NOVA
SIMAQ

NOVA INTERNAL QUALITY
MONITORING AND EVALUATION SYSTEM

QUALITY MANUAL

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Approval

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QUALITY MANUAL

The entire academic community may suggest changes to the Quality Manual. Any change to the Manual contents implies the issue of a new version numbered in sequence, and that the corresponding reason is recorded in the following table:

Version	Date	Reason for changes	Revised page(s)
Version 1	2018	-	-
Version 2	2020	• Amendment of the legal regime that establishes the evaluation of the Quality of Higher Education (RJAES); • UNL's New Strategic Plan for 2020-2030; • Statutes of NOVA University Lisbon (the revision of the Statutes ratified by Legislative Order No. 3/2020, of 6 February); • Miscellaneous UNL regulations: among others, the Organic Regulation of the UNL Rectory Services (Reg. no. 705/2020, 26 August); Regulation on Performance Evaluation and Alteration of the Remuneration Position of Researchers under Private Law of NOVA University Lisbon (Reg. no. 238/2020, 16 March); • New version of the Manual for the A3ES Audit Process, January 2020; • Development of the NOVA SIMAQ Portal by evolution of the NOVA Quality Manual Platform	Integral
Version 3	2023	• Update of various UNL regulations; • Change in the organizational structure of the Rector's Team and NOVA SIMAQ; • Implementation of the consolidated Academic Management System and Quality Module; • Implementation of the Whistleblowing Portal; • Revision of the content to reflect the evolution of processes in the various areas	Integral

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I. Message from the Rector

In fulfilling its mission, NOVA University Lisbon (NOVA) is committed to offering excellent education, conducting high-quality research, promoting the transfer of knowledge and technology to society and ensuring services that meet the needs of students, academics, other higher education professionals and members of the community.

In our institutional commitment to excellence, quality is a fundamental principle that supports the fulfillment of the University's mission and values, as well as the vision and objectives defined in its Strategic Plan.

In fact, over the last few years, NOVA has been investing in the development of a true culture of quality promotion, across all areas of its activity, particularly in five core areas: teaching-learning, research and development, value creation, internationalization and inter-institutional and community collaboration.

This commitment presupposes the continuous improvement of the management of its internal processes and the improvement of the monitoring and data collection capacity under a NOVA Quality Policy, operationalized in the Internal Quality Monitoring and Evaluation System (NOVA SIMAQ). This constant search for quality improvement in everything we do is what differentiates us as a reference university and is also what ensures the excellence of our service to society, even in the most adverse contexts.

In an increasingly globalized, technological and dynamic world, in which universities no longer compete only nationally, but also internationally, robust and well-defined quality policies help universities to improve their reputation and credibility, and ensure that they remain relevant, effective and able to face the new challenges that arise as a result of the evolution of contemporary societies.

Challenges that include, among others, the use of digital technologies in teaching and learning processes, thus making it necessary to adopt quality policies to ensure the accessibility, rigour and effectiveness of these processes; the change in students' needs and expectations towards a more personalized experience, more relevant to the job market and that promotes the acquisition of more practical skills, which requires the existence of procedures for the creation, alteration or even extinction of study cycles to meet these needs and expectations; the development of research agendas relevant to society, aligned with the European Research and Innovation Agenda, as well as the United Nations 2030 Agenda for Sustainable Development, and where the ability to attract and retain the best talent and active participation in the best international research networks are essential conditions; and the concern to form socially responsible citizens with an awareness of the great global challenges, namely environmental, which require, from the outset, the adoption of responsible practices and sustainable solutions on the campuses themselves.

The Quality Manual presented here therefore plays a crucial role in the institutionalization of sustainability at the university, ensuring that it is systematically and comprehensively incorporated into all operations and activities of the institution, thus contributing to the advancement of the Sustainability Agenda. And it also defines NOVA's Quality Policy, which intends, above all, to guide and reflect our unwavering commitment to excellence in all areas of activity, thus constituting itself as one of the fundamental pillars for the implementation of the University's strategy.

Another very important aspect of NOVA's Quality Manual is that it is also a public commitment. By adopting it, we are assuming before the community that we intend to serve society through knowledge following the highest quality standards.

With this updated version, the changes that result from the permanent evolution of the University are reflected, but also the challenges and concerns mentioned above, widely discussed with the relevant parties inside and outside NOVA, to whom I thank in advance for all the *feedback* and collaboration.

Finally, I would like to point out that ensuring the fulfillment of our mission and values with quality is a joint effort and a commitment that is incumbent on each member of the NOVA Community. Only in this way will we be able to further elevate our institution and continue to be a reference in higher education in terms of excellence, innovation and impact on society.

João Sàágua

Rector of the NOVA University Lisbon

Accreditation A procedure by which an organization, with competence for accreditation, formally verifies and recognizes that a given product, service, programme or entity meets the organizational or Quality requirements, state by law or conventionally, for the purpose. In higher education, it can take the form of institutional accreditation or accreditation of a programme.[1]

Certification A procedure by wich a competent organization formally certifies that a product, service, programme, or entity meets specific standards.[1]

Quality Culture Shared, accepted and integrated set of Quality standards (also called Quality principles) which can be found in the organizational cultures and management systems of institutions. The ingredients of Quality culture are an awareness of and commitment to the Quality of higher education and a solid culture of evidence gathering and efficient management of that Quality (through Quality assurance procedures). As the elements of Quality change and evolve, it is essential that the integrated system of attitudes and provisions supporting Quality also changes, to support new paradigms of Quality in higher education.[1]

Quality Assurance A wide-ranged term referring to an ongoing process of assessing the quality of a higher education system, higher education institutions, or programmes. As a regulatory mechanism, quality assurance focuses as much on accountability as it does on improvement, providing information and value judgments through a structured and consistent process based on well-established criteria.[1]

External Quality Assurance Supra-institutional system that ensures the quality of institutions and programmes in higher education.

Internal Quality Assurance Intra-institutional practices for monitoring and improving Higher Education Quality.

Indicators Operational variables that refer to specific characteristics of higher education institutions, or programmes are empirically measurable. Evidence can be collected to determine whether or not specific standards are being met.
The indicators identify performance trends and point out areas where action is needed. They also allow the comparison between actual performance and previously established goals. They are also used to translate theoretical aspects of Quality into procedures, a process known as operationalization.[1]

Quality Improvement The constant search for performance improvement focused on the higher education institution's responsibility to make the best possible use of its institutional capacity and autonomy. It represents the idea that achieving Quality is central to the academic *ethos* and that academics, better than anyone, know what Quality is.[1]

Monitoring	Critical follow-up of an activity or process, including the survey of quantitative or qualitative indicators, with a view to its evaluation.[1]
Stakeholders	People or groups with an interest in the activities of an institution or organization. Such people or groups may be internal (i.e., relative to the internal community) or external.[1]
Outputs	The immediate, observable, and measurable results of the implemented measures and processes. In higher education, they correspond, for example, to the number of graduates, or Research results.[1]
Quality (in Higher Education)	Multidimensional, multilevel, and dynamic concept that relates to the context of an educational model, the mission and institutional goals, and the specific norms and reference terms of a given system, institution, course, programme, or disciplinary unit. Quality can thus assume differente, sometimes conflicting, meanings, depending on: (i) the perspective of the different stakeholders in higher education (e.g. students, teachers, subject areas, labour market, society, government); (ii) their references (inputs, processes, outputs, missions, goals, etc.); (iii) the attributes or characteristics of the academic world to be evaluated; and (iv) the historical period in the development of higher education.[1]
Legal Regime of Higher Education Evaluation – RJAES	Legal regime contained in Law No. 38/2007, of August 16, amended by Law No. 169/2019, of September 4, about the evaluation of Quality in Higher Education. The referred regime is complemented by the other norms related to higher education's evaluation and accreditation, contained in other legal diplomas.
Legal Regime of Higher Education Institutions – RJIES	The legal regime established by Law No. 62/2007, of September 10, amended by Decree-Law No. 169-B/2019, of December 3, which regulates the constitution, duties, organization and functioning of higher education institutions, as well as the competence of their bodies, and the supervision and public oversight by the State over the same institutions, within the framework of their autonomy.
Course	Teaching unit with its own training goals, which is the object of registration and evaluation that leads to a final classification.[1]
Organic Unit	It is an autonomous organic structure, with its competent bodies and dedicated staff. Acording to Article 13 of the RJIES, organic units may be teaching units, teaching or research units, research units, libraries, museums and others.[1]
University	Higher education institution composed of several coleges or departments, corresponding to several scientific areas. In legal terms, for a higher education institution to be recognized as a University, it must fulfill the following requirements: (i) to be allowed to teach at least six undergraduate programmes, two of which technical-scientific laboratory; six master's programmes; one PHD programme in at least three different areas tha are compatible with the proper mission of university teaching; (ii) to have its faculty staff complying with legal conditions; (iii) to have adequate facilities; (iv) to develop activas in the field of teaching and research, as well as in the creation, dissemination and transmission

of culture; (v) to have or participate in evaluated and recognized Research and Development centers.[1]

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[1] Source: A3ES Glossary. Accessed on 01-04-2020, on the website of: A3ES- Agency for Assessment and Accreditation of Higher Education: https://www.a3es.pt/sites/default/files/Gloss%C3%A1rio%20A3ES.pdf

III. Acronyms and abbreviations

A3ES	Agency for Assessment and Accreditation of Higher Education
CAI	Internationalization Monitoring Committee
CAQ_UO	OU Quality Monitoring Committee
CAQ_NOVA	NOVA Quality Minitoring Committee
CAS	Social Welfare Board
CD	Board of Deans
CEI	Strategic Research Council
CCV	Value Creation Council
CE	Programme
CQ	Quality Council
CODE	Board of Education
DAI	Research Support Division
DGES	Directorate-General for Higher Education
DGQAA	Quality Assurance and Academic Affairs Division
ENQA	European Association for Quality Assurance in Higher Education
ENSP	National School of Public Health
ERC	European Research Council
ESG	European Standards Guidelines
ERS	Compliments, Complaints and Suggestions
FCSH	School of Social Sciences and Humanities
FCT	School of Science and Technology
FC&T	Foundation for Science and Technology
FUC	Course Form
GAENEE	Office of Support to NOVA Students with Special Educational Needs
GESDOC	Documental Management System
GGQAE	Office for Quality Assurance, Accreditation and Employability
GTQ	Quality Task Force
R&D	Research & Development
HEI	Higher Education Institution
IHMT	Institute of Hygiene and Tropical Medicine
IMS	NOVA Information Management School
ITQB	Institute of Chemical and Biological Technology António Xavier
MOOC	Massive Open Online Course
NMS	NOVA Medical School
NSL	NOVA School of Law
NOVA	NOVA University Lisbon
NOVA SIMAQ	NOVA's Internal Quality Monitoring and Evaluation System
OBIPNOVA	Observatory of the Professional Insertion of Graduates of NOVA University Lisbon
ORCID	Open Researcher and Contributor ID
PAA	Annual Plan of Activities
PDCA	Plan-Do-Check-Act Management Cycle
PURE	NOVA's Scientific Information Management System
RAA	Annual Activity Report
RAD	Teacher Performance Evaluation Regulation
RJAES	Legal Regime for the Evaluation of Higher Education
RJIES	Legal Regime of Higher Education Institutions
RUN	Repository of NOVA University Lisbon

SBE	Nova School of Business and Economics
SASNOVA	NOVA Social Welfare Action Services
SGQE	Teaching Quality Assurance System
SIADAP	Integrated System for Management and Performance Evaluation in Public Administration
SINGAP	Financial, wealth and human resources management software
SNC-AP	Accounting Standardization System for Public Administrations
UC	Course
R&DU	Research & Development Unit
OU	Organic Unit

1.

Introduction

1.1. Background and brief historical memory

The current context of Higher Education Institutions (HEIs) is necessarily Quality oriented. Law No. 38/2007, of August 16th (whose first amendment was made by Law No. 94/2019, of September 4th), which approved the legal regime of higher education evaluation, reinforced the need to development and consolidation of an internal institutional culture of Quality Assurance in HEIs, supported by a Quality Policy and formally defined goals of Quality evaluation.

NOVA has always favored acting guided by Quality principles. In 2008, first steps were taken in building a teaching institution focused on Quality, and a task force was formed, chaired by the Rector and composed of representatives of the nine Organic Units (OU), with the purpose to assess Quality in the areas of Teaching, Research and Management. In that same year, the **Office for Quality Assurance, Accreditation and Employability** (GGQAE) was created to support initiatives to promote and assure Quality in NOVA.

On June 17, 2010, by Rectoral Order No. R370/2010, the Teaching Quality Council of NOVA (CQE) was created, the body responsible for the Teaching Quality Assurance System (SGQE). This body, whose mission was to ensure the functioning of NOVA's Quality Assurance System in Teaching and Learning, was composed of: an external member of the General Council, as president, the Pro-Rector in charge of Teaching Quality, five members of NOVA's teaching staff, appointed by the Board of Deans, two student representatives, appointed by the Student Council and a member of NOVA's GQAE, without the right to vote. In this first phase, priority was given to the "Teaching-Learning" plan, and several methodologies for the evaluation of "Teaching-Learning" were developed, such as surveys to students and teachers about the Courses and the monitoring reports of Course and Programmes.[2]

In addition to this internal Quality Assurance mechanism, an external Quality Assurance mechanism was also implemented through the creation, in 2010, of the Observatory of Professional Insertion of Graduates of the NOVA University of Lisbon (OBIPNOVA). This Observatory, through the survey of NOVA graduates and subsequent analysis of the results, allows us to characterize the professional situation of the graduates and monitor the evolution of their career.

With the transition to the Foundation, in 2017, NOVA's commitment to Quality is consolidated, which is reflected in its Statutes, which mention "The creation of rigorous internal and external evaluation mechanisms, whose results are reflected in the allocation of resources and the adoption of measures to improve Quality, as well as mechanisms to ensure Quality and accountability to society, based on international standards."

Following this commitment and complying with the Rector's Action Plan, work began at the end of 2017, leading to the definition of NOVA's Quality Policy and its operationalization in the **Internal Quality Monitoring and Evaluation System** (**NOVA SIMAQ).** For this purpose, the Quality Task Force (GTQ) was created, composed of the sub-directors or deputy sub-directors responsible for Quality, from each of the OU, and coordinated by the Pro-Rector for Quality Management, Accreditation and Employability, with the delegated competence of development and coordination of NOVA SIMAQ.

NOVA SIMAQ evolved from the SGQE, integrating the other domains of the university mission (i.e. Research and Development; Value Creation; Internationalization; and Interinstitutional and Community Collaboration).

The situation at the beginning of the development of NOVA SIMAQ allowed us to verify that the OU already had in place a set of procedures and tools for quality monitoring, in addition to those provided for in the SGQE. The work continued with the elaboration of proposals for new monitoring procedures and tools which, after analysis and validation by the GTQ (integrating contributions from the OU) were implemented.

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[2] Report of the Teaching Quality Assurance System of NOVA, Teaching Quality Support Office, November 2011

The environment of an organizational culture oriented towards continuous improvement and self-reflection has allowed the Quality improvement process to evolve, covering all of NOVA's areas and activities. At the end of 2020, the GTQ was renamed NOVA Quality Monitoring Committee (CAQ_NOVA), maintaining its composition. The CAQ_NOVA has the support of technicians from the Quality, Accreditation and Employability Unit of the Quality Assurance and Academic Affairs Division (DGQAA).[3]

With the current structure of the Rectoral Team, the organizational structure of NOVA SIMAQ has been revised and CAQ_NOVA is now called the Quality Council (QC), which is composed of the Rectoral Team Member responsible for Quality and the sub-directors of the OU responsible for Quality. This body may also invite individuals of recognized merit and/or NOVA students whenever it is considered relevant.

1.2. Objectives and approval of the Quality Manual

As the reference document for thr SIGQ, **the Quality Manual** is the formal document where the Quality Policy is defined and where **the vision, mission and strategic guidelines of NOVA for Quality are presented and the operation and organization of NOVA SIMAQ are described.**

In summary, this **Quality Manual** has the following **goals**:
- to present NOVA's Quality Policy;
- to characterize NOVA, from both a historical perspective and the viewpoint of the development of its internal Quality Assurance mechanisms;
- to define the operation and organization of NOVA SIMAQ, in each of the core processes of its institutional mission;
- to operationalization of the Quality Policy, having as reference legal, statutory, regulatory and normative guidelines that shape and guide the actions of HEI regarding Internal Quality Assurance;
- to present NOVA's Internal Quality Monitoring and Evaluation System to all stakeholders.
- to integrate the Sustainability Policy, having as a reference the achievement of the 2030 Agenda, in particular the fulfilment of the Sustainable Development Goals (SDG), demonstrating its contribution to economic, environmental, social sustainability and how it is integrated in the different areas of the institution: teaching, research and cooperation with society.

The revision of the Quality Manual is ensured at least every two years and whenever necessary.

The coordination of the preparation and revision of the Quality Manual is the responsibility of the Vice-Rector for Quality, in conjunction with the QC, and is approved by the Rector.

The Quality Manual is available on the NOVA website in www.unl.pt, on the NOVA SIMAQ Portal in https://simaq.qualidade.unl.pt/, and is also available to the entire community through the intranet (Rectory) and OU websites.

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[3] In January 2019, GGQAE gave rise to the Quality Assurance Division. In January 2023, with the publication of the new Organic Regulation of the Rector's Services, this Division was renamed the Quality Assurance and Academic Affairs Division, comprising two Units: the Quality Assurance, Accreditation and Employability Unit, and the Academic Affairs Unit.

1.3. Structure of the Quality Manual

The Quality Manual is structured as follows:

a) Institutional context: characterization; mission, vision and values; Quality policy and strategy;

b) Internal Quality Assurance System (NOVA SIMAQ): scope integration of stakeholder; approach to continuous improvement; Quality organizational structure;

c) NOVA SIMAQ Core Domains: Teaching-Learning; Research and Development; Value Creation; Internationalization; Interinstitutional Collaboration and with Community;

d) NOVA SIMAQ Support Areas: Human Resources; Material Resources and Support Services;

e) Monitoring, follow-up and continuous improvement of NOVA SIMAQ;

f) Information and Management Systems

2.

