



TÉCNICO LISBOA

INTERNATIONALIZATION POLICIES IN PORTUGUESE HIGHER EDUCATION

RUI MENDES / 21TH NOVEMBER 2017 / BOOST PROJECT

Instituto Superior Técnico

A School for the World



Co-funded by the
Erasmus+ Programme
of the European Union



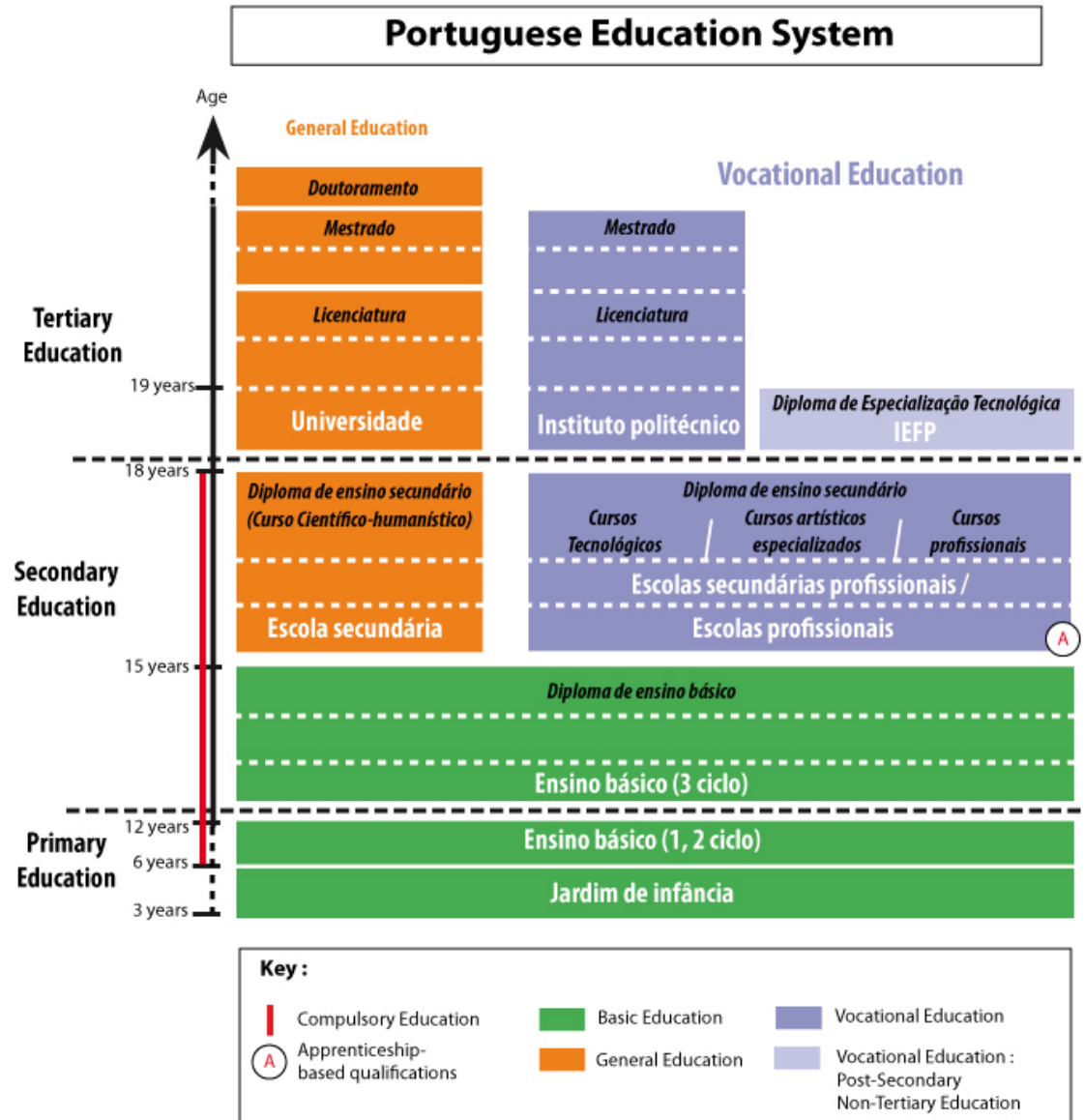
PORTUGUESE EDUCATIONAL SYSTEM

Portuguese Educational System Brief Description

PRE-SCHOOL EDUCATION is optional and is for children between the ages of three and the age of entering basic education.

BASIC EDUCATION is universal, compulsory and free and comprises three cycles, the first cycle lasts for four years, the second lasts for two years and the third lasts for three years.

SECONDARY EDUCATION is compulsory and it comprises a three year cycle (corresponding to 10th, 11th and 12th year of schooling).



PORTUGUESE HIGHER EDUCATION

Admission to the Higher Education System

Type of Regime/Contest	Types of contingents 1 st Cycle and 1 st year (Integrated Master)
General Regime - National Contest	General Contingent: 3 intakes; candidates choose 6 options Special Contingents: candidates from the Islands; Portuguese Emigrants Candidates; Military Candidates; Candidates with disabilities.
Special Regimes	Portuguese Diplomats; Non-Portuguese Diplomats; Public servants working abroad; Military Forces Officials; PALOP Scholarships Students; High Performance Athletes; Timor-Leste nationals.
Special Contests	Over 23 Years old candidates; Students with non-higher education degrees; Students
Access to Medicine Programme for Degree Candidates	Specific rules
International Students	International admission regime to international students outside UE

PORTUGUESE HIGHER EDUCATION

The Higher Education System

PROFOUND REFORM

European-wide strategy for the modernisation of Higher Education & Bologna Process

3 CYCLES OF STUDIES

Generic qualification descriptors were also defined for each of the cycles of studies, based on acquired competences; With ECTS intervals

