

## THE ACADEMIC CONDITION AND ITS ENEMIES

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### ABSTRACT

In the name of the certification of 'quality' and 'excellence', the *University of Minho* now seems condemned only to carry out procedures which, in education and research, certify routine and conformity, efficiency and utility, thus confirming the hegemony of instrumental reason. It is, however, my purpose in this study to reflect on academic freedom in the university. This issue demands that one should address one's questions to the nature of the university itself, to the academic profession, as well as to its vocation and mission. What is the university today? What are the forces that traverse it? What blows has it sustained? What are the threats it is exposed to? What are its contradictions? What demands must it comply with? What should its response be?

### KEYWORDS

University; modernity; university vocation and mission; performance  
assessment; university governance; academic freedom

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### INTRODUCTION

Although the reflection on the university's vocation and mission are currently the order of the day, as was recently demonstrated by Zara Pinto Coelho and Anabela Carvalho (2013: 4- 14)<sup>1</sup> in their recent work, my perspective resumes a debate introduced by Max Weber almost one century ago on the occasion of his two conferences, one in 1917, another in 1919: "Wissenschaft als Beruf"; and "Politik als Beruf"<sup>2</sup>. I have returned to Max Weber since, in the discussion about the university, I believe it is interesting to understand both what divides science and politics, as well as what equally unites them. As was pointed out by Raymond Aron (1974: 8) in the introduction to the book *Le savant et*

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<sup>1</sup> It was already in 1989 that Boaventura Sousa Santos (1994: 163-201) referred to a crisis then experienced by the university, highlighting three aspects thereof: it had to do with a crisis of hegemony, a crisis of legitimacy and a crisis of the institution itself. Because the university was already incapable of adequately promoting the social mobility desired, it saw a decrease in its contribution to the country's democratization. Because the university's discourse did not go beyond being a discourse among so many others and was no guarantee of a tribunal of reason. Because, in the face of the growing social demands that rained upon it, the university proved to be totally incapable of providing a response. Nevertheless, and after the passage of a quarter of a century, Zara Pinto-Coelho and Anabela Carvalho (2013: 4) have drawn attention to the fact that changes have occurred in the meaning of university "identity, principles and practices". These are so "profound and contradictory" that they are now generating tension and disputes within the university itself, as well as in the relations it establishes with the state and society. A consultation of Martins (2013: 61-72) and Nóvoa (2014: 11-21) is recommended in this context.

<sup>2</sup> These conferences were collected in Max Weber's book, *Le savant et le politique* [*The wise man and the politician*], with an introduction by Raymond Aron. It was first published in 1959, in *Recherches en Sciences Humaines* by Librairie Plon. The edition consulted was that of Union Générale d'Éditions, Plon, Col. 10/18. In this book, the conferences appear as chapters, with the following designations: "The profession and vocation of the man of study" and "The profession and vocation of the political man".

*le Politique*, by Max Weber: “One cannot *simultaneously* be a man of action and a man of study, without compromising the dignity of the one or the other profession, without failing in the vocation of the one or the other. One can, however, assume political positions outside the university, as well as the possession of objective knowledge; though this is perhaps not indispensable, it is certainly favourable to reasonable action”.

A theory of action always constitutes “a theory of *risk* and also a theory of *causality*” (*Ibidem*); it is precisely for this reason that “the real has not previously been recorded in writing”, and that the course of history depends on actual people and on specific circumstances (*Ibid.*: 9). Yet, the need to make contextual options does not force thought to depend on “essentially irrational” decisions; neither is existence fulfilled in a freedom which “refuses to submit itself to Truth” (Aron, 1959: 52)<sup>3</sup>.

Our era has been traversed by a dominating and shaping force. I am referring to the technological mobilization directed at the market. These world kinetics were called, firstly by Jünger (1930[1990]) and then by Sloterdijk (2000), a ‘total’ and ‘infinite’ mobilization aimed at the market. On the other hand, undone was the myth that constituted a foundation for the western world, the myth of the word, a myth associated to a space of promise<sup>4</sup>.

Promise projected an idea of a future and provided guarantees for it. It launched a forward purpose and gave us a sure footing (essence, substance, God, transcendence, subject, man, existence, consciousness...) (Derrida, 1967: 410-411), a familiar territory (between a genesis and an apocalypse, a story of salvation, for example, the Kingdom of God, a classless society, a society enlightened by the Lights of Progress, with reason imposing itself on superstition)<sup>5</sup> and a stable identity (that we are created in God’s image, or rather, that we aspire to fraternity, that man is no longer a wolf-man...).

In contrast, technologies have deployed us to the urgency of the present – these are the kinetics of the world, a mobilization directed towards the present (Martins, 2010). In a technological civilization, a civilization centred on numbers, the words of promise are

<sup>3</sup> However, the view we hold concerning truth removes the basis for the concept of truth, which still makes its presence felt in Raymond Aron’s text. Indeed, we subscribe to the principles of historicity and hermeneutics where, due to the complete invasion of the field of knowledge by discourse, the truth is a mere discursive function. (consult Martins, 1994: 5-18).