Institutional Context
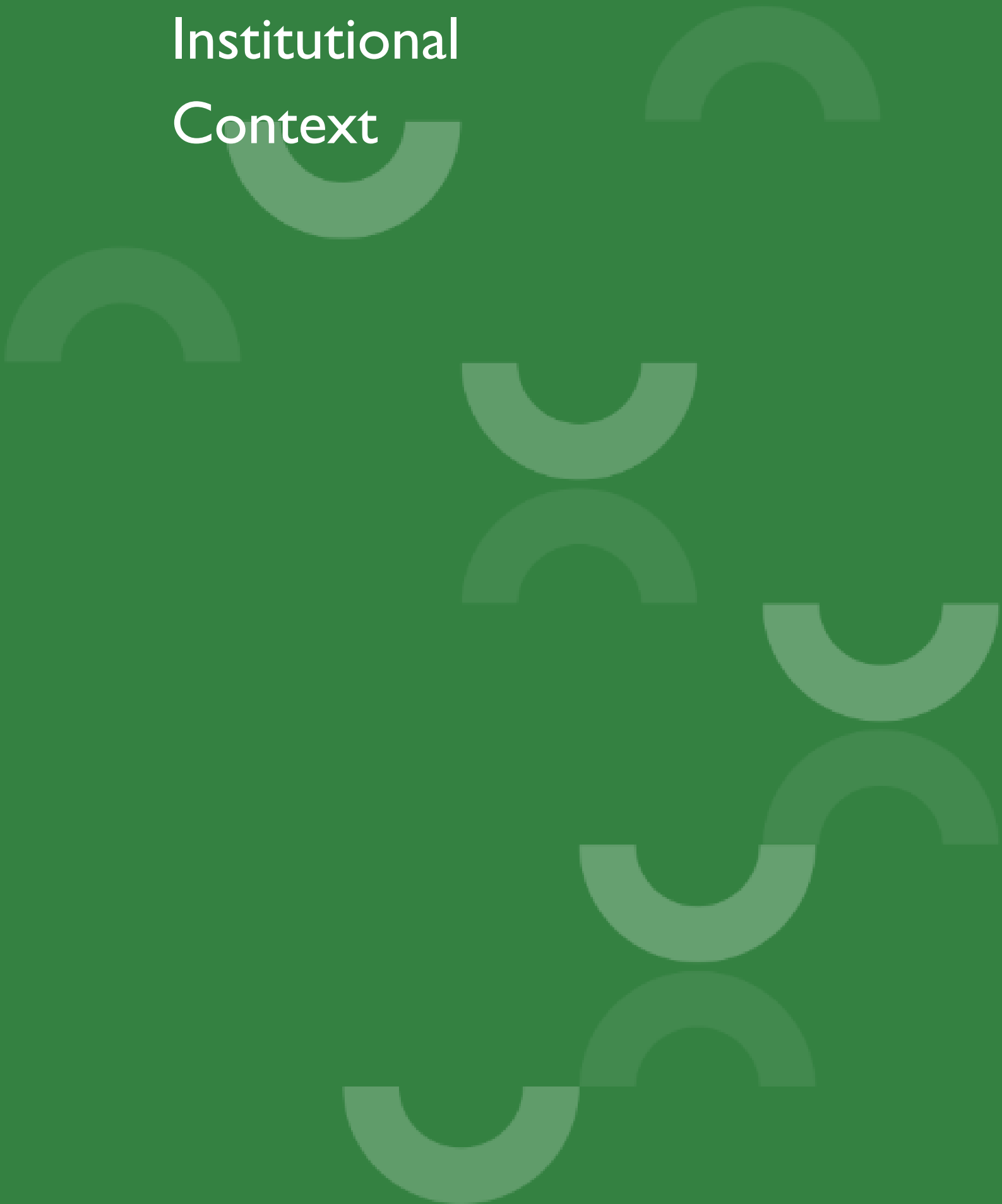
NOVA **University Lisbon** was founded on August 11, 1973. Integrated in a framework of expansion and diversification of higher education, NOVA embrace, from the beginning, a structural model that was considered new in the university context Portuguese, interconnecting Technology, with Social Sciences and Humanities and Medical Sciences.

In this context, NOVA has also responded to a growing need for higher education in Portugal, in general, and in the Lisbon region, in particular. During its early years, the University offered mainly undergraduate and specialization programs, but since 1977 it has developed a consistent expansion project, which is embodied in the nine OU that make up NOVA:

- NOVA School of Science and Technology (https://www.fct.unl.pt) (FCT)
- NOVA School of Social Sciences and Humanities (http://www.fcsh.unl.pt) (FCSH)
- NOVA SBE – School of Business & Economics (https://www2.novasbe.unl.pt) (SBE)
- NOVA Medical School (http://www.nms.unl.pt) (NMS)
- NOVA School of Law (https://novalaw.unl.pt/) (NSL)
- NOVA Institute of Hygiene and Tropical Medicine (http://www.ihmt.unl.pt/) (IHMT)
- NOVA IMS – Information Management School (http://www.novaims.unl.pt) (IMS)
- ITQB NOVA – Institute of Chemical and Biological Technology António Xavier (http://www.itqb.unl.pt) (ITQB)
- NOVA National School of Public Health (https://www.ensp.unl.pt) (ENSP)

NOVA is a decentralized University, which means that its nine OU enjoy a high degree of autonomy, namely administrative and financial, and have their competences defined in the law and their published and current statutes.

On February 21, 2017, Decree-Law No. 20/2017 was published, which established NOVA as a **public foundation with a private law regime**, under the provisions of the higher education reform approved by Decree-Law No. 62/2007, of September 10, and so its **Statutes** were published. With the transformation into a public foundation under private law, NOVA now has more institutional autonomy, especially regarding its financial, patrimonial and human resources management, being able to create its own careers for its teaching, research and other staff. With the transition to foundation, NOVA statutes were revised and homologated through the Normative Order No. 2/2017, May 11, and published in *Diário da República*.

As a result of some modifications, **the Statutes of NOVA University Lisbon** were again revised and published through the Normative Order No. 3/2020, issued by the Ministry of Science, Technology and Higher Education, published in the *Diário da República* No. 26, 2nd series, February 6, 2020.

Five years after the foundational regime was established, and as stated in article 12 of Decree-Law no. 20/2017 of 21 February, in February 2022, was carried out an evaluation of the results and changes, concluding for the maintenance of the foundational regime, since both the transition to foundation and the organisational changes operated have largely benefited NOVA's activity, contributing to the results achieved.

The **Governance Structure of NOVA**, composition and attributions of the bodies, are described in the Statutes of the NOVA University of Lisbon Foundation, and in the Statutes of the Higher Education Institution of the NOVA University of Lisbon, as well as in the Statutes of each NOVA OU.

NOVA's governing bodies include the Board of Trustees, the General Council, the Rector and the Management Board. The Board of Deans (CD) is the body that supports the Rector in the management of

the University. At the Rector's initiative, *ad hoc* bodies may be created for defined activities and for a fixed period of time.

With regard to the governing bodies of NOVA's OU, these include the Faculty, Institute or School Council; the Director; the Management Board; the Scientific Council and the Pedagogical Council. The statutes of the OU may provide for the existence of other advisory bodies.

In order to pursue the institution's commitment to Quality Assurance and to speed up decision-making, the organizational structure that supports the operation of NOVA SIMAQ is strictly articulated with the University's organic structure.

Currently, NOVA has about 25,000 enrolled students, 2,647 teachers and researchers, 1,239 non-academic staff and a training offer that includes 41 bachelor's degrees, 1 integrated master's degree, 138 master's degrees and 73 doctorates. With regard to the dimension of Internationalization, 5187 foreign students are enrolled, representing more than 20% of NOVA's student universe. Regarding the origin of the students, 42% of the foreign students come from the EU, 36% from Portuguese-speaking countries and 22% from other countries.

NOVA is featured in major international *rankings* (e.g., *Times Higher Education World University Rankings, Shanghai Ranking's Academic Ranking of World Universities and top 50 academic world university rankings*). The results reflect the work developed as a university institution with a Teaching and Research of excellence, capable of ensuring high levels of professional success to its students.

2.1. Mission, Vision and Values

NOVA's mission, vision and values, which are expressed in this Quality Manual, are based on the Statutes of the NOVA University of Lisbon Foundation, the Statutes of the NOVA University of Lisbon Educational Establishment and NOVA's Strategic Plan 2020-2030.

2.1.1. Mission

NOVA's **mission** is to generate, disseminate and apply knowledge, based on freedom of thought and the plurality of critical endeavours, promoting higher education and contributing to the construction of a model of society based on humanist principles that has knowledge, creativity and innovation as factors of growth, sustainable development, well-being and solidarity (article 2 of the Statutes of the NOVA University of Lisbon Foundation, Decree-Law No. 20/2017, February 21)

As a public higher education institution, NOVA has the mission of **serving society**, at local, regional and global level, by **advancing and disseminating knowledge** and understanding between cultures, societies and people, through excellent teaching and research and the provision of services sustained by a strong sense of community and creation of significant social and economic value.

2.1.2. Vision

NOVA'**s vision** is to be a **Global** and **Civic** University in the 21st century. NOVA will be a Global University because, in its strategic areas, its Teaching and Research will be carried out in genuinely international environments. Moreover, it will be a Civic University because all its strategic activity will be deeply committed to the development of society, culture and the economy of the region where it operates, of the country and

of Europe.

2.1.3. Values

NOVA's values include, first and foremost, respect for human dignity, freedom, democracy, equality, the rule of law and, in general, human rights, including the rights of people belonging to any minority and which so often tend to be forgotten in periods of crisis or paradigmatic transition.

Commitment to Integrity

In carrying out its activity, NOVA's values also include honesty, integrity and responsibility in all actions taken, transparency, and the sharing of knowledge in total openness to society, a sense of justice and independence in relation to interests unrelated to the University's goals.

In this sense, NOVA has been developing its own regulations to ensure the defense of these values, with the following instruments standing out:

- **NOVA's Code of Ethics** (Order n° 15464/2014, of 19/12) establishes a set of values and standards of conduct that should guide the Institution in the exercise of its teaching and learning activities, training, scientific research and interaction with society, based on the ethical principles of equity and justice, respect for human dignity, non-discrimination and equal opportunities and personal and professional responsibility, in obedience to the law, NOVA's statutes and other regulations. This Code applies to all members of NOVA's management, as well as to all persons who work, on a permanent or occasional basis, at NOVA.
- **Code of Good Practices for the Acceptance of Donations** (Order No. 3211/2023, of 10/03) establishes NOVA's policy and processes for accepting donations and defines the ethical practices and common fundraising procedures that are intended for the University, its OU, its projects and its initiatives.
- **Regulation on the Financing of Academic Positions by Private Donations** (Order No. 2698/2022, of 02/03), interconnected with the Code of Good Practices for the Acceptance of Donations, this regulation was created with the aim of allowing the University to attract and reward academics, teachers or researchers, whose performance has shown levels of excellence, through private donations.
- **Regulation on the Conflict of Interest Policy** (Order No. 2699/2022, of 02/03) As NOVA is a multidisciplinary organization and strongly focused on relating to the reality and organizations outside its own community, the members of its community, namely teachers, non-teaching staff and researchers, may accumulate, under the terms of the law, functions in other organizations, public, private or social sector. Now, recognizing the existence of risks that this interaction can enhance, and in the name of the principles of transparency, integrity and accountability, it is important to define, for the University, a conflict of interest policy that can act, from the outset, in the field of prevention, identifying, anticipating and avoiding potentially conflicting situations. Without prejudice to the fact that the responsibility for the timely identification of these situations lies primarily with the person who may be subject to them, it is necessary to put in place internal control mechanisms and to define sanctioning procedures for non-compliance.
- **NOVA Student Disciplinary Regulations**. (Regulation No. 679/2020, of 19/08) applicable to all students who are attending any course, whether or not they confer a degree or diploma at NOVA.
- **Risk Management Plan and Related Infractions**, which is being restructured taking into account the requirements of Decree-Law No. 109-E/2021.

From an organizational point of view, it is worth noting the existence of the following bodies dedicated to ensuring the integrity of NOVA:

- The **Ethics Council** is an advisory body to the Rector for ethical issues raised by the activities carried out at NOVA in the fields of scientific research, teaching, university extension and the functioning of the University in general. In accordance **with the Regulation of the Ethics Council** (Regulation No. 638/2018, of 11/10), the Ethics Council's mission is to promote reflection and contribute to the definition of guidelines aimed at consolidating a policy of safeguarding ethical and deontological principles in the areas of scientific research, teaching, interaction with society and in the general functioning of NOVA. NOVA's OU also have their own ethics committees of an advisory nature, with technical and scientific independence, whose mission is to contribute to the observance of principles of ethics and bioethics in carrying out scientific research in the activities. Thus, NOVA's OU have systematic mechanisms and procedures in place to ensure the integrity of the investigation.
- The **Donation Acceptance Committee**, provided for in the Code of Good Practice for the Acceptance of Donations, which, based on a Due Diligence report, will give a non-binding opinion to the Rector on the donations received, in accordance with the provisions of the Code.
- The **Disciplinary Board** is NOVA's advisory body responsible for giving an opinion on the application of disciplinary sanctions.

NOVA's Doctoral School offers a **Research Ethics Course,** which aims to foster the perception and critical debate of topics and practical cases, with the aim of raising awareness of the importance of scientific integrity and the acquisition of a global perspective of scientific research that contributes to improving the quality and impact of future research of those who attend the course. In the **Guide of Good Practices for Doctoral Programs** (https://www.unl.pt/sites/default/files/code_of_good_practice_phd_nova.pdf), prepared by the Doctoral School of NOVA, ethical considerations and examples of misconduct in research are also highlighted, including references to the prevention of plagiarism, definitions and associated consequences. In this document it is also mentioned that NOVA subscribes to the guidelines of the European Code of Conduct for Research Integrity (European Science Foundation).

It should also be noted the existence of the **Procedure for Validation of NOVA's Scientific Production,** which aims at transparency and respect for the principles of scientific integrity transposed to the information made available on a public portal, accessible to the entire community.

Finally, in terms of resources allocated at promoting academic integrity, NOVA provides the entire academic community with access to the **similarity detection software**, Turnitin. It is a software that allows you to verify the originality of a document, allowing you to detect possible situations of academic fraud. By comparing the submitted document with a vast database of previously evaluated papers, websites and scientific publications, Turnitin presents a report where it is possible to identify all the similarities in text, as well as the original sources where they occur.

Commitment to Inclusion and Diversity

The commitment to inclusion and diversity are essential conditions for the achievement of NOVA's mission. This means, recognizing and valuing the uniqueness, talent and effort of each person, eliminating any practice that can act as a barrier to a diverse and inclusive environment; promote communication, understanding and collaboration among all.

Since 2017, NOVA has assumed **gender equality** and the **integration of minorities and disadvantaged social groups** as a priority of its action strategy, reflected in structuring documents such as the Strategic Plan 2020-2030; NOVA's Commitment to Gender Equality; the Gender Equality Plan (GEP); or the EUTOPIA

Manifesto for Inclusion. The underlying principle is that all people should have the opportunity to fulfil their aspirations in life, regardless of gender or other attributes associated with their identity.

In order to ensure that there is an institutional structure dedicated to developing strategic initiatives and recommending necessary policies, the **Equality and Inclusion Office** was created in the Rectorate which, in conjunction with the existing Offices in some OU, will reinforce NOVA as an institution committed to equal opportunities, inclusion and diversity of its Community.

The creation of this office, as well as the development of NOVA's commitment to Gender Equality and the GEP itself, has been greatly helped by participation in the H2020 SPEAR project since 2019, a project that aims to develop institutional changes, with a view to removing barriers to increasing women's participation in Research and Innovation and improving their career prospects; improving gender balance in decision-making bodies; and strengthening the gender perspective in teaching content and research.

In synergy with the SPEAR project, NOVA has carried out several initiatives over the last four years, highlighting the creation of the Working Group for Gender Equality at NOVA, with representatives from each OU, to discuss and prepare proposals in this area, the dissemination of the GEP and the implementation of awareness-raising actions on the theme of gender equality and inclusion and actions to prevent and combat harassment and discrimination.

In April 2023, **NOVA's Whistleblowing Portal** (https://whistleblowersoftware.com/secure/canal_de_denuncia_UNL) went live for the communication of practices that constitute infringements, namely harassment practices (moral and/or sexual) and discrimination; infractions, acts of corruption, or others within the scope of application of the General Regime for the Prevention of Corruption (RGPC); acts that violate European Union law. This mechanism is governed by the principles of impartiality, independence, secrecy and confidentiality, from the reception and processing of complaints to their resolution. In order to define and regulate the implementation of the Whistleblowing Portal, a **Procedure for the NOVA Whistleblowing Portal** was also prepared.

The **Code of Conduct for Preventing and Combating Harassment and Discrimination at** NOVA, sent for public enquiry, is aligned with **NOVA's Code of Ethics,** which repudiates any practices contrary to the values and standards of conduct that guide the Institution, including harassment (moral and/or sexual) and discrimination.

In accordance with the principles of inclusion and universality, as well as the commitment to contribute to the promotion of fairer, more egalitarian and inclusive societies, NOVA also provides for the possibility of decreeing exemption from the payment of tuition fees and exemption from fees in order to promote the reception of a group of foreign citizens who suddenly find themselves in a particularly vulnerable situation.

Commitment to public service

NOVA is proud of its commitment to public service, practicing and promoting equal opportunities, the culture of merit and solidarity, leaving no one behind, in order to contribute to a better society.

In order to ensure that everyone in society (particularly those who are part of it or aspire to become part of it) have access to the opportunities that allow them to realize their full potential and fulfill their life aspirations, NOVA has been approving and implementing several regulations, such as the **Regulation for the Attribution of Scholarships for Access to NOVA Programmes** (Order 1926/2023, of 08/02), particularly aiming at the promotion of opportunities for disadvantaged social groups.

NOVA's Social Welfare Action Services (SASNOVA) are the university's services that guarantee equal opportunities and the well-being of NOVA students, ensuring access to scholarships, food, accommodation

and health, as well as encouraging and promoting participation in cultural and sports activities (Section 5.2 of this Quality Manual).

2.2. Quality Policy & Strategy

To achieve its vision, through the strategic goals defined in the Strategic Plan, NOVA adopts a **Quality Policy** that assumes a strong commitment to the continuous improvement of its activities, ensuring all stakeholders' involvement.

In this sense, NOVA University is committed to the following:
- Develop a culture of Quality transversal to all activities carried out at the University, establishing appropriate evaluation mechanisms;
- Promote the active involvement of students and other stakeholders (internal and external) in the processes of continuous improvement of the institution;
- To provide an academic environment conducive to equality and inclusion, promoting the rigor and quality of teaching, in all programmes, in order to attract the best national and international talent;
- Ensure the innovation and quality of all its programmes, promoting a culture of Quality in its Teaching and Research activities;
- Carry out the periodic assessment of its programmes, concerning:
  - the qualification and competence necessary for the performance of the duties by teachers;
  - the adequacy of didactic and pedagogical resources;
- Develop specialized and interdisciplinary research, aligned with the European Agenda for Knowledge and Innovation and the Sustainable Development Goals that constitute the UN 2030 Agenda;
- Stimulate an entrepreneurial culture among students in order to contribute significantly to the economic and social development of the country;
- Increase a policy of alliances with international partners (academic and non-academic) in order to enhance synergies in the field of Teaching, Research and social interaction with international impact;
- Promote the professional development and recognition of the merit of employees (teachers, researchers and non-teaching staff);
- Ensure that the Quality Policy is communicated to all NOVA members, promoting the fulfillment of the established commitments;
- Ensure the review and continuous improvement of NOVA's Internal Quality Monitoring and Evaluation System, in accordance with legal and regulatory standards, national and international standards and references.

The Quality Policy is subject to revision following changes in the institution's strategy or whenever deemed necessary.

3.

NOVA's Internal Quality Monitoring and Evaluation System:

NOVA SIMAQ

In this section, NOVA's Internal Quality Monitoring and Evaluation System (NOVA SIMAQ) is presented.