NETWORK PUBLIC HEIS

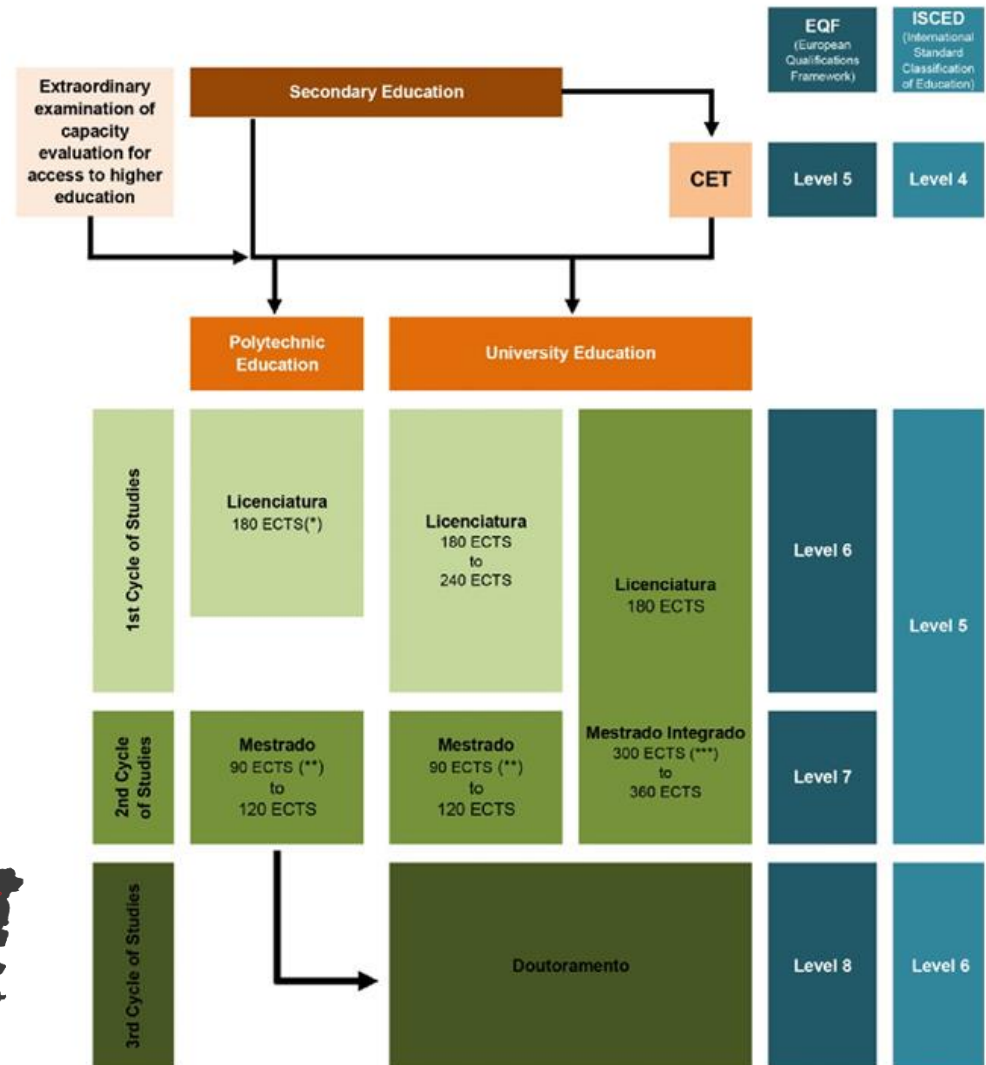
14 Universities, 20 Polytechnic Institutes and 6 institutions of military and police Higher Education.

NETWORK PRIVATE HEIS

36 Universities and 64 Polytechnic Institutes.



Diagram of the Portuguese Higher Education System according to Bologna



PORTUGUESE HIGHER EDUCATION

Why Portugal? Why study or research in Portugal?



AICEP – Portugal Global

**CHOOSE
PORTUGAL?**

Ministry of Science,
Technology and HEI

**STUDY & RESEARCH
IN PORTUGAL**

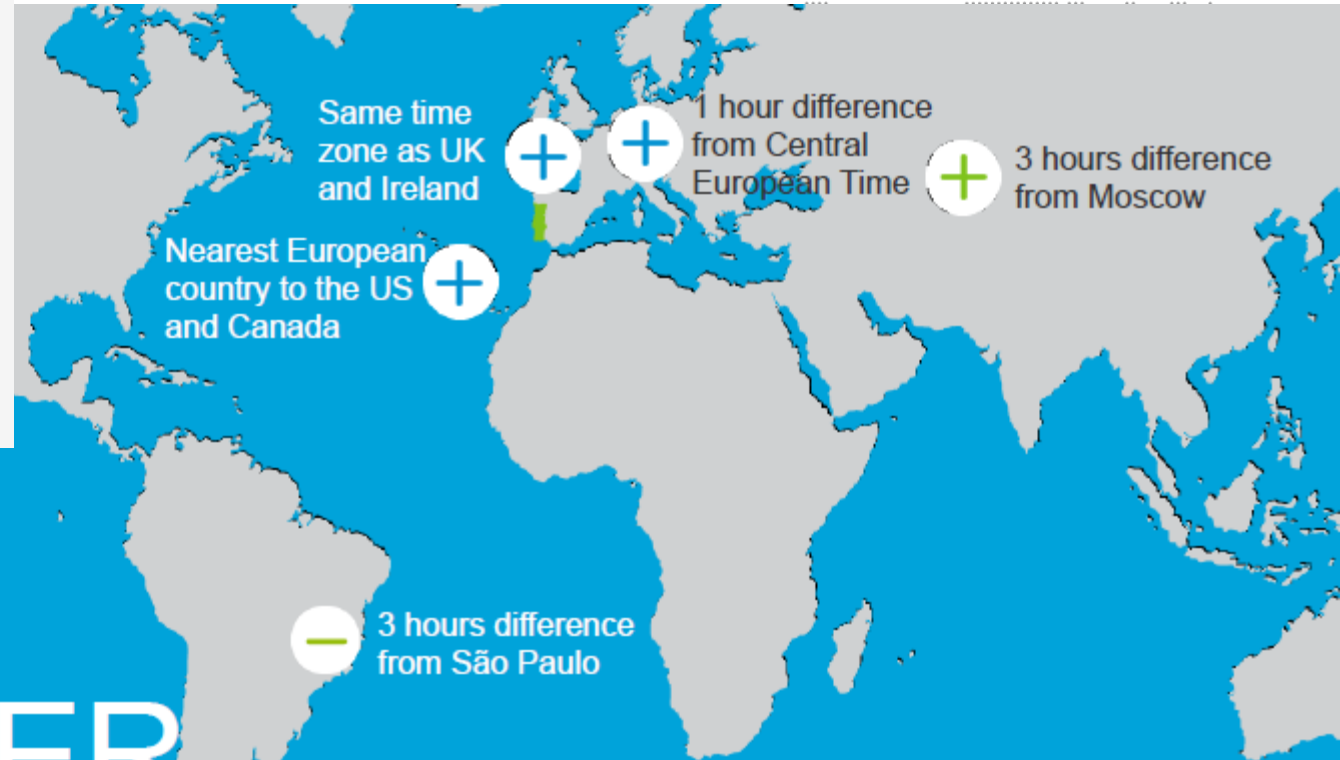


PORTUGUESE HIGHER EDUCATION

Why Portugal? Remarks of our Strategies at National Level

25th

According to *Doing Business* 2017, published by *The World Bank*, Portugal is the 25th easiest country in the world¹ when it comes to doing business.



BETTER LOCATION

Note: In reference to UTC hours

Portugal has a strategic position to access key worldwide markets.

BETTER COMPETITIVE

PORTUGUESE HIGHER EDUCATION

Why Portugal? Remarks of our Strategies at National Level



BETTER TECHNOLOGY

Portugal is a Top Country in providing technological services.

22nd

Portugal is the 22nd country in the world with highest AVAILABILITY OF LATEST TECHNOLOGIES.

29th

Portugal is the 29th country in the world with highest FIRM-LEVEL TECHNOLOGY ABSORPTION



Portugal ranks #21 (in the world) in the number of fixed-broadband subscriptions per inhabitant.

E-GOVERNMENT



According to the Digital Economy and Society Index 2016, Portugal “has among the most sophisticated online public services in the EU: Portugal ranks 3rd in services offered fully online and 4th in reuse of user data in online forms.

ELECTRONIC PAYMENTS



Portugal is a leading country in performing operations through ATM network.