<sup>4</sup> The word, quintessentially, constitutes the great myth of western civilization. This is the perspective I defend in “Ce que peuvent les images. Trajet de l’un au multiple” (Martins, 2011 a). In effect, our reason is discursive, both in the Greco-Latin tradition as well as the Judaeo-Christian tradition. For Aristotle, for instance, man is defined by language. And since language is the path which leads us to the other, man is a “political animal”, an expression found both in *Politics* and in *Nicomachean Ethics*. Yet, those before Socrates already considered the word to be something that saved. Consider, for example, what is stated by Roland Barthes (1970) in “L’ancienne rhétorique”, regarding the drafting of the first treaty in argumentation by Corax and Tisias. As for the Judaeo-Christian tradition, one is immediately confronted with a proclamation of discursive reasoning at the beginning of *St. John’s Gospel* (1, 1): “In the beginning was the Word and the Word was God”. This inheritance has always accompanied us and it is with it that we have reached Modernity. This can be seen in Nietzsche (1887, II, paragr. 1), for whom we are animals of promise, the only animals capable of promising. This is also visible in Jorge Luís Borges, with promise being fulfilled in the illocutionary dimension of language. In his poem *The Unending Gift*, Borges states that “in a promise there is something that does not die”. E George Steiner (1993: 127) does not say this differently in *Real Presences*: “Language exists [...] because ‘the other’ exists”. Or be it, the word is the path leading to an encounter with the other and constitutes our fate.

<sup>5</sup> The idea of familiar territory, with a narrative that develops in the space between a genesis and an apocalypse, may be explained by the notion of “truth” as the origin and ending of a story that makes sense, in which the origin is uncovered in the form of archaeology and the ending anticipated in the form of eschatology. On this subject, consult Martins (1994).

followed by the numbers of promise, which are always the numbers of economic growth, those of the Gross Domestic Product (GDP) and the numbers of exports, namely, the *superavit* numbers of the Trade Balance. What now constitutes promise, is provided by economists, engineers and managers; it is they who are the current wizards, and no longer the politicians, priests and jurists.

#### CURRENT WORLD KINETICS AND THE UNIVERSITY

It is in this context that one finds universities. They are subjected to the same world kinetics, that of the mobilization of technologies for the market, which is translated into a response to the demands of a civilization of numbers (Martins, 2013, 2003, 1993).

Traditionally, the promise of the university was: to serve the *Truth*<sup>6</sup>. This is where its main objective – *research* - ensued from, since truth can only be reached by those who systematically seek it. Yet, the truth was beyond science, to the extent that it was from this domain that the university derived the following objective: *to serve culture*, showing that it was capable of educating man as a whole. Furthermore, the truth is transmitted and, to this end, the university had to *consecrate itself to education*. Even the teaching of professions was ordered by the principle of comprehensive training.

Nevertheless, what we now observe is the idea of applying *marketing* to the education system. This means that the university is placing products on the market, which are highly likely to be purchased. It is thus that education has become a business, that lecturers have become service professionals and consultants, with its commercial directors – namely, the directors of Schools and Faculties – at the centre of the management of this business. The assessment of the product, its ‘profile’, is determined from above in accordance with bureaucratic criteria; these are dependent on the laws of the market, business and *marketing*, as well as on their newsworthy visibility. And the education projects deemed to be more ‘fragile’, those which are directed at restricted groups of ‘consumers’, are mercilessly eliminated.

And the same can be said of fundamental research. From the beginning of the 20th century there has been a constant and increasing tendency to make the scientific validity of research projects depend on their positive contributions to practical social needs. Even in the case of social and human sciences, research projects have not been able to evade the market’s pressures by being directed at ‘quality’, ‘excellence’, ‘competitiveness’, ‘efficiency’, ‘relevance’, ‘entrepreneurship’, ‘employability’, ‘economic development and the generation of employment’, as well as the use of English as the only language of science

<sup>6</sup> As previously referred, in his introduction to *Le Savant et le Politique*, Raymond Aron provides the framework for Max Weber’s thoughts by relating them to the greater category of Truth, when he advocates that existence cannot be fulfilled in a freedom “that refuses to submit itself to Truth.” (Aron, 1959: 52). Our perspective, however, advocates the deconstruction of the concept of truth, thus moving away from Aron. As was pointed out by Derrida (1967: 412), who acts as our reference, the deconstruction of the concept of truth constitutes an achievement for our time. One of the most noteworthy names associated to this achievement is that of Nietzsche (and his criticism of metaphysics, namely his idea of the game, interpretation and signs without a present truth); as well as Freud (and his criticism of self-presence, namely the criticism of consciousness, the subject, one’s sense of identity, proximity and self-propriety); and, further, Heidegger (and the destruction of metaphysics, the destruction of ontotheology, the destruction of the being’s determination as a presence).