3.1. Scope

The Figure 1 schematically presents the NOVA SIMAQ. This system was designed, developed and updated in accordance with the 2020-2030 Strategic Plan, integrating the values and culture of Quality established at NOVA, with the European Quality benchmarks as a guideline, emanating from the European Association for Quality Assurance in Higher Education (ENQA)[4], as defined by the Agency for Assessment and Accreditation of Higher Education (A3ES)[5], as well as the legal and statutory guidelines that shape and guide the actions of HEI with regard to internal quality assurance.
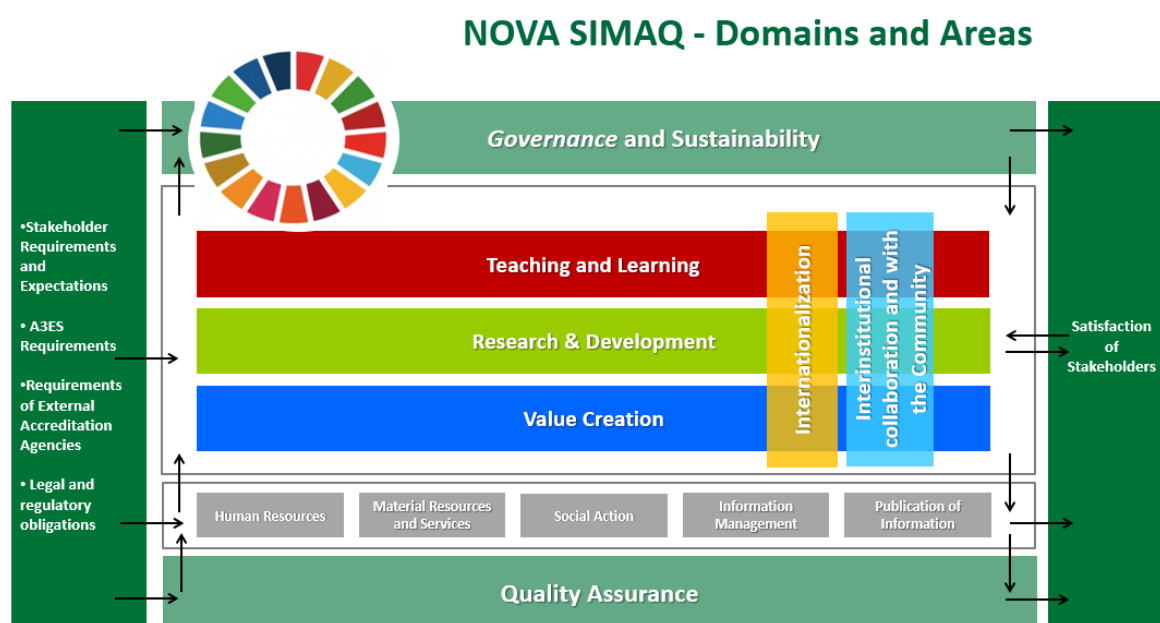

FIGURE 1 – Structure of NOVA SIMAQ

Its operation has allowed the continuous improvement of NOVA's Quality through the monitoring of all activities developed, namely those of the **Domains**: Governance and Sustainability; Teaching-Learning, Research and Development, Value Creation, Internationalization and Interinstitutional and Community Collaboration; as well as those of the **Support Areas** corresponding to Human Resources, Material and Service Resources, Social Welfare Services, Information Management and Information Publicity, and, subsequently, ensuring the satisfaction of stakeholders.

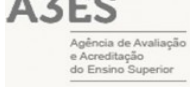### 3.2. Alignment of internal processes with A3ES benchmarks

Table 1 shows the internal processes that make up NOVA SIMAQ and its alignment with the A3ES frameworks.

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[4] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015). Brussels, Belgium
[5] Audit of Internal Quality Assurance Systems in Higher Education Institutions. Manual for the Audit Process (2020), A3ES, Lisbon

TABLE 1 – Alignment of Internal Processes with A3ES Benchmarks

Internal Processes	External References
Governance and Sustainability	1 - Adoption of a quality assurance policy and pursuit of quality goals 13 - Cyclical nature of external quality assurance
Teaching-Learning	2 - Conception and approval of the training offer 3 – Student-centred Teaching-Learning and assessment 4 - Student Admission, Progression, Recognition and Certification 5 - Continuous monitoring and periodic revision of courses
Research & Development	6 - Research and development/ Targeted research and high-level professional development
Value Creation	6 - Research and development; Targeted research and high-level professional development
Internationalization	8 - Internationalization
Interinstitutional and Community collaboration	7 - Interinstitutional and Community Collaboration
Human resources	9 - Human Resources
Material Resources and Services	10 - Material Resources and Services
Social welfare	10 - Material Resources and Services
Information Management	11 - Information Management
Public Information	12 – Information Publicity

NOVA SIMAQ's processes are documented to ensure compliance with A3ES benchmarks. In the Procedures Manuals of the OU, SASNOVA and the Rectory, one can find the description of how the various NOVA activities are carried out and the identification of the bodies, departments or services responsible for their execution.

The documentary structure of NOVA SIMAQ is based on several levels, hierarchically organized, as illustrated in the Figure 2.
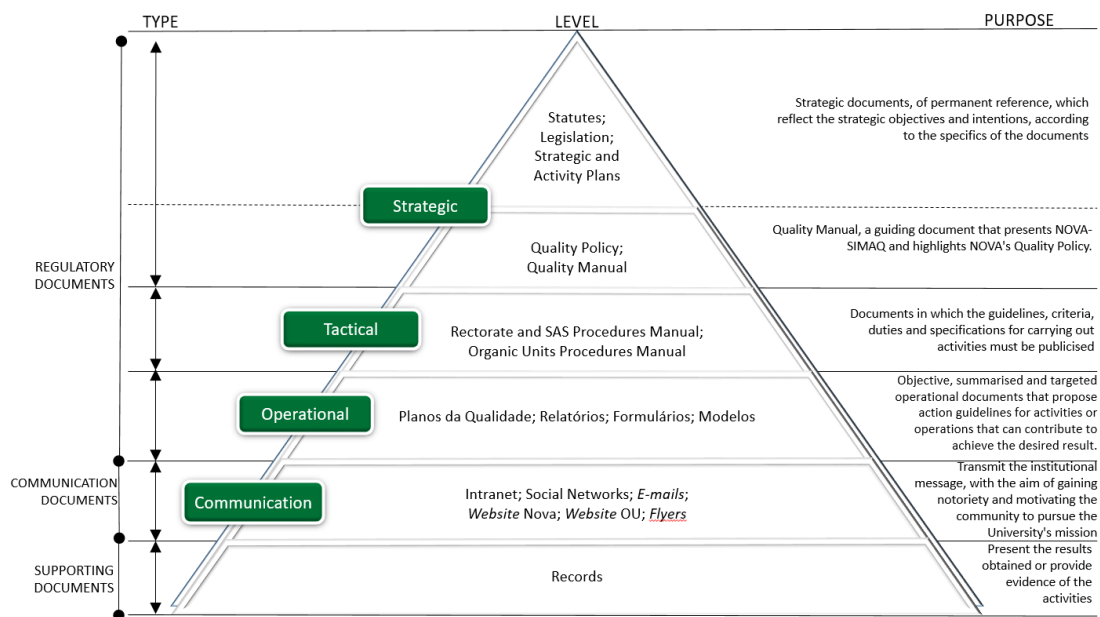
FIGURE 2 - Documental structure of NOVA SIMAQ

3.3. Stakeholder Integration

To ensure that all of NOVA's activities and processes fulfil the needs and expectations of all stakeholders, both internal and external, NOVA's Quality Policy gives the utmost importance to their participation in NOVA SIMAQ, thus contributing to the continuous improvement of the University's Quality. Stakeholders can be internal or external to the University, and can be generically grouped into Academic Community; External Entities and Partners/Civil Society and Regulatory Entities.

In Figure 3 the existing interactions at the level of NOVA SIMAQ are presented schematically, with the presentation of these stakeholders who relate to each other to ensure the quality of the processes carried out at NOVA: Students, Teachers, Researchers, Non-Teaching Staff, Candidates, *Alumni*, Organic Units, Research and Development Units, Interface Institutions, Ministry of Science, Technology and Higher Education, Directorate-General for Higher Education, Agency for Assessment and Accreditation of Higher Education, Employers, other Partner Entities (e.g. other Higher Education Institutions, City Councils), Foundation for Science and Technology, and International Accreditation Agencies (e.g. EURACE, ABET, AACSB, AMBA, EQUIS).
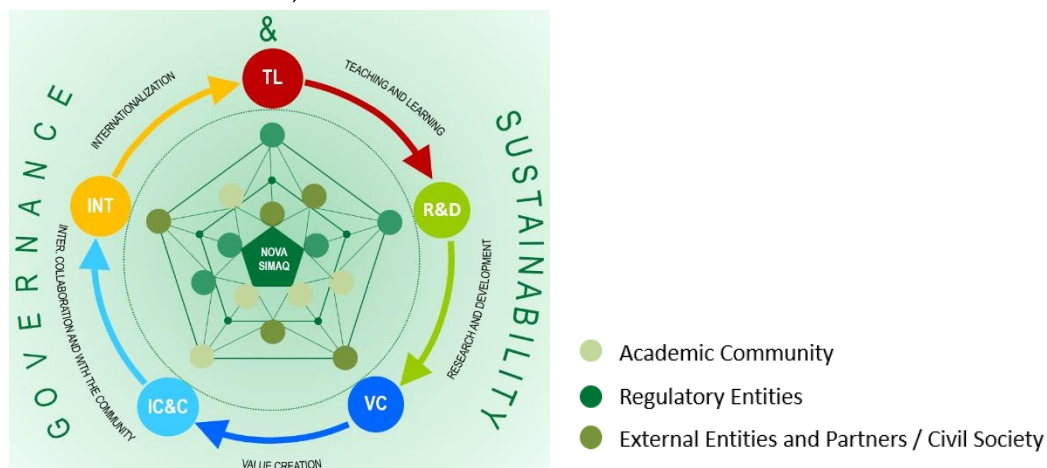

FIGURE 3 – Existing interactions between stakeholders and NOVA SIMAQ

NOVA seeks to identify and monitor, in a systematic way, namely, but not exclusively, by means of surveys, relevant information that enable it to ensure the needs and expectations of stakeholders are met.

3.4. Approach to continuous improvement

To pursue its mission, NOVA SIMAQ follows the PDCA management cycle approach[6] (Plan, Execute, Check, and Act), as presented in the Figure 4.

A complete cycle takes one year to complete. The Plan phase begins with the preparation of the Annual Activity Plans and the Annual Quality Plans of NOVA and the OU. These Plans comprehend, respectively, all the necessary activities to pursue the strategic objectives and the Quality Policy achievement.

They are followed by the Do phase, in which the planned activities are carried out, in accordance with the provisions of the procedures, internal regulations and orders and legislation.

The Check phase includes critical reflection on the achieved results. For example, in the field of Teaching-Learning domais, it is carried out in meetings between teachers and students and in analytical-reflective reports on the functioning of Course or Programmes. A global reflection is carried out every year, namely in the Quality Balance of the OU and NOVA.

The cycle concludes with the establishment of actions to ensure the continuous improvement of NOVA, defined based on the conclusions and results obtained, which are described and their implementation monitored in the NOVA and OU Improvement Action Plans.

FIGURE 4 – PDCA management cycle for Quality Assurance

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[6] Plan-Do-Check-Act

3.4.1. NOVA Quality Day

Integrated in the approach of continuous improvement, **NOVA** *Quality Day* is a biannual event of NOVA that aims to involve the entire academic community and actively promote the establishment of a culture of Quality. Being a discussion forum open to the outside, to which experts are invited, each event is dedicated to a theme, with Quality as the central theme, allowing the analysis, discussion and collection of feedback on internal practices.

3.5. Organizational Structure

The organizational structure of NOVA SIMAQ takes into account the areas of the institution's mission and its support areas. The organizational structure of NOVA SIMAQ is strictly articulated with the organizational structure of NOVA, and each domain of NOVA SIMAQ is coordinated by a member of the Rector's Team and has the support of a Council/Committee (Teaching Council, Strategic Research Council, Value Creation Council, Internationalization Monitoring Committee, Academic Council and Operational Council). These Councils/Committee are attended by representatives of the OU, usually sub-directors, with their respective area.

In the field of Quality, the articulation with the OU is carried out through the Quality Council (QC), whose mission is to develop the activities necessary for the operationalization of NOVA SIMAQ.

Rector

The highest body responsible for NOVA SIMAQ.

Assignments:
- Establish NOVA's Quality Policy;
- Approve the Quality Manual;
- Approve NOVA's Quality Balance;
- Approve NOVA's internal quality audits;
- Approve the Self-Assessment Report of the Institutional Assessment processes.

Rectoral Team member Responsible for the Quality at NOVA

Assignments:
- Operationalize NOVA's Quality Policy;
- Coordinate the operation of NOVA SIMAQ;
- Validate the Quality Manual and submit it to the Rector's approval;
- Coordinate the preparation of the Procedures Manual, covering the procedures related to NOVA SIMAQ domains, Rectory Services and SASNOVA, and submit it to the Rector's approval;
- Coordinate the preparation of the NOVA SIMAQ Meta-Assessment Report and submit it to the CQ;
- Coordinate the preparation of NOVA's Quality Balance and submit it to the Rector for approval;
- Coordinate the execution of NOVA's Quality Plan and Improvement Action Plan and submit them to CQ;
- Articulate, with the Responsible for the NOVA SIMAQ domains, the monitoring of Quality processes;

- Coordinate the performance of internal Quality audits at NOVA and propose the constitution of audit teams in articulation with the CQ;
- Coordinate the processes of Institutional Evaluation and Evaluation/accreditation of Programmes;
- Coordinate the organization of NOVA Quality Day;
- Encourage the sharing of good quality practices;
- Oversee the Planning, Quality and Academic Affairs Services Department.

Rectoral Team member Responsible for a NOVA SIMAQ domain

Assignments, related to the corresponding responsibility area, to be carried out with the support of the respective Councils/Committees:
- Contribute to the proposal of the Quality Policy;
- Contribute to the development of the Quality Manual;
- Contribute to the development of the Manual of Procedures;
- Contribute to the proposal of the Quality Plan;
- Coordinate the preparation of the respective section of NOVA's Quality Balance;
- Contribute to the implementation of the Quality Plan and the Improvement Action Plan;
- Contribute to the preparation and revision of the guiding documents, namely the procedures, monitoring instruments, indicators and Quality goals, in articulation with NOVA's Quality Responsible;
- Encourage the sharing of good Quality practices.

Quality Council

An operational body, which aims to ensure the contribution of NOVA SIMAQ to the effective improvement of Quality at NOVA, with the following attributions:
- Contribute to the revision of the Quality Manual;
- Analyze and approve the Quality Plan;
- Contribute to the preparation of NOVA's Quality Balance;
- Contribute to the preparation and revision of the guiding documents, namely the procedures, monitoring instruments, indicators and Quality goals, in articulation with the Responsible of the NOVA SIMAQ domain;
- Ensure the alignment of NOVA SIMAQ with NOVA's Quality Policy and with the legal standards and criteria of regulatory entities;
- Contribute to the preparation of the Self-Assessment Report and monitor the following phases of the Institutional Assessment processes;
- Actively participate in NOVA Quality Day;
- Promote NOVA's Quality Culture;
- To consider other matters related to NOVA SIMAQ that may be entrusted to it.

Constitution:
- Rectoral Team member responsible for the Quality at NOVA, which he chairs;
- Sub-Directors of the OU, Quality Responsible;
- Individuals of recognized merit and/or NOVA students may be invited whenever it is considered relevant.

Operation:

It meets ordinarily, every four months, and extraordinarily, by decision of the President or on the proposal of 1/3 of the members of the Council. The deliberations of this Council are contained in minutes, elaborated by the DGQAA, available on NOVA's intranet.

Director of the OU

Highest body responsible for NOVA SIMAQ in the OU.

Assignments:
- Approve the OU's Procedures Manual;
- Approve the OU's Quality Balance;
- Approve the OU's Annual Quality Plan;
- Approve the OU's Improvement Action Plan.

Sub-Director responsible for the Quality of the OU

Assignments:
- Operationalize NOVA's Quality Policy in the OU;
- Coordinate the operation of NOVA SIMAQ in the OU, in articulation with NOVA's Quality Responsible;
- Collaborate in the development of the Quality Manual;
- Coordinate the development of the OU Procedures Manual and submit it to the Director for approval;
- Coordinate the development of the OU's Annual Quality Plan and submit it for the approval of the Director;
- Coordinate the development of the OU's Quality Balance and submit it to the Director for approval;
- Coordinate the development of the OU Improvement Action Plan and submit it to the Director for approval;
- Coordinate the implementation of the OU's Annual Quality Plan and the OU's Improvement Action Plan;
- Participate in the Institutional Evaluation processes;
- Coordinate the performance of internal Quality audits in the OU;
- Encourage the sharing of good Quality practices;
- Oversee the OU Quality Service.

OU Quality Monitoring Committee (CAQ_UO)

An operational body with the following assignments:
- Contribute to the elaboration of the OU Quality Plan;
- Contribute to the preparation of the OU Quality Balance;
- Contribute to the elaboration of the OU Improvement Action Plan;
- Contribute to the preparation and revision of the guiding documents, namely the procedures, monitoring instruments, indicators and Quality goals, in articulation with the CQ;
- Contribute to the preparation of the Self-Assessment Reports and monitor the following phases of the Institutional Assessment and Certification processes of NOVA SIMAQ, in articulation with the CQ;

- Encourage the sharing of good Quality practices;
- Promote the culture of Quality in the OU;
- Provide the necessary information to the CQ;
- To consider other matters related to NOVA SIMAQ that may be entrusted to it.

Constitution:
- Sub-Director of the OU, Responsible for Quality, as president;
- Responsible for the Teaching-Learning domain at the OU;
- Responsible for the Research domain at the OU;
- Responsible for the Value Creation domain at the OU;
- Responsible for the Internationalization domain at the OU;
- Students who represent the study levels taught at the OU, to a limit of 3;
- One representative of an external entity (optional)
- One technician from the OU's Quality Service.

Operation:
The CAQ_UO meets ordinarily, bimonthly, and extraordinarily by decision of the Director of the OU's or by a proposal of 1/3 of the Committee members. CAQ_UO's deliberations are included in minutes, prepared by the OU Quality Service, made available on the OU intranet.

Quality Delegates

Elements of the Departments/Services of the Rectory, SASNOVA, OU and Research and Development Units (R&DU) that function as Contact Points for Quality issues and are responsible for:
- Promote the spreding and implementation of Quality practices in the respective Department/Service, thus promoting the implementation of the Quality Policy and the fulfillment its goals;
- Ensure the updating of the section of the Procedures Manual related to the respective Department/Service, reporting the respective changes to the NOVA SIMAQ support service;
- Participate in the periodic Quality coordination meetings, promoted by the respective NOVA SIMAQ Support Service.

NOVA SIMAQ Support Services

At the Rectory, **the Division of Quality Assurance and Academic Affairs**, through the Quality, Accreditation and Employability Unit**, is the service whose mission is to develop the activities necessary for the operationalization of NOVA SIMAQ, to provide support to the bodies of the organizational structure of NOVA at the level of the Rectory and to promote periodic meetings of Quality coordination with the Quality Technicians of the OU.**

In each OU there is a **Quality Service** whose mission is to develop the activities necessary for the operationalization of NOVA SIMAQ, to provide support to the bodies of the organizational structure of the OU and to promote periodic Quality coordination meetings with the OU Quality Delegates.

4.

NOVA SIMAQ:

Domains

4.1. *Governance* and Sustainability

Governance

Governance defines NOVA's management structure and assumes before the Ministry, the Board of Trustees, the General Council and the interested parties the commitment and responsibilities inherent to its activity; establishes the strategic guidelines and its internal operationalization.

It is the responsibility of the General Council, on the proposal from the Rector, to approve the medium-term Strategic Plan and the four-year Action Plan for the Rector's term of office. Based on the lines defined in the Strategic Plan, the Rector also presents the Budget proposal to the General Council, as well as the Annual Plan of Activities, which defines the goals, actions and targets to be implements. Although the OU draw up their own Annual Activity Plans and corresponding Annual Activities Reports, NOVA's Annual Activity Report includes contributions from the OU.

Sustainability

This area is supervised by the Pro-Rectory for Sustainability, which coordinates the NOVA *4The Globe* Interdisciplinary Platform (N4G). Its mission is to promote interdisciplinary collaboration between the various OU and their Research Units focused on the Sustainable Development Goals, the European Green Deal and the Paris Agreement.

N4G has two Councils, the Academic and the Operational, with members from all OU, which meet regularly around NOVA's Sustainability Agenda. The Academic Council aggregates all the knowledge with an impact on the SDG carried out at NOVA, and the Operational contributes with various organizational initiatives and practices and monitors their performance. The NOVA Agora *Forum* was also created with students from all OU with the aim of discussing and developing activities in the field of sustainability in the student context.

NOVA assumes and recognizes its responsibility in promoting Sustainability in its missions – teaching, research, value creation and societal impact, as well as in its infrastructures and services.