Via Verde, Portuguese Electronic Toll System, is a world pioneer in road toll operations.

PORTUGUESE HIGHER EDUCATION

Why Portugal? Remarks of our Strategies at National Level

40th

Quality of Management Schools:
Portugal ranks #40.

35th

Availability of scientists and engineers:
Portugal ranks #35.

25th

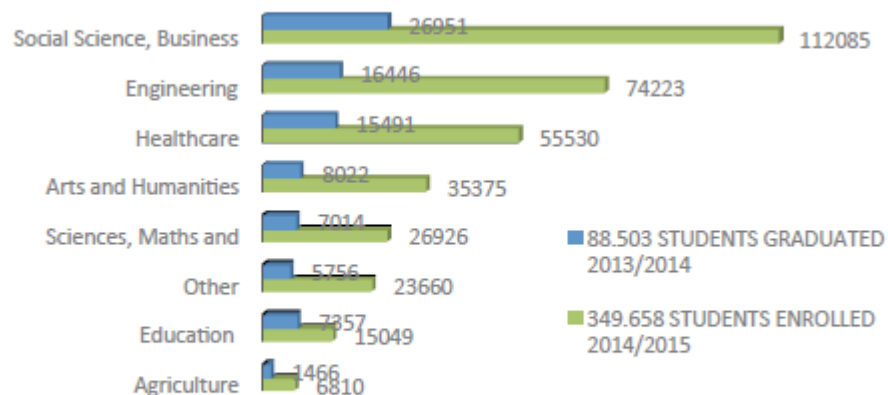
Quality of Scientific Research
Institutions: Portugal ranks #25.



Sources: INE (National Statistics Institute - 2015), World Economic Forum, Global Competitiveness Index 2016

BETTER TALENT

STUDENTS IN HIGHER EDUCATION INSTITUTIONS



PORTUGUESE HIGHER EDUCATION

Why Portugal? Remarks of our Strategies at National Level

BETTER SKILLS

Portuguese people speak foreign languages and have digital skills.

Community of Portuguese Language Speaking Countries



LANGUAGES

English learning is mandatory from elementary school.

78% of the students learn 2 or more foreign languages (65% in EU-28, 53% in France or 42% in Spain).

ENGLISH PROFICIENCY INDEX



Portugal
#15
out of 72 countries

SCORES



Source: Education First, English Proficiency Index 2016

DIGITAL SKILLS

Portugal is 3rd in the EU in digital skills among citizens with high formal education (ISCED 5+) and 2nd among citizens with medium formal education (ISCED 3-4).

91% of Portuguese aged 16 to 24 have at least basic digital skills, as do 76% of those aged 25 to 34, both above the EU average (81% and 73% respectively).

PORTUGUESE HIGHER EDUCATION

Why Portugal? Remarks of our Strategies at National Level

BETTER QUALITY OF LIFE

Portugal is not only a good country to invest in but also a great place to live and enjoy. Safe, sunny, with unique nature, rich leisure and cultural amenities, and with high quality healthcare facilities.



Portugal is 15th (out of 141) in Travel & Tourism Competitiveness Report 2015.

17 Million Tourists¹ in 2015.

¹ Resident and non resident hotel guests.
Source: INE.



Best European Country to visit.

Source: USA Today 2014.

Lisbon is the 2nd Best City to Invest.

Source: Financial Times, (2014).



Average Temperature at 12:00 am: 25°C (summer) and 16°C (winter).

Algarve is the Best Place in the World to Retire.

Source: FORBES "Retire Overseas Index", (2014).



Portugal is the 5th most peaceful country in the World

Source: Global Peace Index 2016.



PORTUGUESE HIGHER EDUCATION

Institutions related to the Higher Education System

Minister for Science, Technology and Higher Education

Foundation for Science & Technology

FCT supports the scientific community in Portugal through a range of **funding schemes**, tailored for individual scientists, research teams or R&D centres. Through its funding schemes, FCT supports graduate education, research and development, establishment and access to research infrastructures, networking and international collaborations, conferences and meetings, science communication and interactions with industry. **Scientists from all nationalities, and in any research area, may apply to FCT for funding.**

A3Es- -National Agency for Evaluation and Accreditation

In 2017, the Portuguese state has decided to create the Agency for Assessment and Accreditation of Higher Education - A3ES, with the purpose of promoting and ensuring the quality of higher education. The main objective of A3ES is to **promote the improvement of the performance of higher education institutions and their study programmes** and to guarantee the fulfilment of the basic requirements for their official recognition. This objective is pursued through the assessment and accreditation activities carried out by the Agency, and the **promotion of an internal quality assurance culture** within higher education institutions.

AICEP – Agency for promotion of Trade & Investment

PORTUGUESE HIGHER EDUCATION

Governmental Options for 2017

MAJOR GOALS

- ▶ Portugal as country of Science, Knowledge and Culture
- ▶ Promote the qualifications of Portuguese people
- ▶ Dignify the scientific careers

CHALLENGES

- ☑ To have 40% of the inhabitants (between 30-34 years old) with a high profile of academic qualifications
- ☑ To enlarge the social support for the higher education system
- ☑ To promote the post-graduate activities (Phd and Post-Docs)
- ☑ To dignify and value the scientific activities
- ☑ To attract the best human resources to Portugal

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020) – goals 2020

Quadro 3. Situação de Portugal e da União Europeia no âmbito das metas da Estratégia Europa 2020

Pilar PNR	Indicador	Portugal		União Europeia	
		2016	Meta 2020	2016	Meta 2020
Inovação na Economia Valorização do Território	Investimento em I&D em % do PIB	1,28% * (a)	2,7%	2,03% * (a)	3,0%
QUALIFICATIONS OF THE PORTUGUESES	Early Drop-Out (18-24 y.)	14,0%	10,0%	10,8% *	10,0%
	% graduates with HE/equivalente (30-34 y)	34,3%	40,0%	39% *	40,0%
Valorização do Território	Emissões de Gases de Efeito de Estufa (variação % face a 2005 em emissões não CELE)	80,1% * (a)	101,0%	86,5 * (a)	90,7%
	% Energias renováveis no consumo de energia final	28% (a)	31,0%	16,7% (a)	20,0%
	Eficiência Energética (ganho no consumo de energia primária)	21,7 Mtep (a)	22,5 Mtep	1.529,6 Mtep (a)	1.483 Mtep
Valorização do Território Modernização do Estado Coesão e Igualdade Social	Taxa de emprego (população 20-64 anos)	70,6%	75,0%	70,1% (a)	75,0%
Coesão e Igualdade Social	Pessoas em risco pobreza ou exclusão social (variação face a 2008)	-160 mil *	-200 mil	+1,7 milhões (a)	-20 milhões