(Shore & Wright, 1999; Power, 2000; Martins, 2008, 2012 a, 2012 b, 2013; Martins & Oliveira, 2013; Nóvoa, 2014).

Indeed, our world does not seem to have any other world beyond the needs of the market and its financial demands. This is also the conclusion one reaches when one is confronted with the new *European Union Framework Programme for Research and Innovation, Horizon 2020*. The key challenge stated is that of “stabilizing the financial and economic systems, while measures are taken to create economic opportunities” (*European Commission, 2013*). In fact, what is being dealt with now is the complete submission of European scientific policy to corporate strategy. This dependence is reinforced in a recent document issued by the Commission, entitled *Research and innovation as sources of renewed growth* (COM(2014)339 final). The section “Increasing impact and value for money”, is precise in its objectives: “Raising the quality of public spending on research and innovation”. And, among the conclusions pointed to by the document, one that deserves to be highlighted is the following: “Investment [in R&I] must be accompanied by reforms that enhance the quality, efficiency and impacts of public R&I spending, including the leverage of business investment in R&I” (p. 12)<sup>7</sup>.

Besides the European Commission, other financing Agencies (I am referring to the Brazilian CAPES and CNPq, and the Portuguese FCT), as well as businesses, no longer condone what they do not consider to be of social interest. Civil society undoubtedly does so too, and the same can be said of editors, who will not hear of publishing fundamental research, arguing that they will have no readership. It is a fact that all the sectors of collective life have today placed the university under surveillance, under the guise of ‘accountability’, which is measured as an “economic value” (Barr, 2012: 438-508).

In sum, what is occurring due to this technical explosion is that our times have accelerated and been deployed for the market. And the very same process is happening at universities, through their current policies for education and research, accompanied by the technological control of the science of information. I am referring, for instance, to the constant demands they are subjected to, by means of computer platforms, the hastened mobilization of lecturers and students directed at the market and *rankings*. As is well highlighted by Hermínio Martins, we have been trapped by the discourse of “The University of Excellence-as-a-business” with a maximum “Throughput” (H. Martins, 2004), a description of the university which is now far removed from its description by Eliot Freidson (1986: 436): “notable social inventions to support the work that has no immediate commercial value”.

Since our time is one of technological deployment, a new type of teacher and student is now required, as well as a new type of researcher. With increasingly fewer social

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<sup>7</sup> The subjection of European policies to a business strategy is the general line of this European Commission document, from which I have selected one more extract: “The developments in the quality and efficiency of expenditure can contribute to the creation of a virtuous cycle, by means of the leverage of greater levels of investment from the private sector, generating larger economic returns. The reforms aimed at developing the quality and efficiency of public expenditure are important for all the Member States. *It is especially vital, in the case of those that are more financially restricted and less efficient in expenditure, to increase impact through far-reaching reforms, as well as to wisely increase investment while their economies recover.* On the other hand, for those with adequate fiscal space and high efficiency, support will emerge to make their investments clearer, thus attributing greater value to money” (COM(2014)339 final), p.5 [the highlighted extract is ours].

rights, lecturers, researchers and students are currently confronted with the condition of permanent mobility, thus *crossing* over to the market's needs.<sup>8</sup>

And there they are, the new researchers, included in programmes of mobility, from country to country and from university to university. They have to be competitive and enterprising; they must promote self-employment, or general employment; they are required to create *spin offs*, for example. Additionally, they have to be productive and achieve success<sup>9</sup>.

It is then that the legion of doctorate and post-doctorate graduates emerge, youngsters seeking the redemption of a research grant which, at most, will allow them to move from congress to congress, from one research project to another, knocking on the doors of scientific journals and running after some or other *ranking* or a mirage of a scientific award. In order to justify this crossing, characteristic of a nomadic condition and without social rights, the official discourse has taken on new arguments: it is then added that the economy, namely businesses, do not absorb them; that lecturers and students are a surplus in the work market and thus expendable; that they are suitable for emigration<sup>10</sup>.

#### THE ACADEMIC DAY-TO-DAY AND THE GOVERNANCE OF UNIVERSITIES

Since this is the present context, one should reflect on everyday academic activities, as well as on the governance of universities.

What constitutes the nature of universities today is commercial ideology: universities are businesses; education is a service area; teaching and research are business opportunities; lecturers are service professionals or consultants; students are customers. And with the financial and work market rumbling fantastically above its head, the university breaks into the headlines with the 'excellence' of its courses and lecturers, namely it advertises its 'quality'. Yet, what is this 'excellence' that everyone is talking about? Excellence is measured through the institution's demand indexes. It is also quantified by the entrance marks required for a said university. It is, furthermore, related to school education's success rates. And, additionally, that of the employment indexes of former students, as well as a constituted and extended network of successful *alumni*.

