

INSTITUTIONAL EVALUATION PROGRAMME
EUROPEAN UNIVERSITY ASSOCIATION

**INSTITUTIONAL SELF-EVALUATION REPORT
OF THE
UNIVERSITY OF ÉVORA**

SUPPLEMENTARY INFORMATION

SEPTEMBER 2007
(UPDATED VERSION)

UNIVERSIDADE
 **DE ÉVORA**

TABLE OF CONTENTS

THE REGION (1)	4
Unemployment	4
Demographics	4
Demographic Trends	4
Educational Structure	5
Job Opportunities.....	5
Major Employers	6
Income	11
Resources.....	11
THE REGION (2)	11
Municipal plan (summary).....	11
Plan of ADRAL (summary)	11
Regional plan (summary)	11
FINANCE AND STRUCTURE (1)	12
Total budget of the institution (including social support)	12
Breakdown of income streams, past performance and projections by funding source.....	13
Formula/policy which decides the departmental/central split of finances for each activity.....	15
Government policy paper on how resources are distributed to the universities	16
Staff Mobility Data.....	17
FINANCE AND STRUCTURE (2)	21
Structure of the research centres.....	21
FINANCE AND STRUCTURE (3)	23
Outline and justification for proposed new school structure	23
COURSE/PROGRAMME ISSUES (1)	26
Information on each programme	26
E-learning strategy of the university	37
COURSE/PROGRAMME ISSUES (2)	37
Erasmus student mobility both incoming and outgoing broken down by department and country.....	37
Internationalisation strategy	40
RESEARCH AND KNOWLEDGE TRANSFER (1)	42
National research policy/strategy, including research priorities	42
University research policy/strategy	42
List of scientific papers by department from indexed journals.....	42

RESEARCH AND KNOWLEDGE TRANSFER (2)	44
University policy on intellectual property rights, ownership of patents, type of patents, payments, subsidies.....	44
Details of any patents previously granted and any in progress with dates and current status.....	46
QUALITY	48
Main results of external evaluations.....	48
PROQUAL instruments and quality monitoring indicators	51
Evaluation questionnaires.....	51
- Students Opinion Survey	51
- New Students Opinion Survey.....	52
- First Degree Graduates Opinion Survey.....	55
- Teachers Opinion Survey	59
- Non-Academic Staff Opinion Survey	62
- Employers Opinion Survey	64
Quality Monitoring Indicators.....	67

THE REGION (1)

Source: Prof^a Ausenda Balbino**Unemployment**

- Unemployment rate**

Year: 2005

Unemployment rate	9,1%
Long-term unemployment percentage within the total of unemployment	43,3%

Source: INE.

- Unemployed population**

Year: 2005

Compulsory education	13,6%
Unemployed seeking first job	4,7%
Unemployed seeking a new job	29,9%
Short-term unemployed (less than 1 year)	19,5
Long-term unemployed (1 year or over)	15,0%

Source: INE

Demographics

Year: 2005

Population density	24,3 Hab/Km ²
Crude rate of increase	-0,22%
Crude rate of natural increase	-0,53%
Crude birth rate	-9,1%
Crude death rate	-14,4%
Ageing ratio	170,8

Source: INE

- Resident Population**

Year: 2005

Total		Age Groups									
		0-14 year		15-24 years		25-64 years		+65 years		+ 75 years	
M	F	M	F	M	F	M	F	M	F	M	F
765 971		102 688		87 688		400 849		175 370		81 249	
375535	390436	52871	49817	44861	42203	201999	198850	75804	99566	33208	48041

Source: INE

Demographic Trends

Population variation from 1991 to 2001

Present Population -2,2%

Resident Population -2,4%

In 2004, Alentejo was the Portuguese region with the highest ageing index: 170,4, far above the national average (108,7).

Educational Structure

• Educational Institutions

Year: 2004/05

	Pre-Primary Education	Basic Education			Secondary Education	Education in Professional Schools	Higher Education (2005-06)
		1 st cycle	2 nd cycle	3 rd cycle			
Public	403	669	91	123	61	3	15
Private	140	13	8	9	3	22	5

Source: INE

• Students Enrolled

Year: 2004/05

	Pre-Primary Education	Basic Education			Secondary Education	Education in Professional Schools	Higher Education (2005-06)
		1 st cycle	2 nd cycle	3 rd cycle			
Public	11 329	31 799	16 052	22 890	22 365	-	17 568
Private	7 524	911	842	1 298	3 545	90	839

Source: INE

• Retention and dropout rates

Year: 2004/05

Total	Basic Education			Success rate at Secondary Education
	1 st cycle	2 nd cycle	3 rd cycle	
13,9	7,1%	15,1%	22,2%	66,6%

Source: INE

• Rate of illiteracy

1991	2001
20,2%	15,9%

Source: INE

Job Opportunities

Year: 2004

Rate for employees in establishments with < 10 workers	Rate for employees in establishments with > 250 workers
33,4%	17,9%

Source: INE

Proportion of employment in joint stock companies	Proportion of employment in companies with mostly foreign capital	Proportion of business services employment in knowledge-intensive services	Proportion of total employment in ICT activities	Proportion of manufacturing industry employment in medium and high technology industries
21%	4,9%	30%	1,6%	24%

Source: INE

Job Opportunities:

- Tourism. The implementation of several tourism structures:
 - Castro Verde Gardens, residential area with two thousand houses, hotel centre with 500 beds, equestrian centre and golf course;
 - Alqueva Park with several hotel and residential units, equestrian centre and golf course and other sports and leisure areas, € 1,000M investment;
 - Quinta da Arrábida Structure in Ourique € 264M investment;
 - Tourism Investment in Tróia, Tourist Resort, casino, golf courses, € 300M investment;
 - Two luxury hotels in Évora;
 - Pinheirinho Resort and Costa Terra Resort in Melides, approximately 6,000 beds, a € 700M investment.
- Trade, Transportation and Logistics:
 - Road-rail Platform (multimodal) of CP Carga Elvas or and Logistics Platform of Caia, € 20M investment;
 - Trade, Industrial and Logistics Park, in Elvas, €12M investment, 75 companies expected.
- Renewable Energies:
 - Solar Power Plant in S. Domingos, € 426M investment, includes factory for the production of solar modules;
 - Photovoltaic Plant in Moura, € 250M investment.
- Agro-Industry and Fruit and Vegetable culture:
 - Ferreira do Alentejo, fruit and vegetable production, € 50M to € 70M investment.
- Aeronautics Industry: Skylander Project.
- Other Industries:
 - Cork Processing, in Vendas Novas, € 30M investment.
 - Cement Factory in Elvas, € 125M investment.

Major Employers

Firm	Activity	Workers	Municipality
TYCO Electronics Componentes Electromecânicos Lda		1467	ÉVORA
SOMINCOR - Mina Neves Corvo, Sa	Mining	792	CASTRO VERDE
Manuel Rui Azinhais Nabeiro, LD ^a	Trade off, Coffee, tea	680	CAMPO MAIOR
DELPHI Automative Systems de Portugal, Lda	Car Components	580	PONTE DE SÔR
EPCOS - Peças E Componentes Electronicos, S.A.		558	ÉVORA
SADOCIVIL - Empresa Trabalho Temporario, Lda	Human Recourses	499	SANTIAGO DO CACÉM
REPSOL	Chemical Industry	490	SINES
Hutchinson-Borrachas de Portalegre-Sociedade Unipessoal,Lda	Car Components	380	PORTALEGRE

NOVADELTA - Com. Ind. De Cafés. SA	Coffee, tea	326	CAMPO MAIOR
Karmann Ghia de Portugal, S.A.	Car and Accessories Industries	326	VENDAS-NOVAS
Jurofrutas, Lda	Fruit Production	323	ALANDROAL
A.P.S.	Water	300	SINES
Torralta- Club Internacional de Férias, SA	Tourism	284	GRÂNDOLA
Edsha Arjal-Sistemas Técn.para Automóveis,Lda.	Car and Accessories Industries	255	VENDAS-NOVAS
Selenis-Indústria de Polímeros, S.A.	Chemical Industry	246	PORTALEGRE
FINAGRA Soc In Agricola SA	Agricultural	210	REGUENGOS DE MONSARAZ
IBERIAN SALADS	Horticultural Industries	208	ODEMIRA
SAPJU Sociedade Agro Pecuaria João Urbano SA	Abattoir	207	BEJA
Alandal, Lda	Meat Processing	170	ALANDROAL
Solubema - Sociedade Luso Belga de Mármore, S.A.	Extractive Industries – Marble	165	VILA VIÇOSA
AMORIM & IRMÃOS,SA	Cork Industry	164	PONTE DE SÔR
Amandio Jose Lobo, LDA		163	ÉVORA
SUBERCENTRO-Cortiças	Cork Industry	150	PONTE DE SÔR
V.N.Montagem e Reparação Autom.Batista Russo,Lda.	Car and Accessories Industries	132	VENDAS-NOVAS
Matadouro Regional do Alto Alentejo	Abattoir	126	SOUSEL
Torrefacção Camelo, LDª	Coffee, tea	123	CAMPO MAIOR
Granitos e Mármore da Maceira	Extractive Industries	120	NISA
LACTOGAL -Produtos Alimentares,Sa-Fábrica Avis	Milk	101	AVIS
CAMPOSOL	Horticultural Industries	100	ODEMIRA
Águas De Santo Andre, SA	Water	99	SANTIAGO DO CACÉM
Salsicharia Estremocense, Lda	Meat Processing Industries	96	ESTREMOZ
FRUPOR	Horticultural Industries	96	ODEMIRA
José Francisco Brito & Filhos, Lda	Frozen Fish	86	MONTEMOR-O-NOVO
CEDETRAT Empresa Trabalho Temporario LDA		83	REGUENGOS DE MONSARAZ
Antonio Jose Ramos Silvestre FerreiraSociedade Agricola	Wine/ fruits	80	FERREIRA DO ALENTEJO
Herdade do Cego	Agricultural	80	FRONTEIRA
Marmoz, Companhia Industrial de Marmores, Lda	Extractive Industries – Marble	79	ESTREMOZ
CONSDep Const Saneamento estradas e pavimentos Lda	Building and Construction	78	ALJUSTREL
Marvisa- Mármore Alentejanos, Lda	Extractive Industries – Marble	77	VILA VIÇOSA
Relvas 2, S.A.	Cork Industry	77	MONTEMOR-O-NOVO
António Bento Vermeho	Extractive Industries – Marble	76	VILA VIÇOSA
Singranova	Extractive Industries	75	NISA
Marbrito - Industria Reunidas de Mármore, Lda	Extractive Industries – Marble	72	ESTREMOZ
UNICER-Águas-Centro de produção de Castelo de Vide	Water	72	CASTELO DE VIDE
DARDICO- Agroindústria, SA	Food	70	AVIS
Pirites Alentejanas	Mining	69	ALJUSTREL
FERMENTOPÃO	Bread and Pastries	68	BEJA
FAPRADIV Fabrico Pecas Metalicas LDA		68	ARRAIOLOS
Adega Cooperativa de Borba, CRL	Wine	63	BORBA
CARBOGAL	Chemical Industry	63	SINES
IMPRIMETRIPA - Soc.Impress. Tripas, LDª	Plastic Packaging	62	ELVAS
Companhia Agrícola da Barrosinha, SA	Rice Processing	60	ALCÁCER DO SAL
Joaquim Angelo da Silva SA	Building and Construction	60	GRÂNDOLA
Construções Moreira Cavacas, LDA		58	REGUENGOS DE MONSARAZ
Hans Kristian Jorgensen	Wine	56	VIDIGUEIRA
Soc Agrícola D. Dinis SA		54	ARRAIOLOS