In **Teaching**, sustainability is incorporated into the different[7] Courses that are classified (about 10% of the total Course offered) as "sustainability-focused" (i.e., the name of the Course or its description indicates an explicit focus on sustainability or any of its challenges), or "sustainability-inclusive" (i.e., the syllabus incorporates sustainability challenges).

In **Research**, sustainability is integrated into research plans or projects, across all of NOVA's R&D Units – about 32% of published articles are classified according to the SDG, that is, about 1/3 of NOVA's research accommodates sustainability.

NOVA promotes **Entrepreneurship** and **Innovation** with social and environmental impact, involving OU and students, through: (i) training students in entrepreneurship, providing tools to transform ideas into impact (SDG 4); (ii) support for new *spin-offs,* and promotion of *start-ups*, promoting skilled employment (SDG 8); (iii) competitions such as NOVA *impACT! Challenges* or the NOVA *Startup Competition*. NOVA's culture is based on the valorization of knowledge and technologies, which is encouraged through collaborations and partnerships with industry and social organizations, as well as with public policy makers (SDG 9).

NOVA pays particular attention to **environmental sustainability** and has developed the ECO Efficiency Plan, NOVA's AP 2030, which includes a set of options for the energy transition to reduce energy consumption, such as energy efficiency measures and the production of electricity from renewable sources

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[7] Classification based on the Sustainability Tracking, Assessment & Rating System, Association for the Advancement of Sustainability in Higher Education, USA.

for self-consumption, It also includes NOVA's water management with options with a direct impact on the efficient use and promotion of water consumption from the public network as a way to reduce single-use plastic packaging.

The management of urban solid waste (RSU) produced by NOVA is considered in the 'NOVA *Zero Waste*' Task Force, with representatives from the OU, SASNOVA and the Rectory. Procedures have already been implemented to monitor the amount of waste generated per sector, from which opportunities are identified to integrate NOVA's Waste Management Plan aligned with the *Campus Zero Waste concept.*

Given the great importance of laboratory spaces (in particular bench labs, known as "*wet labs*") in 4 UO (FCT, ITQB, NMS and IHMT), the 'NOVA *Green Labs*' working group was created, with representatives of those OU, with a view to reducing the consumption of resources, especially single-use plastics, recycling and reuse of materials.

NOVA's commitment to sustainability is also manifested in its **active involvement in networks**, whether national as a member of the Lisbon Energy and Environment Agency, Lisbon-ENova, the Adapt.local Association where, together with other social actors, it contributes to boosting local adaptation to climate change in Portugal, or the Sustainable Campus Network; and international, such as UNAI (*United Nations Academic Impact*) where it has made a commitment to carry out initiatives in support of the 10 UNAI principles, the YERUN network (*Young European Research Universities Network*) where it participates in the design of summer schools for PhD students in the area of sustainability, and the EUTOPIA alliance. Recently, it saw the approval of the proposal for the constitution of the SDSN Portugal network, of which it ensures the coordination, becoming part *of the Sustainable Development Solutions Network*, endorsed by the United Nations; and was invited to coordinate the launch of the MetaRed S network in Portugal, of Universia.

Based on the concept of leading by example, NOVA hopes to (i) meet the expectations of new generations and train future professionals, leaders and citizens in the fundamentals and tools around the 17 SDG, developing its profile as innovators and *change-makers*; (ii) be recognized by the national and global labor market, with regard to NOVA's training profile; (iii) show and make explicit the value of the impact of R&DU and innovation carried out at NOVA; (iv) align high sustainability standards adopted by the best universities in the world.

4.2. Teaching-Learning

The Teaching and Learning area is supervised by the Vice-Rectory for Education and International Development.

The Teaching Council (CoDE) is the Rector's advisory body for issues related to the field of Teaching and Learning at NOVA. This body is chaired by the Member of the Rector's Team Responsible for this field and includes representatives of all OU, usually sub-directors with the respective area, and is supported by the Teaching Division, integrated in the Directorate for Teaching Support and International Development of the Rectorate Services.

4.2.1. The student at the center of the Teaching-Learning process

The Strategic Plan 2020-2030 sets as one of its goals "To empower students with knowledge and skills that will enable them to successfully build a career anywhere in the world". In this sense, **Teaching at NOVA** aims at excellence and **focuses on the student**, contemplating different teaching methods that contribute

to the development of their skills and to their future integration into the labour market, whether national, european or global.

The student-centred approach allows students to take an active part in their learning process, with the teacher being responsible for facilitating learning. This is the principle advocated by the **Bologna Process**.

In this sense, teaching at NOVA includes, on the one hand, **different methodologies** that contribute to the development of skills and to the future integration of students into the labour market and, on the other hand, provides them with **tools** that allow them to choose their academic path, ensuring flexibility and maintaining scientific rigor.

Students are invited to participate in the learning processes, in the definition of curricular structures and teaching methodologies, through participation in government bodies, participate in the various surveys promoted by the OU where, in addition to having the opportunity to respond specifically to the topic of teaching methodologies, they also have the possibility to express their opinion and make suggestions for improvement. Also, the existence, in some Programmes, of Pedagogical Committees allows them to have a voice in the debate with the other members that constitute them, teaching methodologies and curricula.

The flexibility of study plans allows students to have a broader and more diversified training in areas of knowledge of interest to students. Thus, the OU have several tools that allow the student to choose their academic path, ensuring flexibility and maintaining scientific rigor, namely:

- A wide range of optional Courses in most of the programmes plans taught at the University;
- Offer of "free" ECTS in areas of study other than the Programmes they attend, in order to broaden their training horizon;
- Realization of a non-teaching component (dissertation, project and internship) oriented towards research and knowledge transfer;
- Attendance of isolated Courses, recognized in the Diploma Supplement;
- Courses that allow the acquisition of soft skills and introduction to entrepreneurship;
- Possibility of internships in partner institutions in different activity sectors;
- Complementary and transversal training offer to PhD students, through the courses of the NOVA Doctoral School.

Students also have the possibility to attend the Programmes in which they are enrolled on a part-time basis, in accordance with the criteria defined by the OU.

The commitment to inclusion and diversity assumed by NOVA, in the Strategic Plan 2020-2030, is pursued through the existence of regulations that aim to safeguard the needs of specific groups, such as the **Regulation of Students with Special Educational Needs of the NOVA University of Lisbon** (Regulation 397/2018, of 02/07). In addition to the existence of this Regulation, the University has adequate equipment and infrastructures for its full integration, and in the OU the existence of means of analysis and monitoring that aim to evaluate and monitor the adequacy of the Teaching-Learning process to the specific needs of these students.

In order to promote equal opportunities, the OU have several special statutes, such as: **Worker-Student Statute**, **International Student Statute** (Regulation No. 687/2020, of 20/08)**, Student Mother and Father Statute, Youth Associativism Statute**, **Higher Education Student Athlete Statute, NOVA Student Athlete Statute** (Order No. 248/2020, of 08/01), **High Performance Athlete Status (High Competition), Firefighter Statute** and **Military Statute**.

All OU have general knowledge assessment regulations that are available on their websites. These regulations contain information regarding the evaluation process (e.g. general rules, evaluation components, conditions for approval, exams, grade improvements, grade defense, plagiarism and fraud) and the responsibilities of the various actors in the Teaching-Learning process. The OU knowledge assessment regulation contains rules that regulate mitigating circumstances, namely specific criteria for part-time students, students covered by the other statutes, as well as alternative assessment methods for students covered by the status of students with special educational needs.

The assessment methods provided for in the Course Sheets (FUC) are designed to allow students to demonstrate the extent to which the learning objectives previously set have been achieved.

Teachers, as well as Programme coordinators, monitor students' academic performance, giving them feedback on their progression and acting whenever necessary.

NOVA SIMAQ provides a set of mechanisms that allow the evaluation and regular adjustment of teaching and assessment methodologies.

The resolution of the situations exposed by the students involves several response and action mechanisms. In the first instance, students can report problems to the teachers, appeal to the coordinator of the Programme and its Pedagogical Committees, to the CP or to the Director of the OU. NOVA has a **Student Ombudsman** (Regulation No. 70/2009, of 03/02) who enjoys independence from the OU and to whom students can also appeal.

4.2.2.   Design, modification and termination of Programmes

NOVA's Training Offer is guided by employability expectations in its areas of knowledge, so there are interdisciplinary Programmes involving several OU, to better adjust to the complexity of the needs identified in the labor market.

NOVA offers initial training courses (bachelor's and integrated master's degrees), master's and doctoral degrees that cover various areas of knowledge, whose characterization, goals, curricular structure, study plan, and other information are available on NOVA's website, on the Course Guide page (https://guia.unl.pt/pt), as well as on the OU websites.

With regard to the training offer, the design, amendment and cessation of Programmes are subject to a formal process that requires the involvement of the bodies with pedagogical, scientific and coordination competences of the OU, requiring Rector's approval.

The design of a New Programme (NCE) is carried out in accordance with the strategic objectives and properly framed in NOVA's mission. Its development process relies on the involvement of the academic community, with emphasis on students and external stakeholders (qualified professionals in the area of the Programme, business organizations, potential employers or other partners), through their periodic consultation or their membership of advisory boards of the Programme or the OU. Annually, in accordance with the **Procedure for the Design of New Study Cycle,** and in line with the A3ES calendar, the OU, after approval by the respective Pedagogical and Scientific Councils, submit to the Rector the NCE proposals, after hearing the CoDE and verifying the pedagogical and accreditation requirements.

The changes to the Programmes result from the application of the NOVA SIMAQ monitoring tools, from the feedback of external stakeholders, in particular from business organizations and employers, from recommendations received within the scope of the external evaluation of the Programmes by A3ES, as well

as from what is provided for in the legislation in force and in the references of national and international accreditation agencies, as set out in the **Procedure for the Curricular Structure and Study Plan Amendment**.

The extinction of Programmes also results from the application of NOVA SIMAQ's monitoring tools, in particular from the analysis of indicators related to Programmes demand, human and material resources, the training efficiency of Programmes and its framing in the NOVA and OU strategy, in accordance with the **Procedure for Study Cycle Cessation**.

Annually, the training offer to be made available in each academic year is decided, after consultation with the competent bodies.

4.2.3. Student Admission, Progression, Recognition, and Certification

Access **to an Undergraduate Programme** is governed by the criteria provided for in the national competition organized by DGES, per the Regulation of the National Competition for Access and Admission to Higher Education for Enrollment and Registration.

The regulations and the respective deadlines for applying to the **competitions for admission to the Master's and PhD Programmes** are the responsibility of the Scientific Councils of the OU and approved by the Rector.

The application process and enrollment in all Programmes offered at NOVA are carried out in the academic management systems of the OU.

The **regulations of academic, scientific and pedagogical management** are known to the entire academic community and are published on the websites of the OU.

At the beginning of the first semester, each OU applies **the New Student Satisfaction Questionnaire** in order to understand the reasons that led them to choose the Institution.

Every year, the OU organizes various activities aimed at **integrating new students** into the academic community. The integration of NEE students is also the subject of particular attention, so NOVA has been adopting appropriate anti-discrimination measures and practices that can contribute to equal opportunities and to their full social and academic integration, such as carrying out adaptation works in OU and residences, acquiring special equipment and promoting tutoring and mentoring actions. The Social Support Division (DAS) of SASNOVA contributes to the integration of students with NEE.

As for attracting international students, it is worth mentioning the participation in international fairs, a very active presence in digital marketing, and also the trip to secondary schools in countries inside and outside the EU. NOVA has developed **the SUPERNOVA Pre-University Program**, which aims to help students who have completed secondary education abroad and who wish to complement their training and/or apply to higher education in Portugal, level their technical and linguistic knowledge to enter one of the OU. The Regulation of the **Pre-University Program** (Order No. 12780/2021, of 29/12) defines the general and specific conditions of admission, its operation and admission to the Programmes of the OU, after successful completion of SUPERNOVA, in accordance with the conditions pre-established by them. From the summer of 2022, the SUPERNOVA program started to offer a Summer School (SUPERNOVA Summer School) during the month of July, which aims to attract secondary students from outside the EU, who can thus have access to the different areas of teaching at NOVA, stimulating their intellectual curiosity and potential interest in later joining the pre-university program.

In order to ensure that no student is excluded due to financial incapacity, NOVA has Social Welfare Services, whose mission is to support through the **granting of direct social aids**, such as scholarships and emergency aids, and indirect aids, which includes access to food, accommodation and health services (see Section 5.2. of this Manual).

In order to recognize the commitment and dedication of the best students in the first year of the Bachelor's and Integrated Master's Degrees, NOVA annually awards the *NOVA Young Talent Award,* in accordance with the provisions **of Regulation** (Regulation No. 398/2018, of 02/07).

At the Master's level, prizes are also awarded by the OU, to the best students, which can be of an honorable, pecuniary nature, professional internships or scholarships. There are also measures developed by the OU, such as the awarding of merit scholarships or the phasing of tuition fees.

Given the particularity of PhD programs, the progress of the research work developed by the students to obtain the PhD degree is monitored by a committee (e.g., Thesis Follow-Up Committee or ad hoc Committee). To promote the complementarity and interdisciplinarity of PhD programs, the University, through NOVA Doctoral School, conducts complementary and transversal training courses for PhD students, contributing to foster the sharing of best practices among the PhD programs taught at NOVA. As an example, it can be mentioned that the courses offered deal with transversal themes such as Ethics and Academic Integrity, Design Thinking, Science Communication, Information Literacy or more instrumental courses such as Python and/or Latex courses.

Given the importance of preventing school dropout in the academic path of students, NOVA decided to set up the **Observatory for the Promotion of School Success**, whose objective is to identify, characterize and analyze school dropout, as well as to define and implement strategies to avoid it. The preparatory work that preceded the establishment of this Observatory consisted of the preparation, in 2021, of a study referring to the students who entered the academic year 2018/2019. The aim of the Observatory is to routinise the carrying out of these studies, to characterize the profile of students who drop out, to ask them about the reasons and to intervene in order to reduce dropouts. This Observatory will formally start its activities during the year 2023.

The process of recognition of previous training and professional experience is governed by **the Regulation for the Accreditation of Academic Skills and Professional Experiences of** each OU, available on the respective websites, and the mechanisms for the recognition of non-formal and informal learning are also provided for in these regulations.

The analysis of the processes requested by the students is carried out by the bodies formally established by the OU for this purpose and the established procedures are complied with. The Scientific Council is responsible for approving/ratifying the proposals submitted to it. Students who apply for accreditation of non-formal and informal learning must demonstrate effective learning and the corresponding acquisition of skills as a result of that experience, taking into account the key competences listed for the programme that the students intend to attend. These regulations provide for several evaluation methods, oriented to the profile of each student and the objectives of the Courses or scientific areas, such as:

- Evaluation of the portfolio, presented by the student, namely, documentation, objects and works, which evidence or demonstrate the acquisition of the skills that can be credited;
- Evaluation through interview, and the student's performance must be briefly recorded in writing;
- Evaluation based on the achievement of a project, a piece of work or a set of jobs;
- Evaluation based on demonstration and observation in the laboratory, or in other "field" contexts;
- Evaluation by written exam;

- Evaluation based on a combination of the various previous evaluation methods; without prejudice to other processes that may be considered more appropriate by the Scientific Council.

Students may, if they disagree with the decision, request reconsideration of the case.

Since 1 January 2019, NOVA's recognition of academic degrees awarded by foreign higher education institutions has followed the provisions of Decree-Law No. 66/2018, of August 16, which standardizes the procedures for the recognition of foreign qualifications, making them more transparent, equitable and simple, as well as following the provisions of the **Procedure for the Recognition of Foreign Degrees**. Whenever the degree is provided for in a list previously approved by the Recognition Committee that works with the DGES, NOVA recognizes the degree. When the grade is not provided for in the said list, the application is sent to the OU which has a similar Programme. The OU convenes a panel, which deliberates on the possible granting of recognition.

The certification of higher education degrees, i.e. the issuance of documents proving the ownership of undergraduate, Master's or Doctor's degrees, is done through the preparation of three types of documents: Certificate, Course or Doctoral Letter and Diploma Supplement. In the case of undergraduate and master's degrees, these documents are issued by the OU, and the Course Letters are signed by the Rector. In the case of PhDs, the aforementioned documents are fully issued at the Rectory. The rules on the issuance of these documents follow the legislation and approved standards contained in the Regulation of the respective Programme.

4.2.4. Follow-up of the graduate's path

The student's path after obtaining the degree is monitored with special attention, through **OBIPNOVA,** which aims to monitor the employability of NOVA graduates at the three levels of study. Two telephone surveys are carried out annually: one to assess the employment situation of individuals who graduated two years before the year of the survey; the other to graduates who obtained the degree five years before the year of the inquiry, with an aim to reconstruct their professional career. The Scientific Committee of OBIPNOVA analyzes the results obtained by the survey and produces the respective **Synthesis Report – professional integration path of NOVA graduates**.

NOVA assumes that it is particularly concerned with the insertion in the active life of its graduates, a concern that begins from the first day the student registers at NOVA, providing them with the most appropriate skills and tools for the job search, either online, through the Employment Portal, or in person with the support of the careers and professional insertion offices, available in the various OU. In addition, the NOVA Alumni Forum was established in 2019, an informal group of contact points in the OU that deal with the respective alumni community, allowing to bridge the gap between the job market and the reality of the OU. Support for job creation is promoted through the Entrepreneurship Programmes.

4.3. Research & Development

The field of Research and Development is supervised by the Vice-Rectory for Research, Innovation and Value Creation.

The Strategic Research Council (CEI) is the Rector's advisory body for issues related to NOVA's field of Research. This body is chaired by the Member of the Rector's Team Responsible for this field and includes representatives of all OU and is supported by the Research and Innovation Support Division of the Rectory Services.

One of NOVA's strategic goals is the development of collaborative research with partner institutions, highly specialized and interdisciplinary, of international relevance, with the aim of creating innovative results, with recognized impact and potentially generating value.

The **Scientific Research Policy** is based on a set of basic principles that include, among others:

- attracting and promoting the best talent nationally and internationally;
- the promotion of open science;
- the recognition of the performance of its researchers;
- the promotion of specialized and interdisciplinary research;
- the development of research agendas aligned with the European Research and Innovation Agenda as well as the UN 2030 Agenda for Sustainable Development;
- the promotion of continuous improvement in the diversification and scope of funding mechanisms for research and innovation;
- the use of an advanced scientific information management system, with translation of the information into a public portal that allows the whole society to access, in a transparent way, the scientific production carried out at NOVA and its impact; and
- the development of transversal projects to different areas of knowledge, contributing significantly to the affirmation and internationalization of the University.

Scientific research is based on the Research Units (R&D Units), integrated in the OU, which cover several areas of knowledge and have autonomy. NOVA currently hosts 39 R&D Units recognized by FC&T, of which 19 represent partnerships with other national institutions and 36 (92% of the total) obtained a classification of Excellent or Very Good in the last evaluation, which places NOVA in the top 3 of the Portuguese universities with the highest recognition by international panels.

In pursuit of the strategic guidelines, NOVA seeks to ensure that its R&D Units:
- have active partners in the best international Research Networks;
- have interdisciplinary research agendas aligned with the European Knowledge and Innovation Agenda and the Sustainable Development Goals that constitute the UN 2030 Agenda.

NOVA's R&D Units have their own statutes and regulations, where the management bodies are defined as well as their respective attributions. NOVA's R&D Units prepares the Annual Plan of Activities (PAA) framed in the Institution's planning, as well as the Annual Activity Report (RAA).

The policy of incentives for scientific production and the mechanisms for attracting funding are, for the most part, developed by the R&D Units, in accordance with NOVA's Scientific Research Policy. The R&D Units are subject to evaluation exercises by FC&T and the distribution of the funding obtained is made internally in accordance with the stipulations, for example, in regulations.