<sup>8</sup> I have taken the image of a 'crossing' from João Guimarães Rosa (2001) [1967], in *O Grande Sertão: Veredas*. One can, for example, make the passage of a river from one bank to the other. During this experience, one does not expect to have to surpass great incidents or obstacles; one expects a smooth trip, unless one has to swim across, as mentioned by João Guimarães Rosa (2001: 51). A passage is, indeed, synonymous to a habitual and familiar path. However, the experience of a crossing is somewhat different, since its danger always produces some anxiety. Danger is what fundamentally characterizes it: we undertake the crossing of the ocean, of a sea of temptations, of a desert... (see also, Martins, 2011 b: 60-61).

<sup>9</sup> Universities themselves are becoming business incubators, supporting their former students, using their own non-refundable capital in the development of business activities.

<sup>10</sup> According to the "Diagnosis of the research and innovation system: Challenges, strengths and weaknesses en route to 2020", carried out by the Fundação para a Ciência e a Tecnologia (FCT) - the Foundation for Science and Technology, the percentage of graduate students in national companies is 2,6% [[http://www.fct.pt/esp\\_inteligente/diagnostico](http://www.fct.pt/esp_inteligente/diagnostico)]. The official gazette, *Diário de Notícias*, dated 13th May 2013, reported the public conference in which the results of this Diagnosis were presented, pointing out that "From a group of 10 European countries, Portugal has the lowest graduate employment rate, with 2,6%, in comparison, for example, to 34% in Holland and Belgium". [http://www.dn.pt/inicio/portugal/interior.aspx?content\\_id=3216596&page=-1](http://www.dn.pt/inicio/portugal/interior.aspx?content_id=3216596&page=-1) (consultation undertaken on 13th May 2013).

The university's 'excellence' can no longer do without a position in the *ranking* of the best 100 universities, according to *Times Higher Education*, or in the *ranking* of the best 100 universities under 50. They can also not dismiss a place in the *Academic Ranking of World Universities* (also known as the Shanghai Ranking), and be listed among the one thousand best universities in the world, or in the more recent *CWTS Leiden Ranking*, established on the basis of ISI citations.

Nevertheless, academic 'quality' does not end here. It is also measured by ISI articles, by Thomson Reuters, or by the Scopus articles, by Elsevier or, still, by citations on Google Scholar. Additionally, it cannot ignore the importance of awards received by lecturers, as well as citations in journals with an impact factor, the capacity to attract funding and the obtention of international projects. Also essential is the university's potential visibility in the public space, which is established by the news published about it in the media.

An example of this is the institutional *site* for the *Universidade de Minho* in the north of Portugal, which dedicates eight rubrics to the University's presence in the public space: (1) *Nós – an on-line newspaper*. The editors present it thus: "UMinho on review monthly. Here you will find news features, interviews, life paths, opinions and an agenda of the main events"; (2) *On agenda*. Namely, "Everyday activities, the academic calendar and all other events – congresses, seminars, campaigns, ceremonies, awards and various events"; (3) *Current affairs*: "At every moment, up-to-date information about the most important happenings at the *Universidade do Minho*"; (4) *Clipping*: "The media's perspective of UMinho. All that is broadcast on TV, the radio and published in the press and on the internet is available here"; (5) *Profile*: "Here you will get to know the stories of students, lecturers, researchers and employees at UMinho who have distinguished themselves in the most varied areas"; (6) *Photo gallery*: "The pictures that show UMinho". (7) *Press Area*: "This area is dedicated to professionals in the field of communication. Contact us and present your issues, doubts, suggestions"; and, finally, (8) *What the media says about us. The University as news*: weekly, a repository of information, which marks the presence of lecturers in the news *plateaux*: in studios, on radio and television, as well as in newspaper editing.<sup>11</sup>

In the meanwhile, it is in the governance of universities that the "managerial and economic" models have prevailed over the "classic collegial models" (Ruão, 2008: 15). It is in this way that the university's identity has taken on a format which is merely instrumental and that the communication strategies developed at the university have become increasingly concerned with the production of strategic effects (Ruão, *Ibid.*: V).

These circumstances – the control of communication to produce strategic effects – are today the task of the Press Office at universities, which are also called the Communication and Image Department. Most universities now have a Pro-Rector for Communication and Image. And its objective is that of administering university policies in the public space.

Since everything is asked of them, universities have nonetheless proved to be more and more incapable of providing a response to the mounting pressure of social demands. Universities are asked to provide a response to: the needs of economic development; the

<sup>11</sup> In the media age, where there is no safe footing, no familiar territory nor a stable identity (Martins, 2002 a, 2002 b), the university's condition and performance can only be melancholic (Martins, 2003).

creation of jobs; the country's modernization; technological innovation; international competitiveness; the need to foster social cohesion; the fight against ethnic and gender disparities; the promotion of minority inclusion; and even the need to combat media and digital illiteracy.