Sopragol, Soc.de Industrialização Prod. Hortícolas	Horticultural Industries	54	MORA
SODIMOURA-Supermercados, LDA.	Retail	51	MOURA
Termas da Sulfurea-Cabeço de Vide	SPA	50	FRONTEIRA
SEC Sociedade Explosivos Civis Lda	Explosions and Pyrotechnic	49	ALJUSTREL
SOAVIFREIXO Soc Agro Pec Vitícola Freixo LD		49	REDONDO
RAPROSUL - Fabrica De Rações, S.A.		47	ARRAIOLOS
Martins E Bailão	Building and Construction	45	BEJA
Nunes Sequeira, S.A.	Pastries	45	MARVÃO
Casa Agricola Monte Furinho SA		43	REDONDO
Pousada do Castelo Grupo Pestana	Tourism	42	ALVITO
S. P. ILUMINAÇÕES, LDA.	Electrical	42	SERPA
J.B. CANDEIAS, Import. Exportação, LD ^a	Clothes Retailing	41	ELVAS
Ribeira da Ervideira Sociedade Agricola Lda	Farming	39	CUBA
Viveiros Plansel, Lda.	Fish-pond	36	MONTE-MOR-O-NOVO
BARRANCARNES-Transformação Artesanal, LDA.	Abattoir	36	BARRANCOS
Cooperativa Agricola De Moura E Barrancos	Olive Oil	36	MOURA
António Inácio	Bread	36	OURIQUE
VEGATEX-Ind. Confecções, LDA	Clothes	36	AVIS
Soc. De Empreitadas Centrejo, LD ^a	Building and Construction	35	ARRONCHES
Plácido José Simões, SA	Extractive Industries – Marble	34	BORBA
Sociedade Agricola De Pias	Agricultural	34	SERPA
Sovibor, Sociedade de Vinhos de Borba, Lda	Wine production and trade	33	BORBA
Sociedade Industrial Alentejo e Sado SA	Animal Food	32	FERREIRA DO ALENTEJO
FERBRITAS	Extractive industries	32	FERREIRA DO ALENTEJO
GASL - Material Eléctrico, S.A	Other electrical equipment	32	ARRONCHES
Leaderpack - Embalagens Flexíveis, Lda	Cardboard Production	31	ALCÁCER DO SAL
Sodiredondo Supermercados LD		31	REDONDO
Modecral	Furniture Trade	30	CRATO
Pousada Flor da Rosa	Tourism	30	CRATO
Pousada de Sta. Maria de Marvão	Tourism	30	MARVÃO
Alandromar, Lda	Extractive Industries – Marble	29	ALANDROAL
Manuel Flores e filhos LDA	Building and Construction	28	CRATO
Sociedade Agricola Monte Barrão	Agricultural	26	ALTER DO CHÃO
Hotel Gracia da Horta-Bevide, S.A.	Tourism	26	CASTELO DE VIDE
Germano Bernardo Frangao Serrano		25	PORTEL
Casa Agrícola João António Pombo LDA		25	PORTEL
Electro-Ourique, LDA	Electrical	25	OURIQUE
Hotel Sol e Serra-Golf Hotel	Tourism	25	CASTELO DE VIDE
Faustino & Lopes - Alentejano, LDA	Retail	24	ALMODÔVAR
Gravissan-Luso Japonesa	Extractive Industries	22	NISA
Com Alma Hotelaria Turismo LDA		21	PORTEL
Fábrica De Alimentos Guadiana	Food	21	MOURA
Sociedade Quinta D. Maria LDA.	Agricultural	20	SERPA
Sociedade Agricola Vale de Barqueiros	Agricultural	17	ALTER DO CHÃO
SULPACK-Empresa Produtora De Embalagens De Cartão S.A	Cardboard Production	16	MOURÃO
M.A. Silva Corticeira Lda.	Agricultural and Industrial	12	ALTER DO CHÃO
SEVER-Empreendimentos Turísticos Lda.	Tourism	12	MARVÃO
OURIMIRA, LDA	PRÉ - ESFORÇADOS	11	OURIQUE

Institution	Activity	Workers	Municipality
Câmara Municipal De Santiago Cacem	Local Council	577	SANTIAGO DO CACÉM
Hospital Dr. José Maria Grande	Helth	569	PORTALEGRE
Câmara Municipal De Odemira	Local Council	520	ODEMIRA
Câmara Municipal De Sines	Local Council	387	SINES
Câmara Municipal de Grândola	Local Council	335	GRÂNDOLA
Câmara Municipal De Serpa	Local Council	314	SERPA
Município de Montemor-o-Novo	Local Council	306	MONTEMOR-O-NOVO
Câmara Municipal de Alcácer do Sal	Local Council	302	ALCÁCER DO SAL
MUNICIPIO DE ELVAS	Local Council	297	ELVAS
Município de Nisa	Local Council	259	NISA
Município De Ponte De Sôr	Local Council	257	PONTE DE SÔR
Câmara Municipal De Ourique	Local Council	238	OURIQUE
Município De Campo Maior	Local Council	233	CAMPO MAIOR
Câmara Municipal De Almodôvar	Local Council	230	ALMODÔVAR
Município de Portalegre	Local Council	220	PORTALEGRE
Município de Vendas Novas	Local Council	209	VENDAS-NOVAS
Câmara Municipal De Mourão	Local Council	202	MOURÃO
Câmara Municipal De Castro Verde	Local Council	198	CASTRO VERDE
Município De Avis	Local Council	195	AVIS
Câmara Municipal de Estremoz	Local Council	194	ESTREMOZ
Santa Casa Da Misericórdia Sines	Social Services	193	SINES
Hospital Do Espírito Santo-Évora		183	ÉVORA
Câmara Municipal de Borba	Local Council	170	BORBA
Município de Castelo de Vide	Local Council	169	CASTELO DE VIDE
Santa Casa Da Misericórdia Santiago Cacem	Social Services	162	SANTIAGO DO CACÉM
Instituto De Emprego E Formação Profissional		153	ÉVORA
Santa Casa Misericordia Evora		152	ÉVORA
Santa Casa Da Misericórdia Do Gavião	Social Services	150	GAVIÃO
Santa Casa Da Misericórdia De Mertola	Social Services	136	MÉRTOLA
Município de Alter do chão	Local Council	135	ALTER DO CHÃO
Município de Mora	Local Council	131	MORA
MUNICIPIO DE MONFORTE	Local Council	130	MONFORTE
Câmara Municipal de Sousel	Local Council	123	SOUSEL
Câmara Municipal de Vila Viçosa	Local Council	119	VILA VIÇOSA
Santa Casa Da Misericórdia De Ponte De Sor	Social Services	119	PONTE DE SÔR
Santa Casa Da Misericórdia Odemira	Social Services	119	ODEMIRA
Município do Crato	Local Council	117	CRATO
Sta. Casa da Misericórdia de Portalegre	Social Services	117	PORTALEGRE
Município de Marvão	Local Council	113	MARVÃO
CÂMARA MUNICIPAL DE BARANCOS	Local Council	112	BARRANCOS
Sta. Casa da Misericórdia do Crato	Social Services	111	CRATO
Câmara Municipal de Alandroal	Local Council	110	ALANDROAL
Santa Casa da Misericórdia de Alcácer do Sal	Social Services	108	ALCÁCER DO SAL
Sta. Casa da Misericórdia de Nisa	Social Services	107	NISA
Município De Arronches	Local Council	105	ARRONCHES
Centro Infantil Coronel souza Tavares	Pre-School Education	104	BEJA

EDIA	Business Consulting	104	BEJA
Santa Casa da Misericórdia de Grândola	Social Services	104	GRÂNDOLA
Cooperativa de Produção e consumo proletário Alentejano CRL	Retail	103	BEJA
Município Do Gavião	Local Council	102	GAVIÃO
Serviço Nacional Coudélico	Agriculture	94	ALTER DO CHÃO
Município de Fronteira	Local Council	86	FRONTEIRA
Santa Casa da Misericórdia de Mora	Social Services	84	MORA
Lar Jacinto Faleiro	Social Services	83	CASTRO VERDE
Santa Casa da Misericórdia de Borba	Social Services	82	BORBA
Santa Casa Misericordia Reguengos Monsaraz		82	REGUENGOS DE MONSARAZ
Santa Casa Da Misericórdia De Montargil	Social Services	81	PONTE DE SÔR
Santa Casa da Misericórdia Ferreira do Alentejo	Social Services	80	FERREIRA DO ALENTEJO
Cercimor-Coop.Ed.Reab.Cidadãos Inadaptados	Social Services	76	MONTEMOR-O-NOVO
CARMIM - Cooperativa Agrícola De Reguengos De Monsaraz, C.R.L.		76	REGUENGOS DE MONSARAZ
Escola EB 2/3 de Nisa	Education	74	NISA
Santa Casa da Misericórdia de Vendas Novas	Social Services	67	VENDAS-NOVAS
Santa Casa da Misericordia da Cuba	Social Services	66	CUBA
Centro de Saúde de Alcácer do Sal	Health	65	ALCÁCER DO SAL
Santa Casa Da Misericórdia De Ourique	Social Services	65	OURIQUE
Santa Casa Misericordia Serpa	Social Services	64	SERPA
Santa Casa Da Misericórdia De Avis	Social Services	64	AVIS
Casa Do Povo De S. Barnabé	Social Services	64	ALMODÔVAR
Município De Portel		63	PORTEL
Santa Casa da Misericórdia de Montemor-o-novo	Social Services	62	MONTEMOR-O-NOVO
Santa Casa da Misericórdia de Vila Viçosa	Social Services	60	VILA VIÇOSA
Santa casa Misericordia Aljustrel	Social Services	59	ALJUSTREL
Fundação Abreu Callado	Agriculture	55	AVIS
Santa Casa da Misericordia da Vidigueira	Social Services	53	VIDIGUEIRA
Santa Casa Misericordia Vimieiro		53	ARRAIOS
Santa Casa Misericordia Viana Alentejo		53	VIANA DO ALENTEJO
Santa Casa Misericordia Arraiolos		52	ARRAIOS
Santa Casa Misericordia Portel		52	PORTEL
Adega Cooperativa De Redondo, C.R.L.		52	REDONDO
Novalvito CRL	Education	50	ALVITO
Casa do Povo de Melides	Social Services	49	GRÂNDOLA
Santa Casa Misericórdia De Almodôvar	Social Services	49	ALMODÔVAR
Centro Social e Paroquial de Santo André	Social Services	47	ESTREMOZ
Recolhimento Nossa Senhora do Mártires	Social Services	46	ESTREMOZ
Sta Casa da Misericórdia de Alter do Chão	Social Services	46	ALTER DO CHÃO
Fundação Viscondes De Messangil	Social Services	46	SERPA
Casa Povo Alvalade Sado	Social Services	46	SANTIAGO DO CACÉM
Santa Casa Da Misericórdia De Monforte	Social Services	45	MONFORTE
Município Do Redondo		43	REDONDO
Santa Casa da Misericordia de Vila Alva	Social Services	42	CUBA
Santa Casa Da Misericordia De Redondo		42	REDONDO
Sta. Casa de Misericórdia de Cabeço de Vide	Social Services	41	FRONTEIRA
Centro De Bem Estar Social Arronches	Social Services	41	ARRONCHES
Agrupamento Vertical Escolas Reguengos Monsaraz		41	REGUENGOS DE MONSARAZ
Sta. Casa de Misericórdia de Fronteira	Social Services	40	FRONTEIRA

Sta Casa da Misericórdia	Social Services	40	CASTELO DE VIDE
Santa Csa da Misericórdia de Alvito	Social Services	40	ALVITO
Santa Casa Da Misericórdia De Moura	Social Services	37	MOURA
Centro Social De Amareleja	Social Services	37	MOURA
Centro Infantil Nossa Senhora Do Carmo	Social Services	37	MOURA
Santa Casa Da Misericórdia De Mourão	Social Services	36	MOURÃO
Cevalor	Education R&D	35	BORBA
Escola Profissional Fialho de Almeida	Education	35	CUBA
Cárita Paroquial Nossa Senhora da Conceição de Vila Viçosa	Social Services	33	VILA VIÇOSA
Assoc.Sol.Social 25 de Abril de Vendas Novas	Social Services	32	VENDAS-NOVAS
ADPM	Heritage Conservatory	30	MÉRTOLA

Income

Year: 2004

Mean Monthly earning
746,53€

Source: INE

Resources

THE REGION (2)

Source: Prof. Carlos Marques

Municipal plan (summary)

- Commentary on past performance and future projections

For this document, please refer to the file *Évora town and planning CME* (in External Documents).

Plan of ADRAL (summary)

- Commentary on past performance and future projections

For this document, please refer to the file *ADRAL Presentation and General Activities* (in External Documents).

Regional plan (summary)

- Commentary on past performance and future projections

For this document, please refer to the file *Sintesis of QRER* (in External Documents).

FINANCE AND STRUCTURE (1)

Source: Dr. Nuno Dias

Total budget of the institution (including social support)

Table I
University of Évora's Global Budget

	2003	2004	2005	2006	2007
TOTAL (Government Budget + PIDDAC + Own Revenues)	50.096.356,96	52.640.224,13	53.929.820,08	52.876.301,45	51.465.599,00
Government (Total)	36.895.973,32	36.479.270,94	37.976.489,13	36.335.399,00	34.407.984,00
Government Budget – UÉ	31.461.915,66	31.486.809,41	33.258.908,41	32.007.589,35	29.766.137,00
Government Budget – UÉ's Social Services	1.111.717,00	1.002.663,00	1.263.331,00	1.036.831,00	1.052.342,00
PIDDAC-UÉ	2.304.566,66	1.875.127,53	1.412.862,72	1.070.803,65	650.000,00
PIDDAC – UÉ's Social Services	139.120,00	300.810,00	179.455,00	263.828,00	531.383,00
Scholarships – UÉ's Social Services	1.878.654,00	1.813.861,00	1.861.932,00	1.956.347,00	2.408.122,00
Own Revenues – UÉ	11.785.286,64	14.660.471,19	14.573.838,95	15.297.883,45	15.271.840,00
Own Revenues – UÉ's Social Services	1.415.097,00	1.500.482,00	1.379.492,00	1.243.019,00	1.785.775,00

Source: Administrative Services

Note: This table replaces, with some corrections, Table I in page 15 of the self-evaluation report.