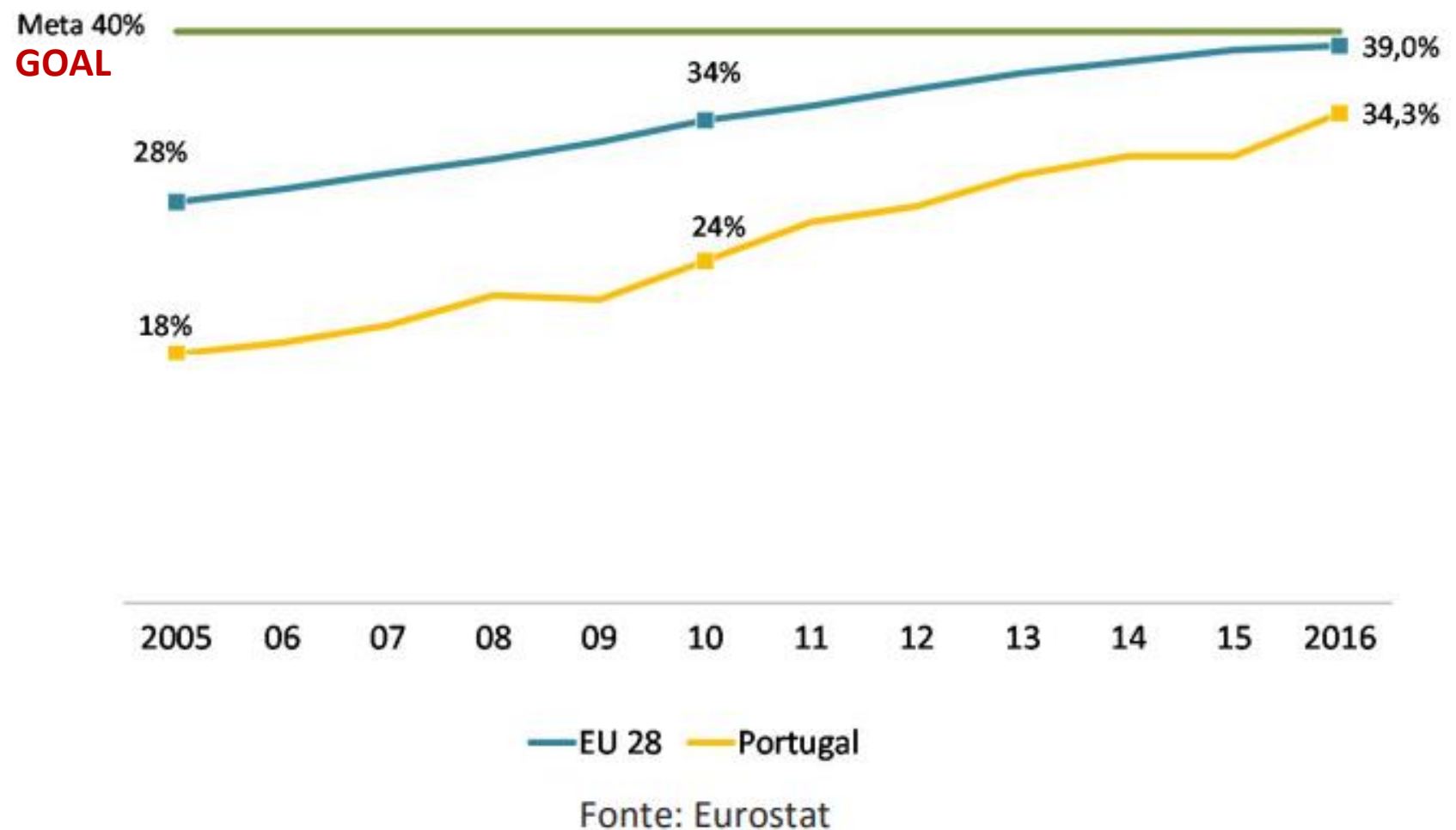
(*) Dados provisórios (a) dados 2015

Fontes: INE e Eurostat; APA e DGEG.

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020) – goals 2020

% GRADUATES WITH HE DEGREES



PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

- 1 Extension and continuous democratization of the higher education system in a context of **better social inclusion**
- 2 Deeper approach of the **autonomy of HEIs**, namely, the renewal of the people working in the scientific system and the de-bureaucracy of the activity
- 3 **Diversify the HEIs approach**, namely, the synergies between the educational offers and the economic demands and the reinforcement of the internationalization mechanisms
- 4 Promotion of the levels of **academic success** and stimulate the **graduates employability**

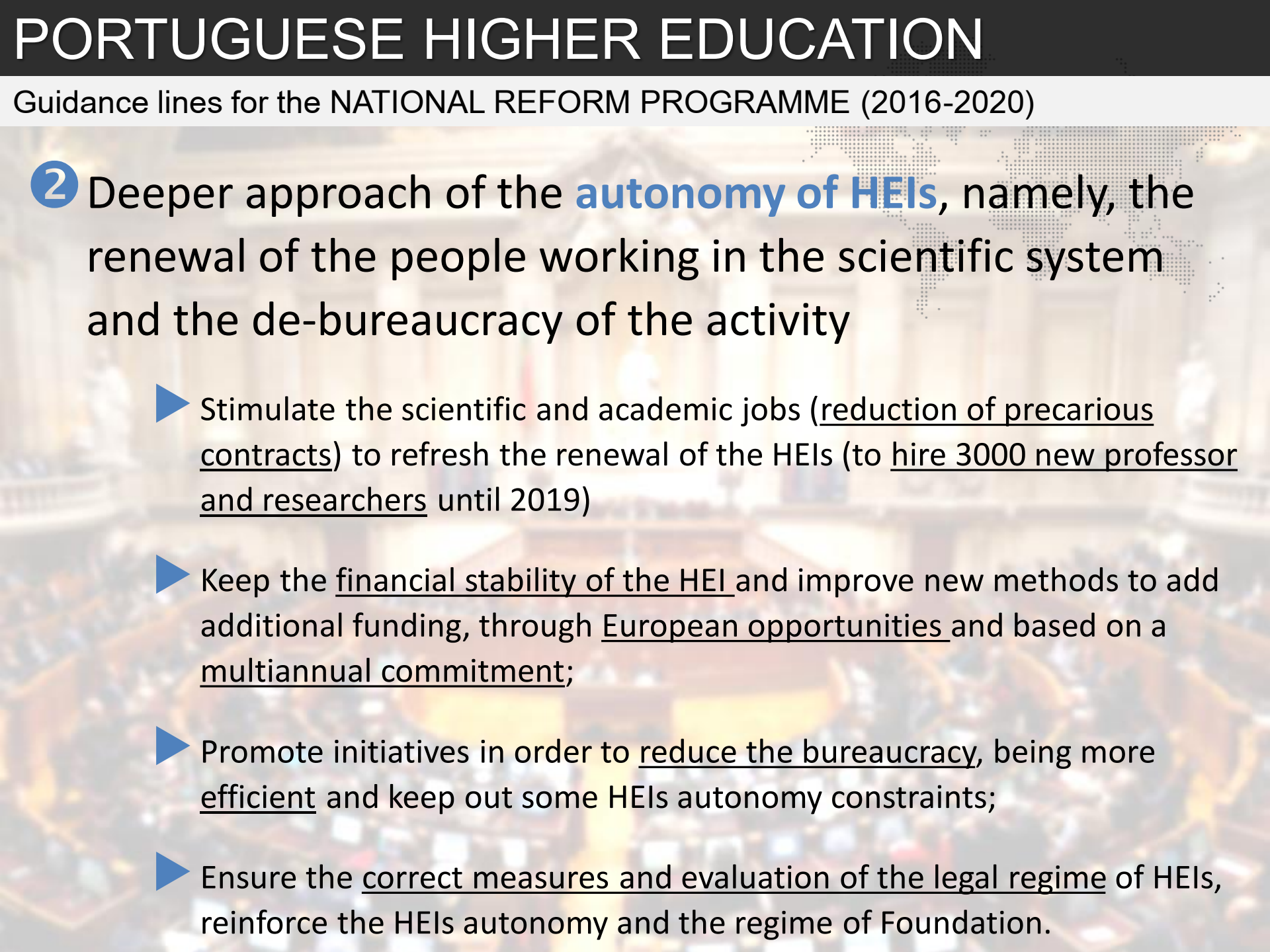
PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

