers have to do on their own, by trying to identify problems, hearing student complaints and by trying to find out solutions. So, improvements at this level depend solely of teachers and of their effort to improve.</p> <p>Students No answer</p>
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	<p>2nd group Engineering</p> <p>Representatives Study Programme Director</p> <p>Although not directly mentioning the existence (or not) of institutional support of teaching skills development, the representative of the Engineering study programme argues that, currently, the existing conditions among teaching staff are not suitable for such development. Teaching staff is overwhelmed with bureaucratic work and, from the part of the HEI/School, there should be more awareness of this and on the need to reduce teachers' workload. Conditions should be given to teachers to improve and to improve teaching. However, what is happening nowadays is the decrease of teaching importance at the expenses of a great preponderance given to research.</p> <p>School Director</p> <p>It is recognised that some training actions directed at teachers, and the development of teaching skills, exist, promoted by a specific structure of the HEI (responsible for organising and delivering training actions to the whole institutional community). Further it is argued that, given the specificities of teachers' training needs, the School, given its size and resources, does not have the best conditions to offer training actions for teachers. Some training is offered occasionally to a restricted number of teachers.</p> <p>According to this School representative there is no link between the assessment of teaching performance and the design and promotion of training actions for teachers, that is, the assessment exercise might not contribute to identify needs at this level.</p> <p>Teachers</p> <p>Teachers identify this subject as a weakness. They do not recognise measures being taken to improve teaching competences. For instance, teachers' mobility should be encouraged so teachers could contact with other teaching realities (methods) and, therefore, improve. This sort of measures is lacking.</p> <p>Students</p> <p>No answer</p>
<p>Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups,</p>	<p>1st group</p> <p>The HEI representative reports having no problems at this level: classes size is adequate (around 25 students); it is foreseen the acquisition of equipment, especially for laboratories (in the field of Science and Technology); the Arts School has recently been the target of a great investment so it is very well equipped.</p>

2nd group

Arts

Representatives
School Director

The representative of the School stresses as an example of institutional support to teaching quality the recent creation of a library which was one of the weaknesses of the School. Support is also given to teachers' attendance to scientific events, which is a more logistic support (dissemination) than a financial one. Finally a brief mention is also made to some difficulties regarding equipment due to its high price and the difficulty, due to this, of replacing damaged equipment.

Pedagogic Council Director

It is recognised that, at this level, the school does what is possible with the resources available. Each school depends on the budget attributed to them centrally by the HEI. Whenever there is a need to invest in new equipment this issue is discussed by the school's management, having in mind the identified necessities and their priority. Constraints existing at this level are recognised to hinder the achievement of defined objectives regarding equipment.

Teachers

Teachers argue that there is a general concern regarding schedules mainly from the perspective of student needs. Schedules are a task of teachers and their design always have in mind the aim is to improve student learning experience.

Regarding equipment and other material resources the absence of financial resources to warrant them is recognised. For instance, sometimes teachers have to assure the payment of and attendance to specific training on a new computer program without which no one will know how to handle some equipment. Teachers also stress the need for new equipment and material resources and also for the renewal of some existing equipment. This would help to improve the study programme and its national and international recognition.

Students

Students stress the existence of infrastructures but also a certain difficulty regarding their daily maintenance. They also think that, although existing, investment at this level is mismanaged promoting lack of investment in areas thought as really important. That is the case of the materials for students doing their work for several courses.

Finally, students also identify the existence of a certain tension between two study programmes (Visual Arts and Design) regarding the management and distribution of the school's equipment and infrastructures.

**2nd group
Engineering**

Representatives

Study Programme Director

Globally, there is the concern and the effort to create classes of 10-15 students especially in practical and laboratory courses. Regarding equipment, this representative assumes that it is always a way to get financing. The only difficulties might be related with the fact that the HEI has two campuses that are distant from each other, raising displacement problems to students, namely those from the 1st academic year.

School Director

This representative recognises the existence of material resources and initiatives promoting teaching quality. There is, for instance, an effort from teachers to use information and communication technologies in classes (powerpoint, audio-visual resources, etc.) allowing for a greater teacher/student interaction and for an improvement of teaching (better and more updated didactic material, teachers knowledge update). The HEI has invested in order to make largely available such technologies.

Teachers

According to teachers the HEI has not been investing in equipment. They assume having several proposals to equipment improvement and acquisition, with the aim to improve teaching, but the current economic crisis and HEIs' budgetary limitations hinders their achievement. Teachers identify as one of the existing measures to support teaching quality the resort to the best students to serve as intermediaries between teachers and other students. Best students are intended to help, to give support and resolve other students difficulties namely in practical courses. More recently another mechanism was implemented, indicated by the HEI top management (the rector), consisting in the designation of tutors, among teachers, and mentors, among students. However the effects of such measure were still unknown.

Students

Students assume that there has been an increasing concern of teachers in hearing students' opinion concerning timetables. Efforts are being made so in the next academic year exams from the courses with high failure rates do not coincide with the timetables of other courses; this will help students that have failed in some courses to still attend other courses from subsequent years. Regarding equipment, students argue having the expectation that new equipment will be available for laboratories.

<p>Q4: How the quality of teaching performance is assessed? In which way the assessment is done? How does the HEI use results of the assessment?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • What are the main tools of assessment: students' reviews, exams results, periodic general assessments of the teaching staff, other measures? • What is the students' role in the assessment? • Is there any influence impact of them on the HR policy? • What if individual staff teaching performance continues to be demonstrably ineffective? 	<p>Regulations for the Assessment of Academic Staff Performance</p> <ul style="list-style-type: none"> - Done every three years, compulsory for and applicable to all academic staff. First applied for 2011-2013. - Includes four dimensions: 1. Teaching; 2. Research, Artistic and Cultural Creation; 3. Additional activities such as dissemination, knowledge transfer, training, etc.; 4. Administration - Specifically in relation to teaching, this dimension includes teaching, student supervision, publication of teaching material - The results of assessment can have impact on employment contracts and pay, as follows: a positive evaluation (Excellent, Relevant, and Adequate) is a pre-condition for the indefinite nature of assistant and adjunct professors' employment contracts and for the extension of fixed-term contracts for specially employed academic staff. The assessment also influences the change of pay scale according to rules established by the regulations. <p>The Internal Academic Regulations also stipulate that each module must be assessed by student questionnaires (Inquérito de avaliação da unidade curricular) and the results must be published on the university website.</p>
	<p>1st group</p> <p>One of the strong points of the institutional assessment model, also recognised by the A3ES, and generally accepted by the academic community, relies on the inclusion of teaching performance assessment. This assessment is seen as having several positive effects, as the creation of a digital repository, a tool assembling and allowing to count teachers publications, facilitating the attribution of points within the assessment exercise. The quality of publications inserted in this repository is validated by senior peers.</p> <p>Another positive aspect introduced by teaching performance assessment is the systematisation and availability of information on teaching activity, also to be considered in teachers' assessment. This allows for a better control of teaching (namely through collection of data on courses, summaries, number of students attending classes, etc.) and its quality.</p> <p>Although with a more residual character, other positive aspect is the integration of student feedback on teachers' quality in the teaching performance assessment. This feedback is enabled through surveys, than converted into an indicator to be used in teachers' assessment. Such measure had as effect the increase in student response rates to surveys on teachers and courses, maybe due to a great motivation of students who see themselves as having a more active role in the assessment process (previously to this, the response rates were low).</p> <p>Thus, teaching performance assessment has a very important role for the quality of teaching and, therefore, for the quality of research. The assessment and quality of teachers' research and research productivity integrates and plays a central role for the teaching performance assessment precisely because it is seen as a way to improve teaching. As a consequence, teachers are more concerned about their productivity at this level. Also as a consequence, research activity assessment is assumed as the aspect mostly valued in the teaching performance assessment.</p> <p>Teaching performance assessment has a sole institutional regulation for all the disciplinary areas, although for each one, different international benchmarks exist (SCOPUS, ERA, etc.).</p> <p>It is expected that the teaching performance system enables the organisation of teaching activity, which might have impact in medium term. In short term it has already produced some effects, as the creation and improvement of the bibliographic repository or a better knowledge on the teachers' problems. Along with the future definition of improvement strategies directed at teaching all this will contribute to improve teaching quality.</p> <p>Other existing assessment mechanisms consist in the comparability indicator of teachers resulting from the assessment that students make of</p>

teachers (surveys) and the reports produced and requisites foreseen by the institutional quality assessment system. This system has a quality plan which presently is more directed at improving the study cycles, since, according to students' opinions, teachers and courses (curricular units) are good, but study programmes as a whole need to be improved. Study programmes' problems might be linked with the fact that they really are not considered as projects with a specific strategy but rather as a sum of teachers that tend to work separately. This lack of strategy has been already recognised as a problem to be solved by the HEI which as a strategy of improvement at this level, reflected namely by the institutional quality assurance system. This system is now more concerned with teaching since research is envisaged by the teaching performance assessment.

2nd group

Arts

Representatives

School Director

The teaching performance assessment is seen as a critical issue by this representative. This is because teachers do not totally agree with it, since they believe that certain aspects of their activity cannot be measured. That is the case of the supervision work which is a very demanding and time-consuming activity and there is no way to count supervision hours; the same is valid for the amount of work teachers do during non-working hours. Therefore the teaching performance assessment is seen as having many unbalances which are very disadvantageous.

Pedagogic Council Director

No answer

Teachers

Teachers also mention as an institutional initiative allegedly linked to teaching quality support: the teaching performance assessment. But teachers have a somewhat negative perception on this assessment since they find it as not truly revealing the good work done by teachers. It does not truly recognise teachers' work and does not truly value the diversity and amount of activities they have to engage in nowadays. The teaching assessment system is further seen as more prejudicial to some teachers' categories, as the invited professors, and as a mechanism which can be used by the top management to fire teachers under the argument of negative results, independently of the global quality of the school/departments for which they work for and its reputation (both within the HEI or external).