Breakdown of income streams, past performance and projections by funding source

Sources of Research Funds	2003		2004		2005		2006	
	Values	%	Values	%	Values	%	Values	%
European Union	481.834,93	8,86	499.673,74	10,74	1.021.281,63	20,27	525.579,29	13,33
Private Organizations	4.000,00	0,07	36.094,94	0,78	93.890,39	1,86	191.928,90	4,87
Non-Profit Organizations	104.604,85	1,92	103.268,39	2,22	21.947,64	0,44	36.123,65	0,92
Applied Research Services	1.870.979,51	34,42	1.730.871,54	37,19	1.763.730,39	35,00	900.675,62	22,85
FCT (Foundation for Science and Technology)	555.194,16	10,21	965.211,88	20,74	1.056.478,09	20,96	1.171.951,04	29,73
IFADAP (Institute of Financing and Support to the Development of Agriculture)	492.085,62	9,05	450.235,31	9,67	289.617,26	5,75	196.278,45	4,98
INGA (Funds for Agriculture Research)		0,00		0,00		0,00	23.872,78	0,61
Others Public Universities	60.579,57	1,11	38.529,47	0,83	86.021,98	1,71	54.827,49	1,39
Alentejo's Regional Health Administration		0,00	16.503,17	0,35	26.903,42	0,53	6.964,81	0,18
Alentejo's Co-ordination and Development Regional Commission		0,00	58.632,36	1,26	123.836,47	2,46		0,00
Others Public Institutions	89.008,14	1,64	15.764,25	0,34	22.481,18	0,45	81.569,43	2,07
Tourism Regions (Funds for Tourism Research)		0,00		0,00	27.591,57	0,55	15.847,52	0,40
Town's Local Government		0,00	45.370,00	0,97		0,00	57.363,78	1,46
Last Year Balance	1.777.723,01	32,70	694.247,14	14,92	505.841,73	10,04	678.945,19	17,22
Total	5.436.009,79	100,00	4.654.402,19	100,00	5.039.621,75	100,00	3.941.927,95	100,00

Note: Information on 2007 is not available yet.

Years	2003		2004		2005		2006	
	Values	%	Values	%	Values	%	Values	%
Other Sources of Funds								
FCT (Foundation for Science and Technology) ⁽¹⁾	13.900,00	0,27	69.916,67	0,89	27.550,00	0,35	157.458,33	2,04
Student Fees ⁽²⁾	3.418.388,07	65,40	4.604.741,83	58,62	5.088.558,26	64,74	4.716.691,78	60,98
Others Taxes	264.517,04	5,06	238.746,06	3,04	216.238,38	2,75	244.876,03	3,17
Interests	65.477,51	1,25	58.528,86	0,75	62.628,97	0,80	37.120,49	0,48
Private Organizations	41.415,50	0,79	1.000,00	0,01	5.400,00	0,07	176.900,00	2,29
Non-Profit Organizations	1.250,00	0,02	12.130,00	0,15	4.300,00	0,05	2.550,00	0,03
Sale of Goods	245.688,29	4,70	208.081,91	2,65	109.695,93	1,40	147.125,91	1,90
Supply of Services	860.996,00	16,47	794.071,44	10,11	757.376,90	9,64	797.666,66	10,31
Property Incomes	23.489,00	0,45	22.762,69	0,29	24.591,56	0,31	20.638,71	0,27
Others Revenues	50.807,78	0,97	40.126,08	0,51	11.651,05	0,15	51.468,34	0,67
INGA (Funds for Agriculture and Rural Development)	144.585,94	2,77	146.033,13	1,86	179.729,90	2,29	66.071,24	0,85
Other Public Institutions	79.313,57	1,52	90.317,94	1,15	118.715,18	1,51	56.940,60	0,74
Last Year Balance	17.041,83	0,33	1.568.640,88	19,97	1.253.124,94	15,94	1.258.779,24	16,28
Total	5.226.870,53	100,00	7.855.097,49	100,00	7.859.561,07	100,00	7.734.287,33	100,00

Note⁽¹⁾: Fund of Support to the Scientific Community

Note⁽²⁾: Including undergraduate, postgraduate, master and doctorate degrees

Information on 2007 is insufficient.

Source: Administrative Services

Formula/policy which decides the departmental/central split of finances for each activity

The Models of Budgetary Allocation of the University of Évora which are set forth here reflect two distinct periods: the first, followed until 2006, and the second, resulting from the changes introduced in 2007 due to the need to make clearer the costs and the financing (public and self) of each unit and service.

Model of Budgetary Allocation until 2006

The process of budgetary distribution among the organic units (Departmental Areas) had been preceded by the elaboration of activity and budget proposals presented by each of these units, which included their main priorities. Having as basis of calculation the application of a formula devised based on the teaching hours of each department, the available funds and the activity proposals mentioned above, it is up to the Administrative Council of the University of Évora to submit a budgetary proposal to the University Senate for final approval.

After the approval of the overall budget, it is up to the Governing Board of each Departmental Area to proceed with the distribution of the attributed value to the related Departments according to the activity plans previously considered.

Although the Departmental Areas and the São João de Deus Nursing School (ESESJD)¹ are endowed with financial and administrative autonomy², these could not be applied in all as the university does not transfer the approved budget appropriation to them, since it is executed centrally under the instructions of those units³. In practice, among the powers⁴ conferred upon them, it is up to the organic units to guarantee their financial, patrimonial and administrative management, while the budgetary execution is subject to certain limits defined by Order no. 57/2006, of 4th April 2006.

As far as the remaining scientific-pedagogic units, support units, services and colleges are concerned, these are responsible for the budgetary execution of the available funds, in strict compliance with the applicable legal requirements and the established internal procedures.

Based on the above mentioned, it is up to the Rector the management of an average of 77.47%⁵ of the annual overall budget of the institution. This budget corresponds to the sum total of the Public Budget, PIDDAC (Program of Investments and Expenses for Central Administration Development), and other own revenues (except the part which is annually distributed to the Departmental Areas and remaining units as well as the net revenues from overheads originating from post-graduation, M.A. and Ph.D. courses, and the net revenues from overheads generated by the Veterinary Hospital and the Water Laboratories). The budget allocated for research and European Social Fund (Teaching and Training) are not considered in this budgetary coverage, once they come from specific financing programmes whose financial executions are the responsibility of, on the one hand, the related researchers and research centres and, on the other hand, the departments involved.

In monetary terms, the cash-flow management is the responsibility of the central services.

Model of Budgetary Allocation for 2007

For budgetary distribution purposes, the University of Évora was split into 9 units of budgetary control:

- a) Central Government and Administration;

¹ Financially integrated in the institutional sphere of the University of Évora, with no statutory framing.

² Included in paragraph 3 of article 32 of the Statutes of the University of Évora.

³ Except the use of the "working capital".

⁴ Included in article 35 of the Statutes of the University of Évora.

⁵ Considering the reference period from 2003 to 2006.

- b) School of Agricultural Sciences and Technologies;
- c) School of Information, Matter and Energy Sciences and Technologies;
- d) School of Environment, Earth and Life Sciences and Technologies;
- e) School of Health Sciences and Technologies;
- f) School of Economics and Business Sciences;
- g) School of Humanities and Social Sciences;
- h) School of Arts;
- i) São João de Deus Nursing School;

At the Rector's Office are included the units and services which provide support to the Central Office such as OTIC (Knowledge and Technology Transfer Office), NAE (Centre for Students' Support), Planning Department, Legal Department, GARP (Public Relations Office), Communications Office, GRI (International Relations Office), and NUFOR (Centre for Ongoing Training).

The budgetary allocation is organized in four parts: the income generated by the unit; the endowments for 2007; the predicted expenses; and the budget balance.

Each school is charged for all accepted expenses (including costs with personnel) and granted all revenues (less the respective overheads) as well as the appropriations from the Public Budget in the terms of the instructions on the Public Financing for Universities (adapted to the reality of the University of Évora).

If the balance generated by the school is positive, it may be freely used in its activities.

As far as the remaining structural units (support units, services and colleges) are concerned, it is up to them the budgetary implementation of the available funds in strict compliance with the applicable legal requirements and the established internal procedures.

In monetary terms, cash-flow management is the responsibility of the central services.

Government policy paper on how resources are distributed to the universities

The financing bases of Higher Education are regulated by the Decree Law 37/2003 of 22 August on Higher Education, which determines in its Article 4 Number 1 that the State shall provide the Higher Education Institutions (their organic units and specific structures included) with the budget financial endowment to govern their teaching and training activities, in accordance with the financial provisions of the Budget Law set for each fiscal year.

The new formula of public financing for 2006, based on the number of students, highlights two core objectives: the strengthening of teaching staff quality and the graduation efficiency. Furthermore, this new formula takes into consideration the specificities both of each Institution and of their training domains, based on certain cost factors with teaching and non-teaching staff of each Institution (as established by Supplement 1 to Regulation 231/2006 of 18 January, 2006).

In accordance with Regulation 231/2006 Number 1, the calculation methodology of the budgetary endowment of each Institution, to be integrated in the financing formula of 2006, is based on the following elements:

- a. Projection of estimated number of students in the area of training i of Institution j made by the Observatory of Science and Higher Education and confirmed by the Institutions;
- b. Calculation of the training cost factors i of institution j - based on each Institution average costs with staff - and the ratios student/teacher, teacher/non-teacher staff and central administration non-teacher staff/student respectively, made by the national General Department of Higher Education and confirmed by the Institutions ;

c. Two quality factors – the Institution's pedagogic efficiency (E_j) and the qualification of its teaching staff (Q_j) – both of which affect the contribution of the other parts to the financing calculation of the Institution (up to 20% by each factor);

d. Formulation of a national-based financial endowment by student (D).

Hence, the 2006 reference budget is the result of the application of the formula below

$$OT_j + \sum_i [I_{ij} * F_{ij} * E_j * Q_j] * D$$

Being:

OT_j - initial budgetary endowment of the Institution j ;

I_{ij} - number of students of training area i of Institution j ;

F_{ij} - cost factor of training area i of Institution j ;

E_j :

- Graduation efficiency for first-cycle students of Institution j ;
- Scientific efficiency for graduate and doctorate students of Institution j ;

Q_j - level of qualification of the Institution's teaching staff

D - National-based endowment by student.

Staff Mobility Data

Years \ Mobility Kinds	Ph.D. awarded		Scholarship researchers	
	National	Foreign	National	Foreign
2004	35	4	15	542
2005	35	3	9	539
2006	26	5	4	541
Total	96	12	28	1622

Source: Administrative Services

UÉ's teacher mobility, by scientific area and by country

Scientific area	Nº of teachers	
	2006	2007
Agricultural Sciences	2	3
Architecture	2	3
Biology	2	2
Business Studies	2	1
Economics	1	1
Education, Teacher Training	1	1
Environmental Sciences, Ecology	2	1
Fine Arts	2	1
Geography, Geology	1	0
History	4	1
Landscape Architecture	0	2
Languages and Philology	2	1
Other Engineering, Technology	0	1
Performing Arts	2	0
Philosophy	2	1
Psychology	0	2
Sociology	0	1
Translation, Interpretation	1	0
Veterinary Medicine	0	1
Total	26	23

Countries	Nº of teachers	
	2006	2007
Austria	1	0
Belgium	1	1
Bulgary	1	0
Czech Republic	4	4
Denmark	0	1
Finland	1	1
France	4	1
Germany	3	0
Holland	0	2
Italy	3	4
Poland	1	0
Slovenia	0	1
Spain	7	7
Sweden	0	1
Total	26	23

Source: International Relations Office

Figure I: UÉ's teacher mobility, by scientific fields (2006 – 2007)

