

INSTITUTIONAL EVALUATION PROGRAMME

EUROPEAN UNIVERSITY ASSOCIATION

**FOLLOW-UP REPORT
OF THE
UNIVERSITY OF ÉVORA**

JANUARY 2010

UNIVERSIDADE
 **DE ÉVORA**

FOLLOW-UP REPORT

1. RECENT OR FORESEEABLE DEVELOPMENTS AT REGIONAL OR NATIONAL LEVEL (LEGISLATION, BUDGETING, AND THE INSTITUTION'S ACTUAL OR PLANNED STRATEGIC RESPONSE TO THESE, ETC.)

LEGISLATION

Following the first phase of the Assessment of the University of Évora by EUA experts, the legal framework that governs the Portuguese Universities underwent some significant changes, namely with the publication, in 2007, of the new "Legal System for the Institutions of Higher Education", which led to the drawing of the new "Statutes of the University of Évora", and the publication of the Statutes of the University Teaching Career and the Statutes of the Polytechnic Teaching Career, in 2009. Adding to these, there were three other major factors which caused a determinant impact at the level of management and organization: the creation of the Agency for the Evaluation and Accreditation of Higher Education (A3ES), the Law no 66B-2007 which restructured the Integrated System of Management and Evaluation of the Public Administration (SIADAP), as well as the Law no12-A, which altered the system of links, careers and scales of remuneration within the public sector.

FINANCING

From 2005 to 2009, the University experienced substantial budget cuts. Despite the fact that the Ministry has provided an 80% increase in the financing of Higher Education, this amount was totally spent on salary increases resulting from the career progression (compulsory under the Statutes of the University Teachers Career), on salary increases in the Public Sector and on discount increases to the Civil Service Pension Fund.

In addition, the regulation governing the numeri clausi of 1st cycle courses was not altered (the number of 1st-year students cannot, thus, be increased), and the Law on the Financing of Higher Education Institutions has kept in force a formula that indexes public financing to the number of students, irrespective of the dimension of the University. In the case of the University of Évora, the financing justified by the number of students would not guarantee, by itself, the economic sustainability of the institution.

However, in January 2010, the Portuguese Government, the Universities and the Polytechnic Institutes signed a "confidence agreement" by means of which the University of Évora sees its budget increased by 15% in relation to the final appropriation of the previous year. This appropriation shall occur in the next four years and commits the universities to present some counterparts which will be agreed with each one of them and monitored by the A3ES.

STRATEGIC RESPONSE

The strategic response comprises several concrete actions, which tend to rationalise costs and increase revenues, to improve governance and students' satisfaction, as well as to foster and promote scientific research.

1. TEACHING AND TRAINING

- a) The closure of courses which do not attract enough students to make them viable;
- b) The sharing of training costs with organisations (sandwich degree courses);
- c) The development of a new model of 1st cycle broad-band courses;
- d) A wider range of 2nd and 3rd cycle courses, which do not have numeri clausi, access limitation to foreign students nor fees limitation;
- e) The implementation of delocalised training, namely to the Portuguese-speaking African countries (PALOPS);
- f) A wider range of lifelong learning courses;
- g) The increase in the number of e-learning target students.

2. SUPPORT TO STUDENTS

- a) The provision of a tutorial system aimed at 1st cycle students;
- b) The creation of a "Student Support Service", to assist students in the resolution of administrative procedures;
- c) The creation of a Student Portal, providing information on support services and social action services, courses offered, rules and regulations, national and international mobility, the Academic Association, among other;
- d) The computerisation of all administrative and bureaucratic procedures, including the medium of payment of due fees;
- e) The development of a new complex of Halls of Residence.

3. SCIENTIFIC RESEARCH

- a) The creation of the Institute of Research and Advanced Studies;
- b) The creation of the Services for Science and Cooperation;
- c) The creation of the Office for the Support to Intellectual Property;
- d) The creation of a Programme for the award of Master's and Doctoral Scholarships, of the University of Évora;
- e) The implementation of network links between Research Centres;
- f) The indexing of the assessment of teaching staff to their own scientific production;
- g) The development of the Digital Research Repository;
- h) The creation of International Science Chairs, financed by external funding (e.g. Biodiversity Chair; Renewable Energies Chair);
- i) Flexibility to the assignment of teaching loads, providing some teaching staff with the possibility to engage more fully in research activities for a certain period of time.