Students

Students argue that the only thing they know of concerning teaching performance assessment is the existence of surveys through which they evaluate teachers and courses. However, they complain not having access to the results of such surveys and, therefore, they do not know if measures are taken based on those results. One possible result advanced by students was one teacher being removed from a specific course which was the target of many complaints from students on her teaching.

Another change reported, though not directly linked with surveys' results, concerns the study programme syllabus which has been changed after teachers have asked students to give their feedback on this subject. As a consequence syllabus readjusted and now is more focused in Visual Arts than in Design.

***2nd group
Engineering***

Representatives

Study Programme Director

This representative argues that teaching performance assessment concerning the 2004-2010 period had no regulation and that this regulation only appeared in 2011. This representative perception on this assessment is that the research is overrated; the teaching quality is less valued; and the management activities are even less preponderant. Due to this, teachers will tend to look at the assessment regulation trying to find out the most valued activities and, therefore, orient their activity in order to obtain better results in those aspects.

School Director

Only in the beginning of 2011 an informatics platform was made available for teachers to fill in the different fields concerning the assessment of their performance. By the time of the interview teachers were waiting for the selection of assessors who would evaluate each teacher on every field: teachers' competence at several levels, namely research, services to the community, teaching (number of teaching hours, supervision work, etc.) and management activity.

Another aspect of this performance assessment is the fact that it foresees bonus points to teachers' workload if a positive result is obtained in the surveys to students. In other words, besides scores and indicators, a teacher having a positive feedback from students will see his workload benefiting from this (no concrete example was given). The problem at this level is the global low motivation of students to answer surveys and the teachers' inability to raise that motivation. This might be due to the fact that usually students question the utility of these surveys. However, surveys are seen by this representative as important, a mechanism helping both teachers and school management to identify problematic situations regarding teaching and maybe adopt strategies in order to overcome them

Besides teaching performance assessment mention is also made to some top management (rector, pro-rectors) requests in order to give more attention to quality, namely among courses experiencing worst results in the assessment (conducted internally under the frame of the institutional quality assurance system). Teachers from these courses are asked to draft a report analysing the reasons for those results and proposing improvement measures.

Teachers

The perception of teachers is that the teaching performance assessment is especially linked with other activities – research, management - rather than with teaching. Therefore it values more and will give more scores to those activities than to teaching. Students and the collection of their opinion are seen as the only effective way of evaluating teaching quality. However, it is recognized that, until the moment, the results of student surveys have not produced effects in the teaching performance, since response rates tend to be very low and, therefore, non-representative.

	<p>Students</p> <p>Students refer to the surveys that have to answer about teachers and courses. They stress the lack of feedback concerning surveys' results and of awareness concerning effects deriving from these results. According to the information teachers gave them the absence of effects is linked with the very low rate of response from students and the consequent lack of representativeness of results. However, students see the existence of other mechanisms – external assessment of study programmes, committees representing students, teacher/student relationship – as more susceptible to induce some changes than the surveys' results.</p> <p>Specifically concerning teaching performance assessment, students recognise not being aware of its existence.</p> <p>One student argues once having heard a teacher saying that such assessment values research over teaching what can be negative for teaching. Pressure to do research can withdraw time to teach in a productive and efficient way.</p>
<p>Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • How is assessment of teaching performance used for motivation systems? • Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities? 	<p>1st group</p> <p>One of the mechanisms (a recent one) helping to motivate teachers is the teaching performance assessment. Performance assessment referential – SCOPUS – allows for the majority of teachers to see their work recognized (namely in terms of research and publications) and this can act as a motivating factor. However, it is assumed that this might not be the case of Arts, where the use of SCOPUS referential does not seem to allow teachers to be so well recognized for their work (due to the fact that usually they do not engage in research activities but rather in other kinds of activities). In this context, teaching performance assessment might contribute to some teachers and even schools and study programmes differentiation. It might also contribute to the more thorough development from teachers of their research activity and productivity (publications). Finally, this assessment can also contribute to motivate teachers to design and implement improvement plans regarding issues less well evaluated.</p> <p>2nd group</p> <p>Arts</p> <p>Representatives <u>School Director</u></p> <p>The only motivation existing is the self-motivation, the motivation that each teacher fosters by itself, sometimes with a great effort. This is because teachers are increasingly asked to do more work, work more hours, receiving the same salary. Therefore incentives in this field are needed.</p> <p><u>Pedagogic Council Director</u></p> <p>Factors for the motivation or demotivation cannot yet be identified, resulting namely from the teaching performance assessment. Motivation is achieved mainly through teachers' insertion in groups and namely by sharing similar values and a philosophy concerning what should be the study programmes good functioning. The motivation can come from the awareness on the roles each teacher must have for enabling this functioning.</p> <p>On the other hand, motivation can also derive from the recognition of teachers groups' performance. For instance, the design teachers' group is highly motivated and this motivation derives from the excellent professional and personal relations teachers have among them and between them and students. Demotivation factors are usually related with external factors (country's situation, for instance). An example of teachers motivation is the fact that some of them are finishing their PhDs only because they want to improve their knowledge and</p>

	<p>qualifications and not because of the possibility of progressing in the career (which is not possible at the moment).</p> <p>Teachers For teachers teaching performance assessment can be a factor not of motivation, but of demotivation. Especially for those teachers who feel they always worked a lot and well in the context of study programmes and are evaluated with low scores. This can be highly demotivating and even contribute to teachers questioning maintaining their activity as teachers. Concerning motivation mechanisms, teachers argue there are any, though the contrary is valid.</p> <p>Students No answer</p> <p>2nd group Engineering</p> <p>Representatives <u>Study Programme Director</u> Motivation is seen as something dependent on students and teachers. For instance, a positive feedback from graduates (regarding their insertion in the labour market) can be a motivation factor. Having to present success rates, classes' summaries, being penalised for not presenting these data, are, on the other hand, demotivating factors. Therefore, there are no measures to motivate but rather to demotivate.</p> <p>School Director Strategies to effectively motivate teachers are hard to identify according to this representative. However, a factor that seems to be demotivating teachers is the excessive workload ascribed to them (teaching hours, research, and little time to attend trainings).</p> <p>Teachers As motivating factors teachers can only identify the initiatives promoted specifically by teachers. As for instance asking advice from other teachers in trying to solve problems, the informal support teachers give to each other, meeting they promote to discuss several issues, etc.</p> <p>Students Students think that there are no incentives to teachers motivating them to be better. This motivation is mainly intrinsic. However it can also be promoted by students when they give a positive feedback to a teacher regarding his/her teaching quality.</p>
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Questions	Institutional policy
<p>Q1: What is the institutional policy on assuring quality of teaching staff?</p>	<p>Institution-wide regulations exist for the recruitment and performance assessment of academic staff.</p> <ul style="list-style-type: none"> - Regulations for the recruitment of full, associate and assistant professors (2010) - Regulations for the recruitment of specially employed academic staff (2010) - Regulations for the assessment of academic staff performance (2010) - Regulations for the assessment of activity undertaken during probation with a view to the indefinite-term employment of academic staff (2011) <p>In addition, according to the institution-wide regulations, faculties are required to elaborate their own regulations, adapted to their specificity, for the assessment of academic staff performance.</p> <p>No regulations were found which stipulate staff-student ratios, either at institutional or faculty level.</p>
<p>Q2: What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?</p>	<p>Both regulations for recruitment are very general, closely following the stipulations of Decree-Law 209/2005.</p> <p>Regulations for the recruitment of full, associate and assistant professors mention:</p> <ul style="list-style-type: none"> - The pre-requisites in terms of qualifications, i.e. PhD awards and time since the award was granted for the three categories. - The criteria for selection: scientific or artistic performance; pedagogic performance; and other activities relevant to the mission of the university. <p>Regulations for the recruitment of specially-employed academic staff stipulates (Invited and visiting professors):</p> <ul style="list-style-type: none"> - The maximum number of visiting and invited professors (full, associate and assistant) cannot exceed a third of the number of permanent teaching staff. - These are recruited by invitation from among national or international individuals of renowned scientific, pedagogic or professional competence, based on a report signed by two professors and approved by the majority of the scientific council. The invitation can be preceded by an application phase for potential candidates to express their interest. - Visiting professors are employed full or part-time (below 60%) on fixed-term contracts. In the former case, they are employed in an exclusivity regime. - Invited professors are recruited part-time (below 60%) on fixed-term contracts. For temporary and exceptional circumstances, these can be employed full-time for periods of up to 1 year. - Both categories are employed for periods of 3 months to 3 years, the maximum employment period being four years. - Invited professors are employed when a vacancy for any of the permanent categories could not be filled. They are contracted fixed-term for a maximum of 4 years, full- or part-time. When full-time or part-time over 60%, the exclusivity regime can apply.
<p>Q3: How the HEI is supporting the quality of teaching performance?</p>	<p>1st group In this institutional representative opinion a major role in the support of teaching performance quality is played by the study cycle director. This is seen as the responsible for managing the relations between the schools/departments management and the study cycles management and, in this sense, to be aware on the needs and problems, for instance in terms of teaching. He/she is also responsible for discussing teaching related issues at study cycle level with the HEI's top management (for instance pro-rector) and together for designing the best</p>