As a way of encouraging researchers and improving their talent, NOVA often organizes training courses dedicated to project writing, with a particular focus on supporting applications for the prestigious ERC grants and through transversal projects, promoted by the Rectory, such as NOVA2020 and NOVA@HorizonEurope. These projects provide support for applications to European funding programmes and aim to strengthen synergies and collaborations within and outside NOVA. These training will enable the applicant to be more successful in the process of applying for competitive national and international funding programmes, particularly European projects.

Aware of the importance that research and innovation have as strategic areas for NOVA, it was considered important to distinguish the work developed in the different scientific domains, with relevant impact, nationally and internationally, highlighting, in this way, the commitment and merit of its researchers, the

valorization of the scientific-technological knowledge carried out in the different scientific areas and which lacks the required institutional recognition. In this way, and in partnership with some entities, prizes are awarded, such as the "**NOVA-ALTICE Research" Award** and the **Santander/NOVA Annual Collaborative Research Award**.

Within the scope of the Ciência Viva Programme, NOVA offers summer internships to secondary and vocational education students, allowing them to have contact with science in professional scientific and technological contexts, in addition to other initiatives, such as the Open Days, where teaching and research are shown to potential candidates and regular visits to secondary schools.

Every year, **NOVA** *Science Day is organized* dedicated to strengthening and increasing scientific visibility inside and outside NOVA, promoting collaboration on cross-cutting issues, recognizing and rewarding its researchers. The **NOVA** *Science* magazine, also published annually, covers all the university's research activities and shares them with the NOVA community and its national and international partners.

4.3.1. Articulation between Teaching and Research

The **articulation between Teaching and Research** is the responsibility of the Scientific Council of each OU, in collaboration with the departments or similar structures. In summary, it can be said that:

- At the level of the Undergraduate degrees:

To train students with skills in the collection and processing of information and data, critical analysis and discussion among peers, the Study Plans may incorporate:

- Courses of research methodologies and/or methods and techniques;
- Courses aimed at the practice of research and the acquisition of knowledge regarding the operation of research projects;
- Seminar type Courses, oriented to the realization of a project work;
- Free option Courses supervised by researchers integrated in the OU's R&D Units, making students aware of the tasks required for the various stages of a research project.

The opening of calls for the hiring of research initiation scholarship holders specifically aimed at undergraduate students are also promoted, within the scope of the various ongoing projects and initiatives.

- At the level of the Master's and Integrated Masters degrees:

Study Plans may incorporate:

- Courses for research support;
- Courses of Seminar/Master Classes, which allow students to present their individual project, creating moments of analysis, discussion and methodological deepening on data analysis and processing. Often these sessions allow the establishment of contact networks for the continuation of research work;
- Free option Courses supervised by researchers integrated in the OU's R&D Units, making students aware of the tasks required for the various stages of a research project.

The opening of calls for the hiring of research initiation scholarship holders specifically aimed at Master's students are promoted, within the scope of the various ongoing projects and initiatives. The participation of master's students in research projects in the R&D Units integrated in the OU is also encouraged, and they may have their first experience of presenting papers at national or international scientific conferences.

- At the level of the Phd degrees:

Most PhD students are integrated in R&D Units, participate in scientific and social activities, along with researchers. The themes of their theses arise from the themes of the research lines of the respective R&D Unit. In practice, a PhD student is already a researcher who has an important active role in the institution. The work developed by the PhD students follows the work plan integrated in the research lines/groups and includes the presentation of a progress report on the research and the activities developed, namely: participation in conferences, presentation of papers, among others.

Study Plans may incorporate:

- Courses of Specialty Seminar, with the aim of presenting emerging themes and problems in the area of Programme in each session, shared by professors, researchers and/or other external guests. At the same time, these sessions allow students to present their individual project, creating moments of analysis, discussion and methodological deepening on data analysis and processing. Often these sessions allow the establishment of contact networks for the continuation of research work.

4.4. Value Creation

The field of Value Creation is supervised by the Vice-Rectory for Research, Innovation and Value Creation.

The Value Creation Council (CCV) is the Rector's advisory body for issues related to NOVA's Value Creation domain. This body is chaired by the Member of the Rector's Team Responsible for this field and includes representatives of all OU and is supported by the Innovation and Value Creation Division, integrated in the Research and Innovation Support Directorate of the Rectory Services.

NOVA's strategy for Value Creation is based on three fundamental pillars:

- The development of entrepreneurship among the academic community, through training and promotion initiatives that aim to stimulate the entrepreneurial culture of its students and researchers;
- Support for the protection of Intellectual Property and knowledge generated at the University and its economic and social valorization, including the promotion *of the creation of spin-offs* and the transfer of technology to established companies;
- Collaboration with companies and social sectors, through the development of collaborative and interdisciplinary projects to address real problems of companies and society.
  Promotion of Entrepreneurship

NOVA maintains a considerable focus on stimulating the entrepreneurial culture in its students, teachers and researchers, through their training and the provision of tools for them to innovate and be proactive in the organizations in which they are or will be integrated.

In the field of science-based entrepreneurship, we highlight the creation of programs that aim to make researchers aware of the importance of valuing knowledge and support them in the development of entrepreneurial projects born from the knowledge produced at NOVA, such as the **Sciencepreneur** (Science and Entrepreneurship Course)*,* taught in partnership with the NOVA Doctoral School; the **Startup Research**, graduate program between ITQB NOVA and Nova SBE; or **R2Value-Research to Value,** a program that aims to boost technology transfer at NOVA FCT.

The exposure of students, teachers and researchers to the theme of Entrepreneurship is promoted both by the OU itself, through mandatory or optional Programmes, and by the Rectory, through interdisciplinary programs and initiatives that foster the creation of projects and multidisciplinary teams better prepared to respond to social and market challenges, such as the **Starters Academy**.

Every year, contests for entrepreneurial ideas are also organized, of which the NOVA **STARTUP Competition** or **NOVA impACT! Challenges**.

Having programs that allow the monitoring of students and projects in different phases, but also of different programs that meet the needs of different projects has proven to be an added value, in response to the needs of the NOVA community. The **NOVA Mentor Network** has 30 mentors from different areas of knowledge, with diverse and complementary skills, willing to support the development of new businesses resulting from the production of new knowledge.

Economic Valuation of Intellectual Property

To pursue the University's strategy of serving society through the dissemination of knowledge through research excellence, oriented towards the social and economic valorization of knowledge, NOVA establishes and ensures an innovation ecosystem favorable to the development of companies, through technologies developed at the University and collaborative initiatives that allow the exchange of experiences and the enhancement of the University-Business-Civil Society interaction.

The management, protection and economic enhancement of Intellectual Property is a fundamental component for the pursuit of the University's mission. Following the best international practices and after an extended period of consultation with various experts and entities internal and external to the University, and its approval by the Board of Deans, the **Intellectual Property Regulation** (Regulation No. 1104/2020, of 22/12) was put into action. The current Regulation objectively identifies which subjects are covered by its provisions, clarifies the circumstances in which NOVA will assume ownership of IP rights and defines those responsible for legal protection costs, in addition to establishing the main duties of the University's inventors, creators or authors. It also regulates the decision-making process, the forms of protection and exploration of intellectual property rights, including the incentive to licensing processes and the creation of spin-offs, as well as the distribution of profits resulting from the economic valuation of these rights, among other provisions necessary for the effective regulation of the matter in question, omitted in the previous regulation. The **Guide to Intellectual Property and Knowledge Transfer**, published in 2021, was also prepared to inform and raise awareness of the importance of the topic in question and the tools made available to it, ensuring the strategic alignment of the policies and procedures in force.

NOVA has the **NOVA Spin-off Regulation** (Regulation No. 157/2018, of 14 March), which defines, delimits and regulates the procedure for the recognition of spin-off companies created within the scope of NOVA's innovation and entrepreneurship ecosystem (NOVA Spin-off seal), as well as the respective collaborative obligation with the University.

Collaboration with business and social sectors | Development of collaborative projects

NOVA has established itself as a reference in creating a change of mentality and in the continuous training of the next generation of entrepreneurs, with a special focus on the areas of interdisciplinarity, at the level of students and at the level of different areas of knowledge that are included in the curricular programs. Every

year, we seek to meet the comments and feedback of previous editions, in a process of continuous improvement and convergence to the expectations of the participants. This recognition is also visible in the development of programs to promote entrepreneurship in a logic of providing services to external entities, such as **NEST – Turismo de Portugal's Innovation Center** (Mind the Tourism Program) or **Sociedade Ponto Verde**.

Also noteworthy is the integration into **the Stage Two network**, the largest pan-European competition for start-ups born from the best universities. And also the participation in several Erasmus+ capacity building projects, with the sharing of good practices with several European partners and the involvement of students, teachers and researchers from the various NOVA OU.

The transfer of knowledge produced at NOVA and the interaction with the industry is also promoted by the coordination and active participation in the **Collaborative Laboratories** (**CoLabs**). These laboratories aim to develop applied research activities with the participation of higher education institutions, companies, technological interface centers and other entities. In addition to coordinating/participating in CoLabs, NOVA participates and collaborates in more than 200 collaborative research and innovation projects with companies and non-academic institutions.

To promoting knowledge and developed technologies, NOVA is part of the **IN-PART International Platform**. Through a matchmaking method, IN-PART allows the engagement with industries from all sectors in search of a wide range of opportunities, from the initial to the final phase of research, technologies, spin-outs and know-how for service delivery. NOVA was the first Portuguese University to integrate this platform.

As a result of this strategy and the different initiatives, NOVA was recognized in 2022 as the **Young Entrepreneurial University of the Year**, a prestigious award given by ACEEU – Accreditation for Entrepreneurial and Engaged Universities. NOVA was also recognized in 2022 by Startup Portugal as the **Portuguese University with the most entrepreneurial students/*alumni***, accounting for a total of 268 start-up founders.

4.5. Internationalization

The field of Internationalization is supervised by the Vice-Rectory for Education and International Development.

The Internationalization Monitoring Committee (CAI) is the Rector's advisory body for issues related to the field of Internationalization at NOVA. This body is chaired by the Member of the Rector's Team Responsible for this field and includes representatives of all OU, usually sub-directors with the respective area, and is supported by the International Relations Division, integrated in the Directorate of Support for Teaching and International Development of the Rectory Services.

Internationalization is a **strategic orientation transversal** to teaching, research and value creation, and is present in the University's strategic goals, namely by strengthening the NOVA brand in the world. This goal is worked through:

- the policy of alliances with international partners;
- the attraction, retention and promotion of the best international talent in its various aspects, to which the development of the SUPERNOVA Pre-University Program, started in 2018, has also contributed, with regard to attracting international students;
- the development of skills of the members of the Academic Community, contributing to a more international university environment;

- the creation of an education with an international profile, with collaborative research with partner institutions, and mobility of the entire scientific community;
- the reinforcement of the NOVA brand in the world through the policy of alliances with international partners;
- facilitating graduates' access to international markets, reinforcing the value of NOVA's degrees.

In this context, NOVA focused its actions preferably on three axes: the South Atlantic, encompassing South America and Sub-Saharan Africa, Europe, and the Mediterranean. Thus, NOVA's main achievements in the aforementioned geographies can be signaled as:

NOVA CAIRO Campus (Mediterranean)

NOVA developed a pioneering project in Portugal, namely the opening of a campus outside the EU, after the signing of a Memorandum between the Ministry of Science, Technology and Higher Education of the Portuguese Republic and the Ministry of Higher Education and Scientific Research of the Arab Republic of Egypt. After years of negotiation, NOVA signed an agreement in October 2021 with *The Knowledge Hub Universities,* guaranteeing the legal framework of this initiative and, establishing quality control mechanisms in the teaching of Programmes, whose teaching and accreditation methods are identical to those taught in the national territory. The opening of the NOVA Campus in Cairo in 2022 will allow the reinforcement of NOVA's brand and increase the capacity to attract international students in the Middle East, Africa and the Mediterranean.

Alliance of European Universities EUTOPIA

As of 2021, NOVA participates in an **Alliance of European Universities**, an initiative of the European Commission in 2017/18, which aims to transform the funding system for HEIs in the Union. At the moment there are about 500 European Universities involved in 50 Alliances (expected to reach 60). NOVA was part of **EUTOPIA,** a network composed of the following HEIs: Vrije Universiteit Brussel; CY Cergy Paris Université; University of Gothenburg; University of Ljubljana; Pompeu Fabra University-Barcelona; University of Warwick, Babes-Bolyai, Ca' Foscari Venice, TU Dresden. In addition, this alliance includes four global partners, including Stellenbosch University in the South African Republic (which strengthens our relationship with Africa beyond the PALOPS), and the Université Internationale de Rabat in the Kingdom of Morocco, which reinforces our strategy for action in the Mediterranean. The EUTOPIA Alliance is particularly active in the development of partnerships at the level of education, being dedicated to developing communities that connect between the different campuses through thematic, with the aim, among others, of the development of interdisciplinary programs between partner universities.

NOVA has invested in the implementation of several development policies in the different missions of the institution, namely:

- in the creation of the NOVA Community in the World, as a network of *Alumni* and partners, aiming to expand the range of collaborations with business partners and other organizations;
- in the insertion and participation of NOVA in international and national strategic academic networks;
- identification of funding sources that allow the development of teaching, research and social interaction with international impact;
- financial support for mobility and exchange programmes, research activities, communication and promotion actions and the digitalisation of NOVA;
- investment in communication, marketing and recruitment, website development, communication of activities with international impact;
- in the development of multidisciplinary Study Trips.

Internationalization in Education

In addition to a wide range of Programmes (undergraduate, master's and doctorates) in Portuguese, which makes it a welcoming institution for students from Portuguese-speaking countries, and also for other foreigners fluent in Portuguese, NOVA has a considerable number of Programmes and Courses **taught in English**, making it a reference institution for students of other nationalities.

All of NOVA's international strategic development initiatives contribute to increasing collaboration and cooperation between the different OU. NOVA's commitment to the internationalization of education is carried out at several levels. In undergraduate degrees, through well-established exchange mechanisms (Erasmus and others), study abroad programs such as the one developed with FLAD, or double degrees such as the Programme of Portuguese and Business, in addition to an active policy of talent recruitment under the International Student Statute, and a systematic increase in the offer of Programmes in English. There is also a system of incentives for Master's and PhD programmes in international association and through the signing **of double degree** and **co-supervision** agreements with international institutions, in addition to the development of communities in the alliance of European universities EUTOPIA that connect thematic Programmes through their different HEIs.

NOVA's strategy is to provide its students, teachers, researchers and non-teaching staff with an international profile that allows them to successfully face the challenges inherent to their activities, participate in institutionally important networks for NOVA, as well as increase their professional and personal satisfaction.

Internationalization in Research and Value Creation

The Internationalization of Research is done through the **participation and coordination** of international projects, the integration in scientifically recognized international research networks, the publication of scientific articles in partnership with other R&D Units of recognized international merit and the capture of international funding for R&D projects.

NOVA's international projects have excelled in intercultural collaboration and interdisciplinarity, involving OU, namely teachers and researchers, and contributing to the development of the NOVA brand in the world. These projects make it possible to develop solutions that will contribute, for example, to the achievement of the Sustainable Development Goals, as is the case of the OpenPass4Climate project, whose action consists of the production of eco-pedagogical activities accessible to all European students, promoting environmental awareness.

European Mobilities, Networks and Alliances

NOVA's **international mobilities** are based on institutional initiatives, carried out in coordination between the Rectory and the OU. Over the years, NOVA has been building and expanding its network of contacts and currently has more than 2,000 international partners, and integrates international mobility programs, namely, the Erasmus+ Europe Programme, Erasmus+ ICM, Integrated Actions of the Council of Rectors of Portuguese Universities (CRUP), Santander Luso-Brazilian and Ibero-American Scholarships, AULP Scholarships, FLAD's SIPN Program, and Fulbright scholarships.

NOVA is also part of several **European networks** such as YERUN, a network that brings together young European universities focused on research, UNICA, a network of universities located in European capitals, USA, the association of European universities, AULP, which brings together Portuguese-speaking universities, CESAER, which brings together the main universities in science and technology. Some of these networks have a very relevant weight with the regulatory authorities in Brussels, namely CESAER, EUA and YERUN.

NOVA integrates international consortia in numerous projects funded by the Erasmus+ Programme: higher education capacity building projects, Jean Monnet actions and cooperation partnerships.

4.6. Interinstitutional and Community collaboration

Inserted in four municipalities in the Lisbon region (Lisbon, Almada, Oeiras and Cascais), NOVA, as a global and civic University, has as a strategic priority to actively contribute to the social and economic development of the country, through involvement in various initiatives, at the national and international level.

NOVA develops a strategy of openness to the city's cultural ecosystem, consolidating the articulation between the knowledge produced by research and the cultural sector through mechanisms to encourage collaboration in the programming and dissemination of cultural activities and through the concerted promotion of ways to encourage the participation of the university community in the cultural life of the city promoting the intensification of dialogue between the University and the community.

Integrated in NOVA's Vision – to be a civic University, committed to the development of society, culture and the economy of the Greater Lisbon region – the **Living@NOVA Program,** defined in the Strategic Plan, has the mission of making *NOVA's Campi* not only spaces for sharing knowledge, but also places that promote the creation of facilitating conditions for the practice of sports, supporting student athletes and promoting physical activity, leisure and a healthier lifestyle. It is intended that NOVA's *campuses* are open, functional, but also pleasant, where people inside and outside the NOVA Community can interact with each other and participate in cultural, sports and solidarity activities, making university life more complete and enriching. This assumption is embodied in the **NOVA *Campi* 21** initiative. NOVA is a university that is increasingly open to society, without internal and external borders, that is, it implies a new urban and social framework for each of the campuses, without visible barriers, open to residents and serving as a platform for business initiatives. The *Campuses* should be increasingly interconnected in order to promote interdisciplinarity, innovation and incubation, contributing to the social, economic and urban development of the municipalities where NOVA lives and operates.

In view of the mission of creating value and impact, and in view of the significant challenges in the societal and territorial fields, NOVA considered the need to constitute a **Pro-Rectory for Socio-Territorial Innovation**, with the aim of reinforcing NOVA's responsibility and action in promoting sustainability, innovation and collaborative dynamism in socio-territorial domains, developing and supporting innovative actions with internal and external synergetic impacts, and contributing to a more cohesive, integrated and sustainable development of the academic community and society.

In this sense, the following objectives are defined:

- Leverage the existing resources at NOVA to develop and foster knowledge, and its applicability, in structures and processes of Socio-Territorial Innovation. The prospective actions of social and territorial innovation are reflected in the scientific and pedagogical activities, as well as in the multiple campuses of NOVA.

- Foster demonstrative and transformative impacts on society and on the territories where NOVA exists and operates, through innovative projects as well as through training, qualification and knowledge sharing among socio-territorial agents; thus contributing to a more integrated and sustainable societal development.
- Articulation in collaborative networks of NOVA and its various OU with various institutions of society and economy (municipalities, associative entities, social and economic agents)

Within the scope of socio-territorial innovation strategies, collaborative networks with societal partners are already in place – namely in the fields of promoting affordable student accommodation, as well as in the fields of qualification of food systems and *campuses*. Protocols are still being prepared with several municipal entities (Municipalities of Lisbon, Oeiras, Almada and Cascais), and with other social institutions, such as Santa Casa da Misericórdia de Lisboa and the Portugal Social Innovation Structure. In this context, a prospective mapping of collaborative networks and their partners is being developed.

NOVA's collaboration with the community is carried out, above all, through two dimensions: the interaction **within the scope of the various domains** with society/outside; and the **cultural, sports and artistic activity,** involving the community.

Inter-Institutional and Community Collaboration in Teaching and Learning

In the scope of Teaching-Learning, inter-institutional collaboration is ensured through the training offer that integrates joint Programmes between the OU and in association with other national and international Higher Education Institutions, providing students with a transversal and multidisciplinary training. Also within the scope of this area are continuous training activities, valorization and application of knowledge, namely through the carrying out of studies and innovative projects, or consultancy, or even the provision of services that contribute to the resolution of specific problems of companies. These activities allow the students who participate in them an easier transition to working life and a better integration into the labour market.