- 1 Extension and continuous democratization of the higher education system in a context of **better social inclusion**
 - ▶ Support the students with financial needs (Funds for Social Support), simplify the application and assignment of the scholarships and complement the social support fund
 - ▶ Implementation of the programme “Inclusion for Knowledge”, focused on people with disabilities and citizens from minorities in the science and higher education institutions
 - ▶ Stimulate the admission of students from the professional high schools and people without the reference age (higher than 23 years old)

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

- 
- 2 Deeper approach of the **autonomy of HEIs**, namely, the renewal of the people working in the scientific system and the de-bureaucracy of the activity
- ▶ Stimulate the scientific and academic jobs (reduction of precarious contracts) to refresh the renewal of the HEIs (to hire 3000 new professor and researchers until 2019)
 - ▶ Keep the financial stability of the HEI and improve new methods to add additional funding, through European opportunities and based on a multiannual commitment;
 - ▶ Promote initiatives in order to reduce the bureaucracy, being more efficient and keep out some HEIs autonomy constraints;
 - ▶ Ensure the correct measures and evaluation of the legal regime of HEIs, reinforce the HEIs autonomy and the regime of Foundation.

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

③ **Diversify the HEIs approach**, namely, the synergies between the educational offers and the economic demands and the reinforcement of the internationalization mechanisms

- ▶ Improve the internationalization of the higher education system, creating new incentives to support the scientific employment, to strengthen the Research Units on new knowledge opportunities; promoting their specialization, the widespread and knowledge transfer capacities; supporting the excellence national and international R&D networks and their interdisciplinary links from medium and long term
- ▶ Amplify the modernization and valorization of Polytechnic Education, namely, with initiatives focused on the development of competences and specificities in a territorial, social and economic context (strong commitment with innovation, territorial appropriation and support to research and development activities based on practical approaches)

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

③ **Diversify the HEIs approach**, namely, the synergies between the educational offers and the economic demands and the reinforcement of the internationalization mechanisms

- ▶ Valorization of short training actions in the context of Polytechnic education, creating additional impact of these institutions in the society and Portuguese economy, as well, in the social, cultural and productive sectors.
- ▶ Stimulate to the insertion of Polytechnic Institutions on international networks, to foster their levels of internationalization, as well, in the regions where they are integrated
- ▶ De-bureaucratize and modernize the administration in the context of validation and recognition of qualifications, degrees and skills, obtained abroad, and certification of foreigner students in national territory in order to promote the internationalization of Portuguese higher education system

PORTUGUESE HIGHER EDUCATION

Guidance lines for the NATIONAL REFORM PROGRAMME (2016-2020)

③ **Diversify the HEIs approach**, namely, the synergies between the educational offers and the economic demands and the reinforcement of the internationalization mechanisms

- ▶ Upgrade the initiative «Study in Portugal» and other activities of academic and scientific diplomacy, to foster the valorization and promotion of higher education in the international context, with close cooperation with the HEIs;
- ▶ Modernization and de-bureaucratization of the administrative context related with the frequency and cooperation of students, professor, researchers and specialists, in Portuguese HEIs, including foreigner students from third countries

MISSION & VISION

Strategic Plan 2015-2019



create and disseminate knowledge and to give our students the education and the knowledge **tools** to improve, to change and to **shape society through science, technology and entrepreneurship**.

Ranking	Portugal	Europe	World
ARWU (Eng.)	1	10-17	51-75
NTU (Eng.)	1	17	103
US News (Eng.)	1	13	57
URAP (Eng.)	1	15	64
QS (Eng.)	1	47	172



to have IST be **one of the top European schools of engineering, science and technology** by **attracting** and nurturing **talent**, who will work in a global, internacional, culturally diverse and vibrant urbane **environment**

MAIN STRATEGIC DIRECTIONS

3 Main Topics



World-class learning environment

Reference in terms of its learning culture, environment, methodologies and results

Leading research

Maintaining and reinforcing ISTPs position as a leading research institution



Global impact

Reinforcing the global impact and visibility of IST, in national and international terms, in the economic, technological, cultural and social areas



MAIN STRATEGIC DIRECTIONS



World-class learning environment - Reference in terms of its learning culture, environment, methodologies and results

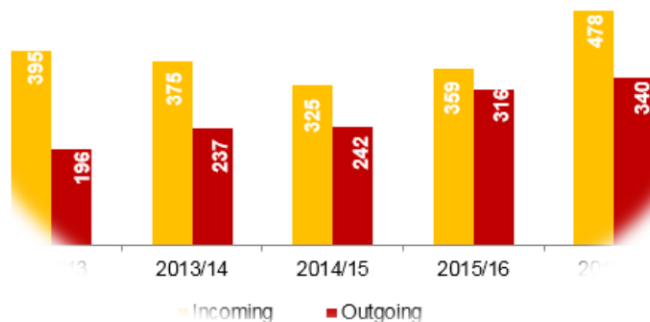
DEVELOPMENT OF NEW SPACES AVAILABLE TO STUDENTS



DEVELOPMENT OF DIGITAL CONTENTS AND E-LEARNING PLATFORMS AND METHODOLOGIES



IN: + 21% | OUT: + 73%



INCREASE IN THE NUMBER OF INTERNATIONAL STUDENTS AND FACULTY MEMBERS

MAIN STRATEGIC DIRECTIONS



Leading research - Maintaining and reinforcing ISTPs position as a leading research institution



INVESTMENT IN RENEWED INFRASTRUCTURE THAT SUPPORTS SPECIFIC AREAS WITH A STRONG EXPERIMENTAL COMPONENT

LIP – Laboratory of Instrumentation and Experimental Physics of Particles (Dep. Physics, IST), celebrated its 31st anniversary with the inauguration of LIP's new facilities and the **1st Remote Control Room of CMS and Auger Experiments in Portugal**.