And we have resigned ourselves to the fact that university policies are today restricted to management strategies and that the need for growth has been adjusted to responses of a mere techno-instrumental nature. Indeed, nothing at the university today points to *learning and teaching to see*; nor is there *learning and teaching to think*, as Nietzsche taught in *The Twilight of the Idols* (Nietzsche, 1988/1888: 67-68). Learning or teaching to see, or be it: getting the eyes used to calmness, to patience, allowing things to draw closer to us; learning to postpone judgement, skirting around and approaching the particular case from all angles. Additionally, learning and teaching to think means learning and teaching a technique, a study plan, a will to master – that thinking must be learnt as one learns to dance, like a type of dance...

Readings, however, expresses some concern: how can one envisage an institution “whose development tends to make thought increasingly difficult and less necessary?” (Readings, 1996: 175). And yet, the academic ideal has been unable to meet the present operative, financier-oriented and economic mobilization without resorting to thought, without social and political commitment, and without the ethical criteria of the disquiet of criticism.

I believe the university should be seen as a place of unrestricted freedom. The university's mission is that of safeguarding the possibilities inherent to the adventure of thought. It holds the responsibility of making teaching and science an idea, which embodies the principle of the resistance of criticism and the force of dissidence, both commanded by what Jacques Derrida (2001: 21) once called, “the justice of thought”.

Nevertheless, it is within this framework that academic policies have found themselves confined to management strategies and that the need for growth has accommodated itself to responses which are merely of a techno-instrumental nature. It is also in this context that Portuguese universities have set up their Vice-Rectorates for Quality and Excellence.

In Portugal, the *Universidade do Minho* was one of the first universities to have a *SIGAQ* (*Sistema Interno de Garantia da Qualidade* – Internal System of Quality Assurance) and a Vice-Rectorate, which ensures the operation of this system, with the institutionalization of a *Quality Plan* and a *Quality Manual*<sup>12</sup>. This Internal System of Quality Assurance was audited in October 2012 by the *A3ES – Agência de Avaliação e Acreditação do Ensino Superior* (the Agency for Assessment and Approval of Superior Education) in Portugal, and was certified by this Agency in January 2013 for the duration period of six years.

From a strictly academic perspective, I would however say that the practical effect of the *SIGAQ* is one of exercising dominance over lecturers, namely that of technological control and a mobilization directed towards the market (and towards ranking, which is a consequence of the market).

<sup>12</sup> In this context, consult: <http://www.uminho.pt/uminho/qualidade/documentacao-do-sigaq-um>

What *SIGAQ* produces in everyday academic activity is the enthronement of corrective and orthopaedic procedures, which certify the existence of routines and conformity, efficiency and utilities in teaching and research. Furthermore, with regard to projects and the extension of the university, they record and file information and thus ensure institutional overheads, which are crucial in the self-financing policy of a university and when public funding seems to have entered a phase of irreversible restriction.

#### THE REGULATIONS FOR THE PERFORMANCE ASSESSMENT OF LECTURERS

The creation of the *RAD* (*Regulamentos de Avaliação do Desempenho dos Docentes* – Regulations for the Performance Assessment of Lecturers) is linked to the *SIGAQ* but is not set exactly within its framework. This ensues from a general decree, a Law of the Portuguese State (Law n. 205/2009, dated 31<sup>st</sup> August), which is still in place and has resulted in a thorough overhaul of Superior Education, the Legal Framework for Institutions of Superior Education (*RJIES*) (Law n.º 62/2007, dated 10<sup>th</sup> September). The *RAD* have customized this Law to meet the specific conditions of each of the universities in the country, and even those of each Faculty or School in a university.

The Regulations for the Performance Assessment of Lecturers at the *Universidade do Minho* (*RAD-UM*) were approved in the Official Gazette on the 18<sup>th</sup> June 2010. The process includes the lecturers' self-assessment, which is expressed quantitatively, as well as a countless set of questions established by a board of assessment belonging to the university. Each of the Schools tailors the general requirements to its context. Full professors also intervene in this process by approving it; they can, however, change the marks when they consider self-assessment to be somewhat inaccurate.

In accordance with this Law, all the Regulations for Performance Assessment cover four rubrics which include *Research, teaching, university extension* and *university management*. Academic performance consists of the lecturer's compliance with the set of requirements for each of the rubrics, which are established by a board of assessment<sup>13</sup>.

Two models of the Regulations for the Performance Assessment of Lecturers will be considered. The first is that of the Social Science Institute at the *Universidade do Minho*. This is a model which has allowed all its lecturing staff to assess themselves, without great effort, as having demonstrated excellent performance (above 80 points in 100) in each of the areas: research, teaching, academic extension and academic management. I would say that this constitutes a bureaucratic model, which meets the administrative purposes and is, thus, a model which does not present great academic criteria<sup>14</sup>.