	<p>strategies to overcome problems at teaching level (for instance the replacement of a teacher based on his/hers profile). It is the study cycle director that must assume these functions and also to help teachers to improve their performance based, namely, in the results of the pedagogic assessments.</p> <p>2nd group</p> <p><i>Arts</i></p> <p>Representatives Study Cycle Director According to this representative, globally there are no institutional or official mechanisms aimed at supporting the quality of teaching performance. The ones existing are informal (for instance mutual support, companionship existing between teachers) and, therefore, should not be considered as such.</p> <p><u>School Director</u> Though recognised as an important issue, support to teaching performance quality is seen as something that it is not “functioning very well” in the school. One of the solutions identified in order to promote such support could be through the school/department submission to external or public critic. At internal level some initiatives can also be promote that support, as for instance the ‘open’ days or weeks organized by the school/department with the aim to allow teachers of some courses to contact with other teachers from other courses, exchange opinions and experiences and even to get to know rooms and infrastructures different from those they usually use. However a major obstacle is identified to the development of these and other initiatives aiming at improving teaching: the internal resistance which hinders academic community mobilisation to work as a whole for improving teaching.</p> <p>Teachers No answer</p> <p>Students No answer</p> <p>2nd Group</p> <p><i>Engineering</i></p> <p>Representatives <u>Study Cycle Director</u> A ‘teaching/learning lab’ is identified as the existing mechanism supporting teaching performance quality. This ‘lab’ have been developing several initiatives aiming to promote teachers’ pedagogic quality and to overcome eventual difficulties existing at the level of some courses</p>
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	<p>(curricular units) namely those identified through the results of the assessment of these courses (curricular units), the pedagogic questionnaires answered by students, directly by students to teachers (student/teacher relation), or through the monitoring committees.</p> <p><u>School Director</u></p> <p>Support is provided in several ways. That is specifically the case of the ‘teaching/learning lab’ which has been performing a really good work in the field. It is also the case of the ‘<i>par em par</i>’ initiative, through which teachers can assist other teachers classes; pedagogic incentive measures based on the discussion between teachers about pedagogic improvements; teachers participation in international forums on teaching for the specific area of Engineering (Engineering education); the pedagogic questionnaires/surveys and the mobilization of students to answer them; the teaching continuous improvement council, which has been doing an excellent work regarding problems’ coordination and discussion; and the distance learning methods and e-learning.</p> <p>However shortcomings are also identified. For instance course (curricular units) forms are not as good as they should be (in terms of data systematization?), there is some lack of discipline among teachers regarding the filling in of these course forms, and also the issue related with the types of classes which needs to be further developed.</p> <p>Teachers</p> <p>Teachers also mention the ‘teaching/learning lab’ as a support mechanism to teaching performance quality. They also mention an initiative promoted during the last academic year – the pedagogic support – through which teachers not so well assessed in the pedagogic questionnaires were asked to analyse their courses (curricular units) and try to understand what might went less right among them. Teachers’ adhesion to this initiative was good but it was not globally implemented. Further, teachers do not have any institutional structure, as for instance, a support office, where they can go to explain their difficulties and problems with the courses (curricular units).</p> <p>Students</p> <p>No answer</p>
<p>Q3a: In which way the HEI is supporting development of teaching skills?</p> <ul style="list-style-type: none"> • Are there training (programs) assessing/developing/improving teaching skills? If yes – are they compulsory for teachers? • How teachers are supported by HEI with problems of diversification of students competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduated of different programmes) 	<p>The existence of training actions is recognised though these actions depend on the extent of the problems concerning teachers’ performance.</p> <p>1st group</p> <p>2nd group</p> <p>Arts</p> <p>Representatives</p> <p><u>Study Cycle Director</u></p> <p>In this context, the only effective support that is given to teachers, though not by the school/department but by the HEI, is related students with special needs and it consists on the existence of a working group giving support whenever a student with such needs is identified. Further, some training also exists. For instance the school office for the continuous training occasionally provides, to school and HEI’s teachers, training programs with a more pedagogic orientation. However it is recognised that these training programs do not necessarily attract teachers, since most teachers have heavy workloads and, therefore, little time to attend training sessions.</p>

	<p>According to this representative opinion, teachers' pedagogic training should be better defined and developed since one of the aspects comprised by the teaching performance assessment is exactly teachers' pedagogic performance and consequently their pedagogic training. Although teaching performance assessment ascribes a great importance to research work and productivity, it should not disregard that teaching constitutes the central core of any HEI and, therefore, great attention should also be given to teachers' training and monitoring.</p> <p><u>School Director</u> No answer.</p> <p>Teachers Teachers think that this type of support is not provided directly by the School/Department but rather by the HEI. The HEI provides a vast amount (even too vast) of training actions to teachers, comprising from e-learning to a set of activities, short courses and annual workshops. Therefore this aspect is seen as being functioning and centrally managed (reitoria). The school/department also provides less frequent training actions, though these do not directly aim pedagogic issues. That is the case of some workshops on the other organic units of the HEI.</p> <p>Students Students argue having no idea on this subject.</p> <p>2nd Group</p> <p>Engineering</p> <p>Representatives <u>Study Cycle Director</u> Usually a set of general training actions is organised depending on the issues identified as important. Also, the 'teaching/learning lab' organizes some training actions directed at more specific issues and the 'par em par' initiative allows teachers to monitor and analyse the way classes from their colleagues function and, then, eventually ask for advice with the aim to overcome some problems.</p> <p><u>School Director</u> There is an internal mechanism directly linked with pedagogic questionnaires. This mechanism consists in identifying problematic situations, namely those which are the target of great critic from students, concerning teachers' training and performance quality, and then to talk with teachers in these situations in order to find out solutions to problems. It is also argued that several training actions exist, namely framed by a continuous training program on a set of topics related with teaching, and which are attended by many teachers.</p> <p>Teachers According to teachers the training offer on pedagogic practices and issues is big (perhaps too big) though it is up to the teachers to attend or</p>
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	<p>not to training actions and sometimes they do not have time to do it. On the other hand, daily support to teachers is lacking, namely concerning the design and structuring of courses. This is a very complex and time consuming task, teachers can have some training on it, but often they do not have the proper support to do it.</p> <p>This lack of support is extended to specific problems, that is, whenever teachers have to deal with specific problems, concerning, for instance, conflict management, collective time management and teaching strategies. At this level a teacher provider (provedor do docente) is lacking. Solutions for these specific problems are found with the help of other teachers, through team work and collective effort, so teachers' relations with each other play a crucial role in trying to overcome problems.</p> <p>Students</p> <p>Students think (they are not sure) that some training exists and that teachers are free to choose to attend it or not. According to students' perception training actions can be promoted by the HEI or by other HEIs, and are attended by teachers namely because they belong to scientific committees. Training is given by specialised teachers and attended by non-specialised teachers. Students do not know, however, to what extent teachers attending training is something good in pedagogic terms, since the training is not a pedagogic training, but rather a scientific training.</p>
<p>Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups</p>	<p>1st group</p> <p>This issue has been the target of increasing attention due also to the attention that is currently given to teaching performance indicators (success rates, grades) or to teaching performance assessment, mainly under the framework of the Bologna Process. Therefore there is a widespread use of technologic resources and an increasing support given through communication platforms, which is better in some schools than in others. Further, the access to bibliographic resources (through the library or bibliographic databases) and the access to the internet have also improved.</p> <p>However, there are also some contradictions at this level, as for instance the decrease in contact hours (of teachers with students) which as a negative effect the insufficient monitoring of students and the decrease of their success (results).</p> <p>2nd group</p> <p>Arts</p> <p>Representatives</p> <p><u>Study Cycle Director</u></p> <p>Although pedagogic questionnaires results are not always representative, they are analysed with the aim to define ways to promote this support at different levels, as is the case of the annual teaching workload distribution. Concerning timetables design there is a timetable committee which discusses with everyone before defining the timetables with the aim to meet teachers' availability and constraints, complying with the specificities of each course and trying to maximise teaching effectiveness. However, these aims are not always easy to accomplish due to space (infrastructures) constraints. These are reflected in the lack of enough classrooms for the present number of students attending the school, the lack of enough equipment, the limited number of teachers and the impossibility of hiring new ones.</p>

School Director

This representative identifies many weaknesses regarding infrastructures, resources and equipment: insufficient space for the current school number of students; lack of financing to buy and/or modernize/renovate equipment with the consequent need to 'negotiate' internally (with top management and/or other schools) its loan/shared use.

Teachers

According to teachers shortcomings can be identified at this level, although not regarding timetables and schedules, which are managed with some flexibility. Shortcomings are specifically identified regarding resources and equipment, which are insufficient or of poor quality; classes size, which should be smaller; human resources, namely teachers, whose number should increase in order to solve/minimize the work overload of the existing teachers, specifically concerning supervision work; and classes and contact hours, which have been drastically reduced due to the adaptation to Bologna.

Students

The initiatives identified by students at this level relate with the definition of a maximum number of students in optional courses. Concerning timetables design, students are not aware of the existence of specific measure and, concerning space (infrastructures and resources) management they only refer that some initiatives were taken to confine the use of some rooms to some specific activities and also that there is an attempt to solve issues as they arise.

2nd Group

Engineering

Representatives

Study Cycle Director

No answer.

School Director

Mentioning is made specifically to timetables design which is a very thorough task giving priority to students, and not teachers, interests. Timetables design complies with a wide range of criteria aiming to assure their quality. Infrastructures, resources and equipment (namely labs, informatics resources and library) are seen as not raising concerns, since they are of excellent quality and are adequate to teaching needs.

