

Instituto Superior de Gestão

Evaluation Report

May 2010

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1 Introduction

This report is the result of the evaluation of Instituto Superior de Gestão (ISG). The first evaluation visit took place in November 2009, and the second visit in May 2010.

1.1 Institutional Evaluation Programme

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

The distinctive features of the Institutional Evaluation Programme are:

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

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

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

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

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

1.2 Instituto Superior de Gestão and the national context

The Instituto Superior de Gestão (ISG) is a private business school, founded in 1978. In 2006, ISG became part of the Group Lusófona., the largest private education group in Portugal and one of the largest in the Portuguese speaking community with 16 higher education institutions and 12 primary, secondary, tertiary and professional training providers. ISG's strategic intention is to become the leading business school within the Group Lusófona.

The Self Evaluation Report (SER) states that the ISG was the first business school in Portugal. Since Portugal's entry to the European Union, an increasing number of, largely public, colleges and universities, have developed portfolios in management education. The competitive environment has become much more intense with public institutions being ISG's main competitors.

State funding enables public institutions to charge much lower fees for undergraduate courses than those which private institutions need in order to be able to operate. The SER identifies economic reasons as the main reason for student preference for state-owned colleges with fees in public universities being approximately a quarter of those charged by ISG. Unlike its only private competitor, the Universidade Catolica Portuguesa, ISG does not receive any support from the state. The Team was advised that it is unusual in Portugal for companies to provide financial support for

institutions. ISG is, therefore, under significant financial pressure, not only for the continuing viability of its taught undergraduate and postgraduate provision but also for the development of a research culture which would support further growth in postgraduate provision and be attractive to academic staff.

The national context is one of fundamental and comprehensive reform of the higher education sector enacted by the Government to align it with developments in the Bologna Process (of which Portugal is a signatory) and tailoring its ethos and operational parameters to accord with those of the European Higher Education Area (EHEA). Against the background of this legislative programme, the Ministério da Ciência, Tecnologia e Ensino Superior (MCTES) issued Despacho 484/2006 in January 2006. It set out the means and timeframe according to which the higher education system – with its university and polytechnic, public and private sub-sectors – would be evaluated in its entirety. The evaluation would be international, independent, transparent and searching. Its outcomes would inform the reform process, by allowing implementation to be referenced against international good practice.

The first two tranches of this evaluation took place in 2006-2008. The evaluation of the ISG was part of the third tranche.

At the time of the visit in May 2010, the Portuguese higher education sector was undergoing scrutiny of proposed new and existing programmes by the recently formed The Agency for Assessment and Accreditation of Higher Education (A3ES). The Agency had been formed as an independent accreditation body which would consider the quality of all new and existing higher education courses over a five year period.

1.3 The Self Evaluation Process

The 32-page Self-evaluation Report was sent to the evaluation team in advance of its first visit in November 2009. In addition, a presentation providing further analysis and information was made at the first visit. The visits of the evaluation team to ISG took place on 22 -24 November and 9-12 May respectively. In between the visits ISG provided the Team with additional documentation.

The Self Evaluation Report was produced by an Internal Evaluation Committee that included the following members:

Board of Directors

Carlos Fernando Vieira, Board of Directors of Ensinus – Estudos Superiores, S.A.

Maria do Céu Vaz, Secretary

Academic Staff

Manuel Avelino de Jesus, PhD - Dean

Pedro Cruz, PhD - Research Coordinator

Walter Marques - Student Provider (“Ombudsman”)

Rajani Paul – English Professor

Students

Inês Gonçalves - President of the Students Association

Administrative staff

Alexandre Safont Tavares, Secretary-General

Sérgio Félix, Financial Director

Maria João Barbosa, International, Career & Entrepreneurship Office

Eugénia Vicente, Marketing Officer

Alexandra Caetano, Public Relations and “Criar Saberes” Officer

The report was produced in consultation with the institution’s academic and administrative bodies and a draft was discussed at both the Scientific and Pedagogic Councils. The information in the 32-page report was supplemented and expanded in a comprehensive presentation made to the Team at the meeting with the SER group.