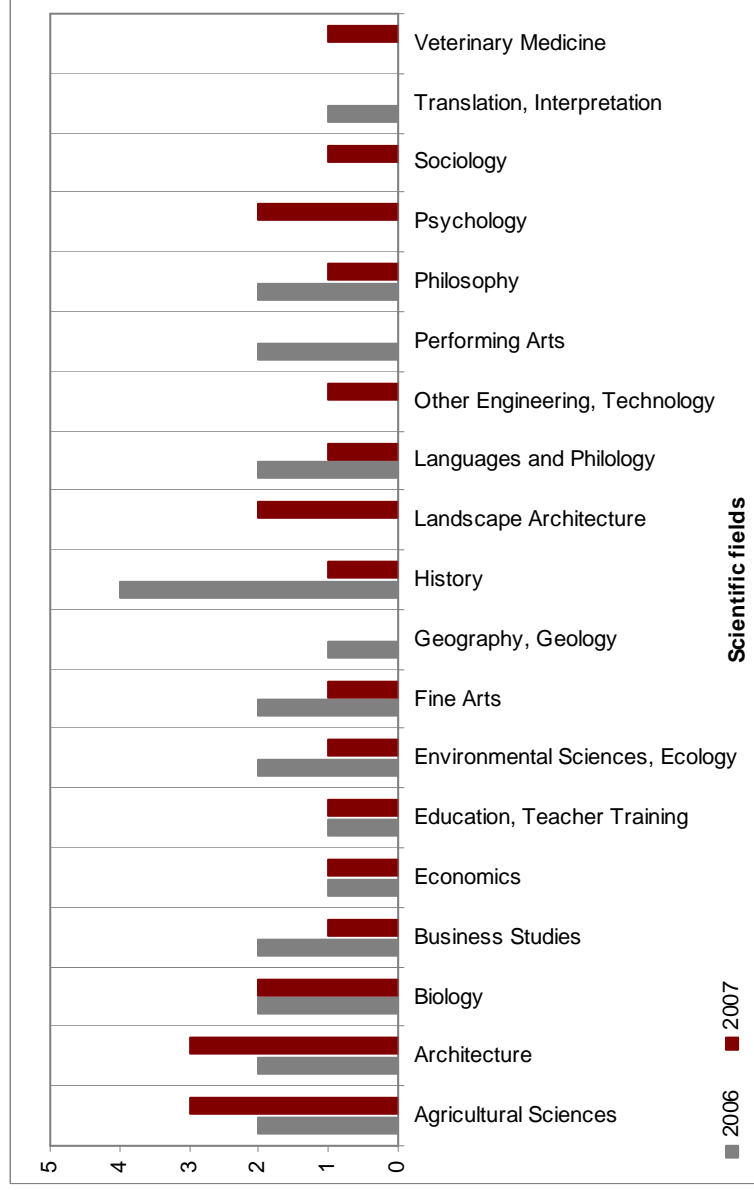
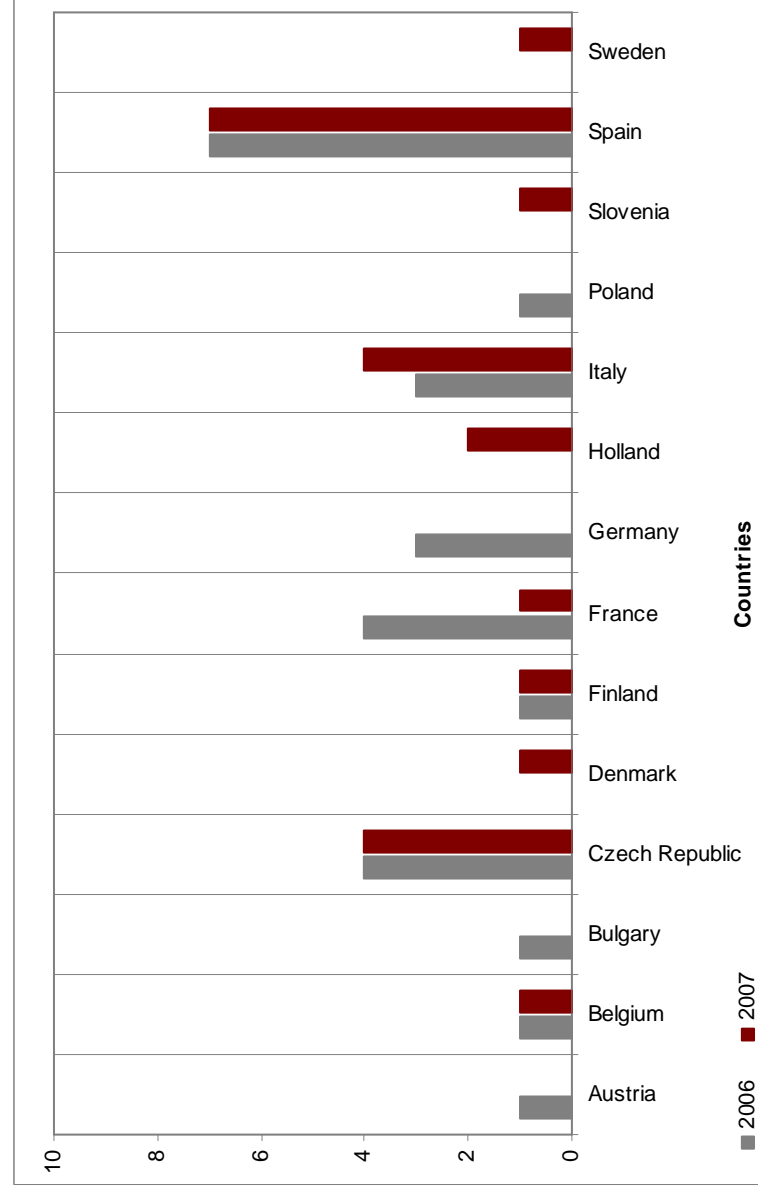


Figure II: UÉ's teacher mobility, by countries (2006 – 2007)



Bilateral agreements Socrates/Erasmus, by scientific field and by country

Scientific fields	Nº of bilateral agreements	
	2006	2007
Agriculture Sciences	14	13
Architecture	7	10
Biochemistry	1	1
Biology	7	5
Business Studies	5	7
Chemistry	3	3
Civil Engineering	3	5
Economics	8	8
Education Teacher Training	3	6
Environment Sciences, Ecology	8	9
Fine Arts	4	3
Geography / Geology	3	3
History	4	8
Informatics	1	1
Landscape Architecture	7	7
Languages	7	8
Mathematics	2	3
Music and Musicology	1	1
Nursing, Midwifery, Physiotherapy	0	2
Oceanography	1	0
Others Engineering, Technology	1	2
Philosophy	4	4
Physical Educ. , Sport Science	4	7
Physics	1	1
Psychology	2	2
Sociology	3	3
Theatre Studies	3	4
Tourism	3	5
Translation, Interpretation	2	4
Veterinary Medicine	6 <td>7</td>	7
TOTAL	118	142

Countries	Nº of bilateral agreements	
	2006	2007
Austria	1	1
Belgium	7	10
Bulgary	1	2
Czech Republic	9	7
Denmark	2	2
Estónia	0	1
Finland	2	2
France	9	13
Germany	10	9
Greece	2	2
Holland	4	6
Ireland	0	1
Italy	22	24
Poland	1	4
Romany	1	2
Slovenia	1	1
Spain	36	46
Sweden	2	2
Turkey	1	2
United kingdom	7	5
TOTAL	118	142

Source: International Relations Office

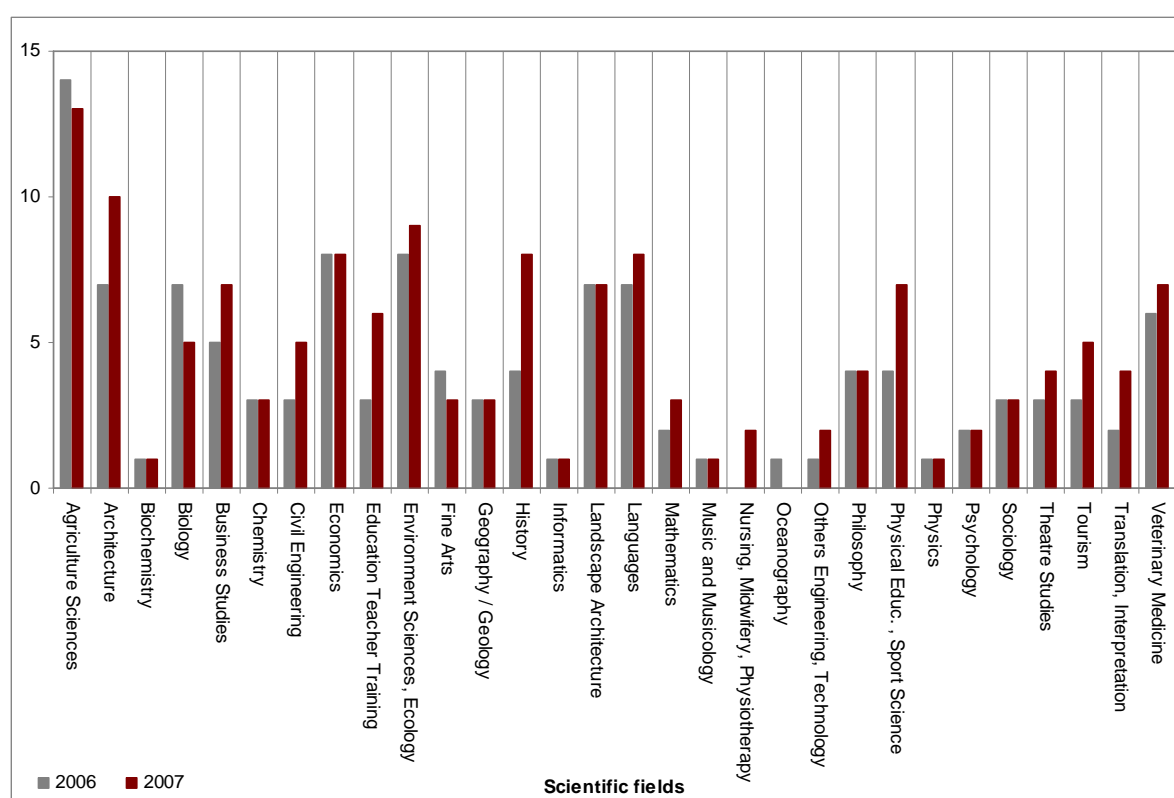
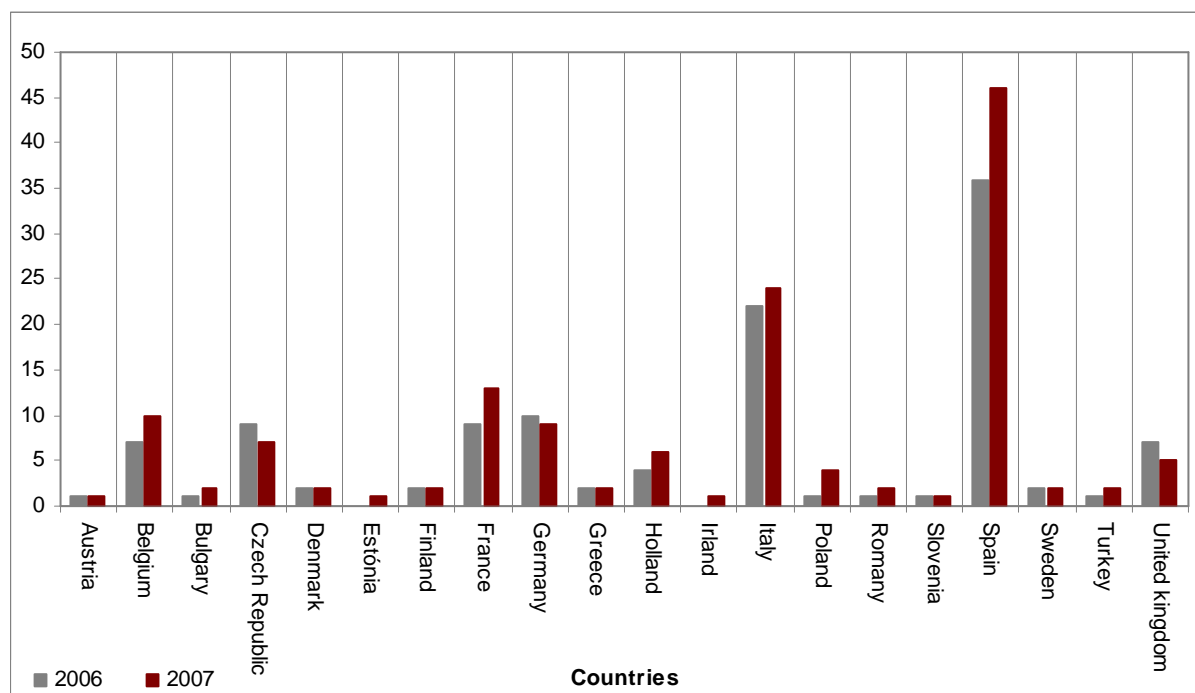
Figure III: Bilateral agreements Socrates/Erasmus, by scientific field (2006 – 2007)


Figure IV: Bilateral agreements Socrates/Erasmus, by countries (2006 – 2007)



FINANCE AND STRUCTURE (2)

Source: Prof. Heitor Reis

Structure of the research centres

– Money inflows and outflows. Description of activities

The research centres' financial base is secured mainly by the National Foundation for Science and Technology (FCT) under multi-annual contracts. Additional funding is obtained from research projects, mainly from FCT and EU programmes of research. The Centres funded by FCT (seven out of sixteen) are advised by an external Advisory Committee, and are evaluated and rated every three years by international panels. Extra funding is allocated by partnerships with companies, though these still represent a small fraction. The funds are applied both in the purchase of equipment and in its maintenance, and to support participation in conferences and contacts with international teams.