4. GOVERNANCE AND ADMINISTRATION

- a) The adoption of a new organic structure which reduces the number of decision-makers (The Rector and the Directors of the five organic units) and increases the level of responsibility of each one of them;
- b) The appointment of an Administrator, who shall supervise the administrative machinery and exercise the powers delegated by the Rector;
- c) The hiring of a Statutory Auditor, through a firm of chartered accountants, who shall monitor the financial execution and certify the final accounts;
- d) The establishment of public and private partnerships on all domains that require investment, greater agility in contractual arrangements and conformity to market laws: the management of the Veterinary Hospital; the management of the Experimental Farms; the exploitation of cafeterias; the construction and management of Halls of Residence;
- e) The use of modern technologies which shall reduce costs with communications (voice/IP), increase the efficiency of services and reduce staff needs;
- f) The use of renewable energies (solar thermal, photovoltaic and geothermal) to reduce energy costs;
- g) The allocation of real functioning costs to all teaching or research units.

2. INTERNAL AND EXTERNAL REACTIONS TO THE OUTCOMES OF THE EVALUATION PROCESS (WHICH IMPLIES AN EVALUATION OF THE EFFECTIVENESS OF THE WHOLE PROCESS, INCLUDING THE IEP TEAM'S ACTIVITY)

There were several reactions to the self evaluation report. The recommendation to reduce the number of decision-making Centres, in particular, was not well accepted. Despite having been stated in the Statutes, that reduction is not yet fully implemented. The assumption of the several delegated powers in the Directors of the Schools (vide Order annexed to this report) has been a slow process.

Similarly, despite the unanimously acknowledged need to develop internal systems of self evaluation, the assessment of the teaching staff is only now being regulated under the new Statutes of the Teaching Career.

The Rectory is well aware of the measures that need to be implemented, namely the ones regarding the assessment of the courses offered, of the management and general functioning, as well as the assessment of the teaching staff performance. However, as with the majority of changes, this change has proved to be slow and difficult too.

The difficulties that have arisen have also been associated with the numerous changes that have affected the organic structure and the general functioning of the University. The response to all the significant changes introduced in a recent past, especially to the ones focussing on quality assessment, has not only required a change in attitude, it has also hindered the rapid implementation of the internal system of quality, which was an essential recommendation.

3. ANALYSIS OF WHICH RECOMMENDATIONS HAVE BEEN IMPLEMENTED AND WHICH NOT

TEACHING

Implemented actions

- a) The participation of students in the Pedagogic Councils holding parity status;
- b) The creation of the 'Student Support Service' which offers useful information and support on a wide range of subjects, including the Social Action Services and the Academic Association;
- c) The creation of the "Student Portal" integrated in the University portal, which provides the students with relevant information;
- d) The renovation of all 3rd cycle learning programmes and the creation of an Organic Unit for the management of those programmes: the Institute for Research and Advanced Studies;
- e) The Re-evaluation of bilateral agreements;
- f) The creation of 2nd and 3rd cycle courses in association with other national and foreign Universities;
- g) The creation of the Office for the Promotion of Academic Success which aims at implementing the Tutorial system - teacher-student and peer (student- student).

Actions NOT implemented

- a) The re-evaluation of learning programmes and subject contents shall occur when the courses are submitted to the National Assessment and Accreditation Agency (A3ES);
- b) The implementation of English-taught courses;
- c) The creation of specialised preparatory courses;

RESEARCH

Implemented actions

The creation of the Institute for Research and Advanced Studies, which aims at the development of interdisciplinary research synergies. This Institute is responsible for the management of Doctoral and International Master's degrees and hosts the Research Centres that have reached quality standards.

The creation of the Services for Science and Cooperation (SCC). In accordance with the new Statutes of the University, these Services aim at promoting, supporting and improving scientific activities developed by researchers, research units and by the Institute of Research and Advanced Studies, as well as at supporting student and teaching staff mobility.

Created within the framework of the SCC, the Digital Research Repository of the University of Évora aims at gathering the scientific outputs of this University, so as to ensure the preservation of the intellectual memory of the institution and help researchers make their research outputs more visible and accessible. To meet this objective, the Digital Repository integrates the Portuguese Scientific Open Access Repository (RCAAP).