1.4 The Evaluation Team (later Team)

The Evaluation Team consisted of:

Finn Junge-Jensen (Chair) International Advisor and Former Rector, Copenhagen Business School, Denmark

Luc Van De Velde, Vice Chancellor, Erasmus Hogeschool, Brussels, Belgium

Jon Olafur Valdimarsson, MA student in HRM from University of Iceland

Caroline Carpenter, (Co-ordinator) Head of Research and Information Unit, Southampton Solent University, United Kingdom

The IEP Team wishes to thank ISG not only for all its work in preparation for its visits and in support of the work undertaken by the Team but also for the generous welcome and hospitality extended to it. The IEP Team enjoyed meeting with staff, students, and external stakeholders and discussing the institution’s strategic approach to the challenges it faces. The Team hopes that its comments and suggestions are helpful and supportive to ISG in planning for the future. We wish the institution well in its next stage of development.

2 The Group Lusófona and ISG structure

2.1 Group Lusófona

ISG is a private institution offering higher education programmes at bachelors and masters levels. In 2006, ISG joined the Group Lusófona, the largest private university in Portugal. Group Lusófona owns around 90% of the company which owns ISG, through COFAC, a non-profit making Cooperative. All contracts, including teaching contracts are with the company which also pays staff salaries and to which tuition fees are paid.

There are significant advantages of being part of the Group Lusófona which include the potential to recruit students from elsewhere in the Group – particularly masters students; economies of scale in terms of administrative support, promotional materials and equipment and potential for joint work by members of staff.

ISG shares a campus with Instituto Superior de Novas Profissões (INP), which is also part of Group Lusófona. In terms of student numbers, INP is of a similar size to ISG but INP has more bachelors and fewer masters degrees than ISG. INP specialises in communication and has particular strengths in tourism, hospitality, journalism and public relations. The two institutions therefore have complementary academic portfolios and some professors teach at both institutions. Students share facilities and there is joint provision of student and administrative support.

2.2 ISG Organisational structure

ISG's organisational structure ensures a strict separation between the academic bodies and management board. The Secretary General co-ordinates all non-academic matters and the Dean, who is independent, all academic matters. ISG has a Board of Directors which is elected every three years by the General Assembly.

There are 7 scientific departments each with a Co-ordinator reporting to the Dean. The departments are: General Management, Marketing, Finance, Economics, Mathematics, IT and Law. There is also a Postgraduate Co-ordinator and a Director of Research.

The administrative and service departments reporting to the Secretary-General are: Scholar Secretariat, Public Relations, Library, International, Careers and Entrepreneurship Office, Marketing and IT.

3 Institutional overview and evaluation

3.1 Student numbers

In the 2009-10 academic year, ISG had a total of 561 students, of which 406 were undergraduates. ISG's ability to recruit undergraduate students is limited by the Ministry, but there are no restrictions on numbers of masters students, except for those defined by the Scientific Council of ISG. Undergraduate numbers have grown from 263 in 2005/6 and masters students from 5 in 2005/06. There was considerable growth in numbers in 2009/10, the previous year having 41 masters students.

3.2 Applications and enrolments

Numbers of undergraduate applications have grown from 68 in 2005/6 to 176 in 2009/10, peaking in 2008/09 with 212. First year enrolments, however, dropped in 2009/10 from an institutional high of 206 in the previous year. Both applications and enrolments for masters degrees rose sharply in 2009/10.

ISG has a strong record of developing masters courses which are attractive to students. There is a high employment rate amongst graduates, many of whom have jobs which are directly related to their course. Development of further masters courses is a particular focus of strategic development. The Team questioned, however, whether the ambition of doubling the number of masters was achievable with the current staffing base and within a short timeframe and suggested a longer timeframe might be more realistic.

3.3 Student retention

Retention of students in the very early stages of their courses is challenging since those seeking places at public institutions and for whom ISG is an 'insurance' offer leave in late September to take up places in public universities if their first choice institution becomes available.

Non-completion rates of students rose from 14 students in 2005-6 to 34 in 2009-10. It was the view of those met by the Team that this was likely to increase further in the current financial climate. In order to mitigate the effects of changing financial circumstances on students' ability to complete their studies, ISG has sought ways of enabling students to suspend rather than terminate their studies if their employment status changes during their course.

One of the key issues identified by staff was supporting masters students in completing their dissertations. Staff were working with companies to link dissertations with student (employees) work and creating conditions in which students were more likely to complete.

3.4 Academic portfolio

ISG offers five bachelors degrees, ten masters and 32 CPD and vocational training courses. There is one financed R & D project and 2 scientific reviews undertaken by the R & D unit.

ISG offers undergraduate courses in:

Economy; Information Systems; Information Systems for Management; Management; Marketing

While further portfolio development is focused on masters provision attractive to mature students, it was felt important to retain the undergraduate provision because loss of undergraduate provision would also mean loss of part of the market (those doing 3 plus 2). It was also thought that many students who study at undergraduate level, return later to do masters.