- Research Units

- Funded by FCT under multi-annual contracts:
 - Centre of Geophysics of Évora: Atmospheric Physics and Climate; Transfer Phenomena on the Geosphere; Geodynamics and Geotectonics; Sismology. **Rated: Excellent;**
 - Centre of History of Art: Studies on Music; Fine Arts History; Landscape Aesthetics; Arts and Aesthetics in Antiquity. **Rated: Excellent;**
 - Centre of Research on Applied Mathematics: Algebra Geometry and Topology; Dynamical Systems; Optimization and Calculus of Variations; Stochastic and Statistical Applications in Life Sciences. **Rated: Good;**
 - Institute of Mediterranean Agronomical Sciences: Sciences and Technology of Agriculture Systems; Agro-Sylvo- Pastoral Systems; Technology of Food Safety; Mediterranean Horticulture. **Rated: Good;**
 - Interdisciplinary Centre on History, Cultures e Societies: Social and Political Dynamics in the South; Cultural Heritage and Archaeology; Portugal, Southern Europe and the Mediterranean; Literacy, Libraries and Information Spreading. **Rated: Good;**
 - Centre of Chemistry of Évora: Chemistry of surfaces; Chemistry of Natural Products; Organo-metallic Synthesis; Electrochemistry; Chemical Conversion of Biomass. **Rated: Good;**
 - Centre of Studies on History and Philosophy of Sciences: History and Philosophy of Sciences; Science and Education; History and Philosophy of Mathematics and Logics. **Rated: Good.**
- Not funded by FCT:
 - Centre of Research on Information Technologies: Development of Open-Source Software; Development of On-purpose Informatics Solutions.
 - Centre of Mechatronics Engineering: Control and Automation; Modelling of Industrial Systems; Electromechanical Systems, Domotics.
 - Centre of Studies and Advanced Training in Management and Economics: Studies on Economic and Management Issues. Training and Seminars. Cooperation with Companies for joint Studies.

- Centre of Research on Education and Psychology: Studies on Cognitive Development; Studies on Education Problems.
- Centre of Research on Health Sciences and Technologies: Research on healthcare of Elderly People; Experimental bio-mechanics, Physical Activity and Shape Recovery.
- Centre of Research on Linguistics and Literature: Studies on Linguistics; Literature and Culture.
- Centre of Research on Sociology and Anthropology "Augusto da Silva": Studies on Social Dynamics; Rural Spaces; Evaluation of Project Impacts.
- Interdisciplinary Centre of Political and Social Studies: Studies on European Policies: Social Mobility; Globalization.

- Who decides what

Every Research Centre has a Steering Committee (StC) headed by a Director. The Director also chairs a Scientific Council (ScC), composed of all PhD members, which decides and oversees the enhancement of the main scientific guidelines of the Unit. The StC comprises the Heads of the research Groups of the Centre and develops daily Administrative Procedures mainly. The Centres develop research projects, whose teams include PhD Students and researchers from external institutions (10-30%). The Centres cooperate with other research units including those that are external to the University of Évora.

FINANCE AND STRUCTURE (3)

Source: Prof. Carlos Marques

Outline and justification for proposed new school structure

Introduction

The University of Évora's Programme of Activities for 2007, approved by the Senate, identifies the revision of the statutes as one of the seven priorities for the current year. Restructuring organization needs arise from new functions that have to be developed to implement the new laws of autonomy, financing and academic career and in response to new challenges and new *paradigma*.

The most relevant change is the creation of "Schools". "Schools" are necessary for scientific, pedagogical, administrative and financial reasons.

Background and reason for "Schools"

The main aim of the University has been to develop and offer higher educational programs to contribute to human capital at national and regional levels. These programs are structured in courses which are offered by departments of major scientific disciplines. Departments are endowed with human resources to teach courses to different programs. The Departmental base structure of the University was set to organize teaching activities and human resources needed to execute them.

Experimental and laboratorial activities and structures evolved to support technical needs of some of those programs and research and development activities were performed primarily to ensure academic progression of departmental staffs.

Research activities were not structured at university and even at national level. As national science policy and its organization evolved research activities were organised in research units (centres and institutes) mainly to respond to funding policy which promoted their emergence and development. Initially, human resources involved in research units are, predominantly, the same of teaching activities based in the departments. As research units progress, a part of human resources tend to be specific and complement research structure and project needs. Science and technological national policy of promoting enlargement and excellence of existing research units will reinforce this trend. Additionally, higher program and degree levels, Ph. D. and Aggregation, will only be approved, according to the new law, in institutions with ongoing research capability and results, that is, where resident research units can scientifically support those programs.

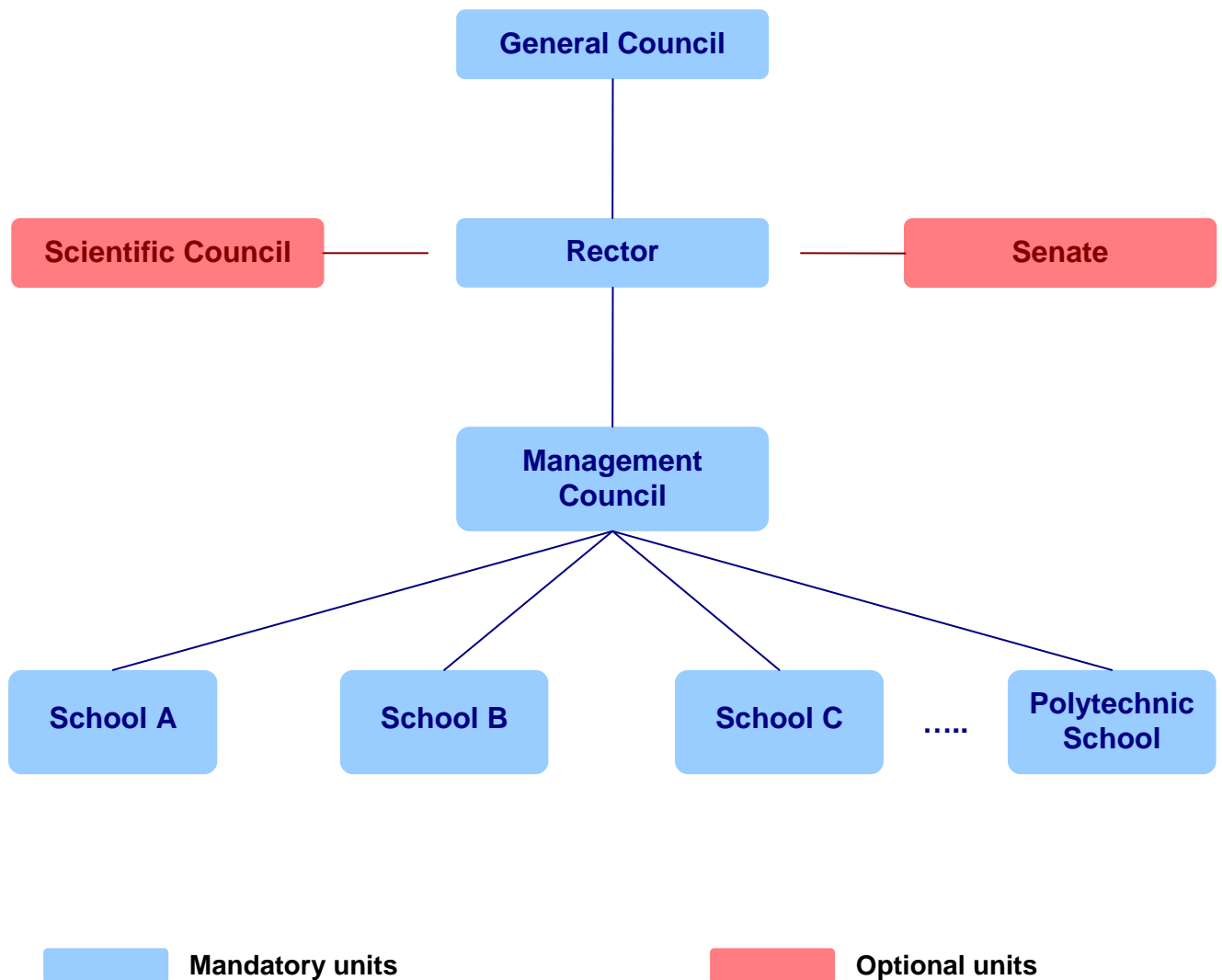
To manage human and financial resources and scientific aspects of teaching programs, departments are grouped in departmental areas, which have directive and scientific councils. Research units are not included in these areas and have directive and scientific councils as well.

Administrative and financial resources as well as scientific issues of departmental areas and research units management are totally separated from each other. However, they seek teaching and research goals, respectively, which are to be integrated to promote production and transmission of knowledge in all levels of graduate programs as well as its transference to the community. Hence, in order to assure efficiency and effectiveness of resources allocated, they must have an integrated management model. This model will allow for a decentralization of management and accountability at different levels of the hierarchy (top and intermediate administration) rewarding contribution to growth and development of the university and fulfilment of its mission and goals of different broad science, technology and arts fields.

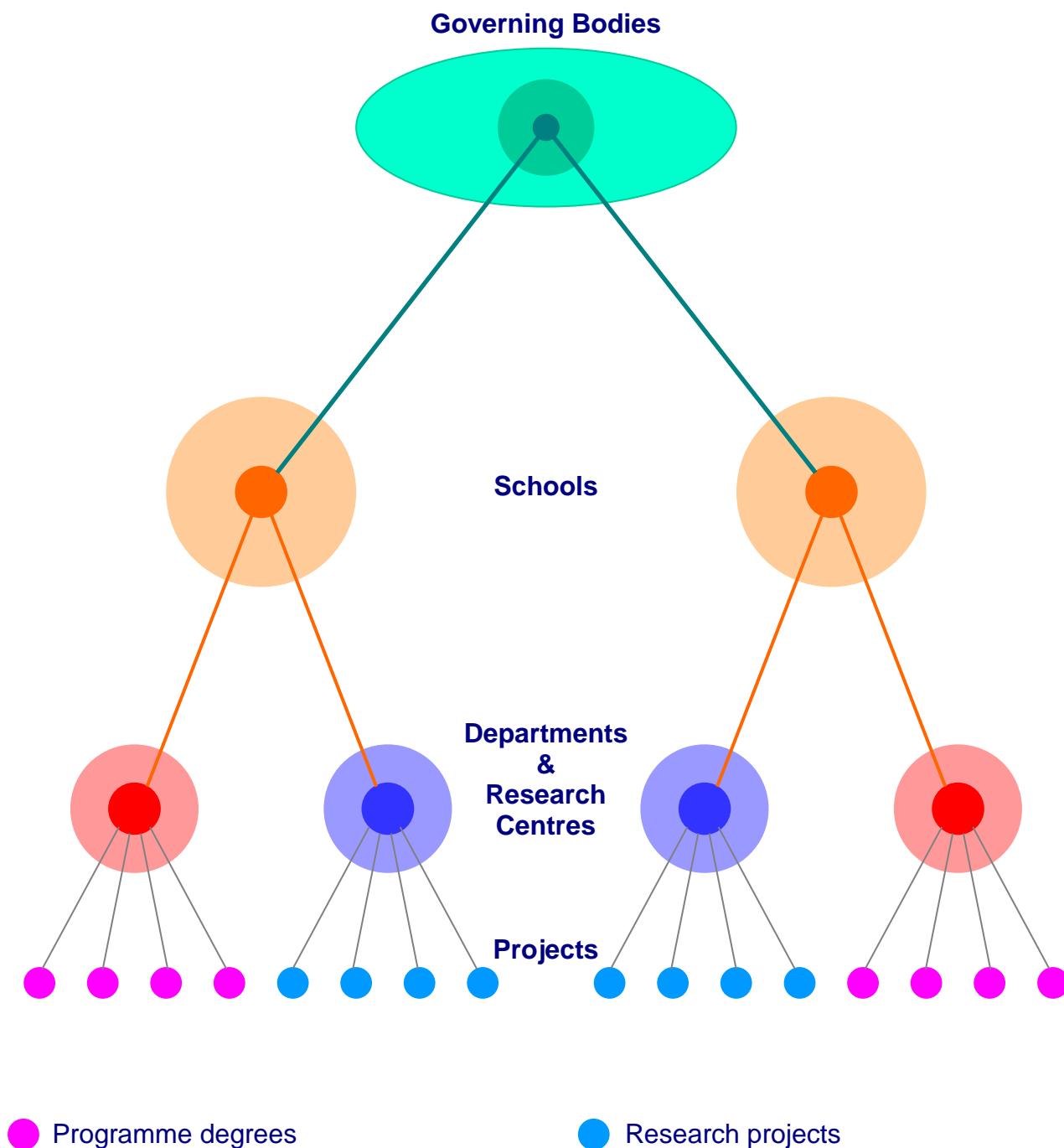
Guiding principles for structural changes and governance

- Integration of production and transference of knowledge in the three graduated cycles as well as the extension to the community: **Departments** are the units responsible for teaching activities, programs and teaching staff; **Research centres and Institutes** are units responsible for research activities, projects and research exclusive staff; and **Schools** integrate Departments, Research Centres and other scientific-pedagogical related units (laboratories, experimentation units, veterinary hospital, orchestra, etc.) integrating teaching and research activities and management.
- Management model based on two levels (top and “School” organizational levels) and driven by efficiency, transparency and accountability criteria;
- Self-regulation and governance with flexibility and decision capacity and strategic management at both levels.