Actions NOT implemented

- a) Definition of strategic areas;
- b) The implementation of a COMPLETE system of evaluation of research outputs;
- c) Reduced number of 3rd or 2nd cycles under international cooperation.

QUALITY

Implemented Actions

- a) Partial implementation of the Programme for Quality Promotion (ProQual);
- b) The implementation of the Integrated System of Management and Evaluation of the Public Administration_(SIADAP)
- c) The implementation of the Framework for Evaluation and Responsibility (QUAR)

AUTONOMY AND MANAGEMENT

Implemented Actions

The new organic structure reduced the number of decision-makers, thus accelerating the process of decision-making, and reduced the fragmentation. However, and as a consequence of the Legal System for the Institutions of Higher Education (RJIES), the representation of the student body in the academic Senate was not expressive; alternatively, the Schools have Pedagogic Councils where the students hold representative parity status.

Actions Not implemented

As the number of Departments was not defined in the Statutes, the Schools decided to maintain the same number as before (there was only one fusion). However, given the new decision-making structure and the implemented policy of human resources rationalisation, the number of Departments is not so relevant an issue as it was in the past.

CHANGING CAPACITY

Implemented Actions

The changing capacity results mainly from:

- a) the governance improved agility resulting from the new organic structure of the University of Évora (The Rector and five Directors of Organic Units);
- b) the participation of external members of the civil society in the definition of the strategic orientations (General Council);
- c) the creation of the Institute for Research and Advanced Studies (IIFA) which lends additional coherence and scientific credibility to the advanced training offered.
- d) the management rigour, which underpins a better management ability.

4. MAIN REFORMS PROPOSED AND IMPLEMENTED

The main reforms implemented were directed to the new structure required by the new Statutes of the University of Évora and by the new Statutes of the Teaching Careers.

These enabled:

1. Action - Centralisation of decision making due to the aggregation of Departments into schools presided over by an elected Director who is responsible for the academic, disciplinary and administrative management of the School and the only interlocutor with the Rector.

Expected outcome - the centralisation of decision making in the Rector and in the Directors of Schools potentiates:

- a) Greater efficiency in the implementation of the policies defined by the management bodies;
- b) Greater levels of accountability and deeper commitment to the expected outcomes.

2. Action - Creation of the Institute for Research and Advanced Studies, which is responsible for the organisation and management of doctoral and international Master's Programmes, and which hosts the research centres which reach quality standards.

Expected outcome - The Institute is expected to:

- a) Promote coherent links between advanced training and the scientific expertise available in the Research Centres and Chairs;
- b) Induce global strategies of research and Advanced Training focussing on an interaction between different scientific areas. This shall allow greater efficiency in the management of human resources at the level of the management of 3rd cycle courses;
- c) Greater visibility and dissemination of research outputs;
- d) Higher levels of internationalisation of research teams;
- e) The adoption of good practices, namely the realisation of "master classes for Supervision on Doctoral Education".

3. Action - Creation of the Student Support Service. All the information necessary to the students was centralised in one same building which hosts the Academic Services, the recently created Office for the Promotion of Academic Success, the secretariats of the courses Directors and of the Pedagogic Councils, and the Office for the support to students with special educational needs. This building shall also host the Academic Association and the Social Action Services of the University of Évora.

Expected outcomes - This new structure aims at:

- a) Providing a better integration of students in the university, providing them with advice and guidance on a range of matters concerned with administrative procedures;
- b) Improving the level and quality of information provided, by the complementary range of support services offered in the same student helpdesk.

4. Action - Creation of the Services for Science and Cooperation. These new Services manage the research projects, the rendering services projects and the connections to organisations, as well as

the international student and teaching staff mobility. These services were formerly dispersed by three different offices. Currently they are organised in three divisions: the division of mobility, the division of cooperation with the outside and the division of administrative and financial affairs.

Expected outcomes - The expected outcomes are the following:

- a) To ensure coherence and efficiency in the support to researchers, to students applying for international mobility, to the financial management of the projects and contracts, as well as the support to programmes of multiannual financing of the Research Centres;
- b) To assume the prospective potentialities of participation in international science and technology programmes and of cooperation between the university and enterprises;
- c) To manage the protocols and arrangements established with national and foreign institutions and organisations;
- d) To ensure the uploading of the Digital Research Repository, the organisation of CV in the DeGOIS platform and the edition of the Science and Technology Year Books.