MAINTENANCE AND REINFORCEMENT OF EXISTING EVALUATION AND ASSESSMENT PROCESSES OF RESEARCHERS AND UNITS



A3ES

Agência de Avaliação
e Acreditação
do Ensino Superior

INCREASE PARTICIPATION IN INTERNATIONALLY-FUNDED LARGE-SCALE PROJECTS



The MOnarCH project focus is on **social robotics** using **networked heterogeneous robots and sensors to interact with children, staff, and visitors**, engaging in edutainment activities in the pediatric infirmary at the Portuguese Oncology Institute at Lisbon . The work consisted in developing the outer shell of the robot from initial concepts to final CAD model, taking into account human factors, component packaging, production within budget and

MAIN STRATEGIC DIRECTIONS



Global impact - Reinforcing the global impact and visibility of IST, in national and international terms

 [Invention Creation Software Disclosure Form 150805 \(DOC, 154KB\)](#)

 [Compulsory Declaration \(110131\) \(PDF, 56KB\)](#)

Reinforcement of the liason with industry and further development of the intellectual property policies that have been designed

Strengthening of the entrepreneurial spirit amongst students and researchers, development of better career placement services at all levels and reinforce the connection with alumni

ist spin-off

CAMPUS AND COMMUNITY

Técnico Job Bank | The new Employment Platform for Técnico's students

🕒 February 15th

 **CAREERS**
by  **symplicity™**



Background Experience with Institutional Events

[T.I.M.E.; CLUSTER; MAGALHAES; IAESTE; CESAER]

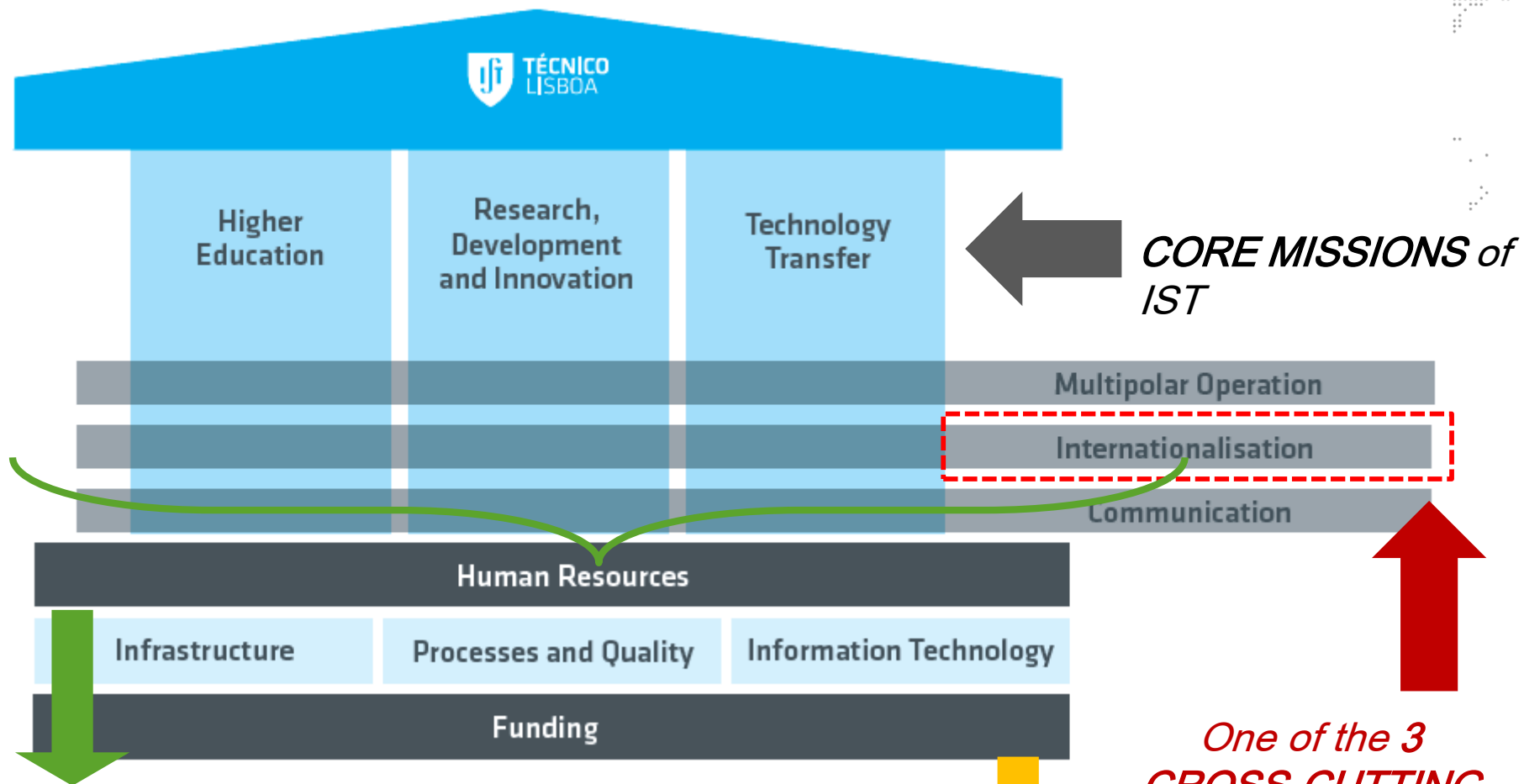


Network	Event	Dates	# Participants
CESAER	General Assembly	2005	70
TIME	General Assembly	2005	80
ATHENS	General Meeting	2007	23
IAESTE	Annual Conference	2007	233
MAGALHAES	General Assembly	2008	46
CLUSTER	General Assembly	2009	32
CLUSTER	2nd SINO-EU General Meeting	2011	67
ATHENS	Extraordinary Meeting	2013	11
IAESTE	SID-Strategic IAESTE Development	2013	65
CLUSTER	General Assembly	2015	27
MAGALHAES	General Assembly	2015	60
TIME	General Assembly	Upcoming 2017	100

Enhancement of the external visibility of IST, by organizing high-visibility events and using digital marketing techniques

FOCUS AREAS

Eleven focus areas for IST



*The core activities of IST **DEPEND MAINLY ON ITS HUMAN RESOURCES**, which themselves depend on the support of a number of different developing areas*

*to make IST as **INDEPENDENT** as possible from the fluctuations that are inherent in **PUBLIC FUNDING***