Also in this field, the collaboration with the community is based on the protocols established for carrying out internships, as well as on participation in the realization of academic work or challenges posed to students. The OU place a very particular focus on *Alumni*, promoting a set of actions aimed at *networking*, student *mentoring*, *fundraising* and patronage.

❖ **TOHO Platform**

Also in the field of education and to address the lack of training and innovation in Portugal in the area of Hospitality and Tourism with the appropriate internationalization dimension and with the interdisciplinary approach that is required, the **TOHO Platform** was created.

Headquartered in the Rectory, it is composed of a Vice-Rector and a manager who ensure the coordination of all interdisciplinary opportunities for projects related to the sector, of a punctual or periodic, scientific and experimental nature, through collaborative laboratories, academies or innovation projects (**https://www.turismo.unl.pt/sobre-nos/**). The structure also includes an Executive Committee created to support the management body in making strategic decisions of the Tourism & Hospitality platform and is made up of the management team and a representative of each faculty that is part of this platform, appointed by the management of each OU.

This platform brings together the various areas of knowledge that exist at NOVA – from management to data and informatics, to health, culture and the arts – to create and disseminate knowledge and promote innovation on hospitality, in its various meanings. Some of the projects in which TOHO is involved include: i) conducting innovation projects with companies and other entities related to tourism & hospitality; ii) NOVA's participation in the "*Tourism International Academy*" *consortium,* involving Turismo de Portugal, ESHTE and Universidade Aberta; iii) involvement in the construction of a Collaborative Laboratory focused on Gastronomic Innovation, which has the participation of the Municipality of Oeiras and other organizations from all over the country.

Interinstitutional and Community Collaboration in Research

In the field of R&D, NOVA hosts 19 **R&D Units** in partnership with other national institutions, and participates in several national and international research projects with a strong impact on society.

NOVA has embraced the government's initiative to create **Collaborative Laboratories** (**CoLABs**), structures that unite companies, universities, technology centers and other organizations to implement research and innovation agendas aligned with the demands of the market and society, promoting the creation of highly qualified jobs. Through the OU, NOVA currently participates in 12 CoLABs, having coordinated the application of four of them (*InnovPlantProtect*; *VoH CoLAB*, *TRIALS* and *InnovGastronomy*). In addition, AlmaScience is headquartered at Madan Parque/Caparica Campus, maintaining a very close relationship with research groups in the areas of electronics, biomedical and materials. These CoLABs already employ hundreds of highly qualified people (as demonstrated in the ANI's follow-up reports) and actively work to find practical, innovative and sustainable solutions in technical areas as diverse as the agri-food sector, cybersecurity, health, tourism, sustainability or bio-refineries, as well as to foster knowledge transfer to society, bringing academia and industry closer together. This is an evident form of cooperation with external agents in the design and implementation of collaborative research and innovation agendas, aimed at solving society's most pressing challenges, aligned with the main needs of the market.

The OU and the R&D Units also contribute in this field through the **provision of services abroad**, the holding of scientific events that count on the participation of the national and international community, such as workshops, conferences, conferences, debates, fairs, among others.

❖ NOVASAÚDE Platform

As a result of the synergies of resources in the area of health, which result from collaborative and interdisciplinary research between the OU with partners from science, industry and society, the **NOVASAÚDE Platform was created**.

Headquartered in the Rectory, it is composed of a Pro-Rector and a manager who ensure the coordination of the activities developed.

This platform aims to contribute significantly to the improvement and well-being of the community, through scientific production, the dissemination of knowledge and the implementation of innovative solutions.

Inter-Institutional and Community Collaboration in Value Creation

NOVA, through its OU, has established, over the years, hundreds of agreements, protocols, partnerships and various contracts with companies and non-academic institutions, within the scope of its Third Mission, including service contracts, R&D contracts, collaboration protocols, confidentiality agreements and material transfer agreements. By offering specialized solutions for companies and other institutions, based on the knowledge and experience acquired by its teachers and researchers, this type of service is also a way of transferring knowledge and technology from the University to the business sector, thus contributing to the economic and social development of the country. Also noteworthy are several partnerships with health institutions, including hospitals, foundations and other types of organizations.

Within the scope of the promotion of Entrepreneurship, the following stand out:

- Integration into Portugal Ventures' network of Ignition Partners, made up of incubators, accelerators, universities, technology hubs, associations and clusters, which support entrepreneurs and guide them in the preparation and qualification of projects.

- Protocols signed with venture capital fund management companies: in addition to Portugal Ventures, NOVA has partnerships with three national venture capital firms, Armilar Ventures Partners, Indico Capital Partners and Bionova Capital, which participate in the entrepreneurship programmes developed at the University and do *scouting* active in the opportunities that arise in NOVA's entrepreneurship ecosystem, supporting students and researchers through investments in the early stages of start-ups.

- Incubation spaces, such as Madan Parque in Caparica (FCT NOVA) or the Nova SBE Haddad Entrepreneurship Institute in Carcavelos, which welcome and support innovative companies, enhancing their development.

- The NOVA Mentor Network, NOVA's network of mentors made up of internal and external experts, who are available to share their knowledge and experience with students and researchers who want to develop entrepreneurial projects. These mentors help to define appropriate business strategies, build bridges with potential partners, customers or investors, facilitating access to essential resources, adding value and improving the conditions for the success of the project or business idea.

Interinstitutional and Community Collaboration in Internationalization

Participation in the **EUTOPIA** Alliance has allowed us to leverage NOVA's positioning in establishing partnerships with other European or global universities. It is also important to mention that, through its participation in EUTOPIA, NOVA has strengthened relations with Morocco through the International University of Rabat. This HEI is now one of NOVA's strategic partnerships, with several ongoing collaboration initiatives. Also in the context of EUTOPIA, NOVA has a strategic global partner which is Stellenbosch University in South Africa. The proximity of this University to Angola and Mozambique creates a very interesting opportunity to develop a closer partnership.

Portugal's physical and cultural proximity to the Mediterranean and North Africa make this region a relevant market to explore in terms of student recruitment and institutional collaboration. In recent years, NOVA has developed collaborations with several HEIs in the region, including international exchanges and capacity building projects in the field of Institutional Development. e.g.:

> **INSITES,** a project involving 17 partners from Morocco and the European Union and whose objective was to improve the institutionalization and development of Technology Transfer, Innovation and Knowledge Valorization in the Moroccan context.

> **SIGMA rail**, is a training project that brings together 14 institutions from Europe and the Maghreb for the development of actions in the field of modernization of the railway industry.

The South Atlantic region, including Africa and Latin America, is also part of NOVA's internationalization strategy, since Portuguese is the most spoken language below the equator, being spoken on both sides of the Atlantic. NOVA has several collaborative activities with higher education institutions in all PLOPs, as well as with other Latin American countries. It is important to highlight NOVA's participation in AULP, which organizes several initiatives with the aim of increasing collaboration between universities in these countries.

> **UDI-Africa,** a project that promoted the training of four Universities in Angola and Mozambique, and contributed to their better response to the social and economic challenges of the regions where they operate, promoting local development in a sustainable and inclusive way.

> **FORINT**, a training project that brought together partners from Cuba, Panama and Europe to support the internationalization process of Cuban and Panamanian universities.

> **CROSSWAYS,** an Erasmus Mundus program developed to provide students with a broad understanding of the Arts and the skills necessary for their professional life, with the participation of 12 universities from the American and European continents.

NOVA also has strategic partnerships with several African and Brazilian universities. The University of São Paulo is a university with which NOVA has numerous collaborative actions, and an agreement was signed to strengthen the partnership. A similar process is underway with the University of Cape Verde.

As the main axis of the cooperation action, NOVA has defined two strategic partnerships, with a Brazilian and an African university. The Brazilian university is the University of São Paulo, with which NOVA has numerous collaborative actions and recently established a strategic cooperation agreement to strengthen the partnership, establishing an annual joint conference on interdisciplinary topics, the first edition of which took place in September 2023. A similar process of identifying areas of work is underway with the University of Cape Verde.

There are several other examples of the global scope of consortium projects in which NOVA participates:

> **Universities Portugal**, a consortium of Portuguese Universities with the common goal of promoting Higher Education Portuguese.

> **CABCIN**, a project with European and Indian universities, whose objective was to improve the quality of teaching in Higher Education Institutions in India.

> **LEAD 2**, the aim of which is to strengthen the capacity of higher education institutions in governance and academic leadership in China.

> **LAB-MOVIE**, which aims to transfer best practices from European Labour Market Observatories to Vietnamese Universities.

> **SQUARE** project that aims to improve the quality and relevance of the 3rd mission in the Universities of Georgia.

In the cultural, sporting and artistic field, SASNOVA as well as OUs play a key role in promoting this type of activities.

Within the scope of NOVA's cultural mission and the development of the New Culture Programme, cooperation protocols are active or being developed with cultural institutions in Greater Lisbon (EAMCN, Orquestra Metropolitana, Ar.Co, Urban Art Gallery, EGEAC), as well as with the Culture departments of the Municipalities in which Nova is present.

In 2022, the **Pro-Rectory for Culture was created, with the** mission of implementing, in collaboration and articulation between all OUs, the NOVA CULTURA program, which takes advantage of NOVA's territorial relationship with the four Municipalities in which it is located.

5.

NOVA SIMAQ:

Support Areas

5.1. Human resources

With the transition to a public foundation, a dual regime is in force at NOVA, therefore some areas related to personnel management are governed by the labour legislation of the exercise of public functions and others by the labour legislation of private law. Hiring is managed and invitations to contests are issued in accordance with the budgeted. In order to attract the best national and international talent of teachers, researchers and non-teaching staff, NOVA has established and disseminated clear and transparent procedures for the recruitment process and revised its regulations, allowing for an effective management of human resources.

The **University's Human Resources** (HR) policy is stipulated in the Strategic Plan, approved by the General Council and in the Rector's Action Program for the 2021-2025 term.

In line with these strategic principles, an HR plan for the period 2021-2025 was approved in each OU, which embodies a general policy for the rejuvenation of the teaching staff and the hiring of HR that supports teaching, research and internationalization strategies. With regard to the latter, it should be noted that, in order to strengthen recruitment at an international level, the following requirements were approved within the scope of the recruitment procedures for teachers and researchers: publication of the notice in English, integration of professors or researchers from foreign universities in the respective juries, non-requirement of the Portuguese language in the admission criteria, except when absolutely relevant, publication of the advertisement in the international media and strong weight of research excellence in the selection criteria.

5.1.1. Teachers

The survey of needs for the recruitment of teachers is carried out annually and takes into account various aspects related to the planning of the academic year, the Programmes in operation and the new Programmes. The recruitment and selection process for teachers is in accordance with the provisions of the **Statute of the University Teaching Career** (ECDU), approved by Decree-Law No. 448/79, of 13 November, amended by Decree-Law No. 205/2009, of 31 August, as well as in internal regulations.

In this context, the **recruitment of teachers**, in line with the provisions of the Statute of the University Teaching Career (ECDU), is governed by three elementary instruments:

- the **Regulation of University Teaching Career Contests** (Order No. 3012/2015, of 24/03);
- the **Regulation on the careers, recruitment and employment contracts of teachers under private law** (Order No. 8522/2021, of 27/08, rectified by Declaration of Rectification No. 854/2021, of 30/11 and by Order No. 10293/2021, of 21/10); and
- the **Regulation of Specially Hired Teachers** (Regulation No. 686/2010, of 16/08), without prejudice to other existing legislation in the Organic Units.

The **performance evaluation** system of career teachers and contracted teachers of NOVA aims to evaluate teachers according to merit and improve the quality of the activity provided, in accordance with the Statutes of the University. This system is regulated by the Regulation **for the Evaluation of the Performance of Teachers and Change in the Remuneration Position of NOVA University (Regulation** No. 684/2010, of 16/08, amended by Order No. 8139/2021, of 17/08, and by Order No. 2459/2022, of 24/22) and by the OU's own regulations. The evaluation of teachers' performance takes place every three years and is based on the following general functions of the teacher provided for in the ECDU:

Teaching; Scientific research, development and innovation; Administrative and academic management tasks; University extension, scientific dissemination and provision of services to the community.

The establishment of productivity awards or recognition of merit is implemented through the following regulations:

- **Regulation on the additional remuneration of NOVA teachers and researchers (Regulation** No. 879/2019, of 28/10, amended by Order no. 8179/2021, of 18/08);
- **Regulation of the Pedagogical Innovation Award** (Regulation no. 129/2021, of 09/02)

In order to regulate the mobility of teaching staff between different OU, as well as to determine the respective service provision regime, the Regulation for the provision **of teaching services between NOVA's organic units** was approved (Regulation No. 207/2018, of 2018, amended by Order No. 12103/2019, of 17/12).

The exercise of the teaching profession in Higher Education requires much more than the simple mastery of scientific contents, involving a set of skills, generically called Pedagogical Skills. Aiming to contribute to the **Professional Development of Teachers and integrated**, together with NOVA Edu_Digital and NOVA Doctoral School, the New Pedagogical Innovation promotes the pedagogical training of the university's teachers. This aspect of NOVA Forma offers a Pedagogical Training Course for teachers, in distance format, a program of inter-observation and exchange of pedagogical experiences, aimed at all NOVA teachers and a repository of pedagogical resources, called NOVA Teach. Support is also offered to OU teachers in the development of pedagogical content with technological support and aiming at technology-supported learning (Technology Enhanced Learning). The sharing of good practices is strengthened through the creation of dedicated forums that aim to promote such sharing. It also offers to PhD Supervisors, and within the scope of the Doctoral School, a course on Supervision skills.

It aims, therefore, to offer teachers a set of pedagogical tools, in diversified formats, in order to provide them with pedagogical skills, such as the ability to adapt scientific content to increasingly less homogeneous target audiences, to use educational technologies, to use new forms of pedagogical interaction and assessment of learning.

5.1.2. Researchers

The **recruitment** and regime of researchers' own careers are defined in the Regulation on the Careers, **Recruitment and Employment Contracts of Researchers under an Employment Contract of the** NOVA University Lisbon (Regulation No. 393/2018, of 28/06, amended by Order No. 6510/2019, of 18/07)), in accordance with the provisions of the Statute of the Scientific Research Career (Decree-Law No. 124/1999, of 20 April).

The **performance evaluation** is defined in the **Regulation for Performance Evaluation and Change in the Remuneration Position of Researchers of** NOVA University Lisbon (Order No. 6757/2023, of 23/06) and by the OU's own regulations. This regulation incorporates the most recent guidelines of the European Commission, which NOVA has subscribed to through its participation in CoARA and which provide that the evaluation of scientific research activity must allow the measurement of impact beyond bibliometrics metrics. Similarly, to what occurs in the scope of the performance evaluation of Teachers, it has a triennial periodicity and focuses on the following areas: Scientific research, development and innovation; Teaching; Administrative and academic management tasks and university extension, scientific dissemination and provision of services to the community.

The establishment of productivity bonuses is implemented through the following regulations:

- **Regulation on the additional remuneration of NOVA teachers and researchers** (Regulation no. 879/2019, of 28/10, amended by Order no. 8179/2021, of 18/08);

With regard to the **Professional Development of researchers,** and in addition to the training provided through the NOVA Doctoral School, there are centralized support structures (in the Rectory Services) and decentralised (in the respective OU). The services of the Rectory include the Directorate for Research and Innovation Support (DAII), which carries out its duties within the scope of the promotion of R&D Units and innovation activities, including attracting funding, supporting the definition of scientific policy and strategy, managing research and innovation projects, managing scientific information and fostering innovation and entrepreneurship.

In turn, all OU have research support offices, with which DAII carries out its activity in close articulation, defining procedures transversal to the University whenever necessary and applicable. It is worth mentioning the pre-award support for large applications, such as Teaming for Excellence or ERC, and post-award support for projects involving more than one OU. Added to this is the systematic training of researchers in the new European impact metrics, in the ERC and in entrepreneurship and translation of research results.

The OU offices ensure the necessary proximity to teachers and researchers, supporting the management of scientific projects throughout their cycle, from support for applications for competitive funding to planning, development and scholarly communication. Support for recruitment and career management also includes these offices, in conjunction with the respective Human Resources services. All OU also have Academic Services that provide direct support to teachers and researchers.

5.1.3. Non-Teaching Staff

Recruitment needs are identified by the coordinators of the Divisions/Offices and are then approved by the Director of the Service and the Rector (Rectory Services, SASNOVA/Rectory), or by the Director of the OU and the Rector (OU Services).

The **recruitment** of non-teaching staff is currently covered by:

- **Regulation on the careers, recruitment and employment contracts of non-teaching and non-research staff under an employment contract of the NOVA University Lisbon (**Regulation No. 577/2017, of 31 October); and
- **Regulation of the Directors of Nova University Lisbon** (Regulation No. 578/2017, of 31 October) establishes the levels of management positions, their functions, competences, forms of recruitment and selection, contract regime and remuneration status.

The **performance** evaluation of employees under public law is governed by Law No. 66-B/2007, of 28 December, as amended by Laws No. 55-A/2010, of 31 December, and 66-B/2012, of 31 December, with regard to the evaluation of the performance of managers (SIADAP 2) and other employees (SIADAP 3). Both in the Rectory and in each OU, there is an Evaluation Coordinating Council (CCA) which, among others, is responsible for establishing guidelines for an objective application of SIADAP, as provided for in its regulations.

The performance evaluation of employees with private law contracts is defined in the **Regulation for the Evaluation of the Performance of Non-Teaching and Non-Research Workers under an Employment Contract and of Holders of Middle Management Positions under the Labour Code**

of Nova University Lisbon (Regulation no. 694/2020, of 21 August). The validity of the regulations relating to non-teaching and non-research workers and holders of middle management positions under private law entails the need to create a framework that regulates the effects of the performance evaluation of these workers. Thus, the **Regulation on the Effects of the Performance Evaluation of Employees Integrated in the Careers of Non-Teaching and Non-Research Staff under an Employment Contract and Holders of Middle Management Positions under the Labour Code of NOVA University Lisbon** (Order No. 5753/2022, of 11 May) was published.

In both situations, the evaluation is triennial for the Holders of Middle Management Positions and biennial for the remaining employees. Both performance appraisal regimes take into account an evaluation model by objectives and competencies, promoting professional appreciation, recognition of merit and continuous improvement of the activity developed.

With a view to the **personal and professional development** of non-teaching staff, a diagnosis of training needs is made annually, and an annual training plan is drawn up, taking into account the needs identified in the performance evaluation, as well as the need to strengthen skills that are justified according to the University's strategy.

In line with this strategy, NOVA promotes among its employees, through international mobility processes, the attendance of specialized training actions in an international environment, using *Erasmus+ Staff scholarships*.

After completing the training, the trainee makes a report. Every year, the person in charge of the service carries out a report on the training actions in which the employees of the service participated, in order to report the actions developed and the balance of the results obtained in the training activity (its impact on the service).

5.1.4. Promotion of well-being

The current well-being policies are aimed at the entire NOVA Community, covering teachers, researchers, non-teaching staff and students.