5. Action - Consolidation of the Training Office, which is now accommodated in appropriate premises and which manages all the programmes of Technological Specialisation Courses (CET, post- secondary courses) and of lifelong learning courses (LLL- specialised courses, post-graduation courses which do not award titles, short courses, among others). It is also committed to the preparation of call for tenders to improve the efficiency of the general services of the University.

Expected outcomes - The accommodation of the Training Office in appropriate and well equipped facilities makes the offer of non-regular courses more versatile and more competitive. This initiative will result in:

- a) A significant increment in the offer of post-secondary training courses (CET), according to the financial capacity provided by the Ministry of Science Technology and Higher Education;
- b) A significant increase of the courses framed by the concept 'lifelong learning' (LLL) with the corresponding satisfaction of the population and the increase of revenues.

6. Action - Administrative modernisation. The general structure of the Services was reviewed so as to increase their efficiency by means of computerisation. As regards the Academic Services, in particular, the administrative modernisation focussed on:

- a) The installation of a new computerised platform, called 'Primavera', adequate to the dimension and complexity of the financial, patrimonial and human resources management, to the adoption of the Official Audit Plan for Education (*POC Educação*) and to the implementation of cost accounting;
- b) The installation of a digital system for the control of assiduity of the non-teaching staff and of invited teachers.

Expected outcomes - This action aims at:

- a) Following, in real time, the implementation of the budget, the position in the accounts, the human resources and their career positions, the revenues obtained, particularly from the fees;
- b) Providing the schools with means of control and of good management of their resources;
- c) Controlling the staff assiduity and the fulfilment of their contractual obligations;

- d) Having a cost accounting which potentiates a more efficient management through the allocation of real costs to the several units and to other cost centres and, furthermore, the application to international financing under the 'full costs' scheme.

5. ENSUING PROBLEMS AND FAILURES (IF ANY), AND ANALYSIS OF THE OBSTACLES THAT WERE FACED

The main problem faced within the framework of the current financing model of the Portuguese universities is the recurrent structural deficit. The Government gives signs of understanding and promises to review the current financing Law. In the meantime, the University of Évora has overcome the financial strangulation by means of:

- a) Occasional budgetary reinforcements, provided by the Government;
- b) The increase in the revenue generated by teaching and training activities and by the rendering of services to the community;
- c) Some costs reduction.

This is a too serious problem to be solved exclusively within the framework of institutional measures. To a great extent, it limits the definition of long-term policies and is a great obstacle to the development of the Institution. The effort which is being asked to the University of Évora makes its function in the threshold of unsustainability.

How this problem was faced

The problem was tackled with great determination and the following actions were undertaken:

- a) Ministry awareness, through the drawing of a report which identifies the causes of the structural deficit;
- b) Administrative improvement which gives visibility to the cashflows, to the financial stocks and to the cash position according to the official accounting rules for IES.
- c) Credibility of final accounts;
- d) Rationalisation of expenditure;
- e) Delivery of some sectors to private administration.

From amongst the measures of rationalisation of expenditure undertaken, the following are worth mentioning:

- a) The reduction of Services staff. This reduction did not imply redundancy of staff, rather it was underpinned by retirement age and the non renewal of contracts
- b) Management of teaching staff. In this domain the reduction was less evident: the reduction of teaching staff in surplus areas, by means of transference to other institutions or by retirement age, was partially compensated by the hiring of teachers for other emerging areas (Arts, Sports, Psychology, Technologies). The establishment of inter-university partnerships was also stimulated, such as the one established with the University of Algarve under which the teaching staff of Civil Engineering is shared.
- c) Reduction of costs with communications. The connection of all buildings of the University by means of optical fibre (made possible through financing obtained by tender), which eliminates, to a great extent, the use of telephonic communications;
- d) The installation of the system "voice over IP". The University of Évora is connected to all institutions of research and higher education through free telephonic communications, which use the computerised network (thanks to financing obtained by tender);

- e) Energetic efficiency. The programme of energetic efficiency covers the majority of the buildings of the University and aims at (i) reducing the consumption of electricity (ii) benefiting from new technologies which promote energetic efficiency (iii) replacing the consumption of electricity in the air conditioning, through the exportation of solar and geothermal energies and (iv) providing better living conditions in the buildings;
- f) Programme of documentary management. This programme aimed at the substitution of paper as an information support in the internal flows of decision and currently covers circa 80% of the administrative acts, including applications, order forms and Orders.