The institutional SWOT did not identify the absence of provision in English as a weakness but it was the view of the Team that this was a potentially significant limiting factor.

3.4.1 Pedagogical methods

The pedagogic orientation of the learning activities developed by ISG is defined and co-ordinated by the Pedagogic Council which is composed of elected professors and students.

Staff believe that the combination of the professional and academic expertise of staff which is reflected in ISG courses makes them attractive to both students and employers. As a result of the strong connection between the academic and professional practice, courses and methods of teaching are constantly being updated and mean that the provision offered is unique. The SER referred to the inclusion of blended learning and e-learning activities on most courses and to the use of the Moodle infrastructure.

The students met confirmed the view that the combination of the practical with the academic attracted them to the course and was appreciated by them. They cited a final project in which students set up a company as an example of this. Those met by the Team described assessment as a combination of examinations and individual or group work assignments. They believed that for the most part, however, teaching methods were traditional. One of the aspects they valued most about studying at ISG was the helpfulness of staff and the ready access that students had to them. Masters students particularly valued being able to study at night, making it possible to combine a career with continuing higher education.

Some staff, however, were of the opinion that the shorter length of degrees determined by the Bologna Process, combined with the fact that most masters students were in full time employment meant that there were particular challenges associated with insufficient time for students to acquire the requisite knowledge and skills. Students progressing to masters following studies for a first degree at other institutions often did not have an adequate grounding in mathematics. ISG therefore offers a pre-entry course in mathematics to students.

3.4.2 Postgraduate provision

There has been a rapid development of the masters portfolio with eight of the ten masters programmes approved in 2008-09 and run for the first time in 2009-10.

Masters degrees are offered in: Accounting; Energy Management; Entrepreneurship; Financial Management; Fiscal management; Investment Strategy and Internationalization; Management; Management of transport and Logistics; Management of Human Potential; Marketing; Public Management.

Further expansion of this portfolio is a focus of strategic development. It is an area in which ISG can respond rapidly to market demand and the absence of state funding for masters programmes, means that it is able to be more competitive in terms of the fees charged. There is, however, growing competition in offering masters courses in some of the subject areas in which ISG specializes. Plans include an integrated MBA (Master of Business Administration) programme, in association with several companies.

While the development of MBA provision primarily aimed at older students from within Group Lusófona was referred to at the first meeting with the Team, when the Team visited again in May 2010 this was under discussion in the light of the development of an MBA jointly by Universidade Católica Portuguesa and Universidade Nova de Lisboa with M.I.T. It was the view of the Team, however, that the development of an MBA was an important strand in the portfolio of a Business School with a strong international brand which would strengthen ISG's portfolio.

ISG is exploring the possibility of developing a limited range of PhD programmes but there are significant external and internal challenges to this.

3.4.3 Research

ISG, under the leadership of the Research Director, is working to develop its academic research base and in 2002 a research centre was created. However, the low numbers of staff specialising in each academic area, mean that building critical mass is difficult. A maximum of five permanent staff participate in international conferences. There is a goal to produce a minimum of one paper in a refereed journal and a conference paper each year. Younger members of staff tend to be those that are active and staff work collaboratively with research units in other universities.

Funding for research also presents significant challenges. As ISG is owned by a profit seeking company, it does not have access to state support for research programmes through FCT (Foundation for Science and Technology) and bids to secure European funding have not been successful. Nonetheless, ISG has developed a range of research activities which have raised public awareness of its research capacity. These include:

- Research seminars
- Late evening discussions on the economy and on justice with high profile co-ordinators
- Journals - Fiscalidade review and IBER review

- CIGEST, Management Investigation Centre
- Co-operation with think-tank ITD – Instituto Transatlântico Democrático (“Transatlantic Democratic Institute”) and IPRIS - Instituto Português de Relações Internacionais e Segurança (“Portuguese Institute for International Relations and Security”).

ISG had been successful in obtaining funding for a research project into mobile-use resistance involving banks in Brazil, Sweden and Portugal. The financial crisis however, had led the banks to cancel the funding.

Both academics and external business partners referred to the separation of companies and universities which meant that companies were reluctant to give research projects to universities.

4 Strategic Plans

The Team was advised that in light of ongoing discussions regarding future arrangements at ISG, there was no current strategic plan document. ISG supplied documentation which formed the key elements in formulating the strategic documents and operational plans including KPIs.