The **Living@NOVA Program** aims to promote the quality of life and well-being on NOVA's campuses, making them open, functional and pleasant spaces for sharing, where people inside and outside the NOVA Community interact with each other and participate in cultural, sports and solidarity activities. The following initiatives stand out:

- **Sports and leisure activities**: classes are available in face-to-face online mode, in a studio and outdoor environment, ranging from Yoga and Pilates to Surf and Padel, including Tango and hiking. It should also be noted that NOVA has developed protocols with gym chains, offering exclusive conditions for NOVA employees.
- **Culture**: NOVA supports a set of initiatives that contribute to its cultural richness. Among other activities, we highlight NOVA Walks, thematic cultural tours through Lisbon, guided by a researcher with a PhD in History; the organization of exhibitions within the scope of the partnership with the National Museum of Contemporary Art, as well as the support for cultural activities developed in the OUs.
- **Child Support**: in 2021 the Child Support Office was created, promoting access to kindergartens for NOVA staff and students. In September 2021, SASNOVA took over the management of the Pre-school Educational Center (CEPE) at the Caparica Campus, aimed at the entire NOVA community. In the 2021/2022 school year, CEPE had 34 registrations (10 in nursery, 9 in daycare and 15 in

kindergarten). During the school holidays, Holiday Workshops are organized, with children's activities for children from all over the NOVA Community.

- **Health**: NOVA has a protocol with several clinics and an insurance company, enabling access to health care under special conditions and with exclusive advantages for teaching and research staff.
- **Human** development: finally, SASNOVA promotes human development through access to enriching volunteering experiences that contribute to the development of greater social and community awareness and also the development of personal and social skills.

5.2. Material Resources and Support Services

The **Support Services** play a key role in providing resources to support not only learning, enhancing the proper development of students, but also other activities developed. The Support Services are also dimensioned to the different realities of each OU and are identified on the NOVA and OU websites.

The **Support Services** for learning and activities include: administrative support to the student's educational path, from their enrollment to the issuance of the graduation diploma; information and documentation (students have libraries and a varied set of services/equipment and tools); event management; management of spaces for teaching activities and support for them (classrooms; amphitheaters; auditoriums; conference rooms; spaces and classrooms); study; computer labs; research laboratories; leisure and social spaces); physical infrastructure and equipment (canteens and bars; maintenance and security; cleaning and waste); and information systems and IT resources (academic management system, network, e-learning platforms).

The Organic Regulation of the Services of the Rectory, of SASNOVA and of each of the OU, determines the structure and attributions of the respective services.

In the set of Support Services, which contribute to school success, the role of **SASNOVA** (NOVA's Social Welfare Services) deserves special mention, **https://sas.unl.pt/**.

SASNOVA is an autonomous service of NOVA, with administrative and financial autonomy, and operates in accordance with **Regulation No. 811/2020, of 28 September 2020**.

SASNOVA's mission is to implement the social welfare policy in order to improve students' chances of educational success and to ensure that no student is excluded from higher education due to financial incapacity.

The support granted to students is in the following modalities:

- **Direct support**: scholarship and emergency aid;

  The scholarships from the Directorate General for Higher Education (DGES), being very relevant, are not able to support all needy students, so it is up to SASNOVA to find new instruments that allow social support to be allocated, with the aim of reducing school dropout, promoting school success and facilitating the integration of students, not only in the University, but also in the job market.

  In this sense, the **Social Support Fund (FAS)** is a program to support students with needs and complement the DGES Scholarships, aimed at all students enrolled and enrolled at NOVA in any of its cycles of studies leading to a degree. Its guiding principle in the award criteria is the student's economic situation, as well as the academic performance, namely the number of Course Units completed and their respective classifications.

  On the SASNOVA website, students can directly fill out the forms to apply for the respective support.

NOVA has always assumed the fundamental principle that all citizens should have the opportunity to realize their aspirations in life. To this end, it is essential to support the academic training of young people who have few economic resources to continue their studies. Thus, a new regulatory framework was built that will serve as a framework for the attribution of these scholarships, thus materializing an indispensable instrument to foster and financially support the attraction of talent from the students of NOVA University Lisbon, in accordance with the purposes of inclusion and universality pursued by the University and with its commitment to promote an effective use of the resources available for this purpose. This framework resulted in the drafting of the **Regulation for the attribution of scholarships for access to the study cycles of the NOVA University Lisbon** (Order No. 1926/2023, of 08/02) which covers students of the NOVA University Lisbon, nationals or stateless, foreigners with tax domicile in Portugal or with refugee status, enrolled in any cycle of studies, who are in a situation of financial need and who are not beneficiaries of the scholarships awarded by the Directorate-General for Higher Education, or who, if this support is insufficient.

It is the responsibility of the Social Support Division (DAS) of SASNOVA to manage direct social support, scholarships and emergency aid.

It is also incumbent upon the DAS to supervise the award of Scholarships in accordance with the Regulation for the Attribution of Scholarships to Higher Education Students (DGES).

- **Indirect support**: food and accommodation services, access to health services, support for sports and cultural activities;

  SASNOVA has three **canteens** and a **cafeteria** located on the *campuses*:

  - Rectory Cafeteria
  - Canteen of the Faculty of Social Sciences and Humanities
  - Canteen of the Faculty of Science and Technology
  - Canteen of Campolide

  The following have access to SASNOVA canteens (upon presentation of identification): NOVA students; students from other public higher education institutions in Lisbon; NOVA's faculty and/or staff; and other users, as long as they have the proper permission of SASNOVA.

  The Food Division of SASNOVA is responsible for the management of canteens and food spaces.

  The **accommodation** of students in University Residence is a social benefit. There are three SASNOVA University Residences:

  - Alfredo Sousa Residence, located on the Campolide Campus;
  - Fraústo da Silva Residence, located on the Caparica Campus;
  - Lumiar's Residence, located in Lumiar.

  In accordance with the **General Regulation of the SASNOVA University Residences**, the accommodation is primarily intended to accommodate SASNOVA scholarship students enrolled and to attend any of the OU. Accommodation may also be allocated to other students, namely Erasmus students, or others who are covered by agreements between SASNOVA and other Institutions and who, due to their socio-economic conditions, need accommodation to continue their studies and who, due to distance or difficulty of transport, cannot live with their household during the academic year.

  Students who find themselves in the situations described above may apply in accordance with the **Regulation of Applications for Academic Accommodation in the University Residences of**

SASNOVA. On the SASNOVA website, students can directly fill out the form to apply for accommodation.

It is the responsibility of the Social Support Division (DAS) of SASNOVA to manage access to accommodation.

SASNOVA provides **Health Services** to students, thus contributing to their well-being, and they can enjoy consultations in General Practice, Psychiatry, Psychology and Nutrition. On the SASNOVA website, students can access the locations and times of the consultations.

It is the responsibility of the Social Support Division (DAS) of SASNOVA to manage health services.

SASNOVA promotes the practice of **sports** and other physical activities among the academic community, seeking to contribute to an easier integration and a healthier lifestyle in our students.

Students can represent NOVA in the practice of a team or individual sport, and some of our students benefit from a **Student Athlete Statute** (Order No. 248/2020, of 08/01). In order to recognize and promote the practice of university sports and the performance of students who achieved sports results of excellence on behalf of NOVA, the **Sports Merit Award** (Order No. 4988/2020, of 24/04) was created in parallel, which consists of financial aid awarded to the student, in the form of a scholarship, indexed to the value of the tuition fee.

The Welfare Division is responsible for promoting non-academic services and activities that promote the well-being of students in the field of sports.

- **Other types of** support: support for students with special educational needs; other scholarships or awards for students who excel in social, cultural, sports or other areas.

  The entry into higher education of **students with special educational needs** (NEE Students) has been increasing, making it necessary to adopt appropriate anti-discrimination measures and practices that can contribute to equal opportunities and to their full social and academic integration.

  Thus, the Regulation for Students with **Special Educational Needs** (Regulation No. 397/2018, of 02/07) was drafted, which aims to define the support to be provided and the conditions for access to this support by students with special educational needs, permanent or temporary, who attend NOVA.

  It is the responsibility of the Social Support Division (DAS) of SASNOVA to promote the integration of students with NEES.

  It is also incumbent upon this Division to manage the applications for the Attribution of Scholarships for Attendance in Higher Education of Students with a disability equal to or greater than 60%.

  NOVA, aware of its social responsibility in raising awareness and promoting the common good and greater social justice, has been promoting and supporting (centrally and through its organic units) various **volunteering** activities in conjunction with other entities directly involved in the exercise of solidarity and citizenship.

  The **NOVA Volunteering Program** (Regulation No. 947/2020, of 28/10) aims to frame volunteering actions carried out in a disinterested way by students, academics and employees of NOVA, welcoming their applications, receiving requests for volunteers from promoting entities, forwarding volunteers to these entities, monitoring their insertion and validating volunteering actions, as well as having a unifying role in the actions and projects developed in all NOVA OU, in order to promote the exchange of information, collecting it and sharing it by everyone at the University.

The Welfare Division is responsible for providing non-academic services and activities that promote the well-being of students in the area of human development.

SASNOVA have the SASNOVA APP application that allows access to various services and activities, such as canteens and residences, access and register for the University's cultural events, generate notifications with scholarship or sports news, schedule appointments and access other useful information for students.

6.

Monitoring, follow-up and continuous improvement

NOVA SIMAQ provides several mechanisms that include, among other questionnaires and reports, the implementation of which ensures a commitment to the continuous improvement of NOVA's activities, involving all stakeholders in these quality assurance processes. Stakeholders can be internal or external to NOVA and can be generically grouped into Students; Teachers; Researchers; Non-Teaching Staff; Graduates; External Entities and Partners/Civil Society and Regulatory Entities.

To ensure quality and thus contribute to the strategic development of each area, the monitoring tools allow for data collection, identification of instances of deficient quality, analysis and reflection and proposal for improvement actions, if necessary.

The monitoring of the various domains is developed in progressively aggregated levels of action: OU and NOVA, seeking to gather and successively articulate the evaluations carried out, producing analytical-reflective reports.

All the instruments and monitoring mechanisms of NOVA SIMAQ are institutionalized through regulations, orders and procedures, which are known to all interested parties.

The following is a brief description of how the Quality monitoring is carried out in each of the Domains, as well as the meta-evaluation of NOVA SIMAQ.

6.1. *Governance* and Sustainability

The quality assurance process in this area determines institutional commitment and accountability to all stakeholders, defining the strategic orientations and how they are planned, implemented and monitored.

The **Strategic Plan** is presented by the Rector to the General Council for approval and based on this the **Annual Plan of Activities** is also presented for approval, which includes the contributions of the whole of NOVA.

The **Annual Activity Report** presents the implementation of the Annual Activity Plan.

At the same time, the **Strategic Plan Monitoring Report** is also produced, allowing to assess the progression, degree of compliance and deviations from the objectives initially set, as well as the impact of the actions and initiatives developed, providing guiding data for evaluation and decision-making.

Based on the Monitoring Report of the Strategic Plan and the **Quality Balances** of the different Domains and Support Areas, the governing bodies and advisory bodies annually analyze the degree of achievement of the proposed objectives and targets, promoting a wide-range discussion about them, since the most diverse bodies are made up of teachers, researchers, students, technical and administrative staff.

NOVA's commitment to sustainability is based on several aspects that can be seen on the website dedicated https://sustainability.unl.pt and in the **Sustainability Report**, which presents a systematization of indicators that allow a portrait of NOVA University's trajectory in the field of Sustainability.

6.2. Teaching-Learning

As previously mentioned, NOVA SIMAQ follows the approach of the PDCA management cycle, so the continuous improvement of the activities carried out within the scope of the Teaching-Learning process also

follows this approach, which is schematically presented in the Figure 5. This figure also shows examples of the activities that must be carried out to ensure quality in this area.
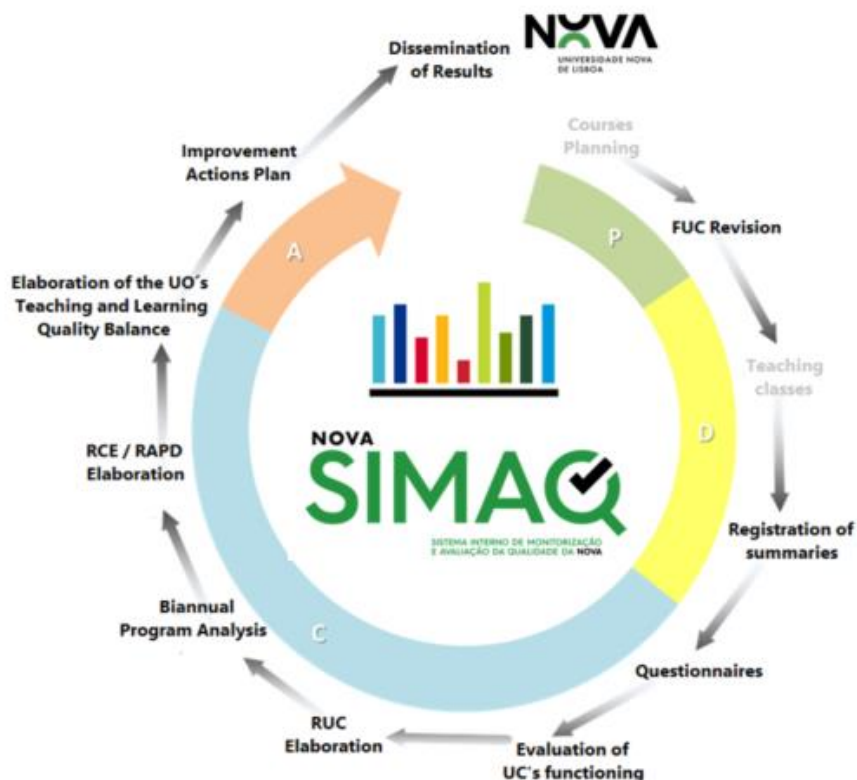

FIGURE 5 - Monitoring cycle of the Teaching-Learning process

The monitoring of Teaching-Learning is developed in four progressively aggregated levels of action (Courses, Programmes, OU and NOVA) and seeks to group and successively articulate the evaluations carried out, producing analytical-reflective reports.

In this monitoring process, the active participation of students in the continuous improvement of the Teaching-Learning domain is ensured, namely by answering questionnaires, participating in meetings promoted by the Programme Coordinator and involving NOVA and OU bodies (e.g. Student Council; Pedagogical Council).

The entire monitoring process is described in detail in the various procedures.

Course Form (FUC)

The information contained in the **Course Form** (FUC), namely the objectives, the teaching-learning methodologies and the assessment methods, is an essential element for communication with students, for Programme accreditation processes and for the quality monitoring process of the Teaching-Learning domain. The FUC model adopted by NOVA corresponds to the information requested by A3ES in the Programme accreditation processes.

Annually, the FUC is reviewed by the Regent/Professor Responsible for the Course, with the collaboration of the other professors who teach the Course, according to the **Procedure for monitoring the FUC**.

The revision of the contents of the FUC is the result of a reflection where the results obtained with the scientific/technological advancement should be taken into account, the students' perception of the functioning of the Course obtained through the various assessement instruments provided for in NOVA SIMAQ (e.g. application of questionnaires, meetings between the student representative and the Programme coordinator, or other suggestions/complaints submitted by students).

The FUCs are written in Portuguese and English and are accessible to students through the OU Academic Management System and **NOVA Course Guides**.

Registration of Summaries

The **summaries** are an important tool for monitoring the Course, as they allow monitoring the implementation of the program proposed in the FUC, in order to achieve the learning objectives foreseen for the Course. In this sense, to **comply with article 66** of the Statute of the University Teaching Career (ECDU), teachers **register the summaries of the classes taught in the OU Academic Management Systems**.

The summaries are accessible to students through the existing Academic Management System in each OU, or through another means proposed by the OU.

Course Report (RUC)

Listening to students and teachers is essential to ensure the continuous improvement of the Courses. The students' perception of the functioning of the curricular units is measured through the Questionnaire of the students' perception of the functioning of the curricular units (QA), while the students of the non-teaching curricular units are listened to through the following questionnaires: Questionnaire of the Students' Perception of the work leading to the Master's degree (QST) and Questionnaire of the Students' Perception of the Internship Report (QSE). All these questionnaires are mandatory. However, the student is always assured of the possibility of not answering.

The consultation of teachers is carried out through the application of the Questionnaire of the Perception of Teachers on the Functioning of the UC (QDOC).

According to the **Procedure for the Preparation of the Couse Report**, the evaluation of the functioning of the Courses is the responsibility of each OU, with the support of the Quality Offices and under the coordination of the Person in Charge of Teaching and Learning of the OU. This assessment is based on both subjective and objective data.

Subjective data are obtained from the replies to the questionnaires referred to above. In the treatment of subjective data, for each question of the questionnaires, the average value of the answers will be considered. Questionnaires use a scale of *Likert* of 6 levels. The evaluation criteria for each parameter of the questionnaire are unique for all of NOVA. Objective data refer to students' academic performance. The classification criteria are defined by the OU according to several parameters, e.g. type of Course, level of studies or curricular year. The evaluation criteria can be found in the Table 2.

TABLE 2 – Evaluation criteria

Color Coding	Evaluation criteria for each parameter		Classification	Actions to be taken
	Students' perception of the functioning of the Course (average value)	Performance Scholastic		
🟢	≥ 4	To be defined by OU	Suitable Parameter	-
🟡	]3, 4[	To be defined by OU	Parameter to be improved	Reflection should be made and <u>the need to define actions</u> for this parameter should be evaluated
🔴	≤ 3.0	To be defined by OU	Inadequate Parameter	<u>Actions must be defined</u> for this parameter

Based on the above data, the Courses are evaluated as: Courses with adequate functioning, Courses with functioning to improve or Courses with inadequate functioning.

The Courses can also be considered to have high overall satisfaction if the average value of the overall satisfaction question is greater than or equal to 5 and in none of the other questions is there an average value less than or equal to 4.

At the end of the teaching of each Courses, the Conductor/Head of the Course, in collaboration with the other professors, prepares the Course Report (RUC). The RUC is an analytical-reflective report that aims to present a critical analysis of the data arising from the functioning of the Course, to evaluate the degree of implementation of the improvement actions presented in the last report, and approved at the semiannual analysis meeting of the Programme operation, and to propose improvement actions whenever there are parameters considered unsatisfactory (i.e., Course with functioning to improve or with inadequate functioning). Whenever a Course is taught in more than one Programme, in addition to the overall results for the Course, the results must also be presented per Programme.

In the joint Programmes and in association, it is the responsibility of the Course Regent to prepare the RUC in conjunction with the professors who participate in the Course. If the partner HEI does not have an Internal Quality Assurance System, the OU shall assess the possibility of sharing the NOVA SIMAQ monitoring tools to be implemented by the partner HEI. In case the partner HEI has an Internal Quality Assurance System, the Programme Report (RCE) model to be used must be agreed between the HEIs involved within the scope of the Programme Scientific Committee.

Biannual analysis of the functioning of the Programme

As part of the evaluation of the functioning of the Programme, at the end of each semester, the Programme Coordinator, together with the Scientific Committee and the Pedagogical Committee of the Programme (or representative teachers and students), reflects on how the semester took place based on defined indicators, validates the RUC and identifies the Courses whose operation may require improvement actions or present good pedagogical practices, to be disseminated by the academic community. In case the Courses is taught in more than one Programme, all the Coordinators of the Programmes to which the Courses is assigned in the respective study plan must validate the RUC.

If there are improvement actions to be implemented in the Courses, the Programme Coordinator must inform the Quality Officer of the OU so that the monitoring and implementation of the same and the

respective execution deadlines, as well as the performance indicators, are ensured, following what is described in the Improvement Actions Monitoring procedure.

To assist in the monitoring of these indicators, the Academic Management System will provide integrated reflection interfaces that present the relevant indicators to ensure the continuous improvement of the teaching provided at NOVA.

Programme Report (RCE)

For Undergraduate and Master's Degrees, annually, the Coordinator of the Programme, with the involvement of the Scientific Committee and the Pedagogical Committee of the Programme (or representative teachers and students) prepares the Programme Report (RCE), in accordance with the provisions of the **Procedure for the Preparation of the Programme Report**.