STRUCTURE DETERMINED BY THE LEGAL REGIME OF HIGHER EDUCATION INSTITUTIONS



PROPOSAL OF RESTRUCTURING OF THE UNIVERSITY UNITS



COURSE/PROGRAMME ISSUES (1)

Source: Prof^a Ana Freitas

Information on each programme

- Intake numbers

Evolution of first time enrolments in the first year by programme degree and by gender

Programme Degrees	2004/2005		2005/2006		2006/2007	
	M/F	M	M/F	M	M/F	M
Agricultural Engineering	4	1	10	5	4	3
Applied Foreign Languages					15	6
Architecture	41	20	54	21	60	27
Biochemistry	22	3	29	6	29	5
Biology	47	12	48	13	53	15
Biology and Geology Teaching	0	0	1	0	0	0
Biophysics Engineering – Environmental Order and Management	4	3	1	0	0	0
Chemical Engineering	8	1	5	1	0	0
Chemistry	12	3	17	8	0	0
Civil Engineering	48	31	39	31	42	34
Computer Science and Management	30	25	16	12	0	0
Computer Science Engineering	56	47	25	22	25	24
Drama	21	6	22	4	29	7
Economics	49	28	50	29	62	43
Environmental Sciences	6	4	8	4	14	10
Food Technology Engineering	10	4	3	0	0	0
Geography	16	8	24	15	24	15
Geological Engineering	8	6	3	2	3	2
History	22	13	14	5	33	17
History Teaching	1	1	0	0	0	0
History, Cultural Heritage Branch	18	9	10	2	0	0
Landscape Architecture	28	11	17	4	32	17
Languages and Literatures			7	2	0	0
Languages and Literatures - Portuguese and English	10	1	0	0		
Languages and Literatures - Portuguese and French	5	1	0	0		
Management	57	25	59	23	86	53
Mathematics and Computer Science	10	3	6	2	11	1
Mechatronics Engineering	19	16	12	12	14	14
Music	19	14	18	8	18	10
Philosophy	19	8	14	6	6	3
Physic and Chemical	5	1	6	3	0	0
Physics Sciences	2	0	6	4	5	5
Portuguese and Spanish Studies	19	3	10	0	28	7
Preschool Education	50	1	48	0	50	0
Psychology	64	10	72	16	66	12
Sociology	42	11	41	7	56	14
Sports and Physical Activity	39	34	27	22	33	28
Teacher's Training at Primary Level	16	0	16	1	25	4
Tourism					64	24
Tourism and Development	42	14	52	23		
Translation, English and French Variant	2	0	0	0	0	0
Veterinary Medicine	41	12	42	12	50	15
Visual Arts	41	11	42	18	28	7
Water Resources Engineering	2	2	1	1	0	0
Zootechnical Engineering	21	13	15	3	9	2
GRADUATES TOTAL	976	416	890	347	974	424
Data retrieved in:	11-02-2005		15-02-2006		29-01-2007	

Source: Academic Services

- Dropout rates

Programme Degrees	03/04	04/05	05/06
AGRICULTURAL ENGINEERING	0,07	0,15	0,16
APPLIED MATHEMATICS	0,15	0,38	0,23
ARCHITECTURE	0,00	0,05	0,09
BIOCHEMICAL	0,08	0,06	0,16
BIOLOGY	0,06	0,04	0,03
BIOLOGY E GEOLOGY TEACHING	0,04	0,23	0,10
BIOPHYSICS ENGINEERING	0,07	0,12	0,24
BIOPHYSICS ENGINEERING – ENVIRONMENTAL ORDER AND MANAGEMENT		0,10	0,01
BUSINESS ECONOMICS	0,14	0,20	0,22
CHEMISTRY	0,06	0,09	0,05
CIVIL ENGINEERING	0,09	0,10	-0,02
COMPUTER SCIENCE AND MANAGEMENT	0,08	0,14	0,05
COMPUTER SCIENCE ENGINEERING	0,08	0,13	0,03
DRAMA	0,11	0,07	0,13
ECONOMICS	0,10	0,03	0,05
ENG QUÍMICA	0,03	0,10	0,07
ENVIRONMENTAL SCIENCES, ENVIRONMENTAL QUALITY BRANCH	0,08	0,09	0,07
FOOD TECHNOLOGY ENGINEERING	0,05	0,00	0,02
GEOGRAPHY		0,10	0,05
GEOLOGIC RESOURCES ENGINEERING	0,15	0,15	0,18
GEOLOGICAL ENGINEERING	0,10	0,10	0,00
HISTORY	0,10	0,05	0,00
HISTORY TEACHING	0,10	0,15	0,03
HISTORY, ARCHAEOLOGY BRANCH	0,02	0,00	0,09
HISTORY, CULTURAL HERITAGE BRANCH	0,10	0,03	0,09
INDUSTRIAL PRODUCTION AND ENERGY ENGINEERING	0,15	0,30	0,20
LANDSCAPE ARCHITECTURE	0,07	0,03	0,09
LANGUAGES AND LITERATURES			0,02
LANGUAGES AND LITERATURES - PORTUGUESE AND ENGLISH	0,06	0,08	
LANGUAGES AND LITERATURES - PORTUGUESE AND FRENCH	0,11	0,10	
MANAGEMENT	0,08	0,10	0,00
MATHEMATICS AND COMPUTER SCIENCE	0,09	0,09	0,01
MATHEMATICS TEACHING	0,15	0,29	0,29
MECHATRONICS ENGINEERING	0,07	0,08	0,02
MUSIC	0,04	0,02	0,00
PHILOSOPHY	0,12	0,11	0,28
PHYSIC	0,10	0,17	
PHYSIC AND CHEMICAL	0,07	0,10	-0,13
PHYSIC AND CHEMICAL TEACHING	0,10	0,10	0,11
PHYSICS SCIENCES	0,00	0,00	0,00
PLASTICS ARTS	0,09	0,15	0,04
PORTUGUESE AND ENGLISH TEACHING	0,10	0,16	0,20
PORTUGUESE AND FRENCH TEACHING	0,14	0,25	0,26
PORTUGUESE AND SPANISH STUDIES		0,10	0,05
PRE-SCHOOL EDUCATION	0,05	0,02	0,04
PSYCHOLOGY	0,02	0,05	0,13
SCIENCES OF THE PHYSICAL ACTIVITY AND HUMAN BEING	0,01		
SOCIOLOGY	0,08	0,06	0,07
SPORTS AND PHYSICAL ACTIVITY		0,00	0,06
TEACHER'S TRAINING AT PRIMARY LEVEL	0,15	0,05	0,06
TOURISM AND DEVELOPMENT	0,10	0,02	0,04
TRANSLATION, ENGLISH AND FRENCH VARIANT		0,00	0,11
TRANSLATION, ENGLISH AND GERMAN VARIANT	0,10		
VETERINARY MEDICINE	0,01	0,03	0,06
VISUAL ARTS	0,09	0,05	0,00
WATER RESOURCES ENGINEERING	0,11	0,14	0,11
ZOOTECHNICAL ENGINEERING	0,07	0,11	0,12

Source: OCES: Science and Higher Education Observatory

- Completion rates

Programme Degrees	N: 2003/2004				N: 2004/2005				N: 2005/2006			
	Length (n years)	First time enrolments a)	Graduates	Survival rate	Length (n years)	First time enrolments a)	Graduates	Survival rate	Length (n years)	First time enrolments a)	Graduates	Survival rate
Agricultural Engineering	5	65	29	44,62	5	63	43	68,25	5	20	61	305,00
Applied Foreign Languages									4			
Architecture	6				6				6			
Basic Education	4	45	35	77,78	4	42	30	71,43	4	38	33	86,84
Biochemistry	4	29	14	48,28	4	25	12	48,00	4	28	15	53,57
Biology	4	46	23	50,00	4	42	44	104,76	4	70	31	44,29
Biology and Geology Teaching	5	37	27	72,97	5	33	23	69,70				
Biophysics Engineering	5	32	10	31,25	5	33	21	63,64	5	10	25	250,00
Chemical Engineering	5	35	0	0,00	5	13	0	0,00	5	5	5	100,00
Chemistry	4	31	11	35,48	4	29	16	55,17	4	35	12	34,29
Civil Engineering	5				5				5		0	
Computer Science and Management									4		0	
Computer Science Engineering	5	72	15	20,83	5	60	25	41,67	5	54	26	48,15
Drama	4	31	11	35,48	4	14	16	114,29	4	12	6	50,00
Economics	4	75	48	64,00	4	70	50	71,43	4	59	37	62,71
Environmental Sciences	4	34	19	55,88	4	26	10	38,46	4	31	12	38,71
Food Technology Engineering	5				4	19	0	0,00	4	14	5	35,71
Geography									4			
Geological Engineering	5	34	6	17,65	5	26	4	15,38	5	4	17	425,00
History	9	47	12	25,53	9	43	29	67,44	5	26	18	69,23
History - Cultural Heritage Branch	4	26	18	69,23	4	19	24	126,32	4	22	12	54,55
Landscape Architecture	5	36	21	58,33	5	34	26	76,47	5	39	47	120,51
Languages and Literatures	5	79	53	67,09	5	57	47	82,46	4	48	41	85,42
Management	4	88	47	53,41	4	78	53	67,95	4	76	37	48,68
Mathematics and Computer Sciences	5	94	34	36,17	5	71	50	70,42	4	39	62	158,97
Mechatronics Engineering	5	26	0	0,00	5	43	6	13,95	5	17	11	64,71

Programme Degrees	N: 2003/2004				N: 2004/2005				N: 2005/2006			
	Length (n years)	First time enrolments a)	Graduates	Survival rate	Length (n years)	First time enrolments a)	Graduates	Survival rate	Length (n years)	First time enrolments a)	Graduates	Survival rate
Music	4	21	9	42,86	4	23	22	95,65	4	28	15	53,57
Philosophy	4	44	14	31,82	4	45	11	24,44	4	44	13	29,55
Physics and Chemistry	5	47	32	68,09	5	41	36	87,80	4	14	12	85,71
Physics Sciences	4	0	0	0,00	4	0	0	0,00	4	0	1	
Portuguese and Spanish Studies									4			
Pre-school Education	4	42	29	69,05	4	41	32	78,05	4	42	29	69,05
Psychology	5	65	30	46,15	5	54	36	66,67	5	58	40	68,97
Sociology	4	41	32	78,05	4	52	33	63,46	4	60	39	65,00
Sports and Physical Activity	4				4				4	36	11	30,56
Tourism and Development									4		0	
Translation: English/French									4	28	14	50,00
Veterinary Medicine	5	43	21	48,84	5	31	38	122,58	5	33	29	87,88
Visual Arts	4	20	16	80,00	4	31	9	29,03	4	31	13	41,94
Water Resources Engineering	5	36	15	41,67	5	24	10	41,67	5	6	13	216,67
Zootechnics	5	58	41	70,69	5	47	37	78,72	5	48	73	152,08

Source: OCES: Science and Higher Education Observatory; Academic Services

Legend:

■ No graduates in year N

a) First year first time enrolments (n years before).

Notes:

"Survival rate at the tertiary level is defined as the proportion of new entrants to the specified level of education who successfully complete a first qualification. It is calculated as the ratio of the number of students who are awarded an initial degree to the number of new entrants to the level n years before, n being the number of years of full-time study required to complete the degree." (OCDE, Education at a Glance in OCES, 2007).

The OCES warns for some caution when analysing these results, given the instability in the programme degrees offered each year and the number of enrolments in each programme. It also notes the impossibility of distinguishing failure and drop-out rates.

The table presents only those programme degrees functioning in year N, which may include previous programmes meanwhile restructured.

Until 2005/2006, a student was only considered as graduate by the academic services after requesting the academic certificate. After 2006/2007, the services considered as graduates all students holding the sufficient number of ECTS to complete their degrees, independently of having or not requested the certificate.