- It will be firmly established as the business school of the Group Lusófona.
- ISG will also be able to provide research services for the Group Lusófona.
- ISG will specialise in provision of higher education for students from Portuguese-speaking countries. Brazil and Angola were identified as potential sources for students who want to develop networks in Portuguese speaking countries. ISG is developing strategic alliances with business schools in Brazil.

At the time of the second visit, ISG was also considering an application for university institution status and the possibility of offering small scale PhD provision.

5 Competitiveness and financial viability of ISG

5.1 State funding

ISG is dependent on student fees and has no other source of funding. Previous attempts to secure state funding through different routes have been unsuccessful.

Provision of business related higher education is an increasingly competitive area and there is a drive from the Ministry for the merger of centres and the formation of larger units that can compete internationally.

ISG is the only private institution amongst the six institutions authorised to offer public administration courses. Its competitors in this are the Universidade Católica Portuguesa, ISCTE and the Universidade Nova de Lisboa university. The government department supplies the programme but ISG does not receive funding for this. There are currently no students on that programme but there are 15 students on a masters programme in public administration started in March.

5.2 Sponsorship

The team explored the reasons why ISG was unable to attract company sponsorship when it enjoyed good links with business. The following explanations were given:

- Lack of state or fiscal incentives to do so.
- A prevailing culture in which it is not normal practice for companies in Portugal to sponsor a school unless they own it. Some companies support the Universidade

Católica Portuguesa, but otherwise, companies do not give money to universities.

- Low levels of private sector research. What is available, tends to be in areas other than management and this is undertaken by consultants.
- Many companies contribute indirectly through the sponsorship of employees to do masters courses.
- Companies allow employees to teach at ISG for very little money and view this as a contribution.

This was also pursued in the meeting with external partners who felt that it was a cultural matter and, in part, that institutions were not accustomed to approaching businesses for sponsorship or for other kinds of arrangements such as teaching for free by business people. They felt that companies and universities 'live in separate worlds – they forget about each other until student recruitment time'. They believed that the development of joint projects in which there were clearly mutual benefits would be more successful than the more traditional sponsorship/donation model.

5.3 Other potential income streams

5.3.1. Executive education

The Team discussed opportunities to increase the range of part time postgraduate provision but the views expressed in meetings were that there were limited opportunities. The economic climate has led to a cut in training activities by employers. Competition for in-house company training was high and other organisations were able to offer it at lower prices. The Universidade Católica Portuguesa was the biggest provider of executive education and ISG could not compete on price. The main approach for ISG was, therefore, to develop further its masters provision in response to market demand.

5.3.2. Applied research

Budgetary constraints limited ISG's capacity to undertake research and it was difficult to attract funding without a successful track record in sponsored research projects.

The Team asked whether undertaking applied research might be a way of generating additional cash. It was explained, however, that as professors are not highly paid, they receive consultancy fees for undertaking research. Moreover, the consultancy market is dominated by four or five companies. Some of the staff from these companies work part time for ISG.

6. Academic Staff

6.1.1 National staffing requirements

New legislation on the regulation of teaching staff is expected. The career structure for teaching staff in the public sector has been clarified and is expected to be parallel for those in the private sector. It is a national requirement for a member of staff to be qualified to PhD for every 30 students taught. At least half of the staff with PhDs must be full time.

6.1.2 Academic staff at ISG

ISG has 57 members of academic staff, 27 of whom have PhDs and 16 masters degrees. Approximately half of the teaching staff is full time. Many of ISG teaching staff are professionals in the public and private sectors.

Approximately nine permanent members of academic staff are equivalent in status to full professors. Academic staff are employed on grades A-C which were judged to be comparable with assistant, associate and full professors. ISG employs staff on annual fixed term staff contracts. This offers ISG some degree of flexibility but can create a less stable environment for individual staff career development.

6.1.3 The scientific departments

There are eight scientific departments each headed by a co-ordinator. The role of the co-ordinator in relation to staff appeared to vary, with some (e.g. Law) having responsibility for staff recruitment, whilst others had a purely co-ordination rather than line management function. When asked about the particular challenges facing their departments, several referred to difficulties associated with a lack of stability in staffing with a high proportion of part time teachers each teaching each 10 hours. Different departmental arrangements were in place in to incentivise hourly paid staff to engage in research. The lack of a clear career structure for academic staff was regarded as a national problem.