Teachers

Globally teachers stress at this level the need to diminish the workload of teachers specifically the related with more 'bureaucratic' or administrative tasks, as the definition of the exams calendar, timetables design or issues related with student assessment in courses and attendance to classes. In order to be able to effectively engage in and develop teaching and research, teachers should get more

	<p>administrative support (from non-academic staff, for instance) or even be removed from some of those tasks, namely the design of exam calendars and timetables. On the other hand, informatics tools should be available to teachers in order to facilitate the systematisation and display of student assessment results in courses (this should be a more automatized task). More (administrative/non-academic staff) support should also be given to teachers or these should even be removed from tasks related with the control of students attendance to (presence) and enrolment (registration) in classes, which are very demanding and time consuming tasks. Therefore, these tasks should be more automatized whenever possible (use of magnetic cards to control students' presence in classes, for instance).</p> <p>Finally, teachers also argue that their teaching would be benefited by a more effective school daily management. At the central level, that is, for the school several issues, this management seems to work, but for teachers it does not, since they need more administrative support.</p> <p>Students</p> <p>Students do not identify problems in terms of infrastructures, equipment and resources, since the school is recent and has good conditions but rather some specific weaknesses related with teaching. For instance, students would like to have more site visits in some courses allowing them to contact with construction work reality and, thus, to a more technic and practical knowledge. On the other hand, students also argue that teachers should make a great effort to make classes' notes and teaching resources (texts, articles, etc.) in a teaching platform. Though important progress has been made at this level by teachers of almost every course, the platform should also be used to transmit knowledge to students.</p>
<p>Q4: How the quality of teaching performance is assessed? In which way the assessment is done?</p> <p>How does the HEI use results of the assessment?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • What are the main tools of assessment: students' reviews, exams results, periodic general assessments of the teaching staff, other measures? • What is the students' role in the assessment? • Is there any influence impact of them on the HR policy? • What if individual staff teaching performance continues to be demonstrably ineffective? 	<p>Regulations for the assessment of academic staff performance stipulate the general principles applicable to academic staff across the university.</p> <ul style="list-style-type: none"> - Four assessment dimensions are identified: <ul style="list-style-type: none"> o Research (scientific research, cultural creation and technological development) o Teaching o Knowledge transfer o HE Administration - Faculties with a strong artistic component can consider a fifth dimension related to the assessment of the artistic merit of the staff member. - Each dimension is assessed by means of various assessment parameters, quantitative or qualitative. - Quantitative parameters are considered more significant and are grouped in criteria, to each criterion being attributed a score. - A qualitative assessment can complement the quantitative one, for items difficult to quantify. - In the global assessment, each dimension can weigh as follows: Teaching (20 to 60%); Research (20 to 60%); Knowledge transfer (0 to 30%); HE administration (0 to 30%). - The results of assessment are considered for: <ul style="list-style-type: none"> o the employment for an indefinite period of assistant professors o contract renewal for non-permanent staff o change of pay-scale o the attribution of performance awards to a maximum of 20% of teaching staff, depending on the availability of funds. <p>It also states that each faculty must draft its own assessment regulations establishing the assessment parameters for each dimension, the</p>

criteria and the scores to be attributed to these. However, some compulsory assessment parameters apply across the institution. For the teaching dimension, these are: taught modules and number of teaching hours per week; the results of the pedagogic questionnaires, whose conditions of validity must be established by the regulations; and the pedagogical and curricular innovations.

Regulations for the assessment of academic staff performance in the Faculty of Engineering (2012) establishes the parameters for each dimension, the criteria, the formula for the calculation of the score for each criterion, the weights etc. The following criteria and parameters are included in the teaching dimension:

- A. Quantitative
 - Taught modules (number of taught hours and number and diversity of modules)
 - Pedagogic publications (number of formal pedagogic publications, i.e. articles, books and conference articles and proceedings)
 - Extra-curricular activities with students and master thesis supervision (number of extra-curricular projects involving students, considering the number of students and teaching staff involved; number of theses supervised or co-supervised)
- B. Qualitative
 - Pedagogic questionnaire results
 - Participation training actions, workshops, seminars or formal courses on pedagogy and communication skills
 - Pedagogic and curricular innovation (i.e. new module proposals or deep restructuring of existing modules; creation or restructuring of groups of modules and study plans; initiatives for pedagogic improvement; formal experience of new pedagogic models and practice)
 - Pedagogic texts for teaching support, computer applications and experimental prototypes for pedagogic contexts
 - Impact, originality, maturity, scientific rigour, pedagogic rigour, technical sophistication, content diversity and awards associated to pedagogic content
 - Originality, sophistication, scientific/technological depth, relevance, trans-disciplinarity, awards related to master theses and extra-curricular projects.

The four dimensions can weigh as follows:

- Full and associate professors: Research (20 to 40%); Teaching (20 to 40%); Knowledge Transfer (0 to 30%); HE administration (0 to 30%)
- Assistant professors: Research (30 to 60%); Teaching (30 to 60%); Knowledge Transfer (0 to 20%); HE administration (0 to 30%)
- Part-time teaching staff: Research (0%); Teaching (80 to 100%); Knowledge Transfer (0 to 20%); HE administration (0%)

The **Regulations for the assessment of academic staff performance in the Faculty of Arts** (May 2012) were suspended a week after coming into force since trade unions were not consulted during their elaboration. At the time of the research, they were still not finalised. In addition, the institution has adopted the **Regulations for the assessment of activity undertaken during probation with a view to the indefinite-term employment of academic staff**. It indicates the same four dimensions (Research; Teaching; Knowledge transfer; HE administration), with the possibility of a fifth for artistic merit, as is the case with the general regulations for performance assessment.

	<p>Faculties must define their own parameters and criteria. For the teaching dimension, it stipulates the obligation to consider the taught modules, the number of teaching hours per week, the pedagogic questionnaire results and pedagogic and curricular innovations.</p> <p>1st group It will take a while to notice assessment's effects since the process have just begun (it had started by the time the interview was made). However, the assessment system adopted by the HEI is seen as an interesting one, since the weights linked to each assessed dimension are well adjusted to the reality: for instance, if the system shows that a teacher is good at doing research, the weight of his/her is going to be proportional.</p> <p>2nd group</p> <p><i>Arts</i></p> <p>Representatives Study Cycle Director</p> <p>This representative argues that no teaching performance (and activity) assessment exists. Rather, some mechanisms are being developed (by the HEI with the cooperation of scientific councils) to assess teachers' general and pedagogic competences, but the representative do not know the stage of that development. However this representative admits that some resistance exists, not to the idea of assessment, but to the proposed model for that assessment, namely towards its instruments and way of functioning. This resistance has been raising obstacles, delaying assessment's implementation.</p> <p>It is foreseen that the results of the pedagogic questionnaires answered by students have some weight in teachers' assessment, though this weight is going to be relative, since the response rates to these questionnaires are very low (for instance, in classes of 90 students, only 10 usually answer) making results little representative. However, these results help to form a global idea on teachers' quality and to identify some problems, information that is further complemented by data given by study programmes directors and monitoring committees (comissões de acompanhamento), though often solutions (for those problems) cannot be found.</p> <p>School Director</p> <p>This representative thinks that assessment is very important, so he/she cannot understand why at the HEI a model has not yet been implemented and is being delayed (for instance, is now in an experimenting stage), although it should have been functioning since 2009. Academic community resistance and scepticism might be the reasons for this delay. However, he/she recognizes that the model adopted is a little complex, though it also helps teachers to know what they are doing and also what they need to change to improve.</p> <p>This representative also sees teaching performance assessment has not having a direct effect on teachers' pedagogic capability and this effect being rather promoted by the pedagogic questionnaires answered by students. These questionnaires are seen as an important tool to evaluate teaching quality, in general, and teachers' performance quality, in particular, and also to identify and solve some problems and prevent other problems. However, this tool is not being used to its full potential by the school/departament since students tend to not answer to questionnaires and results are not representative.</p>
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Teachers

Teachers argue that they have doubts concerning the assessment model (teaching performance assessment?) since it has some weaknesses, as for instance the fact that it does not reflect the specificities of artistic teaching. Rather, it is a very pragmatic oriented model which emphasizes research over teaching. For instance, it gives little attention to teaching, the student/teacher relation, and the evolution of student work. So, the model might have less positive effects on teachers whose main (or one of the strongest) activity is not research. This might be due to the difficulty of quantifying and assessing pedagogic issues especially when these relate with artistic practice.

Therefore, assessment models need always to be adapted (to teachers' disciplinary field) and must focus on other issues besides research (activity and productivity) especially in the case of Arts, where only a few teachers publish and the majority develops other activities which are not quantifiable/measurable by assessment exercises. At the same time assessment can be more focused in teaching performance, including classes; student success, results and knowledge; teachers' commitment and pieces of artistic work produced (specifically in the case of arts teachers)

On the other hand, every assessment is always subjective and the proposed model of assessment is not very clear and seems to be difficult to manage. For instance, the pedagogic questionnaires' results comprised by the assessment can give some clues about problems existing at teaching level, but students' responses need to be put in perspective: a teacher can be excellent in pedagogic and methodological terms and receive a negative assessment from students only because they have failed the exams.

Students

Students do not directly refer to teaching performance assessment but rather to mechanisms that help to identify problems related to teaching such as the monitoring committee (comissão de acompanhamento), constituted also by students, to each students could report issues related to classes, teachers, courses; or the pedagogic questionnaires, answered by students at the end of each semester, through which they can evaluate in more detail teaching performance. However, students are aware that they collaboration at this level as some weaknesses, translated by the low response rates and lack of student mobilisation and motivation to answer questionnaires. Concerning the results of questionnaires having effects in teaching or to teachers, students argue not having a perception on those effects. It is complex to directly link any change occurring in teaching or in teachers with the results of the questionnaires since changes can be promoted by any other factor (curricular update, for instance). For instance, the major changes introduced at this level were, in recent years, mainly due to the Bologna process and not necessarily as a consequence of the results of any assessment exercise.

2nd Group

Engineering

Representatives

Study Cycle Director

This representative cannot characterise the way teaching performance is assessed since the model for that assessment has not yet been implemented (it was only approved). Therefore, he/she cannot also identify consequences or an impact to teaching deriving from this assessment. On the one hand because teaching is not the only component to be assessed; on the other hand because impact can be positive or negative but only possible to see when the system is implemented.

The reverse situation applies to pedagogic questionnaires: these are seen as having as (one) a positive effect the fact that they allow for a perception on teaching performance, on what it is and it is not working at this level. In fact, independently of the representativeness of questionnaires' results, globally teachers tend to take into account these results and try to improve and change their teaching methods according to issues raised by students.