In the RCE, an analytical-reflexive evaluation is carried out on the following data: admission (search, characterization of students by sex, age and origin); functioning of the Programme (characterization of the faculty, students and level of internationalization); Programme performance (students' perception of the functioning of the Courses, academic success, training efficiency) and employability of graduates. This report also presents the effectiveness of the improvement actions implemented; the justification for the non-implementation, in whole or in part, of the actions proposed in the last RCE; the global balance with the identification of the strengths, weaknesses, constraints and opportunities of the Programme; and the proposal of improvement actions to be developed.

The approval of the RCE is the responsibility of the Pedagogical Council of the OU.

If there are improvement actions to be implemented in the Programme, the Programme Coordinator must inform the Quality Officer of the OU so that the monitoring and implementation of the same and the respective implementation deadlines, as well as the performance indicators, are ensured, following what is described in the Improvement Actions Monitoring procedure.

PhD Program Annual Report (RAPD)

The monitoring of the PhD Programs (PD) is described in the respective **Procedure for the Preparation of the Annual Report of the PhD Program**.

The methodology defined to carry out this monitoring depends on the specificity of the PD, namely the existence of a teaching component, the number of students enrolled in the courses and the number of students enrolled in the PD, as presented in the Table 3.

TABLE 3 – Monitoring of the PhD Program

Doctoral Program	Number of subscribers			
	In the Course		In the Doctoral Program	
	<5	>=5	<5	>=5
With component Teaching	*Focus group* (Analysis of the functioning of the PAs in a meeting)	Course Report (RUC)	-	Questionnaire of the perception of PhD students (QD)
Componentless Teaching	N.A.	N.A.		

Analysis of the PhD Program performance (global meeting)
Preparation of the PhD Annual Report (RAPD)

In the case of a PD with a teaching component in which the Courses has a number of enrollees equal to or greater than 5, it is processed as provided for in the procedure for the preparation of the RUC. Otherwise, the PD Coordinator together with the students, in a *focus group*, should reflect on how the Courses worked. The results of these meetings shall be recorded in the minutes.

Annually, the Questionnaire of the Perception of PhD Students (QD) is applied in order to collect their satisfaction in various aspects of the PD. Whenever the number of students enrolled is less than 5, this consultation with students is carried out at the global analysis meeting of the functioning of the PD, in which the PD Coordinator and the Scientific Committee of the PD (or the representative Teachers and Students) participate. This meeting serves as the basis for the preparation of the Annual Report of the PhD Program (RAPD).

The RAPD is an analytical-reflective report, with indicators that allow monitoring: admission (search, characterization of students by sex, age and HEI where they obtained their last degree); functioning of the PD (characterization of the faculty, enrolled students, level of internationalization and research units); performance of the PD (scientific production of the students within the scope of their doctoral work, level of training efficiency and overall satisfaction with the PD) and employability of the graduates. This report presents the effectiveness of the improvement actions implemented, the overall balance and the proposal for improvement actions to be developed.

The approval of the RAPD is the responsibility of the OU Scientific Council.

In the case of joint or in association with the PD, the PD Coordinator must prepare the RAPD, in conjunction with the other OU/HEIs.

Quality Balance – Teaching-Learning Section

On an annual basis, the OU Teaching and Learning Officer, with an aim to analysing all relevant aspects of Teaching, prepares the Teaching-Learning section of the OU's Quality Balance. This report analyses the data on the functioning of the Courses, Programmes and PD, as well as the monitoring of the indicators affected. It is also the responsibility of the Teaching and Learning Officer of the OU to analyze the Improvement Plans and the proposed improvement actions, their degree of implementation and the analysis of the adequacy of the resources allocated.

The Teaching-Learning section of the OU Quality Balance is validated by the Pedagogical Council and submitted to the OU Director for approval.

Annually, the data resulting from the monitoring of the Teaching-Learning process of the OU are integrated into the Teaching-Learning section of NOVA's Quality Balance, serving as a basis for the preparation of the Improvement Action Plan for this domain. The analysis of the results, as well as the definition of improvement actions, is the responsibility of the Member of the Rector's Team responsible for the area of Teaching, with the support of CoDE.

6.3. Research & Development

The field of Research and Development is periodically and systematically monitored based on performance indicators, allowing to ensure the decision-making processes, as well as the action strategies for the improvement of the Research produced at NOVA. This monitoring is supported by the centralized scientific information management system, **PURE,** which aggregates NOVA's scientific production.

NOVA also has a bibliometric analysis platform, *SciVal*, which allows monitoring and *benchmarking* the performance of the University's scientific production, namely productivity, the percentage of publications in the Top 10% of the most cited worldwide, the percentage of publications in the Top 10% of scientific journals with the best *Citescore*, the standardised impact by area and the articles in international collaboration, as well as the analysis of the data, at the different levels of action, through graphs and tables produced by the system, as described in the Scientific Information Management Policy of the NOVA University of Lisbon.

Bibliometric analyses are carried out based on the nine types of mandatory upload publications validated by the OUs in PURE. The period set for analysis is 5 years.

NOVA has PURE, which allows the automated import of scientific production from the main international databases, allowing free access to *Scopus*. The upload of the data is carried out according to the criteria defined by NOVA, and the presentation of the same is subject to validation by the OU/Rectory.

This entire cycle of scientific information management is in line with Open Science policies, since this platform validates the Open Access production and sends it to the NOVA University Repository of Lisbon (RUN) and to the European Commission's OpenAIRE platform, resulting in a stimulus to Open Access at NOVA.

Currently, PURE is connected to the following information systems: NOVA *Research Portal,* RUN which, in turn, communicates with the Open Access Scientific Repository of Portugal (RCAAP), the OpenAIRE Portal (European Commission), ORCID and Ciência Vitae.

In addition to scientific production, there are other relevant indicators that serve as a basis for an improvement in NOVA's Research area, which are continuously monitored. These indicators are essentially related to NOVA's performance in various funding programs and focus mainly on the following categories: Evaluation of R&D Units; Associated Laboratories; Collaborative Laboratories (CoLAB); National and international research projects; Strategic Projects of various natures; Programs for hiring researchers; and PhD Scholarships awarded in various contexts.

The monitoring of research activities (scientific output, projects and applications) based on indicators constitutes basic information for the Research Domain section of the OU Quality Balance. This analytical section comprises a synthesis of the Research carried out in the OU and a reflective section, where all the activities carried out, the achievement of the objectives and targets established, the *SWOT analysis, the* presentation of improvement actions, as well as the sharing of best practices are analysed. Its preparation is ensured by the Responsible of Research of the OU, and the approval is the responsibility of the Director of the OU.

Subsequently, all data related to Research are aggregated in the respective section of NOVA's Quality Balance. The analysis of the results, as well as the definition of improvement actions, is the responsibility of the Member of the Rector's Team responsible for Research, with the support of the CEI.

6.4. Value Creation

The monitoring of the Quality of Value Creation is carried out, globally, in the Value Creation section of NOVA's Quality Balance, and at the level of each OU, in the Value Creation section of the OU's Quality Balance. This instrument includes an analytical assessment of all the activities carried out and promotes an analysis of the achievement of the established objectives and targets, with the inclusion of a SWOT analysis and the definition of the improvement actions to be implemented, expressed in the Improvement Action Plan. This Report allows us to reflect on the policies of socio-economic valorization of knowledge and connection to companies and the community, and includes the following data:

- Identification of units to support value creation (Structures in the Rectory and OU that provide support in at least one of the following areas: Entrepreneurship, Intellectual Property, Technology Transfer);
- Performance (Entrepreneurship Education and Training; Startups and Spin-offs; Performance of companies recognized as NOVA *Spin-off*; Patents; Trademarks registered by the University; Intellectual Property Licensing; Revenues from intellectual property rights);
- Collaboration with industry and society (protocols, agreements, contracts, partnerships and collaborative laboratories).

The preparation of the Value Creation section of the Quality Balance is the responsibility of the Member of the Rector's Team responsible for Value Creation, with the contribution of the CCV.

With regard to the management of Intellectual Property (PI), a significant investment has been made in improving the quality of information with regard to PI indicators. Licenses were acquired for a software dedicated to the management of PI assets - Inteum Minuet - which allows a closer monitoring of the phases and time deadlines linked to PI processes, reliable monitoring of intellectual property indicators and network monitoring of processes, given that, although centrally managed in the Rectory, through NOVA Impact, is a tool to be used by all NOVA KTOs, contributing to the aforementioned networking

In entrepreneurship training programs that involve several trainers, the monitoring of the quality of the training provided by them and satisfaction with the program is done through the response to an evaluation questionnaire by the trainees.

The monitoring of companies' interest in the technologies promoted by NOVA in IN-PART is carried out through the submission of a biannual impact report. This report also makes it possible to monitor all contacts made through the platform and the response of researchers to advertisements launched by companies.

6.5. Internationalization

NOVA periodically and systematically monitors the performance indicators related to Internationalization in order to ensure the decision-making processes, as well as the action strategies for the improvement of the activities carried out at NOVA.

The *incoming and outgoing* mobility programmes of students, teachers, researchers and non-teaching staff are monitored through the instruments of the ERASMUS+ Programme, namely: the questionnaires applied to all participants according to the type of mobility; the existence of interim reports of each financial project; and the preparation of final reports in which the responses to the questionnaire are analysed.

The monitoring of the SUPERNOVA Pre-University Program is carried out in different aspects: at the level of students, teachers and students' families. NOVA SIMAQ thus contemplates the questionnaires applied to

students in the various phases of the program (application, participation and integration in the intended OU), to teachers and students' families, in order to gauge their expectations and satisfaction with SUPERNOVA. These listening instruments allow the identification of the factors that may compromise the success of the students and the program, contributing to the definition of possible continuous improvement measures to be applied in the following editions of SUPERNOVA.

The annual monitoring of the Quality of Internationalization is carried out, in the respective section of NOVA's Quality Balance, and at the level of each OU, in the OU's Quality Balance, through the inclusion of an analytical-reflective assessment of the activities carried out and the degree of achievement of the established objectives and targets, with the inclusion of a *SWOT* analysis and the definition of improvement actions to be implemented, to be included in the Improvement Action Plan.

In the OU, the preparation and approval of the Internationalization Domain section of the Quality Balance is the responsibility of the Internationalization and the Director, respectively.

The coordination and preparation of the Internationalization Domain section of NOVA's Quality Balance are the responsibility of the Member of the Rector's Team Responsible for Internationalization, with the contribution of CAI.

6.6. Interinstitutional and Community collaboration

Given the transversality of this domain, the monitoring of its activities is carried out through the instruments in force in the other domains of NOVA SIMAQ.

6.7. Human resources

The Human Resources section of the Quality Balance includes an analytical assessment of the performance indicators, with the inclusion of a *SWOT* analysis and the definition of the improvement actions to be implemented, expressed in the Improvement Action Plan.

In the OU, the preparation and approval of this section of the Quality Balance is the responsibility of the Administrator. The coordination and preparation of the Human Resources section of the NOVA Quality Balance is the responsibility of the Administrator.

6.8. Material Resources and Services

The satisfaction of the academic community with the services provided is measured annually through the OU satisfaction questionnaire.

Annually, all services contribute to their Annual Activity Report, which summarizes the activities carried out and where the objectives and the fulfillment of the defined goals are evaluated. The reports are approved by the Administrators of NOVA and the OU, and all information is subsequently aggregated in NOVA's Annual Report.

6.9. Social Welfare

The monitoring of the activities carried out by SASNOVA is carried out in the respective section of NOVA's Quality Balance. This section includes an analytical assessment of all the activities carried out and promotes an analysis of the achievement of the established objectives and targets, with the inclusion of a *SWOT* analysis and the definition of the improvement actions to be implemented, expressed in the Improvement Action Plan.

6.10. Meta-evaluation of NOVA SIMAQ

The Meta-Evaluation Report, produced annually, aims to evaluate the degree of implementation and execution of NOVA SIMAQ.

7.

Information and Management Systems

7.1. Information Management and Publicity

The periodic production of reliable information for decision-making and dissemination to interested parties is in line with NOVA's commitment to transparency. The implementation of this commitment is reflected in the regular provision of information to the entire NOVA community.

The **Information Systems** (IS) that support academic, research and management activity produce information that, consolidated through integrating platforms, allows the monitoring of performance in various dimensions: academic performance, scientific production, financial management, among others.

Financial, patrimonial and human resources management is carried out through the **SINGAP** *software*. This *software* complies with the requirements of the SNC-AP and allows the visualization of indicators and the production of management reports.

With a view to the dematerialization and standardization of transversal procedures, the **Document Management System** (GesDoc) was implemented, transversal to the entire NOVA, promoting better efficiency and effectiveness in the operation of support services.

The **academic management systems** of the OU allow the collection of relevant information for the management of the activities carried out in the institution (from online enrolment, enrolment in the Course Units/Programme, the mode of operation of the courses and their planning), as well as their use, in an aggregated way, by the decision-making bodies. These systems have all the necessary functionalities to support teaching, namely, the e-learning platform, which is an indispensable tool for distance learning and the provision of pedagogical materials to support the Course Units. In order to ensure that the various stakeholders only have access to relevant information, the information systems of the OU also allow the dissemination of data to be carried out according to the user's profile.

Given the existence of different academic management *software* in the OUs, an **Integrated Platform** (IP) hosted in the Rectory was implemented, which constitutes an infrastructure to support information management, aggregating the academic data from the OU, which allows to have up-to-date, consistent and secure information. Based on data from IP and other information systems, the **Quality Module (**MoQ-SGA) was developed to allow the collection, processing and analysis of information (e.g., questionnaires); the production of reports (e.g., the Course Unit Report, the Programme Report or the Quality Balance); the production of indicators; and the dissemination of consolidated information at the level of the entire NOVA.

This system contributes effectively to decision-making processes, for the benefit of the NOVA community, allowing the fulfillment of two objectives of NOVA SIMAQ: one focused on promoting continuous improvement, through the development, systematization and consolidation of processes and procedures; and the other focused on *accountability* and transparency.

The **NOVA SIMAQ Portal (**https://simaq.qualidade.unl.pt) was also developed with the aim of providing:
- NOVA's Quality Manual - in public access mode;
- Document Repository - supports the implementation of the PDCA management cycle, through the compilation of guiding documents (e.g. procedures, orders, *templates*) and the registration and aggregation, by OU, of the evidence demonstrating the effectiveness of NOVA SIMAQ. Access to this repository is exclusive to the Institution;

- *Dashboards* for the dynamic presentation of information - on how NOVA complies with each of the thirteen benchmarks for internal Quality assurance systems, defined by A3ES, in accordance with NOVA's Quality Policy. The platform, built in *Power* BI, is connected to the Document Repository and presents in detail, and for each of the OU, the guiding documents and examples of evidence of the system's effectiveness, in restricted access mode, with the Regulatory Authorities being able to access with their own credentials and assigned during the audit procedures;
- *Dashboards* for the dynamic presentation of the NOVA SIMAQ Monitoring Indicators (under development) - which will allow access and consultation of the values of the different indicators that are produced, supporting the definition of improvement strategies to be implemented. These *dashboards* integrate query and analysis features.

To amplify the impact of NOVA's scientific production, Pure's content is made available on the **NOVA Research Portal** (**https://novaresearch.unl.pt/**) making the science carried out at NOVA known to society, offering a tool for collaborative, network and *Big Data* analysis.

The **Innovation Portal** (**https://novainnovation.unl.pt/?lang=pt-pt**) was developed with the aim of promoting the University's differentiating technologies and services, thus enhancing the establishment of new relationships with the social and economic fabric, functioning as a true showcase of technologies and services, and a point of contact for clarification of issues related to IP (more than 10 thousand visits in 2022, from different geographies of the globe).

NOVA regularly publishes the Quality@NOVA Newsletter, which aims to disseminate relevant and up-to-date information to the academic community, allowing them to follow the activities that are being carried out, as well as contributing to the development of a Quality Culture.

7.2. Public Information

The provision of transparent information to society is a duty of Universities. In this context, it is of great importance to communicate internally and externally all activities, successes and success stories that, in some way, give prestige to NOVA and bring together its Community, motivating it to pursue the University's mission with Quality.

In order to ensure the quality and reliability of the information provided to the outside world, NOVA has a Communication Division, which is responsible for the internal and external communication of the University, for the press office to the Rector and to NOVA and for the management of the University's communication platforms. The Communication Division, as well as the Communication Offices of the OU, have procedures that regulate the publication of institutional information by the various bodies and services.

NOVA and all its OU have *websites*, articulated with the respective information systems, and are also present in several social networks such as *Facebook,* Instagram*, LinkedIn *and* X *(formerly* Twitter). The R&D Units also disclose, on their *websites*, information about the activities developed, research areas, research teams, publications or events and competitions.

NOVA's mission and objectives, NOVA's Strategic Plan, NOVA's Statutes and regulations, Activity and Annual Reports, Quality Policy and the results of the institutional Quality assessment and Programmes accreditation are available on *the* websites of the University and the OU.

Likewise, NOVA's training offer is published on the *OU and NOVA websites*, through the "Course Guide", which presents information regarding the Programmes offered in each academic year:

- General information (e.g. number of vacancies, access conditions, specific exams, previous year's entry grades or professional opportunities);
- Curricular structure (e.g. study plan);
- Characterization of the Course Units (syllabus, teacher in charge, learning objectives, syllabus, teaching methodologies, evaluation rules, schedules, etc.);
- Requirements for obtaining a degree;
- Identification of the Programme Coordinator.

Enrolled and enrolled students are informed about the material resources and support services to which they have access, through the Academic Management Systems and/or the *e-learning* platforms of the OU, where *online* resources and access to their academic results are also available.

As for employability prospects, in addition to the general information included in the descriptions of the OU in the Course Guide and on the OU *websites*, the NOVA *website* provides contacts of the OU Employability Offices. In addition*,* NOVA's website provides the Synthesis Report – professional integration path of NOVA graduates, produced within the scope of OBIPNOVA, as previously mentioned.

In the same way, NOVA has developed a *Business Intelligence* application*,* QuickOBIP, which allows the user, through dashboards, to access in a dynamic and interactive way, analyse, numerically and graphically, various indicators, which can be filtered by various dimensions, such as OU, level of studies, Programme, year of training and/or gender. Some of the indicators are, for example, employment, unemployment and inactivity rates, adjustments between occupation and levels of education and training areas, and average wages. The *QuickOBIP* database is available for any other type of analysis. *QuickOBIP* is accessible to the Rector, the members of the Rector's Team, the OU Directors, the OU Quality Managers, and the technical elements of the Rectory and the OU who need the system to extract information from it. The information provided by the system, in addition to serving as the basis for the summary report of the professional integration path of NOVA graduates, referred to above, provides data for, for example, the activity report, the self-assessment reports of the study cycles, the monitoring of the Strategic Plan, and the international *rankings*.

The *NOVA website* also provides information on the professional development of teachers and access to a set of pedagogical resources aggregated on the NOVA *TEACH* portal.

Within the scope of Research, the NOVA Research *Portal* provides information on: research produced and researcher profiles, R&D Units, scientific publications and awards. NOVA' s *website* also provides access to RUN, Nova's Interdisciplinary Research Community, NOVA *Science magazine*, among others.

On NOVA's website you can also find information on: activities promoted within the scope of Value Creation (e.g. courses, competitions, projects); the status of NOVA *Spin-offs* and the list of recognized *Spin-offs*. It is also given here information about the network of mentors and the wide range of services and support necessary for the development of projects and business ideas, *Plugged IN* NOVA.

Within the scope of Internationalization*,* NOVA's website has information regarding: the mobility of students, teachers and non-teaching staff; protocols and partnerships; the SUPERNOVA Pre-University Program; and the admission of European and international students.

Within the scope of Social welfare, the SASNOVA *website* provides information on the social support provided to students, namely regarding food, accommodation, medical support, scholarships, sports activities and other relevant topics.

NOVA and its OU periodically promote dissemination actions in secondary schools, organize visits to the OUs and participate in fairs and other national and international events considered relevant.

Finally, on the *websites* of NOVA and the OU, forms for Compliments, Suggestions and Complaints are available to all interested parties.