While there is some cross-disciplinarity built into course structures, there is no tradition of cross-departmental development. Staff reported that this is an area for future development. The scientific community does, however, meets every month and evaluates work.

7 The role of the International Relations, Careers and Entrepreneurship Office

The work of the International Relations, Careers and Entrepreneurship Office is provided for Group Lusófona institutions.

7.1 Internationalisation

ISG has 25 overseas partners and there are also arrangements whereby students can study in the USA. There is the potential for international development through the Group Lusófona particularly in light of the growth in power and economies of Brazil and other Portuguese speaking countries.

The remit of the Office includes the development and promotion of relationships with other institutions and universities including the exchange of students and staff for study and training, career development and for collaborative research projects

Students are encouraged to participate in international activities through presentations which explain the importance and benefits (e.g. to Diploma Supplement). Currently ISG sends more students on international exchange programmes than it receives – there are a handful of international students at ISG while around 25 students had taken up the opportunity to study abroad. Several of the students met by the Team had made use of the ERASMUS scheme to study abroad and commented on the excellent support they had received from office staff. The aim is to increase student participation from 3-4 students to 20 students over a three-year period. The ERASMUS co-ordinator has, however, experienced difficulties in establishing learning agreements with some universities particularly those in northern European countries.

Academic staff are invited to participate in collaborative activities but take-up is low. The scope for ISG to participate in a broader range of activities is limited by the funding available to it.

ISG is very much aware of the importance of recruiting increasing numbers of international students particularly in light of the future demographic dip in Portugal. Scope for this is limited by the need for students to be able to speak Portuguese as no course is taught solely in English. This situation

does not present difficulties currently with the small numbers of international students on campus who can access free Portuguese language support if they need it through the ERASMUS programme. In addition, staff referred to a preference for learning Portuguese by some groups of students and cited examples of students from German institutions which teach Portuguese. There are overseas students (e.g. from Turkey, Bratislava, Italy) at ISG who prefer to learn Portuguese rather than English because of the importance for African countries. International students were studying at masters level and consideration is being given to offering masters during the daytime as a way of making this provision more attractive to international students.

7.1.1 International dimension to the curriculum

ISG's curriculum includes international finance and international marketing and it was estimated that 75% of the books on each subject are by international authors. Approximately 25% books are in English. While it is not a requirement for students to study English, they are strongly encouraged to do so. The Business English I and II Programmes are offered to enable students to function effectively in an international business environment in which English is used.

Opportunities for visiting professors from abroad are promoted in the usual way. Visiting professors may teach in English if they wish and each semester a number of subjects are offered in English. At the time of the second visit, the team was advised that there were plans to introduce, as standard, a semester taught in English.

There was no information in English on the website at the time of the visit but there were plans for this to be available in the near future.

7.2 Entrepreneurship activities

Entrepreneurship activities are undertaken jointly across Group Lusófona and ISG works in particular with the economics and management and the psychology faculties.

Entrepreneurship activities are aimed at helping students to create businesses when they leave and the SER referred to 250 business proposals. Support is given from the beginning of an idea for a company through to fulfilment (or not). This includes assistance in the creation of business plans and the provision of low-cost incubator offices in the centre of Lisbon with secretarial support. At the time of the visit 4 companies were using this facility.

7.3 Careers advice and support

The office offers careers advice and support to all students. Students met by the Team commented on the friendly approach, useful advice and ease of access to staff able to give them guidance.

The SER states that ISG designs courses that meet the needs of the labour market, with staff combining academic and professional expertise. Its success is reflected in the relatively low levels of unemployment amongst ISG graduates and by the views expressed by the business partners met by the Team. Students met cited career opportunities arising from studying at ISG as one of the benefits of studying there.

8 External partners

The Team met with external partners from the public and private sectors. Their experience of recruiting graduates of ISG was very positive. Some companies recruited graduates from bachelors after three years of study while others recruited to 'real management' posts only after five years. As

employers, they were looking for employees who could adapt rapidly to changing environments. The range of subjects offered by ISG and the differentiation in the financial programmes taught were identified as particular strengths.

Group members felt that ISG's flexible provision (offered in the evenings) was attractive and graduates from ISG often had wider experiences than those from other institutions. It was thought that real world experience was a particularly important aspect of two years masters courses. The quality and experience of teachers was believed to be an asset. They also referred to the need for ISG to develop more company contacts and felt that a strong alumni association would be beneficial.