School Director

This representative mentions specifically the performance assessment regulation which includes components related with teaching quality and a parameter linked to the perception of students on this quality. However, the regulation establishes no direct links between assessment and consequences, so these consequences can only be deduced. For instance, one consequence might be a warning to the teacher who is having problems, or a positive remark to a good teacher, with positive effects in his/her salary and career promotion.

On the other hand, in this representative opinion, no direct link exists between the teaching performance assessment and teaching quality, since a teacher may have a good classification in assessment and not be a good teacher (but a good researcher, for instance). However, this might be an opportunity for those teachers that do little research to try to improve their teaching and, thus, improve their classification.

Teachers

Teachers mainly refer to the pedagogic questionnaires answered by students recognising it as the only assessment process fully implemented, despite the low response rate and the lack of results' representativeness. However, they assume taking into account these results in order to have a better understanding on what is going well and wrong at courses and teaching and to try to improve. This is something promoted internally by the school/department and globally valued as important by the academic community (teachers and students), regardless of the consequences it might (or not) have. Some teachers argue having introduced some changes; others admit that change is not always easy, because it depends also of students or because some teachers tend to relativize questionnaires results since they are not objective or accurate (due to students' subjectivity in assessing teachers). However, teachers have the perception that the final classification ascribed to them through the questionnaires is going to be used in the forthcoming teaching performance assessment.

Teachers would expect teaching performance assessment promoting, more than pedagogic questionnaires, teaching quality but they have doubts on this. They see teaching performance assessment focused, not only or above all in teaching, but mainly in other fields of activity, as research. Some teachers are even afraid that part of teaching staff will be fired based on the teaching performance assessment's results, because this assessment is very demanding, implying that teachers have an excellent performance in all fields of activity (teaching, research, management, etc.). this is especially true for teachers at the beginning of the career (as Assistant teachers) for which assessment becomes even more demanding and who will have more difficulties in getting well positioned and ascend in teachers' 'ranking'.

Students

The perception of students is that teachers and teaching quality is "controlled" through pedagogic questionnaires which are seen as directed specifically at the way teachers give classes. However, students also see this "control" as little effective since questionnaires' results are not very representative due to low response rates and students' subjectivity. Further, students also stress not having seen consequences deriving from questionnaires' results (namely changes occurring in teaching and teachers) though they have the idea that teachers with good results are rewarded (with medals, or diplomas of best teacher, for instance)

<p>Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • How is assessment of teaching performance used for motivation systems? • Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities? 	<p>Besides pedagogic questionnaires students also have the idea that teachers are assessed through other mechanisms, namely that they are assessed by their research activity and articles publication. Regarding this, students even admit having heard some teachers complain because they feel that assessment is unbalanced privileging research over teaching. Students do not agree with this since, though they find research important, they also recognize teaching and its quality as being more important to students and to their training. Students value above all a teacher with good teaching skills (capable of a good knowledge transmission).</p>
<p>1st group</p> <p>This representative doubts that (teaching performance?) assessment might have as an effect the motivation of teachers to improve. As an instrument assessment is well designed but results deriving from it can be good or bad and can be managed in many different ways not necessarily promoting motivation. Therefore, sometimes assessment can even harm an eventual initial enthusiasm raised by initiatives as the attribution of rewards.</p> <p>Teachers' motivation can, for instance, be promoted through the incentive bonus system existing in the school, based on the attribution of awards to teachers for their scientific and pedagogic performance, which occurs during an award-giving ceremony. A list of "eligible" teachers is made and teachers who wish may enter the competition.</p> <p>It is argued that maybe due to this system, teachers started to be more concerned with their teaching and to improve their teaching methods, pedagogic skills, relation with students, etc. However, there is a concern that teaching performance assessment may contribute to end with these 'motivation initiatives'. On the other hand, it can also serve as an incentive to improve, especially if teachers have poor assessment results.</p>	<p>2nd group</p> <p>Arts Representatives</p> <p>Study Cycle Director</p> <p>Enhancing teachers' motivation and inducing a greater concern for teaching skills and performance improvement are two of the expected results deriving from teaching performance assessment. This is because besides implying financial consequences, assessment also entails a ranking of teachers giving information on teachers' (better and worst) performance in teaching, research, knowledge/technology transfer and management.</p> <p>Another motivational factor might be the teachers' personal contact with students and their 'informal' recognition of teachers' quality (reflected, for instance, in a 2nd cycle student choosing a given teacher to be his/her supervisor).</p> <p>School Director</p> <p>This representative find hard to identify motivation mechanisms although he/she assumes that teachers are highly motivated otherwise they had already given up and leave their jobs.</p> <p>Teachers</p> <p>Teachers recognise the existence of some motivation mechanisms though indirect. That is the case of the school management receptivity</p>

	<p>and support to teachers' initiatives (for instance teachers' art exhibitions), support which is more symbolic than financial.</p> <p>Students Students' perception is that globally teachers are motivated and this is evidenced by the relation they establish with students, the support, the inspiration and the motivation they give to students and the way they give their classes.</p> <p>2nd Group</p> <p>Engineering</p> <p>Representatives</p> <p><u>Study Cycle Director</u> This representative identifies as a motivation factor to teachers the school initiative to award and acknowledge, through pedagogic incentive awards, teachers who have good results in the pedagogic questionnaires. These awards serve as a motivation also for teachers who need to improve their performance and are a form of recognition both from students and school management.</p> <p><u>School Director</u> This representative also mentions as a motivation factor to teachers the school initiative to award, through pedagogic incentive awards and also through the excellence award, teachers who have good results in the pedagogic questionnaires.</p> <p>Teachers According to teachers, the school/department has a motivated and committed group of teachers, regardless of the existence of mechanism to encourage/stimulate teachers to be better, as the one existing - the pedagogic incentive awards system. Besides teachers' self-motivation and this more formal mechanism to motivate them, teachers can also be motivated to improve by the fact that their career progression is not automatic (teachers need to have a good performance in order to progress).</p> <p>Students No answer</p>
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Documental (Institutional Policies) and Interviews' Analysis by HEI

Polytechnics

HEI γ

<p>Q1. What is the institutional policy on assuring quality of teaching staff? How it is related to the national rules concerning QA and employment?</p> <ul style="list-style-type: none"> • How the HEI unit responsible for HR takes into account the QA issues? • Number of teaching staff/students ratio accepted at the HEI; national regulations concerning it (if any) • How the load of teaching is determined (on institutional and national level) 	<p>The quality of academic staff is ensured by three sets of institutional regulations, all issued in 2011, and with reference to Decree Law 207/2009 on the Statute of the Academic Profession in Polytechnic Higher Education:</p> <ul style="list-style-type: none"> - Regulations for the Recruitment, Selection and Employment of Permanent Academic Staff (de Carreira) - Regulations for the Employment of Specially Employed Academic Staff - Regulations regarding the System for the Assessment of Academic Staff Performance. <p>No mention found in institutional academic or pedagogic regulations on staff/student ratios.</p>
<p>Q2. What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?</p> <ul style="list-style-type: none"> • What kind of certificates and/or past experiences in teaching (other experiences) is required? Is teaching staff allowed to have more than one full-time position? If yes, what are the positive and negative results for the teaching quality? 	<p>Regulations for the Recruitment, Selection and Employment of Permanent Academic Staff (main coordinator, coordinator and adjunct professors) state the following:</p> <ul style="list-style-type: none"> - The percentage of permanent academic staff in each faculty/school must represent at least 70% of the number of academic staff - The indefinite employment of main coordinator and coordinator professors; if employment has not been preceded by an indefinite term contract, this is subject to a one-year probation period - The indefinite employment of Adjunct Professors, subject to a 5-year probation period - Recruitment exclusively through documentary applications - Vacancies open internationally and disciplinary areas not defined restrictively - Teaching experience cannot constitute a criterion for the exclusion of a candidate, and this cannot be limited to a specific institution or institutions - Candidates must present certificates of required qualifications and titles - Assessment criteria: technical-scientific performance; pedagogic performance; other activities considered relevant to the mission of the institution. In all dimensions, the internationalisation dimension is valued. - Pedagogic performance includes: <ul style="list-style-type: none"> o Teaching duties, including the publication of pedagogic material (also pedagogic innovation and new teaching methods, use of new technologies and development of e-learning courses; participation in innovative school programmes in association with primary and secondary schools and professional training centres)

	<ul style="list-style-type: none"> o Participation in assessment panels (agregação, PhD and master) o Teaching-related conferences (involvement as organizer or speaker) o Dedication and quality of teaching-related professional activities (pedagogic questionnaires, use of e-learning and similar instruments) o Supervision of dissertations and other work leading to academic awards. <p>- Pedagogic performance counts as follows (identical to technical-scientific performance and less than other activities): 30-50% for Adjunct Professors; 35-45% for Coordinating Professors; 35-40% for main coordinator professors.</p> <p>These regulations also stipulate that the assessment of the probation period (1 year for main coordinator and coordinator professors and 5 years for adjunct professors) is done according to criteria established by the Technical-Scientific Council of the faculty/school and considering the objectives established in the employment proposal.</p> <p>Regulations for the Employment of Specially Employed Academic Staff (Invited and visiting professors)</p> <ul style="list-style-type: none"> - Applies to national and foreign individuals of recognised scientific, technical, pedagogical or professional competence invited to collaborate with the institution as invited and visiting professors (the latter designates invited professors from foreign institutions or organisations) - Invitations are based on a report undersigned by two professors in the respective department and approved by the majority of the members of the technical-scientific council. - Invited professors are employed fixed-term and part-time. Full-time employment or in an exclusivity regime can only occur exceptionally, i.e. replacement of staff pursuing advanced qualifications; if they have been collaborating with the institution for at least four years; and in disciplinary areas with scarcity of staff. Employment in this capacity cannot exceed 4 years. - Visiting professors can be employed full-time or part-time, in an exclusivity regime, according to the terms agreed with the individual's own institution. - Invited professors are employed fixed-term, can be full-time or part-time and in an exclusivity regime. Employment in an exclusivity regime, full-time or min. 60% part-time can only take place when the vacancies for a permanent category of staff have not been filled. Maximum contract duration: 4 years. - For invited professors employed part-time, but less than 60%, the number of contract extensions is unlimited. - The institution must have a recruitment pool, permanently open, where interested individuals can express their interest in collaborating with the institution.
<p>Q3: How the HEI is supporting the quality of teaching performance?</p> <p>Q3a: In which way the HEI is supporting development of teaching skills?</p> <ul style="list-style-type: none"> • Are there trainings (programs) assessing/ developing 	<p>1st group</p> <p>Centrally, teaching performance is mainly associated with research. Therefore, the HEI supports teaching performance supporting PhDs programmes for their teachers. It is argued that the main line of investment in teacher training is the one that financially represents the largest effort for the institution. It is stressed that there has never been a real concern for teacher training in higher education. Historically, it is considered that a teacher is good when he is good scientifically.</p> <p>There are some tools, in recent years, that they think have greatly improved the quality of teaching, namely the entire virtual</p>

- / improving teaching skills? If yes – are they compulsory for teachers?
How teachers are supported by HEI with problems of diversification of students competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduated of different programmes)

platform. The assessment grid itself permeates the effort of producing contents available for that platform. It is taken into consideration for teacher assessment some projects teachers want to develop together with their school's pedagogical council in disciplines that have, for example, lower success rates. All these aspects have been considered in teachers' assessment.