- Progression rates

Programme Degrees	2003/2004 GRADUATES					
	Number of enrolments until graduation					Total
	<=4	5	6	7	>=8	
Agricultural Engineering	0	0	4	7	18	29
Applied Mathematics	0	0	2	2	3	7
Biochemistry	3	8	2	0	1	14
Biology	0	5	7	3	8	23
Biology and Geology Teaching	2	9	9	2	5	27
Biophysics Engineering	0	0	1	1	8	10
Chemical Engineering	0	0	0	0	0	0
Chemistry	0	1	8	2	0	11
Computer Science Engineering	0	3	1	2	9	15
Drama	3	2	1	4	1	11
Economics	3	16	8	10	11	48
Environmental Sciences	0	2	10	4	3	19
Food Technology Engineering						0
Geological Engineering	0	0	1	1	4	6
History	0	0	0	0	0	0
History Teaching	1	9	2	0	0	12
History, Archaeology Variant	0	0	0	0	0	0
History, Cultural Heritage Branch	4	12	2	0	0	18
Industrial Production and Energy Engineering	0	0	0	0	0	0
Landscape Architecture	0	2	4	5	10	21
Languages and Literatures						0
Languages and Literatures – Portuguese and English	0	0	0	0	0	0
Management	15	14	7	5	6	47
Mathematics and Computer Science	0	2	1	1	2	6
Mathematics Teaching	0	2	5	2	12	21
Mechatronics Engineering	0	0	0	0	0	0

Programme Degrees	2004/2005 GRADUATES					
	Number of enrolments until graduation					Total
	<=4	5	6	7	>=8	
Agricultural Engineering	0	2	8	12	21	43
Applied Mathematics	0	0	2	3	0	5
Biochemistry	1	10	1	0	0	12
Biology	1	14	13	5	11	44
Biology and Geology Teaching	1	3	9	3	7	23
Biophysics Engineering	0	0	2	9	10	21
Chemical Engineering	0	0	0	0	0	0
Chemistry	0	6	5	4	1	16
Computer Science Engineering	0	3	2	7	13	25
Drama	5	6	4	1	0	16
Economics	5	10	14	10	11	50
Environmental Sciences	0	0	3	3	4	10
Food Technology Engineering	0	0	0	0	0	0
Geological Engineering	0	0	0	0	4	4
History	0	0	0	0	0	0
History Teaching	0	17	5	1	0	23
History, Archaeology Variant	0	0	6	0	0	6
History, Cultural Heritage Branch	10	9	0	2	3	24
Industrial Production and Energy Engineering	0	0	0	1	2	3
Landscape Architecture	0	0	7	7	12	26
Languages and Literatures						0
Languages and Literatures – Portuguese and English	1	0	0	0	1	2
Management	9	13	12	10	9	53
Mathematics and Computer Science	0	5	11	1	5	22
Mathematics Teaching	2	0	3	9	9	23
Mechatronics Engineering	0	0	0	2	0	2

Programme Degrees	2005/2006 GRADUATES					
	Number of enrolments until graduation					Total
	<=4	5	6	7	>=8	
Agricultural Engineering	2	12	12	7	28	61
Applied Mathematics	1	0	0	2	5	8
Biochemistry	1	10	4	0	0	15
Biology	1	8	12	6	3	30
Biology and Geology Teaching	0	0	0	1	0	1
Biophysics Engineering	0	1	2	3	19	25
Chemical Engineering	0	0	3	2	0	5
Chemistry	0	3	3	2	4	12
Computer Science Engineering	0	2	8	7	9	26
Drama	1	2	3	0	0	6
Economics	7	9	11	6	4	37
Environmental Sciences	0	0	6	3	3	12
Food Technology Engineering	2	3	0	0	0	5
Geological Engineering	0	0	4	4	9	17
History	1	0	0	0	0	1
History Teaching	0	5	2	0	2	9
History, Archaeology Variant	1	5	2	0	0	8
History, Cultural Heritage Branch	3	1	3	3	2	12
Industrial Production and Energy Engineering	1	0	0	0	0	1
Landscape Architecture	0	18	6	7	16	47
Languages and Literatures	6	20	5	1	1	33
Languages and Literatures – Portuguese and English	0	0	0	0	0	0
Management	8	11	6	6	6	37
Mathematics and Computer Science	14	4	10	10	7	45
Mathematics Teaching	0	2	0	0	7	9
Mechatronics Engineering	1	5	2	0	1	9

Programme Degrees	2003/2004 GRADUATES					
	Number of enrolments until graduation					Total
	<=4	5	6	7	>=8	
Music	2	4	2	0	1	9
Philosophy	10	2	1	1	0	14
Physics	0	1	0	1	0	2
Physics and Chemistry Teaching	5	5	7	7	8	32
Portuguese and English Teaching	1	18	9	3	2	33
Portuguese and French Teaching	0	13	4	2	1	20
Pre-school Education	20	5	0	2	2	29
Processes and Energy Engineering	0	0	0	0	0	0
Psychology	0	18	11	0	1	30
Sociology	6	13	6	0	7	32
Teacher's Training at Primary Level	26	6	3	0	0	35
Translation, English and French Variant	0	0	0	0	0	0
Veterinary Medicine	0	0	10	7	4	21
Visual Arts	2	8	4	2	0	16
Water Resources Engineering	0	1	1	4	9	15
Zootechnical Engineering	0	5	7	9	20	41
TOTAL	103	186	140	89	156	674

2004/2005 GRADUATES						
Number of enrolments until graduation					Total	
<=4	5	6	7	>=8		
3	13	4	0	2	22	
4	6	1	0	0	11	
0	0	0	0	0	0	
1	13	12	3	7	36	
1	14	11	2	2	30	
0	3	7	3	2	15	
25	5	2	0	0	32	
0	0	0	0	1	1	
1	25	10	0	0	36	
7	11	5	0	10	33	
25	4	1	0	0	30	
0	0	0	0	0	0	
0	0	31	5	2	38	
1	4	2	0	2	9	
0	0	0	1	9	10	
0	7	11	10	9	37	
103	203	204	114	169	793	

2005/2006 GRADUATES						
Number of enrolments until graduation					Total	
<=4	5	6	7	>=8		
1	6	3	3	2	15	
4	9	0	0	0	13	
0	0	0	1	0	1	
1	1	5	2	3	12	
0	0	3	1	3	7	
0	0	0	0	1	1	
27	0	1	1	0	29	
0	0	0	1	0	1	
1	28	7	3	1	40	
9	10	5	5	10	39	
26	5	1	1	0	33	
14	0	0	0	0	14	
2	0	25	2	0	29	
2	17	5	0	0	24	
0	0	3	4	6	13	
6	7	7	8	45	73	
143	204	169	102	197	815	

Source: Academic Services

- Current student numbers

Evolution of enrolled students, by programme degree and by gender

Programme Degrees	2004/2005		2005/2006		2006/2007	
	M/F	M	M/F	M	M/F	M
Agricultural Engineering	324	196	256	156	203	118
Applied Foreign Languages					15	6
Applied Mathematics	30	14	21	10	8	3
Architecture	152	74	192	94	234	112
Biochemistry	128	38	126	30	128	28
Biology	302	98	298	96	260	77
Biology and Geology Teaching	134	34	100	27	43	8
Biophysics Engineering	147	65	115	56	79	38
Chemical Engineering	60	24	61	23	52	18
Chemistry	155	37	149	43	80	27
Civil Engineering	97	69	141	105	173	130
Computer Science and Management	62	47	75	57	35	26
Computer Science Engineering	371	336	360	328	290	264
Drama	121	37	113	33	110	28
Economics	390	212	374	209	312	185
Environmental Sciences	161	63	149	62	112	49
Food Technology Engineering	53	14	55	14	39	10
Geography	16	8	40	23	56	34
Geological Engineering	100	51	97	49	63	39
History	51	28	68	36	84	44
History Teaching	55	22	31	16	12	3
History, Archaeology Variant	41	19	32	15	10	5
History, Cultural Heritage Branch	125	53	100	41	61	24
Industrial Production and Energy Engineering	28	16	20	13	3	1
Landscape Architecture	280	90	248	79	233	80
Languages and Literatures			138	30	91	21
Languages and Literatures – Portuguese and English	79	22				
Languages and Literatures – Portuguese and French	56	5				
Management	451	236	429	215	386	197
Mathematics	10	6	6	3	2	1
Mathematics and Computer Science	222	66	204	59	164	43
Mathematics Teaching	72	17	35	6	12	2
Mechatronics Engineering	118	92	126	99	114	92
Music	134	85	130	81	100	62
Philosophy	173	65	129	50	74	30
Physic and Chemical	15	7	23	8	17	6
Physics	5	5			1	1
Physics and Chemistry Teaching	107	29	63	20	38	12
Physics Sciences	4	2	14	9	13	9
Portuguese and English Teaching	75	18	36	11		
Portuguese and French Teaching	38	6	17	5		
Portuguese and Spanish Studies	19	3	42	4	68	9
Preschool Education	203	7	213	4	203	3
Processes and Energy Engineering	2	1	1	1	0	0
Psychology	328	55	326	63	309	55
Sociology	280	82	271	76	233	60
Sports and Physical Activity	142	109	161	124	168	131
Teacher's Training at Primary Level	154	18	132	17	99	14
Tourism					173	63
Tourism and Development	83	26	132	50	5	4
Translation, English and French Variant	37	7	33	6	15	4
Veterinary Medicine	258	83	249	76	248	81
Visual Arts	182	65	212	77	185	57
Water Resources Engineering	108	64	89	51	65	34
Zootechnical Engineering	376	169	313	138	280	141
TOTAL	7114	2995	6745	2898	5758	2489
(Compl. Form. Basic Education)	24	2	5	1	0	0
(Compl. Form. Preschool Educ.)	27	1	10	0	0	0
TOTAL	7165	2998	6760	2899	5758	2489
Data retrieved in:	11-02-2005		15-02-2006		29-01-2007	

Source: Academic Services

- Employment

Programme Degrees	N° questionnaires sent	Reply rate	Currently unemployed (%)	First job (%) (*)					
				Before graduation	Until 1 month	1st semester	2nd semester	More than 1 year	Still unemployed
(Compl. Form. Basic Education)	64	4,7	0,0	100,0	0,0	0,0	0,0	0,0	0,0
(Compl. Form. Preschool Educ.)	62	4,8	33,3	100,0	0,0	0,0	0,0	0,0	0,0
Agricultural Engineering	162	23,5	8,3	47,2	11,1	16,7	11,1	13,9	0,0
Applied Mathematics	53	28,3	0,0	16,7	8,3	16,7	33,3	25,0	0,0
Basic Education	149	12,8	63,2	0,0	10,5	36,8	21,1	15,8	15,8
Biochemistry	45	26,7	0,0	10,0	20,0	40,0	10,0	0,0	20,0
Biology	154	37,7	10,3	12,8	23,4	27,7	19,1	10,6	6,4
Biology and Geology Teaching	151	13,9	35,0	5,3	15,8	15,8	21,1	21,1	21,1
Biophysics Engineering	80	33,8	7,4	36,0	8,0	24,0	24,0	4,0	4,0
Business Management	221	16,3	0,0	47,1	17,6	20,6	5,9	8,8	0,0
Chemical Engineering	6	33,3	50,0	0,0	0,0	50,0	0,0	0,0	50,0
Chemistry	49	30,6	7,1	28,6	14,3	7,1	14,3	28,6	7,1
Computer Science Engineering	75	32,0	0,0	58,3	33,3	8,3	0,0	0,0	0,0
Drama	52	17,3	11,1	25,0	37,5	12,5	0,0	12,5	12,5
Economics	231	25,1	8,6	15,5	32,8	31,0	8,6	8,6	3,4
Environmental Sciences	71	35,2	16,0	22,7	9,1	9,1	31,8	13,6	13,6
Food Technology Engineering	7	14,3	0,0	100,0	0,0	0,0	0,0	0,0	0,0
Geologic Resources Engineering	28	39,3	9,1	27,3	0,0	18,2	18,2	18,2	18,2
Geological Engineering	8	87,5	14,3	42,9	14,3	14,3	14,3	0,0	14,3
History Teaching	73	13,7	20,0	0,0	11,1	33,3	11,1	22,2	22,2
History, Archaeology Branch	16	31,3	0,0	50,0	0,0	25,0	0,0	25,0	0,0
History, Cultural Heritage Branch	94	22,3	25,0	47,1	0,0	11,8	11,8	23,5	5,9
Industrial Production and Energy Engineering	11	54,5	0,0	60,0	20,0	20,0	0,0	0,0	0,0
Landscape Architecture	133	25,6	5,9	44,4	14,8	22,2	14,8	0,0	3,7
Languages and Literatures – Portuguese and English	22	36,4	28,6	16,7	16,7	66,7	0,0	0,0	0,0
Languages and Literatures – Portuguese and French	19	47,4	33,3	0,0	0,0	42,9	14,3	0,0	42,9
Management	21	42,9	0,0	25,0	50,0	25,0	0,0	0,0	0,0
Mathematics	3	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Mathematics and Computer Sciences	68	35,3	20,8	4,8	4,8	61,9	9,5	4,8	14,3
Mathematics Teaching	129	33,3	2,3	17,1	12,2	22,0	12,2	34,1	2,4
Mechatronics Engineering	11	54,5	0,0	50,0	16,7	33,3	0,0	0,0	0,0
Music	55	18,2	20,0	71,4	0,0	14,3	0,0	0,0	14,3
Philosophy	76	19,7	14,3	38,5	7,7	15,4	15,4	23,1	0,0
Physics	7	42,9	0,0	0,0	0,0	0,0	0,0	100,0	0,0
Physics and Chemistry Teaching	158	20,3	38,7	14,8	11,1	22,2	3,7	25,9	22,2
Portuguese and English Teaching	139	18,0	8,3	4,3	4,3	39,1	8,7	39,1	4,3
Portuguese and French Teaching	85	9,4	0,0	0,0	0,0	14,3	42,9	42,9	0,0
Pre-school Education	144	24,3	21,2	12,5	37,5	31,3	6,3	3,1	9,4
Processes and Energy Engineering	5	20,0	0,0	100,0	0,0	0,0	0,0	0,0	0,0
Psychology	132	39,4	13,7	7,0	11,6	46,5	18,6	11,6	4,7

Programme Degrees	N° questionnaires sent	Reply rate	Currently unemployed (%)	First job (%) (*)					
				Before graduation	Until 1 month	1st semester	2nd semester	More than 1 year	Still unemployed
Sociology	161	20,5	6,1	44,4	16,7	30,6	2,8	2,8	2,8
Sports and Physical Activity	12	25,0	33,3	0,0	0,0	50,0	0,0	0,0	50,0
Translation, English and French Variant	13	38,5	0,0	25,0	25,0	0,0	25,0	0,0	25,0
Veterinary Medicine	115	19,1	4,8	25,0	30,0	40,0	5,0	0,0	0,0
Visual Arts	67	9,0	0,0	20,0	0,0	60,0	0,0	20,0	0,0
Water Resources Engineering	59	22,0	7,7	33,3	16,7	25,0	8,3	8,3	8,3
Zootechnics	168	19,0	19,4	40,0	10,0	20,0	13,3	16,7	0,0
TOTAL	3664	23,3	13,0	25,4	15,9	26,7	12,2	13,1	6,9

(*) It may include graduates currently unemployed

Source: Pro-Rectorate for Quality and Innovation Policies, Graduate Opinion Survey 2007.