<sup>13</sup> The assessment process itself is indexed to a remuneration system which will determine progression on the scale of academic categories. However, this remuneration system was not actually implemented, due to the freezing of careers in civil service in Portugal from the spring of 2011 onward: This was when the country was ruled by an austerity programme, decreed by the international institutions from whom "financial assistance" was sought. It was on 3rd May 2011 that the Prime Minister of Portugal, José Socrates, announced the austerity measures decided by the European Commission, the European Central Bank and the International Monetary Fund (Troika), within the framework of a programme of "financial assistance".

<sup>14</sup> I have included an annex which presents the parts that constitute the assessment form for lecturers at the Institute of Social Sciences at *Universidade do Minho*, in compliance with the Regulation for the Performance Assessment of Lecturers at *Universidade do Minho* (*RAD-UM*), approved in the official gazette *Diário da República*, 2nd series, n. 117, dated 18th June 2010.



The second model is that of the *Universidade da Beira Interior*. I will focus on the parts which are common to all the Faculties, as well as on the specific aspects that the model includes for the Faculties of Human and Social Science, and Arts. It is anchored on the principle of a “qualitative differentiation of scientific production”, a principle which determines that the “higher evaluation of scientific performance corresponds to more demanding levels of scientific production, in detriment of massified scientific production, the levels of which are considered to be scientifically less relevant”.

Although this proposal has generated great academic concern, it is didactic in nature. It stipulates the following: “the successive levels of stringency must be reached through worthy and moderate scientific activity”. Yet, what it requires is that “lecturers, especially those who are still weaker in terms of scientific production, are not forced to waste much of their time with those levels”; instead, they should be “motivated to reach the next level until they reach category A, which is obviously demanding but not unattainable, otherwise this would tend to be ignored”.

Still in the same line, and both of great academic and didactic concern, the Regulation proposes that it should be possible to “saturate the sum of points given to categories D, C and B”, attributing “relatively high scores to tasks which are fundamental to lecturing activities” but that “if considered to be on an equal footing with more relevant international activities, they would have to be calculated rather parsimoniously as internal and national scientific activities”.

Four classification categories are proposed, with category A being the most demanding. In these circumstances, the Regulation’s proposal is as follows: “category A is the most visible ‘face’ of the University’s strategic options and of the stringent level of the *Universidade da Beira Interior*”. It is for this reason that the matter “will be decided centrally by the evaluation coordination board, which will standardize the same level of rigor in all the faculties”.

I shall analyze category A of the academic performance assessment, focusing on the rubric for research. In accordance with a university ideal, shared by all the Faculties in the University, this ideal is considered in all its complexity and scope; namely, it includes the stringent criteria of the internationalization of science, the criteria of international comparability and, still, the criteria of funding which points to the importance of scientific projects:

Internationally relevant scientific award	*
A scientific book, published by an author/group of authors, of compatible merit, pointed out by an independent appraisal requested by the board of assessment	70
Edition and/or translation of sources and of classics, with an introduction and critical commentary, evaluated by an appraisal requested by the board of assessment	50
Chapter of a book in a study of international reference (maximum of two authors)	25
Scientific article indexed to Qualis A1-B1 or indexed to ESF in the INT 1 or INT 2 categories	25
Scientific article containing a review, indexed to ISI or Scopus in a journal of the 1st quarter of the IF or of the RIP in a subsection of the journal.	25

Coordinator of an H2020 European project or of an international project which includes a minimum of two universities or research centres in three different countries and funding above the sum of 150 000 Euros	40
National coordinator of a European project or of an international project which includes the universities or research centres of at least three different countries and funding above the sum of 150 000 Euros	20
Individual international bursary obtained in a competitive context	15
Technical reports in great projects of international cooperation (involving more than three countries)	15
Exhibition or presentations at international events (congresses, museums, art galleries, festivals, displays, etc.), individual or collective, evaluated by an appraisal requested by the board of assessment	50

Table 1

- \* - Variable assessment with a maximum score of up to 100 points proposed by the Assessment Board and approved by the Coordinating Board of Assessment.
- The proposal for the classification of an author book in Category A must be accompanied by an appraisal requested by the Assessment board.
- Work of international reference consists of work published abroad by a publisher of reference, acknowledged as such by the assessment board.
- International exhibition or presentation refers to an exhibition or presentation undertaken abroad or, in the case of Portugal, with the participation of at least 50% of foreign artists or organized in conjunction with a foreign entity.<sup>15</sup>

## FINAL NOTE

Our modernity has seen instrumental reasoning become hegemonic. In fact, it was the hegemony of the epistemological paradigm that led to technical rationality and to economism (Martins, 1993: 345). The University then became a simultaneously local and total reality. It is either a heterogeneous and specific reality or, in turn, a homogenous and global reality. The university has undoubtedly resulted in a fragmented reality, which is a consequence of the crisis in the fundamental and truth theories. Yet, at the same time, it is a reality which has been enriched by a translocal condition, since this has always been its condition and mission. Nevertheless, let us hope that the rampant technological mobilization directed at the markets, statistics and ranking, as well as the enthronement of the corrective and orthopaedic procedures that certify the routine and conformity of education and research, do not submerge thought nor drown out the very idea of university. //

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<sup>15</sup> See the Regulations for the Performance Assessment of Lecturers at *Universidade da Beira Interior*, Dispatch n.º 10129/2014, published in the official gazette *Diário da República*, 2nd Series — N.º 150 — 6th August 2014.