**2nd group
Arts**

Representatives (School Director and Course director)

Training programmes for teachers are not compulsory and depends upon the individual demand. The institution cannot foresee the individual needs of each professor. Once any teacher asks for training, the institution supports it through the reorganization of their teaching timetable.

Teachers

Within the institution, teachers do not feel any responsiveness to their training needs. A teacher doing his PhD or other type of training needs extra time to research. But no extra time is given to teachers because they must do their teaching work like everyone else. The current financial crisis that Portugal is under have constrained the institutional budget to support teachers training and those are more and more expensive to be supported by teachers. Teachers' training is seen as an investment in research or publishing a paper or attending a conference. Teachers considered that there is some teaching training but it comes from their own initiative.

Students

In their perception, there is no institutional support for teachers' training because their teachers are often complaining about their teaching overworking.

2nd group

Engineering

Representatives (School director and Course Director)

The institution supports teachers training through the exemption of 50% of the teaching component. Nothing else can be done since there is no available budget to hire more teachers in order to fulfil the remaining hours resulting from the exemptions. Also a reorganization of the teaching timetables to provide some free days for research is done. However, this kind of support mostly targets teachers' PhDs and not technical or pedagogic training. In fact, it was mentioned that any teachers were attending these latter. Finally, it was stressed that there is no institutional or systematic policy to improve the pedagogical component.

Teachers

According to teachers, there is a unit for short courses training and there is a teacher training courses, but adherence to these is

too low because it comes from a free choice and is not mandatory. Therefore, there were teachers who felt that need and have done it, but there are others who have never done one single course. So, teachers never felt there was an institutional desire for them to participate in those courses. Since they are Engineers, they feel this lack of pedagogic support. Finally, teachers stressed that when there was available budget, they had all the support they needed to attend a conference, for instance. Nowadays, it is much more difficult to get funded for those activities.

Students

Students argued that the pedagogic training needs are extensible to the labs' assistants (non-academic staff) since they also have an active role helping them. Students also recognized that teachers have some institutional support in order to increase their research, namely by reducing their teaching hours.

1st group

It was argued that the institution is very well equipped in terms of the infrastructures: all classrooms are equipped with overhead projectors and with good computers. When a new problem comes up, the institution has the capacity to allocate more resources to solve the problem. Some instruments to improve pedagogic quality were mentioned, such as a platform which enables teachers to record lectures and to put them available for e-learning, or some multimedia contents. Schools have the feasible autonomy, since a great amount of the budget is spent with staff. Therefore, they need to have the ability to realize that there are schools that spend more than others.

2nd group

Arts

Representatives (School Director and Course director)

The school director stressed that the size of students groups cannot be too small since there are no financial conditions to reduce them.

The course director complained about the facilities because, according to him, some temporary installations in the basement became final. Therefore, they do not have even the minimum conditions for students to work, because of the smells, toxic products with which they work, there is no sufficient ventilation. And even in rooms up, in terms of equipment, they felt they are very badly equipped and the facilities are becoming worse since it is also true that the country is in financial crisis.

Teachers

The specific needs of this course are too big, given the practice load, and it has not been possible until now to meet all the needs in terms of rooms, equipment materials and so on. Teachers do not understand why a course like this has a similar ratio as "paper and pencil" courses like French, Spanish, etc. Their concern is that this lack of materials will be reflected on the quality of the course. Some teachers complained about the fact that they have to bring from their own home the needed materials to work. They said that their work implies to make a mess and it is not accepted. They need their own space.

Students

Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups,

	<p>Students complained about the size of the classes, comprising an average of 30 students, and about the space, equipment and materials. They pointed out that teachers often buy, from their own salary, the needed materials to work with students. Some machines are broken for a long time and of course this affects the quality of teaching and learning.</p> <p>2nd group</p> <p>Engineering</p> <p>Representatives (School director and Course Director)</p> <p>Since management is done centrally, they try to monetize the available spaces and laboratories. In terms of scaling classes, they use parameters of the frequencies of previous students' attendance in an electronic record, the current values of students enrolled and cross the two variables because they know 100 students enrolled does not mean 100 students attending. More important than classrooms, it was stressed, is the academic staff: even if there are available classrooms, they cannot divide classes in smaller groups if they do not have available academic staff. Most of the times, they resort to hiring part-time teachers.</p> <p>The course director stated that whenever they need, they always have available labs.</p> <p>Teachers</p> <p>Regarding the size of students groups, teachers are satisfied with the ratio student-teacher. Also they feel that the both equipment and materials are enough to develop their teaching activities. The pedagogic quality is improved by the central management of the institution who invested in the provision of digital resources and learning contents.</p> <p>Students</p> <p>Regarding classes, students stated that they are divided into smaller groups, especially on practical lessons. Comparing with other universities, students consider their labs better and are happy about classrooms, its overhead projectors and its overall equipment.</p> <p>Regulations regarding the System for the Assessment of Academic Staff Performance</p> <ul style="list-style-type: none"> - Aim to establish the rules for the implementation of the system for the assessment of academic staff performance and the rules for the change of pay-scale - Applies to all academic staff employed by the institution and is to be conducted every three years - Assessment considers three dimensions with the following weights: technical-scientific (30 to 50%), pedagogical (30 to 50%) and organizational (10 to 30%) - Performance assessment conditions <ul style="list-style-type: none"> o the indefinite nature of adjunct professors' employment contracts o the extension of fixed-term contracts of non-permanent staff o changes in the pay-scale. <p>The pedagogical dimension assesses the following:</p> <ul style="list-style-type: none"> - Quality of teaching material developed in the taught modules (originality, innovation and variety)
<p>Q4: How the quality of teaching performance is assessed? In which way the assessment is done? How does the HEI use results of the assessment?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • What are the main tools of assessment: students' reviews, exams results, periodic general assessments of the teaching staff, other measures? • What is the students' role in the assessment? • Is there any influence impact of them on the HR policy? • What if individual staff teaching performance 	

continues to be demonstrably ineffective?

- Number and frequency of taught modules (weekly teaching load during the assessment period; number of different modules and new modules; number of students assessed by module)
- Supervision of final projects and internships (number of supervised students who passed)
- Participation in the development of study programme content and planning (activities related to curriculum design and course plans)
- Contribution to student achievement (implementation of pedagogical methods with positive effects on teaching and student achievement)
- Additional training (attendance to courses and conferences which promote the improvement of teaching and updating of knowledge)
- Pedagogic performance (student pedagogic questionnaires)
- Internationalisation of pedagogic activity (organisation of short courses, i.e. summer courses; teaching of short courses; teaching of modules in a foreign language; teaching in modules in foreign institutions; organisation and supervision of international internships not included in Erasmus)
- Use of the institution's digital platform to publish information
- Activities related to master degrees (concluded supervisions and panel membership)
- Results of projects, dissertations or internships (licenciatura or master) which enable knowledge application and integration to the benefit of the institution and the community
- Fulfilment of professional duties (meeting deadlines related to the pedagogical activity, i.e. course plans, announcement of marks, punctuality and attendance to classes)

1st group

The assessment has three components: scientific, pedagogic, and management. Therefore, teachers must be assessed in these three components, unless there is an exceptional and justifiable case. That kind of assessment allows a heterogeneous teaching performance and different teachers' profiles: for instance, a teacher can choose to be mainly assessed by his research performance instead of his management one. The pedagogical component is assessed throughout many tools: the production of pedagogic materials, students' surveys, teaching hours allocated, subjects taught, success rates, etc. Many of these tools are used by the department in collaboration with the pedagogic council.

The institution has the legitimacy, after three consecutive negative assessments, to say that this teacher is not worth it and do not fit into the institution. However, when the first negative assessment comes out, the teacher in question was already called by the board in order to overcome the problems. Moreover, even if currently the assessment cannot be translated into a career progression, all teachers desire a good assessment. When something goes wrong, teachers are the first ones to develop strategies to overcome the difficulties because no one likes to have a bad reputation.

2nd group
Arts

Representatives (School Director and Course director)

School director stated that there is a pedagogical assessment of teaching activity performed by the students, through an online survey, which is anonymous and filled in a database that is common to the whole institute. The reports of this assessment are done by discipline. Therefore, the base produces a report by curricular unit, by teacher, by department and by course. Thus, there are individual reports and aggregate reports, and those reports are made available at the end of each school year. Who evaluates the quality of teaching that follows from the students' surveys are commissions and departments of the different study programmes, and obviously the management body for the whole school. Regarding the performance assessment, the regulation is online, published in "Diário da República" (official journal), and common to the whole institute. Some of the items of the assessment are evaluated both by the department and by technical and scientific council.