*One of the 3 **CROSS-CUTTING** focus areas*

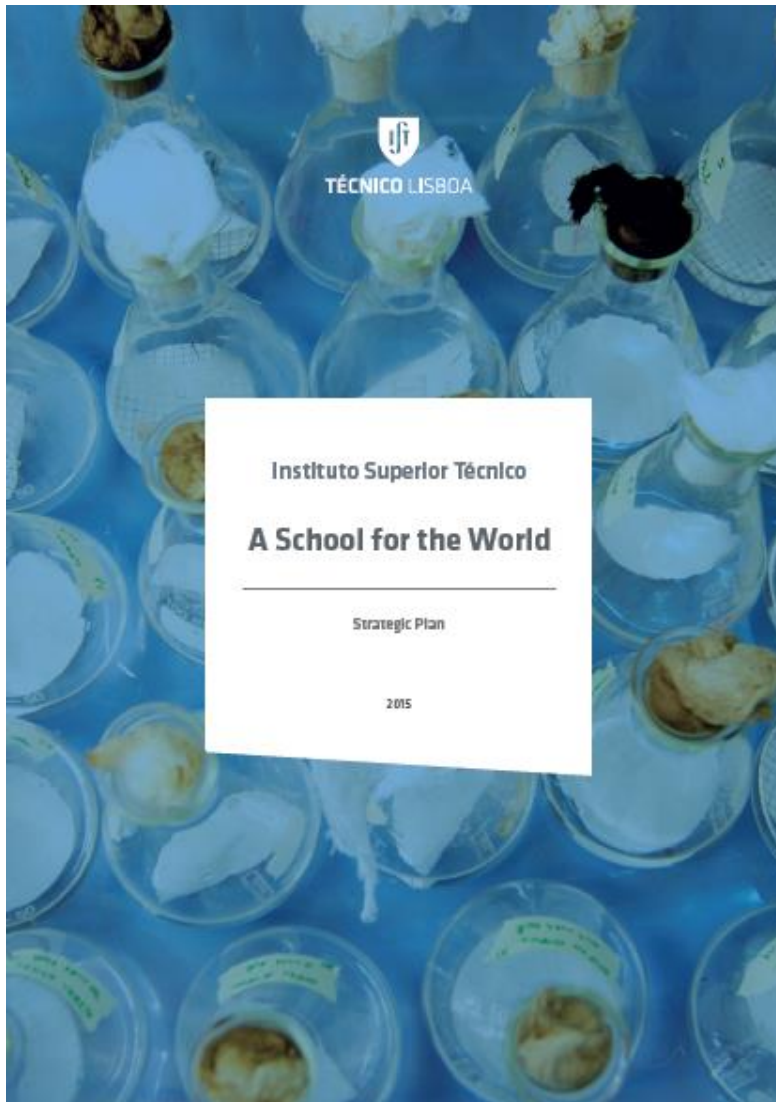
MONITORING AND REVIEWING THE

Quality System at IST



MONITORING AND REVIEWING THE

Strategic Plan Committee



identification, analysis and diagnosis

detailed breakdown of action plans in each area

Each year in the Annual Plan of Activities

STRATEGIC PLAN COMMITTEE (SPC)

to support the
Strategic Plan of
IST (monitoring
implementation and
contributing to its
review / improvement)

- ▶ LEADER OF EACH FOCUS AREA
- ▶ YEARLY PROGRESS REPORT TO THE IST PRESIDENT
- ▶ REVIEW EVERY TWO YEARS

MONITORING AND REVIEWING THE

Annual Activity Plan – Indicators of Higher Education Pilar

Linha de Ação	Atividades	Indicadores	Coordenação/ Execução
Melhorar o sucesso acadêmico	Identificar as UC's com elevadas taxas de reprovação no ano letivo 16/17.	Produção do relatório meta: outubro 2017	CP/CG/NEP
	Monitorizar o funcionamento das disciplinas com elevadas taxas de reprovação - especial ênfase nas UC's transversais no ano letivo 16/17.	Produção do relatório meta: 1º semestre fevereiro 2017; 2º semestre setembro 2017	CP/CG/ CC/NEP
	Monitorização das medidas sugeridas para resolução dos problemas identificados no funcionamento das UC's transversais.	Produção do relatório	CP/CG/CC
	Monitorizar os cursos com elevadas taxas de abandono: identificação de causas e implementação de medidas.	Nº de medidas implementadas	CP/CG/NEP
	Alargamento do atual sistema BRAC a todo o percurso académico dos estudantes - foco no 3º ciclo.	Alargamento do sistema meta: setembro 2017	CP/CG/NEP/GATu
	Melhorar os canais de comunicação com estudantes em risco de abandono e/ou insucesso.	Nº de alunos apoiados pelas equipas de Coordenação e GATu	CP/CG/NEP/GATu
	Identificar os estudantes aos quais só falta a UC dissertação de mestrado para concluir o ciclo de estudos.	Atualizar relatório 2015-2016	CP/CG/NEP/CC
	Implementação de medidas que incentivem a conclusão do ciclo de estudos a estudantes a quem só falte a UC dissertação há mais de 2 anos.	Nº de alunos que reiniciaram o processo de conclusão do ciclo de estudos	CP/CG/ CC/NEP
	Reuniões com coordenações e departamentos, para análise das assimetrias existentes no tempo de conclusão da dissertação e propostas de medidas corretivas.	Nº de Reuniões meta: junho 2017	CP/CG/NEP/CC/ Coordenações/ Presidentes de Departamento
	Acompanhar a oferta de formação a docentes para implementação de novas abordagens educativas.	Nº de cursos oferecidos Nº de participantes Nº aulas observadas	CP/CG/CC/GATu

MONITORING AND REVIEWING THE

Annual Activity Plan – Indicators of Higher Education Pilar

Desenvolver conteúdos digitais e uma plataforma de <i>e-learning</i>	Continuação do desenvolvimento de mais conteúdos digitais para aprendizagem via web de ciências básicas de engenharia.	Nº conteúdos digitais/módulos oferecidos e funcionalidades desenvolvidas/Nº de UC's que adotam a sua utilização	CP/CG/DSI
	Desenvolver novas funcionalidades na plataforma já implementada.	Número de funcionalidades	CP/CG/DSI
Aumentar a atratividade do 2º e 3º ciclo	Dinamizar a captação de alunos internacionais para obtenção de grau nos 2º e 3º ciclos (ex.: Estatuto Aluno Internacional, duplos graus, cotutelas, etc.).	Nº de alunos admitidos meta: incremento 5%	CG/NPGFC/NRI/ NMCI
	Analisar o percurso dos estudantes do Técnico na transição do 1º para o 2º Ciclo.	Nº de diplomados <i>versus</i> Nº de inscritos Junho 2017	CP/CG/AA/NEP
Melhorar a flexibilidade curricular e a mobilidade nacional e internacional dos estudantes	Promover mobilidade internacional, incluindo mobilidade entre ciclos de estudos.	Nº de estudantes do Técnico em Mobilidade	CG/NRI/NMCI/ coordenações de curso/ Departamentos
	Adequar o suplemento ao diploma às atividades extracurriculares que valorizem as competências valorizadas pelo mercado de trabalho.	Proposta a submeter meta: Março 2017	CG/ CP/AA
	Promover mais oportunidades de desenvolvimento de dissertação/ estágios em ambiente empresarial.	Produção de um relatório com o Nº de dissertações em ambiente empresarial por Ciclo de Estudos Nº de estágios de Verão	CP/CG/CC/AEP/ NPE/ Coordenações de curso/ Departamentos
	Revisão dos procedimentos de registo das teses, para permitir identificação das que são realizadas em ambiente empresarial com mais rigor.	Data de aprovação dos procedimentos em CC	CG/CC/DSI
Estimular a formação ao longo da vida	Rever estratégia/oferta de formação avançada (cursos especialização e DFA's).	Nº de cursos formação avançada Nº de formandos	CC/ NPGFC/EFC