6. NEW INITIATIVES ENVISAGED OR IMPLEMENTED (E.G. STRATEGIC PLAN, INTERNAL QUALITY PROCEDURES)

The main strategic axes are identified in the Electoral Manifesto of the current Rector, which was ratified in 1996, and are reflected in the Plans of Activities annually approved by the Senate and also by the General Council of the University of Évora, in 2009.

Amongst the new initiatives implemented, it is worth mentioning the ones which fall into three categories and aim at (i) the establishment of a policy of quality and of self-evaluation; (ii) the establishment of public and private partnerships for the management of well defined sectors and (iii) closer links with the countries that integrate the Community of Portuguese Language Countries (CPLP).

Some new strategically meaningful initiatives have been undertaken in the domain of private and public partnerships.

POLICY OF QUALITY

The establishment of a policy of quality was a dominant feature of the last four years. To meet that end, there was the need to create the Pro-Rector for the Policy of Quality and Innovation and a programme for quality promotion (PROQUAL), which adopted the recommendations made in the evaluation report of the EUA and in 'The European Standards and Guidelines for the EHEA'. This programme of internal evaluation was supplemented by the Agency for the Assessment and Accreditation of Higher Education (A3ES), which obliges all universities to present the accreditation applications for all their courses until the end of March 2010, and by the recent evaluation of the research units made by the Foundation for Science and Technology (FCT). Some concrete measures are being undertaken:

1. Action - Implementation of PROQUAL. Approved by the Senate in November 2007, the PROQUAL shall monitor many sectors of activity of the University of Évora, namely through the Reports on Curricular Units, Teacher, Course, Department, School and Research Unit (most including a field for regular self-evaluation), through questionnaires to students, teachers, staff and employers, and through the construction and divulgation of a set of indicators of quality monitoring.

The implementation of the programme is the responsibility of the Computing Services, which have already developed many of the necessary applications accessible to the academic community.

Expected outcomes:

- a) to obtain, on a permanent basis, an analysis of the functioning of the institution so as to introduce the corrections deemed necessary in due time;
- b) To guarantee the obtainance of quality certifications on key sectors of the institution;

- c) To promote an institutional culture of quality.

2. Action - Creation of the Assessment Council. The Assessment Council was created within the framework of the organic restructuring. It is an organ which is not dependent on the Rectorate and which aims at defining the policy of quality, at supervising all processes of self evaluation, at implementing the recommendations made by the external evaluation board, at drawing recommendations for the promotion of quality and at promoting an institutional culture of quality.

3. Action - Assessment of the non-teaching staff performance. The university has adopted the Integrated System of Management and Evaluation of the Public Administration (SIADAP) since 2005, so as to assess the performance of its services and organisms, and of its leaders and non-teaching staff. This was a governmental request laid down in Decree no 19-A/2004, with significant amendments introduced by the Law no 66-B/2007.

4. Action - Assessment of the teaching staff performance. Under the new Statutes of the Teaching Careers, each institution must conceive and approve a model of assessment of the teaching staff performance. This need was, however, acknowledged two years ago when the Rectorate drew a model for that purpose. In the meantime, with the entry into force of the new statutes of the teaching career the teaching staff assessment regulation is mandatory. The University Senate has already approved the generic model of assessment and the Schools shall now approve their specific regulations.

Expected outcome - the assessment model, if unanimously accepted, shall be an instrument of:

- a) support to the career progression;
- b) stimulus to productivity and of adoption of good practices;
- c) recognition of merit.

PRIVATISATION OF UNITS MANAGEMENT

1. Action - Private management of Experimental Farms. The University created a partner enterprise – ZEA – in which the University of Évora is the only stakeholder, in order to guarantee a lucrative management of its Experimental Farms, which comprise 1.400ha of the best soils in Alentejo and are covered by the irrigation perimeter of Alqueva.

Expected outcome - ZEA shall enhance:

- a) A lucrative and model management of the Experimental Farms, simultaneously respecting the environment;
- b) The access to European Union funding aimed at agriculture, at the protection of autochthonous breeding and at the preservation of the rural landscape;
- c) The provision of excellent conditions for an economically viable agricultural practice and livestock breeding to support the regular teaching activities of the University of Évora;
- d) The development of some agro-industries based on wine, olive oil and milk.