The consequences of a bad assessment are those which derive from the Law. The most significant result of assessment is, certainly, the greater involvement of the whole actors of the institution. At the same time, a negative assessment will affect the position of the teacher within the respective department.

Teachers

Teachers' performance assessment is still under an implementation stage and nobody knows, yet, how is it going to work. It was stressed that the coordinator assesses teachers and since they keep on teaching that is because the assessment is benefiting them. Teachers were critical about the assessment model followed by the institution, especially students' surveys because they feel some issues should be improved. For instance, a student who did not attend most of the classes should not be able to fill out the survey. This brings, in their view, some inconsistencies and injustices. Moreover, some important aspects are not included in this survey: placing summaries, rooms, equipment. Furthermore, all bureaucratic and administrative functions are too important while the real teachers work has a low importance. This aspect is only assessed in one way: pedagogic materials and number of students and curricular units taught. On the other hand, actions such as going to museums and regular visits to cultural institutions do not have any weight in the assessment.

Teachers also criticised the assessment model stating that it is not adjusted to polytechnic institutions but to universities and to research. Moreover, the assessment grid should be adjusted to different scientific areas within the polytechnic institute.

Students

Students fill the 3 surveys, compulsively; otherwise they won't get access to the virtual platform. However, the results of their teachers' assessment are not discussed with them and they do not know the results. One of the positive effects of the assessment is that since teachers know they are under assessment, they try to get the best assessment result.

<p>Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • How is assessment of teaching performance used for motivation systems? • Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities? 	<p>2nd group <i>Engineering</i></p> <p>Representatives (School director and Course Director) The assessment is built for full-time teachers. Part time teachers are assessed by their peers and by the department which hired them. Part-time teachers are asked to produce a self-assessment report, on a qualitative basis, and are also assessed through the feedback from students. It was decided, according to the school director, that in the next academic year, no part-time teacher with a bad assessment will be hired again. The consequences of a positive assessment should be the career progression, but it is frozen due to current financial constraints. The consequences of a negative assessment follow the ones prescribed by law. The school director thinks that all teachers are a bit afraid of the assessment and afraid of what their peers could think about them, even if they're not in a critical situation. If the majority of the teachers from a specific school within the polytechnic would get a negative assessment, then the assessment grid is not adjusted and should be reformed by the commission of that particular school.</p> <p>Teachers Teachers think that it makes all sense to be assessed by their students. However, they were very critical about application of the same grid to all disciplinary areas in a similar way. It is easier to publish in some areas than in others and all the outdoors work is neglected. Once again, teachers think that the assessment grid is adjusted to universities and not to polytechnics. Therefore, instead of being proactive in the communication with the outside world, teachers are valuing publications. That is why they ask: is it good for our students?</p> <p>Students Students stated that they assess teachers in the surveys. When a negative assessment is made, the teacher is called to reflect about it and to improve. The overall results of the assessment are superficially analysed within the pedagogic council but not all students are there.</p> <p>1st group The assessment, by itself, motivates teachers to improve their teaching skills. There are no financial incentives to motivate good performance, besides the frozen career progression, but teachers feel motivated to get points for the assessment grid.</p> <p>2nd group <i>Arts</i></p> <p>Representatives (School Director and Course director) It was stressed that assessment, by itself, is a motivation factor: no one wants to get a bad assessment.</p>
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Teachers

Teachers feel that assessment is not motivating them to improve. On the contrary, assessment is not creating better teachers but runners, that is, people who just care about points and only think under the grid and for the grid.

Students

Students considered that assessment only matters for the non-permanent teaching staff. The permanent teaching staff do not care about assessment because their tenured position does not suffer any disturbance from being evaluated.

**2nd group
Engineering**

Representatives (School Director and Course director)

While before the assessment teachers were more reticent, now teachers are more willing to participate in additional duties or tasks. Teachers work for the points. Also since the institution is very well positioned in some publish rankings, it means that teachers are working well. It is assumed that if teachers are working well it automatically means that teachers are motivated. It is argued that assessment ends up rewarding and making more visible the teachers efforts. It was stated that teachers from this institution always felt that they should work more than their colleagues from other coastline institutions in order to attract students. Being peripheral, the institution needs greater effort to attract students because funding depends on the number of students enrolled.

Teachers

Teachers understand assessment as a burden and not as a motivating factor. In fact, the word used to replace “motivated” was “concerned”. They complained about the process arguing that it is too time consuming. So, teachers suggested the creation of some kind of automatic system in order to save some time.

Teachers were also concerned about assessment and its possible negative effects. For instance, the natural willing can be replaced by an artificial one (to get points) and once the objectives are reached, nobody will work further. Even worse would be teachers stop doing important things just because those are not covered by the assessment grid. If it does not give you points, it is pointless.

No financial rewards are given to encourage teachers to improve.

Finally, teachers feel that the assessment should be more flexible and more adjusted to the disciplinary area and to the kind of institution.

Students

Students think that assessment motivates their teachers to care about them, otherwise they would be indifferent.

HEI 8

<p>Q1. What is the institutional policy on assuring quality of teaching staff? How it is related to the national rules concerning QA and employment?</p> <ul style="list-style-type: none"> • How the HEI unit responsible for HR takes into account the QA issues? • Number of teaching staff/students ratio accepted at the HEI; national regulations concerning it (if any) • How the load of teaching is determined (on institutional and national level) 	<p>Three sets of institutional regulations related to staff recruitment and performance assessment are related to the quality of academic staff:</p> <ul style="list-style-type: none"> - Regulations for the Recruitment of Permanent Academic Staff (2009) - Regulations for Specially Employed Academic Staff (2012) - Regulations for the Assessment of Academic Staff Performance (2011) <p>No institutional regulations found which mention staff/student ratios.</p>
<p>Q2. What are the criteria of staff recruitment and appointment procedures? How they assure the quality of teaching?</p> <ul style="list-style-type: none"> • What kind of certificates and/or past experiences in teaching (other experiences) is required? Is teaching staff allowed to have more than one full-time position? If yes, what are the positive and negative results for the teaching quality? 	<p>Regulations for the Recruitment of Permanent Academic Staff (main coordinator, coordinator and adjunct professors)</p> <ul style="list-style-type: none"> - Drafted very closely to the provisions of Decree Law 209/2007 - Candidates must hold a PhD award or 'specialist' certificates in the area of the open position - The selection criteria are: <ul style="list-style-type: none"> o pedagogic competence with a relative weight of 45% o technical-scientific and professional competence with a relative weight of 35% o other activities relevant to the mission of the HEIs with a relative weight of 20%. - The pedagogic competence is judged by the quality and scope of pedagogic practice, participation in bodies, groups and committees of a pedagogical nature, participation in the elaboration of manuals and other texts and materials to support teaching activities, supervision of pedagogical activities, etc. <p>Regulations for Specially Employed Academic Staff</p> <ul style="list-style-type: none"> - These are recruited among national or foreign individuals of renowned scientific, technical, pedagogic or professional competence as invited professors (In the case of teaching staff from foreign or international institutions, these are considered visiting professors). - Contracts are preceded by invitation and justified by a report signed by two professors and approved by the majority of the Technical-Scientific Council - Invited professors are employed on fixed-term contracts and part-time. Full-time employment or in an exclusivity regime can only be done exceptionally (i.e. replacement of teaching staff exempt from teaching duties in order to pursue further qualifications or whose contract has ceased when these cannot be rapidly replaced according to the rules of the national statute); in this case the contract and its extensions cannot exceed 4 years. - Visiting professors can be employed in an exclusivity regime, full-time or part-time. - Individuals who meet the legal conditions for the category in question should preferentially be employed as invited

	<p>Coordinating and Adjunct Professors; otherwise, the employment proposals must duly justify why these conditions could not be met.</p> <ul style="list-style-type: none"> - In the case of invited professors (employed when the vacancy for a main coordinator, coordinator or adjunct professors could not be filled), preference is given to master degree holders who have had minimum three years of professional experience in the area or who are enrolled in PhD programmes. - A recruitment pool of interested individuals can precede the employment.
<p>Q3: How the HEI is supporting the quality of teaching performance?</p> <p>Q3a: In which way the HEI is supporting development of teaching skills?</p> <ul style="list-style-type: none"> • Are there trainings (programs) assessing/developing/ improving teaching skills? If yes – are they compulsory for teachers? • How teachers are supported by HEI with problems of diversification of students competencies or deficit of knowledge (e.g. secondary graduates, students of the 2nd cycle graduated of different programmes) 	<p>1st group Teaching performance is identified with research performance. Therefore, the institution supports training programs at the level of master and PhDs through the exemption of some teaching hours. It was also referred the support to some doctored teachers in order to develop some applied research. It was emphasized that the institutional policy is targeting applied research rather than scientific research. However, recent financial cuts tend to currently hinder this institutional support. There is no formal pedagogic support for teachers, unless it is counted the informal support given by the study programme director to teachers facing some difficulties. Formal support is given to students, through support classes, in order to overcome their lack of skills, particularly regarding English language or Math.</p> <p>2nd group <i>Arts</i> Representatives (School Director and Course director) Some support is given to students but not to teachers. School director stated that there are not any pedagogic training fostered by the institution. It is considered as something that unfortunately has been completely aside the tradition of higher education institutions as a whole. But teachers are going to seminars, conferences, dissemination actions. The pedagogic quality of teachers is assured during the recruitment moment, by the study programme director. Those who have a bad pedagogic performance, that is, who does not comply with the general objectives defined, will be excluded, less wanted, segregated. Other teachers who are in the institution for longer time won't be so affected by this. The institution reacts to the students' surveys and develops solutions, at a study programme director level, to eventual complaints.</p> <p>Teachers When problems come out, usually they are solved at that time, on an informal basis. There is no formal training for teachers.</p> <p>Students On students' perceptions, their teachers are currently in an on-going training, doing their PhDs. Teachers are self-taught and develop their work as artists in contact with the outside world, which is perceived as an added value.</p>

**2nd group
Engineering**

Representatives (School director and Course Director)

There are no formal teaching and pedagogic training. However, it was stressed that there are pedagogical concerns and teachers try to improve by themselves.