MONITORING AND REVIEWING THE

Annual Activity Plan – Indicators of Internationalization Pilar

Linha de Ação	Atividades	Indicadores	Execução
Aumentar o nº de estudantes internacionais	Consolidar a utilização da língua inglesa no IST ao nível do 2º e 3º ciclo, através da promoção de oferta formativa e produção de conteúdos em inglês.	Nível de satisfação com os canais de comunicação em inglês (web, e-mail, guias) meta: 70% alunos satisfeitos ou muito satisfeitos.	CG/AAI
	Rever os apoios/grau de satisfação dos alunos de intercâmbio com o processo de receção no IST.	Grau de Satisfação dos alunos de intercâmbio com o processo de receção meta: 70% alunos satisfeitos ou muito satisfeitos.	CG/AAI
Promover uma linha estratégica de programas de ensino avançado, destinados aos PLOP	Aumentar a visibilidade junto dos parceiros atuais e potenciais, considerando as conjunturas particulares que alguns destes países possuem.	Nº de visitas de escolas dos PLOP ao IST meta: 4 Nº de visitas a escolas dos PLOP por parte do IST meta: 4	CG/AAI
	Aumentar o nº de estudantes dos países PLOP em formação conferente de grau (1º, 2º e 3º ciclo).	Nº de estudantes PLOP regulares meta: 12	CG/AAI
Recorrer a alunos de intercâmbio para o estrangeiro para divulgação do IST	Reforçar internacionalmente a disseminação das ofertas de ensino do IST e promover o desenvolvimento de programas de mobilidade para os alunos do IST.	Nº de estudantes IN/OUT meta: 1100	CG/AAI
		Nº de países de origem dos estudantes IN/OUT meta: 60	CG/AAI
	Implementação do programa embaixadores IST, com disponibilização de packs material para divulgação, iniciativas de <i>farewell</i> e ações de sensibilização.	Nº de ações de divulgação do IST promovidas pelos alunos IN/OUT meta 5	CG/AAI
Consolidar o envolvimento do IST nas redes académicas internacionais como âncoras da sua estratégia de internacionalização	Aumentar a capacidade de gestão, a qualidade e o número de eventos com interlocutores estrangeiros.	- Nº de participantes no I-Day meta:350 - Nº de receções a comitivas estrangeiras meta: 12 - Nº de visitas a feiras internacionais meta: 5 - Nº de propostas institucionais Erasmus plus submetidas à CE meta: 2	AAI

MONITORING AND REVIEWING THE

QUAR – Framework of Assessment and Accountability



Obj. 1 - Criar um ambiente estimulante para toda a comunidade académica (OE1)

OBJETIVOS / INDICADORES			2013	2014	META 2015	Tolerância	Valor crítico	PESO	RESULTADO	TAXA REALIZAÇÃO (%)
Ind.1 - Nº de propostas de mobilidade entre campi implementadas com sucesso	CG	CTP,CTN	–	–	1	0	1	20%		
Ind. 2 - Data de criação de Loft na varanda Norte do Pavilhão de Civil	CG	DT	–	–	set. 2015	1 mês	jul.2015	20%		
Ind.3- Data de requalificação dos espaços exteriores da Alameda	CG	DT	–	–	out. 2015	1 mês	31 jul. 2015	20%		
Ind. 4 - Abertura da garagem coberta do Taguspark	CG	DT	–	–	31 jul. 2015	1 mês	31 mai.2015	20%		
Ind. 5 -Data de Elaboração do Projeto de execução do Arco do Cego	CG	DT	–	–	jun. 2015	1 mês	15 mai. 2015	20%		

Obj. 2 - Investir no reforço dos processos de avaliação e infraestruturas de ID&I (OE2)

Ind. 6 - Data de elaboração do projeto de remodelação das oficinas do CTN	CG	DT	–	–	30 set. 2015	1 mês	31 jul. 2015	50%		
Ind. 7 - Data de aprovação do regulamento de apreciação das atividades de ensino e de investigação do IST	CE	CE	–	–	mai. 2015	1 mês	mar. 2015	50%		

Obj. 3 - Fortalecer o espírito empreendedor, os laços com a indústria e os serviços de orientação de carreira (OE3)

Ind. 8 - Nº de Alunos inscritos anualmente em UC relacionadas com o empreendedorismo	CG	TT	416	356	380	15%	437	50%		
Ind. 9 - Nº de alunos envolvidos em atividades com <i>alumni</i>	CG	TT	265	304	600	30%	780	50%		

QUALIDADE

Obj. 4 - Desenvolver conteúdos, plataformas e metodologias para melhorar a qualidade dos resultados obtidos pelos estudantes (OE1)

OBJETIVOS / INDICADORES			2013	2014	META 2015	Tolerância	Valor crítico	PESO	RESULTADO	TAXA REALIZAÇÃO (%)
Ind.10 - Nº de medidas implementadas para diminuição das taxas de abandono	CP,C G	NEP	2	3	4	0	7	50%		
Ind.11 - Nº módulos digitais iniciados para aprendizagem via web de ciências básicas de engenharia	CP,C G	DSI	–	–	16	4	26	50%		

Obj. 5 - Promover a melhoria continua dos processos do IST (OE1)

Ind. 12 - Data do levantamento de necessidades de formação profissional para colaboradores não docentes.	CG	EFC	–	–	jun. 2015	1 mês	15 mai. 2015	34%		
Ind. 13 - Data de lançamento do SugerIST (Sistema de Gestão de Reclamações, Sugestões e Elogios no IST)	CG	AQAI	–	–	30 set. 2015	3 meses	31 mai.2015	33%		

MONITORING AND REVIEWING THE

QUAR – Framework of Assessment and Accountability



Ind. 14 - Data de criação de um grupo de trabalho para identificação das necessidade e prioridades de um sistema de gestão documental	CG	AQAI	-	-	30 nov. 2015	15 dias	out. 2015	33%		
---	----	------	---	---	--------------	---------	-----------	-----	--	--

EFICIÊNCIA

Obj. 6 - Captar os melhores talentos através duma maior participação em programas e redes internacionais (OE1)

OBJETIVOS / INDICADORES			2013	2014	META 2015	Tolerância	Valor crítico	PESO	RESULTADO	TA
Ind.15- Taxa de candidatos residentes no estrangeiro em concursos para docentes e investigadores	CG	DRH	-	0%	6%	2%	0	33%		
Ind.16 - Data de conclusão do Manual de acolhimento de professores e investigadores nacionais ou internacionais	CG	DRH	-	-	18 set. 2015	14 dias	31 jul. 2015	33%		
Ind 17 - Taxa de sabáticas parcialmente ou totalmente no estrangeiro	CC	DRH	-	-	80%	10%	100%	34%		

Obj. 7 - Desenvolver técnicas de *marketing* digital para aumentar a visibilidade do IST (OE3)

Ind. 18 - Definição da plataforma de CRM	CG	ACI	-	-	jul. 2015	1mês	maio	50%		
Ind. 19 - Qualidade gráfica e usabilidade dos canais de comunicação do IST percecionada pelos utilizadores, através do preenchimento de questionários que produzirão uma classificação de 0 a 10".	CG	DSI	-	-	classificação 6	1	classificação 10	50%		

Recursos Humanos

	Pontuação	Quantidade	Planeados	Nº RH	Executi
Dirigentes - Direção Superior	20	1	20		
Dirigentes - Direção Intermédia e Chefes de equipa	16	75	1200		
Técnico Superior	12	229	2748		
Técnico de Informática	9	18	162		
Assistente Técnico	8	171	1368		
Assistente Operacional	5	90	450		
Total		584	5948		0

Nº de Efetivos no Serviço

31-12-2013

31-12-2014

THANK YOU FOR YOUR ATTENTION

rui.mendes@tecnico.ulisboa.pt



TÉCNICO
LISBOA

<https://tecnico.ulisboa.pt/pt/>



Co-funded by the
Erasmus+ Programme
of the European Union