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## WEB ADDRESSES

[http://www.fct.pt/esp\\_inteligente/diagnostico](http://www.fct.pt/esp_inteligente/diagnostico)

[http://www.dn.pt/inicio/portugal/interior.aspx?content\\_id=3216596&page=-1](http://www.dn.pt/inicio/portugal/interior.aspx?content_id=3216596&page=-1)

<http://www.uminho.pt/uminho/qualidade>

<http://www.uminho.pt/uminho/qualidade/documentacao-do-sigaq-um>

## LEGISLATION

*Regime Jurídico das Instituições do Ensino Superior* (RJIES) (Legal Framework for Institutions of Superior Education), Law n.º 62/2007, dated 10<sup>th</sup> September.

*Regulamento de Avaliação e Desempenho dos Docentes* (Regulation for the Assessment and Performance of Lecturers), Law n.º. 205/2009, dated 31<sup>st</sup> August.

*Regulamento de Avaliação e Desempenho dos Docentes da Universidade do Minho* (RAD-UM) (Regulation for the Assessment and Performance of Lecturers at the *Universidade do Minho*), approved in *Diário da República*, 2<sup>nd</sup> series – N.º 117 – 18<sup>th</sup> June 2010.

*Regulamento de avaliação do desempenho dos docentes da Universidade da Beira Interior* (Regulation for the Assessment and Performance of Lecturers at the *Universidade da Beira Interior*). Dispatch n.º 10129/2014, published in *Diário da República*, 2<sup>nd</sup> series — N.º 150 — 6<sup>th</sup> August 2014.

## BIOGRAPHIC NOTE

Moisés de Lemos Martins is a professor of sociology of culture and communication at the University of Minho (Braga, Portugal). He is the Director of the Communication and Society Research Centre (CECS), which he founded in 2001. Authored several books, including: *O Olho de Deus no discurso salazarista / The Eye of God in Salazar's speech* (1990) and *Para uma inversa navegação – O discurso da identidade* (1996), *Towards a reverse navigation - The discourse of identity* (1996), both in *Afrontamento*; *A linguagem, a verdade e o poder – Ensaio de semiótica social / The language, the truth and the power - Essay on social semiotics* (2002, Calouste Gulbenkian Foundation and Foundation for Science and Technology); *Crise no Castelo da Cultura – Das estrelas para os ecrãs / Crisis in the Castle of Culture - From the stars to the screens* (2011, Grácio Editor). Founded in 1999, the *Communication and Society journal* and in 2013 he created the *Lusophone Yearbook of Cultural Studies*. From 2005 to 2015, Moisés de Lemos Martins chaired the Portuguese Communication Sciences Association (SOPCOM). Presently chairs, since 2012, the Confederation Ibero-American Associations of Scientific and Academic Communication.

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\* Submitted: 30-11-201

\* Accepted: 15-3-201

ANNEX

	RESEARCH
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PART I - RESEARCH	SCORE	COEFFICIENT	TOTAL
1 – SCIENTIFIC AND CULTURAL PRODUCTION	0,00	0,6	0,00
2 – PARTICIPATION, ACKNOWLEDGEMENT AND SCIENTIFIC COORDINATION/DIRECTION	0,00	0,4	0,00
			0,00
3- DID A DOCTORATE OR OBTAINED A CHANGE IN DEGREE	<input type="text"/>		0,00

**TOOLS**

SCORE BASE	QUANTITY	SCORE	SCORE BASE	QUANTITY	SCORE
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**TABLE 6 – SCIENTIFIC AND CULTURAL PRODUCTION**

	NATIONAL		INTERNATIONAL	
BOOKS PUBLISHED	25		30	
ARTICLES IN PEER-REVIEWED JOURNALS	18		20	
ARTICLES IN JOURNALS	15		18	
BOOK CHAPTERS	18		20	
EDITION OF BOOKS	15		20	
ARTICLES IN CONFERENCE PROCEEDINGS	10		15	
		0,00		0,00
SCIENTIFIC REPORTS	10			
OTHER PUBLICATIONS	5			
		0,00		