Asked about the future challenges for ISG, they indicated that it would be important for ISG to retain its ability to adapt to market demands and to remain small with a strong corporate identity and, in an environment with a lot of public provision, a very clear definition of which market segments it can provide for. They recognised the difficulties of this, citing not only competition from the numerous public providers able to offer courses at lower prices but also challenges arising from government policy.

9 Students and their views

9.1 The student experience

The students met by the Team enjoyed the practical and business orientation of the courses offered by ISG. Masters students also welcomed the opportunity to study at night making it possible to combine masters-level study with a career.

Undergraduates take a minimum of 5 courses and up to 7 in each semester. They are assessed through three written tests, three group work assignments and one exam per semester.

Masters courses are taught over three semesters. The students are continuously assessed through three written assessments, group work assignments and presentations and three 'self examinations'. If students fail, they can submit extenuating circumstances and if approved, can re-take the assessment. If not, the mark is averaged over the remaining assessments.

9.1.1 Student feedback

Students are able to give feedback on their experience by responding to a questionnaire which is analysed by Lusófona. Masters students indicated that the results were discussed at the end of the semester. Action was taken in response to student comments or an explanation given as to why changes were not made. Undergraduates were less clear about mechanisms for ISG to respond to student comments raised through the questionnaire. But those met believed ISG was concerned about the needs of its students and worked hard to make changes. Students referred to how easy it was for them to talk to academic staff and clearly appreciated the support given.

There is also a Student Council which meets with Professors and discusses the opinions of students. It is also the means through which students have an input to strategy and decision making through the Student Council. Examples of issues raised by Student Council:

- Changes to procedures – there was the perception that ISG had more procedures than other universities (e.g. Universidade Católica Portuguesa) – and changes were made.
- At masters level, students wanted the dissertation moved from the 3rd semester to occur

earlier. It has been changed to the first semester.

- The provision of additional support for students with learning difficulties.

9.1.2 Student views on facilities

Students expressed mixed views on the facilities. The masters students had some reservations about the library and the lack of online facilities. Others thought that the facilities were good – ‘not professional but still good’.

The location of the campus means that space for car parking is limited but steps had been taken to alleviate this as much as possible. ISG is also seeking to make better refectory provision and social space. Some students felt they would like more opportunities to do sport and other extracurricular activities.

9.1.3 Awareness and involvement in SER

Students were aware of the SER and had seen it, but had not been involved in its production. They did not have anything to add to it and felt it was correct.

10 Conclusions and recommendations

The Team felt that ISG was making great efforts in an increasingly competitive and turbulent environment. It noted that in the time between first and second visits the plans had progressed and the following recommendations are intended to support those plans and to give further suggestions on how they might be developed further. The recommendations of the IEP Team relate to matters that have a direct bearing on ISG’s aspirations, to its planned strategic development and to its capacity for taking forward successful change.

Internationalisation

- ▶ Offer at least one semester taught in English in order to extend the current student exchange programme
- ▶ Consider offering summer schools taught in English for home and international students.
- ▶ Strengthen the visiting professors programme.
- ▶ Engage in benchmarking activities with non-Portuguese institutions (e.g. through ESMU).

Quality management

- ▶ A member of staff should be appointed to be responsible for quality improvement processes. Mindful of both the size of ISG and pressure on resources, consideration could be given to this appointment being made either through Group Lusófona or jointly with INP.
- ▶ Consider application for EQUIS or EPAS as a longer term goal, using their criteria as frameworks for institutional priorities and development.

Corporate relations

- ▶ Build on existing engagement with entrepreneurship as a basis for extending and intensifying corporate relations with companies in order to develop further joint projects, sponsorship and donations by companies.
- ▶ Give further consideration as to how ISG might develop relations with other discipline areas in Group Lusófona.

Corporate development

- ▶ The team very much supports the ongoing development of synergies with INP as a means of strengthening critical mass, extending the academic portfolio into other disciplines and securing synergies in terms of the provision of administrative support. It is strongly recommended that this continues to be explored.

Research

- ▶ Strengthen the research base and secure provision of a PhD programme through activities such as:
 - gaining funding for research projects
 - supporting and encouraging staff to engage in international research and publishing in English.

Academic portfolio

- ▶ Develop an executive MBA (either as sole provider or jointly with another institution) and extend the provision of executive education by offering more bespoke or open courses for private and public companies

Teaching and learning

- ▶ Explore the possibility of modern teaching and learning methods such as distance learning and other uses of learning technologies.

Campus

- ▶ Improve the facilities for students on campus such as the provision of break out rooms for group work and improvements to the student canteen and library.