2. Action - Private management of the Veterinary Hospital. The Luís de Molina Foundation, a private entity created by the University of Évora in 1996, is responsible for the management of the Veterinary Hospital.

Expected outcome - The private management shall:

- a) Conjugate the pedagogic and scientific support to the Veterinary Medicine teaching and research with the adoption of an economically sustainable model of management;
- b) Broaden the University sphere of influence over the rural space in Alentejo;
- c) Compete with other private entities in the support to the outpatient treatment of both large and pet animals.

3. Action - Private management of the Complex of Halls Residential. The construction of new halls of residence shall not obtain public financing. Consequently, the University has called for tendering to select a partner enterprise for “the conception, construction and management” of a residential complex in lands owned by the University.

Expected outcome - the construction of a large residential complex (1.000 beds):

- a) With a differentiated typology of accommodation;
- b) With the capacity to accommodate national students and teachers, of different ages and social condition;
- c) offering good supporting conditions to the international standing of the University of Évora;
- d) In economically satisfying conditions

4. Action - Private management of cafeterias. The majority of bars and cafeterias until now managed by the Social Action Services shall be operated by private companies.

Expected outcome - this decision shall:

- a) Eliminate the trading deficit of those food units;
- b) Provide the students and teaching staff with a better service, particularly as regards the terms opening hours for both evening and weekend classes.

CLOSER LINKS WITH THE COMMUNITY OF PORTUGUESE LANGUAGE COUNTRIES (CPLP)

The countries comprising the CPLP, namely African and from Oceania, are an important market for training due to their shortage of qualified human resources. This fact represents a challenge and a window of opportunity for the Portuguese universities from which they will be able to take advantage.

The University of Évora is present in Timor (University of Timor), Cape Verde (University of Cape Verde and the Piaget Institute), S. Tomé e Príncipe (Polytechnic Institute of S. Tomé) and in Angola (Agostinho Neto University and Methodist University of Angola). The following actions are worth mentioning:

1. Action - **Homage to great African figures.** The University of Évora awarded Leopold Senghor and Graça Machel with a Doctorate *Honoris Causa* and Malangatana is following suit.

2. Action - **Master's degrees in Angola.** In 2006, the University of Évora signed a partnership agreement with the Methodist University of Angola to teach 2nd cycle courses at that university, under a delocalised presential teaching scheme.

7. HOW HAS THE INSTITUTION'S CAPACITY FOR CHANGE AND ADAPTABILITY DEVELOPED SINCE THE FIRST EVALUATION? (E.G. REFINEMENT OF STRATEGIC PLANNING PROCESS; INTERFACE MECHANISMS WITH STAKEHOLDERS; ENVIRONMENTAL SCANNING PROCESSES, STRATEGIC PERSONNEL POLICIES ETC.)

- a) The Senate approved the strategic orientation for the next four years proposed by the Rector.
- b) The Schools drew their respective Strategic Development Plans, which define the policy of interface with the enterprises, of staff management and of interaction with several academic actors. The fact that these plans were approved by the General Council, which sits external members with different kinds of professional and personal backgrounds, shows that the 'input' of ideas is being highly productive, being simultaneously an indicator of significant improvements in the future.

8. THE KEY ISSUES I.E. THE LEVERS FOR FURTHER CHANGES THAT SHOULD BE DISCUSSED DURING THE VISIT

POLICY OF QUALITY

Evaluation and quality monitoring are still the most controversial issues in the University, despite being of crucial importance. The need to monitor and evaluate procedures, staff, processes, in one word the GLOBAL functioning of the University plays a pivotal role in the evolution of the University, but people are taking time to accept it.

STRATEGIC AREAS

The definition of strategic areas is another crucial aspect to be considered in the evolution of the University. Directly related to the policy of quality, it has raised some difficulties, although now is the time to approach it clearly and objectively.

THE AUTONOMY OF ORGANIC UNITS

The Directors of the Schools have already drawn their activity plans and have had the opportunity to account for them in terms of QUAR indicators. The desired administrative decentralisation shall imply the transference of competences to the Schools which, in turn, implies the need to train staff and the command of information systems (GESDOC, accounting, human resources, academic). The level of delegation of competences tends thus to increase and be proportional to the confidence in the systems flows.