**TABLE 7 – PARTICIPATION, ACKNOWLEDGEMENT AND SCIENTIFIC COORDINATION/DIRECTION**

<b>PARTICIPATION</b>
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	NATIONAL		INTERNATIONAL	
MEMBER OF A RESEARCH TEAM IN FUNDED SCIENTIFIC PROJECTS	15		20	
		0,00		0,00
MEMBER OF A RESEARCH TEAM IN PROJECTS WITHOUT EXTERNAL FUNDING	10			
MEMBER OF THE COMMISSION FOR THE CREATION / ALTERATION OF STUDY CYCLES	10			
MEMBER OF THE COMMISSION FOR THE CREATION / ALTERATION OF OTHER CYCLES	8			
		0,00		

<b>ACKNOWLEDGEMENT</b>
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	NATIONAL		INTERNATIONAL	
ASSESSOR IN R&D PROJECTS	10		12,5	
		0,00		0,00

	INTERNAL		EXTERNAL	
MEMBER OF THE JURY FOR CAREER-TRACK RECRUITMENT PROCEDURES - PRESIDENT	1,5		1,5	
MEMBER OF THE JURY FOR CAREER-TRACK RECRUITMENT PROCEDURES	11,25		15	
		0,00		0,00

	INTERNAL		EXTERNAL	
MEMBER OF THE JURY FOR AGGREGATION EXAMINATIONS - PRESIDENT	1,2		1,2	
MEMBER OF THE JURY FOR AGGREGATION EXAMINATIONS - EXAMINER	21		21	
MEMBER OF THE JURY FOR AGGREGATION EXAMINATIONS - MEMBER	9		15	
		0,00		0,00

	INTERNAL		EXTERNAL	
PARTICIPATION IN APPRAISALS AND AS A REFEREE	10		12,5	
MEMBER OF AN EDITORIAL BOARD (OWN OR EXTERNAL JOURNAL)	5		6,25	
MEMBER OF A COMMISSION FOR THE ORGANIZATION OF A SCIENTIFIC EVENT	10		12,5	
		0,00		0,00

	INTERNAL		EXTERNAL	
MEMBER OF THE JURY FOR DOCTORATE DEGREE EXAMINATIONS - PRESIDENT	1		1	
MEMBER OF THE JURY FOR DOCTORATE DEGREE EXAMINATIONS - EXAMINER	17,5		17,5	
MEMBER OF THE JURY FOR DOCTORATE DEGREE EXAMINATIONS - MEMBER	7,5		10	
		0,00		0,00

	INTERNAL		EXTERNAL	
MEMBER OF THE JURY FOR MASTER'S DEGREE EXAMINATIONS - PRESIDENT	0,5		0,5	
MEMBER OF THE JURY FOR MASTER'S DEGREE EXAMINATIONS - EXAMINER	8,75		8,75	
MEMBER OF THE JURY FOR MASTER'S DEGREE EXAMINATIONS - MEMBER	3,75		5	
		0,00		0,00

	INTERNAL		EXTERNAL	
MEMBER OF THE JURY FOR UNDERGRADUATE DEGREE EXAMINATIONS - PRESIDENT	0,3		0,3	
MEMBER OF THE JURY FOR UNDERGRADUATE DEGREE EXAMINATIONS - EXAMINER	5,25		5,25	
MEMBER OF THE JURY FOR UNDERGRADUATE DEGREE EXAMINATIONS - MEMBER	2,25		3	
		0,00		0,00

	NATIONAL		INTERNATIONAL	
PRESENTATIONS IN SCIENTIFIC EVENTS	10		15	
CONFERRAL OF AWARDS	30		37,5	
POSTS IN SCIENTIFIC ORGANIZATIONS	10		12,5	
OTHER TYPES OF ACKNOWLEDGEMENT OF A SCIENTIFIC NATURE	5		6,25	
		0,00		0,00

COORDINATION/DIRECTION

IN THE EVENT OF HAVING CARRIED OUT ONE OF THESE ACTIVITIES DURING THE YEAR CONCERNED, WRITE THE NUMBER 1

<b>GENERAL DIRECTOR OF INTERNATIONALLY FUNDED SCIENTIFIC PROJECTS</b>	30		
<b>LOCAL DIRECTOR OF INTERNATIONALLY FUNDED SCIENTIFIC PROJECTS</b>	25		
<b>DIRECTOR OF FUNDED NATIONAL SCIENTIFIC PROJECTS</b>	20		
<b>DIRECTOR OF UNFUNDED NATIONAL SCIENTIFIC PROJECTS</b>	15		
<b>COORDINATION OF SCIENTIFIC AND CULTURAL EVENTS</b>	15		
<b>COORDINATION OF THE COMMISSION FOR THE CREATION/ALTERATION OF STUDY CYCLES STUDY CYCLES</b>	15		
<b>COORDINATION OF THE COMMISSION FOR THE CREATION/ALTERATION OF OTHER CYCLES</b>	10		
<b>SUPERVISION OF RESEARCH SCHOLARSHIP FELLOWS</b>	3		
			0,00