Teachers

The pedagogic teaching training does not exist.

Students

Students believe that their teachers attend some teaching training programs and said that they know that because sometimes they are absent. However, teaching training is identified with PhDs. Students think that teachers' assessment has a positive effect: teachers and students proximity. It was also noted that since assessment started they could notice many improvements.

1st group

There is no financial capacity to divide classes in smaller groups. However, since the institution does not have many students, classes end up being small. So the problem is solved *per se*. When many students are in the same class, the institution divide them only for practical lessons.

2nd group

Arts

Representatives (School Director and Course director)

It is fostered some seminars in order to create exchange between students, teachers and people from outside of the institution, especially from the labour market.

It was reported, as a measure to improve quality of teaching, the division of classes in smaller groups, especially regarding practical lessons.

Teachers

As it is a small department, teachers feel they have the flexibility to manage and overcome all their needs. The exception pointed out was the infrastructure. Despite having a school campus to build from scratch, which is quite adequate and very modern, it does not respond to their disciplinary area needs. Teachers feel that they are like a bubble in the institution and therefore sometimes the issue of technical and logistical space compromises the quality of their work as teachers and the quality of students learning.

Students

Overall, students are more or less satisfied with the infrastructure improvement and consider that some obstacles were overcome.

Q3b: How the HEI is supporting quality of teaching performance by modernisation of teaching equipment, size of students groups,

<p>Q4: How the quality of teaching performance is assessed? In which way the assessment is done? How does the HEI use results of the assessment?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • What are the main tools of assessment: students' reviews, exams results, periodic general assessments of the teaching staff, other measures? • What is the students' role in the assessment? • Is there any influence impact of them on the HR policy? • What if individual staff teaching performance continues to be demonstrably ineffective? 	<p>However, they complained about the lack of a stationary store inside the institution in order to avoid going to the city centre. There are a stationary in the institution but it does not sell the materials they need.</p> <p>2nd group Engineering</p> <p>Representatives (School director and Course Director) Helping students through tutorial classes is understood as something that also helps teachers since the completion rate will be higher.</p> <p>Teachers Teachers consider that exist an institutional concern about the size of students groups and its adequacy to the existing means, namely labs and supplies. By circumstances beyond the control of teachers, school and even the institution, they were forced to increase the number of students per class, negatively affecting the quality of teaching.</p> <p>Students Students are satisfied with the level of equipment. The institution is not equipped with the latest technology, but given the crisis they feel it is enough: all classrooms have overhead projector which is an important support for the teaching and learning process. However, they knew that some areas, namely arts, were not as well equipped as they are.</p> <p>Regulations for the Assessment of Academic Staff Performance</p> <ul style="list-style-type: none"> - Applicable to all full-time academic staff and administered every three years (Part-time staff are assessed on the basis of a self-drafted activity report). - Three dimensions are assessed making up a total of 100 points: Technical-scientific (max. 30 points); Pedagogic (maximum 55 points); Organizational (maximum 30 points). - In the assessment of the pedagogic dimension, the following aspects count: <ul style="list-style-type: none"> o years of teaching experience in higher education o Teaching load (yearly averages of teaching hours and number of taught courses) o Pedagogic support (manuals and support texts; pedagogic material) o Participation in pedagogic activities (academic groups and committees; interaction academic activities and extra-curricular projects with businesses and other institutions) o Internship supervision o Quality of Teaching Performance (average result over three years of the assessment conducted by the quality office). - The performance assessment conditions the indefinite nature of the employment contract for Adjunct Professors on completion of the probation period and the extension of fixed-term contracts for non-permanent staff. It also has consequences for the change of pay-scale.
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1st group

Assessment is made through three main dimensions: pedagogic, scientific and management. Each dimension has a minimum level and teachers are free to choose within which dimension they want to be mainly assessed. The institutional strategy was to give more weight to the pedagogic dimension because when assessment started, the majority of teachers were finishing their PhDs and could not be assessed by their scientific activity. In three years from now, the weight of each dimension will be adjusted to the strategy followed at that time. If the institution considers that research is a priority, then it will be given more weight to the scientific dimension. Therefore, some institutional funding will be ensured in order to implement the structures for applied knowledge. If teachers want to produce scientific knowledge they should do it at a university.

The results of students' surveys are not public, thus it can only be accessed by each teacher and by the highest responsible person. An overall assessment is made for the study programme because it was not considered ethical to publish individual results and the Law does not require it. However, those results are taken into account for performance assessment of each teacher but this is not over weighted. In order to provide a balanced assessment, from 100 points, 4 or 5 are for the results of students' surveys. The success rates do not count for performance assessment of teachers. A teacher with a negative assessment will be asked to produce annual reports and will be directly followed by the assessment commission. However, when a "old" and tenured teacher gets a negative assessment, it is different, much more complicated. In fact, nothing can actually be done when a teacher who is in the top of his career gets a bad assessment. It depends largely on teachers' career status. That is why the institution is so rigorous in the recruitment process, making big efforts to choose the best teachers.

2nd group

Arts

Representatives (School Director and Course director)

It turns out to be the students' surveys on two aspects: teaching and curriculum units. By comparison and analysis of data they can have a feedback. It is in the statutes that 3 negative assessments have consequences. Theoretically, but in practical terms it is not that easy.

In order to assess teachers' performance, it is overlooked the assessment of the curricular unit, the time of contact, pedagogic materials produced, time that teachers dedicate to students, either on classrooms or tutoring, if they follow the students' work or not, because unfortunately there are some kind of specificities that have to be taken into account, bearing in mind that the assessment has to be transversal and the same for everyone, but there are things that are quite different.

Assessment has some positive effects: it shows the stage where the institution is and where it should be. It also promotes healthy competition, which fosters improvement.

Students play an important role on teachers' assessment, not only regarding pedagogic surveys, but also on study programme's commissions, where their voice is heard.

Teachers

It is completely unpredictable how part of assessment results will be used, because it was assumed the achievement of certain goals

<p>Q5: How teachers are motivated by the HEI to assure and improve the quality of teaching?</p> <p>Note: good to trace especially as follows (or according to your national background):</p> <ul style="list-style-type: none"> • How is assessment of teaching performance used for motivation systems? • Are there at the HEI any financial and non-financial motivation tools dedicated to the teaching activities? 	<p>that presupposed a career progression, and this situation is completely suspended. There are many aspects of teachers' activities that are not taken into account precisely because they are not recordable in these formats of assessment.</p> <p>Teachers were a little bit reticent regarding the effectiveness of pedagogic surveys to students. They questioned the fact that students were constantly asked to fill questionnaires and that pressing and persistence make students less interested and more negligent not to say unfairly.</p> <p>Students Students only complained about the Bologna restructuring of their study programme and about the fact that teachers tried to concentrate 5 years in 3.</p> <p>2nd group Engineering</p> <p>Representatives (School director and Course Director) When there are problematic situations, they need to be identified, addressed and solved, or at least try to resolve them so that the mechanisms will work better. Assessment improves performance.</p> <p>Teachers Theoretically, a positive assessment would be translated in a career progression. But it is all frozen. A negative assessment implies a very complex and bureaucratic process, most of the times ineffective.</p> <p>Students Nothing was explicitly said about teachers' assessment. Students feel that assessment results are used to improve the quality of the study programme.</p> <p>1st group Given the current financial crisis, it was stated that it is not easy to reward teachers for their good work. The way found to overcome this and to motivate teachers to improve is including teacher in the process, providing them knowledge of what is going on. That way, teachers do not have the courage to ask for money to attend a certain conference and do not feel punished for having a negative answer. Motivation is something perceived as postponed issue.</p> <p>2nd group Arts Representatives (School Director and Course director) No kind of formal motivation directed to teachers exists. In the statutes, it is expected that 3 excellent assessments will lead to a career progression but it is still frozen. Even informal ways of motivation, for instance a special recognition, are not developed. It was ironically stated that the reward for a good teacher performance is giving them more work. Everybody wants to work with</p>
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people that in fact work and do a good job.

It was also stated that the interaction on regular meetings enables a good communication and that motivates teachers. Also, the institution tries to positively reply to most of the initiatives proposed by teachers at the programme level (study visits and so on). Finally, it is considered as a motivation factor the invitation of teachers to perform coordination tasks.

Teachers

Teachers expressed their lack of motivation due to the weight of bureaucracy and financial constraints. They also expressed their concern about the frozen career progression and its implications. In fact, the impossibility of obtaining higher salaries is one of the consequences, perhaps not the most important. Other important consequence is the way it affects democracy within institutions, e.g. few people can hold management positions at the course or departmental level or higher up because they cannot apply to these positions which are frozen.

Even though, teachers feel informally motivated. For instance, they appreciate the schedule flexibility given to them. Also they feel motivated by the good feedback received from students they teach.

Students

Students think that their teachers are artists and therefore artists are always motivated, otherwise they would not produce works of art and students wouldn't be able to learn from them. Students recognized the work of their teachers.

2nd group Engineering

Representatives (School director and Course Director)

In practical terms, there are no formal rewards for good teacher's performance. Given the small size of the institution, however, everybody knows who works and who doesn't. Teachers feel motivated if everybody likes him, and that happens if he contributes positively for teaching and learning.

Teachers

Teachers considered that neither the good teacher is rewarded nor the bad teacher is punished. It all depends on the self-motivation. Teachers self-motivate teaching and contributing to society. But they feel they are not rewarded because they do not feel enthusiasm, interest or value from the institution.

Students

Students did not express any opinion on this issue.