- Vacancies and student allocations 2006/07 – 2007/08

Number of offered and allocated vacancies in the 1st phase of the national process of access to the higher education system, in the University of Évora (2006/2007 and 2007/2008)

Degrees	2006/2007	
	Vacancies	Allocations (1 st phase)
Agricultural Engineering	20	0
Applied Foreign Languages	20	7
Architecture	50	50
Basic Education	20	20
Biochemistry	30	23
Biology	50	41
Chemistry	25	0
Civil Engineering	25	10
Computer Science Engineering	30	7
Drama	20	14
Economics	50	39
Environmental Sciences	20	12
Geography	25	10
Geological Engineering	20	2
History	20	19
Landscape Architecture	20	20
Machronics Engineering	20	2
Management	40	40
Mathematics and Computer Science	20	3
Music	25	8
Nursing (begining 2nd semester) a)	38	38
Nursing a)	38	38
Philosophy	20	1
Psychology	60	60
Physics Sciences	20	3
Portuguese and Spanish Studies	20	3
Pre-school Education	40	40
Sociology	40	40
Sports and Physical Activity	30	30
Tourism	40	40
Veterinary Medicine	35	35
Visual Arts	40	16
Zootechnical Engineering	25	2
SUB-TOTAL (UÉ)	920	597
TOTAL (UÉ and ESESJD)	996	673

Degrees	2007/2008	
	Vacancies	Allocations (1 st phase)
Agronomy	20	20
Animal Science and Technology	20	20
Applied Mathematics	20	0
Architecture	60	60
Basic Education	25	25
Biochemistry	30	30
Biology	50	50
Biotechnology	30	30
Civil Engineering	30	30
Computer Science Engineering	20	20
Design	25	25
Drama	20	20
Earth and Atmosphere Sciences	20	3
Economics	48	48
Education Sciences	25	25
Geography	25	17
History	20	19
Information and Documentation Sciences	20	11
International Relations	35	22
Landscape Architecture	25	25
Languages, Literatures and Cultures	20	17
Languages, Literatures and Cultures (nocturnal)	20	5
Management	48	48
Mechatronics Engineering	20	17
Music	40	40
Nursing (begining 2nd semester) a)	35	35
Nursing a)	35	35
Philosophy	20	3
Physics	10	1
Psychology	60	60
Psychomotor Rehabilitation	30	30
Sociology	35	35
Sports and Physical Activity	30	30
Tourism	35	35
Veterinary Medicine	40	40
Visual Arts - Multimedia	30	30
SUB-TOTAL (UÉ)	1006	891
TOTAL (UÉ and ESESJD)	1076	961

Source: DGES (2006 e 2007); UÉ/SAC (2006 e 2007)

a) Offered by the Nursing School S. João de Deus (ESESJD)

The UÉ, other portuguese inland public universities, and the polytechnics in southern Portugal

Inland Public Universities	Vacancies	Available vacancies	Percentage (%)
Évora	1006	115	11,4
Algarve	780	195	25
Beira Interior	1250	220	17,6
Trás-os-Montes e Alto Douro	1265	145	11,5
Polytechnics in Southern Portugal			
Algarve	790	167	21,1
Beja	550	256	46,5
Portalegre	755	405	53,6
Santarém	869	187	21,5
Setúbal	1348	422	31,3
Southern Nursing Schools			
Algarve	185	0	0
Beja	95	3	3,2
Évora	70	0	0
Portalegre	80	0	0
Santarém	90	0	0
Setúbal	?		

Source: DGES (2007); UÉ/SAC (2007).

E-learning strategy of the university

The University of Évora has a strategy of dissemination of teaching modalities based on an e-learning platform. On a first phase, it has reinforced the web based infrastructures and supporting equipment (servers, computers, wireless network, and so on, within the project 'Virtual Fields'). On a second phase, it has encouraged the attendance of training sessions directed at all university teachers on the pedagogical use of this e-learning platform. On a third phase, it will stimulate the production of educational contents in digital format and the installation of a support service for both teachers and students. The objective for the next academic year is to encompass several courses and programmes in an exclusive e-learning regime and several others in a b-learning regime.

COURSE/PROGRAMME ISSUES (2)

Source: Prof. Heitor Reis

Erasmus student mobility both incoming and outgoing broken down by department and country

Students from the University of Évora, by scientific field and by country

Scientific fields	Nº of Students	
	2005/06	2006/07
Agricultural Sciences	4	13
Architecture	6	17
Biology	4	2
Business Studies	4	5
Chemistry	0	2
Economics	6	2
Education, Teacher Training	0	1
Fine Arts	3	4
History	1	1
Informatics, Computer Sciences	2	0
Landscape Architecture	6	5
Languages and Philology	2	3
Music	2	0
Other Engineering, Technology	0	2
Performing Arts	1	1
Philosophy	4	0
Physical Education, Sport Science	1	0
Psychology	7	7
Tourism	0	3
Translation, Interpretation	1	1
Veterinary Medicine	8	12
Total	62	81

Countries	Nº of Students	
	2005/06	2006/07
Austria	1	0
Belgium	4	3
Czech Republic	6	9
Denmark	0	2
France	7	2
Germany	5	4
Holland	1	3
Italy	13	23
Slovenia	0	1
Spain	20	29
Sweden	1	2
Turkey	0	2
United kingdom	4	1
Total	62	81

Source: International Relations Office

Figure V: Students from the University of Évora, by scientific fields (2005/06 – 2006/07)

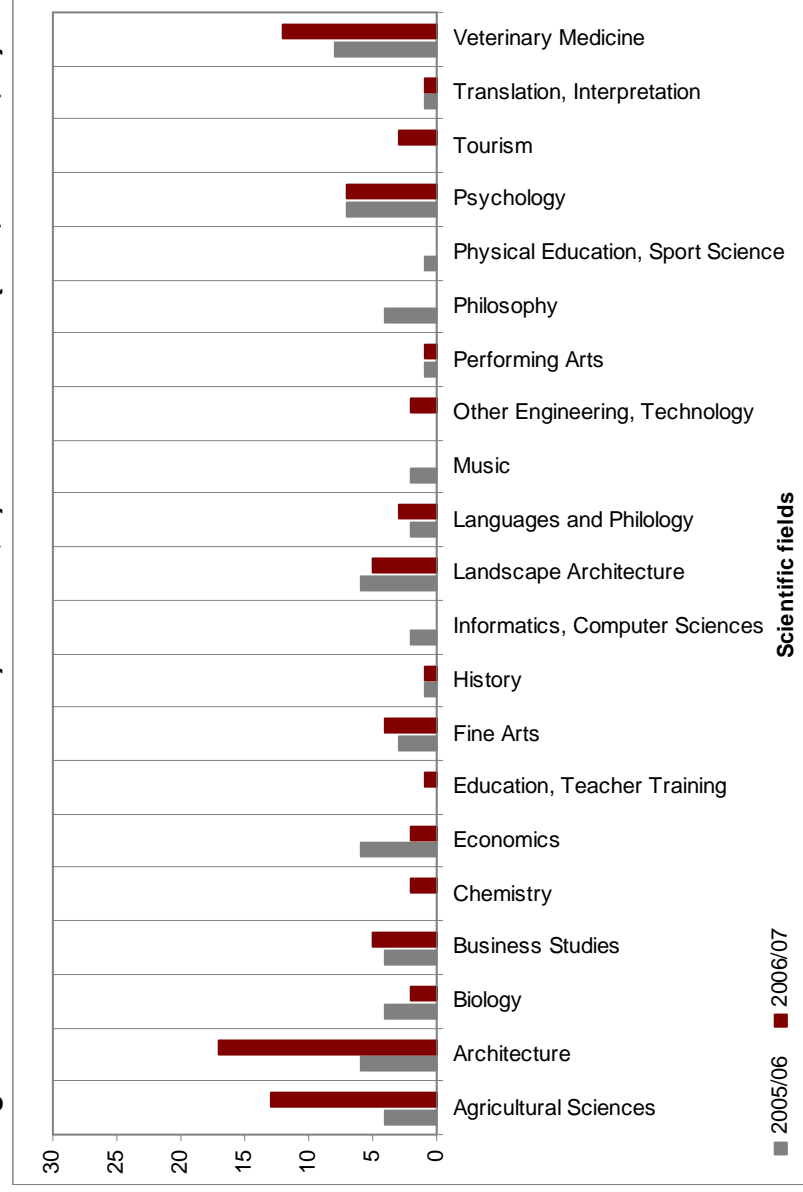
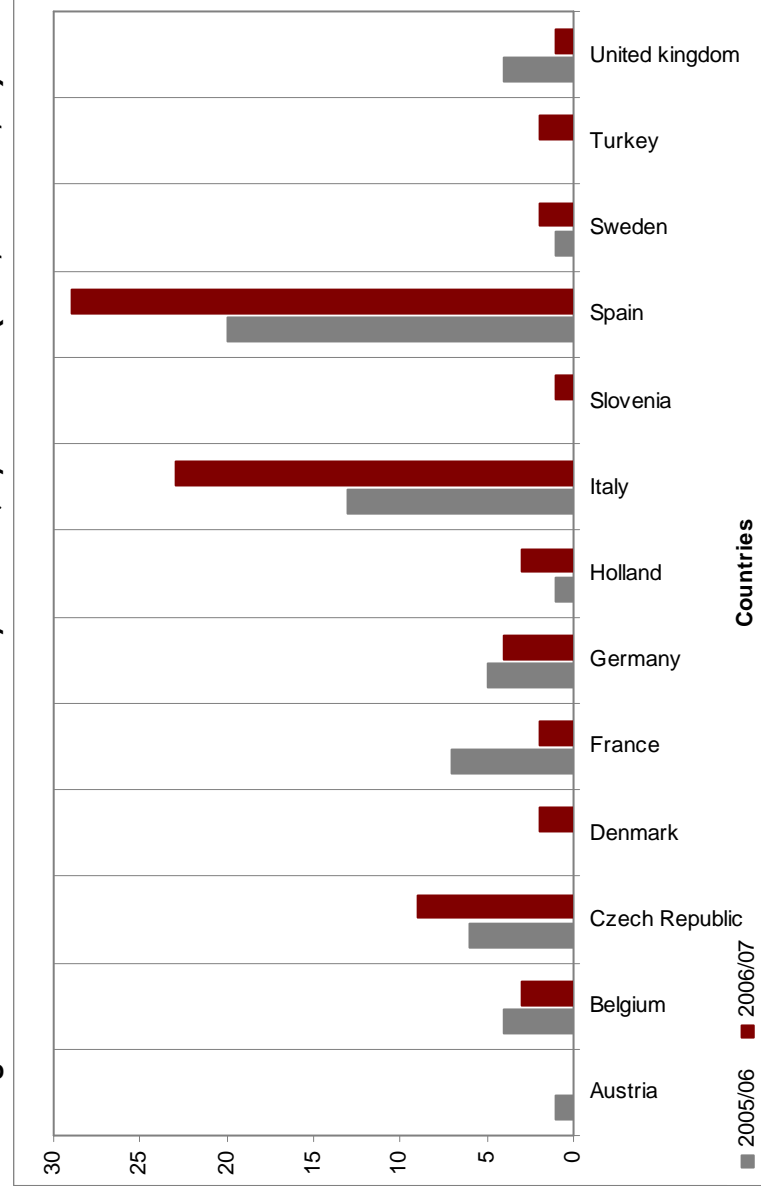


Figure VI: Students from the University of Évora, by countries (2005/06 – 2006/07)



Foreign students hosted by the University of Évora, by scientific field and by country

Scientific Fields	Nº of Students	
	2005/06	2006/07
Agricultural Sciences	7	2
Architecture	6	4
Biology	3	2
Business Studies	2	6
Economics	5	2
Education, Teacher Training	0	0
Environmental Sciences, Ecology	0	3
Fine Arts	1	2
Geography, Geology	4	0
History	0	1
Landscape Architecture	0	1
Languages and Philology	5	5
Mathematics	1	0
Other Engineering, Technology	3	3
Philosophy	0	1
Physical Education, Sport Science	0	1
Sociology	0	3
Veterinary Medicine	6	2
Total	43	38

Countries	Nº of Students	
	2005/06	2006/07
Austria	0	1
Belgium	0	1
Bulgary	1	2
Czech Republic	7	5
Finland	1	0
Germany	5	2
Greece	2	0
Holland	1	0
Italy	2	7
Poland	2	0
Romany	0	1
Slovenia	1	0
Spain	19	18
Sweden	0	1
Turkey	2	0
Total	43	38

Source: International Relations Office

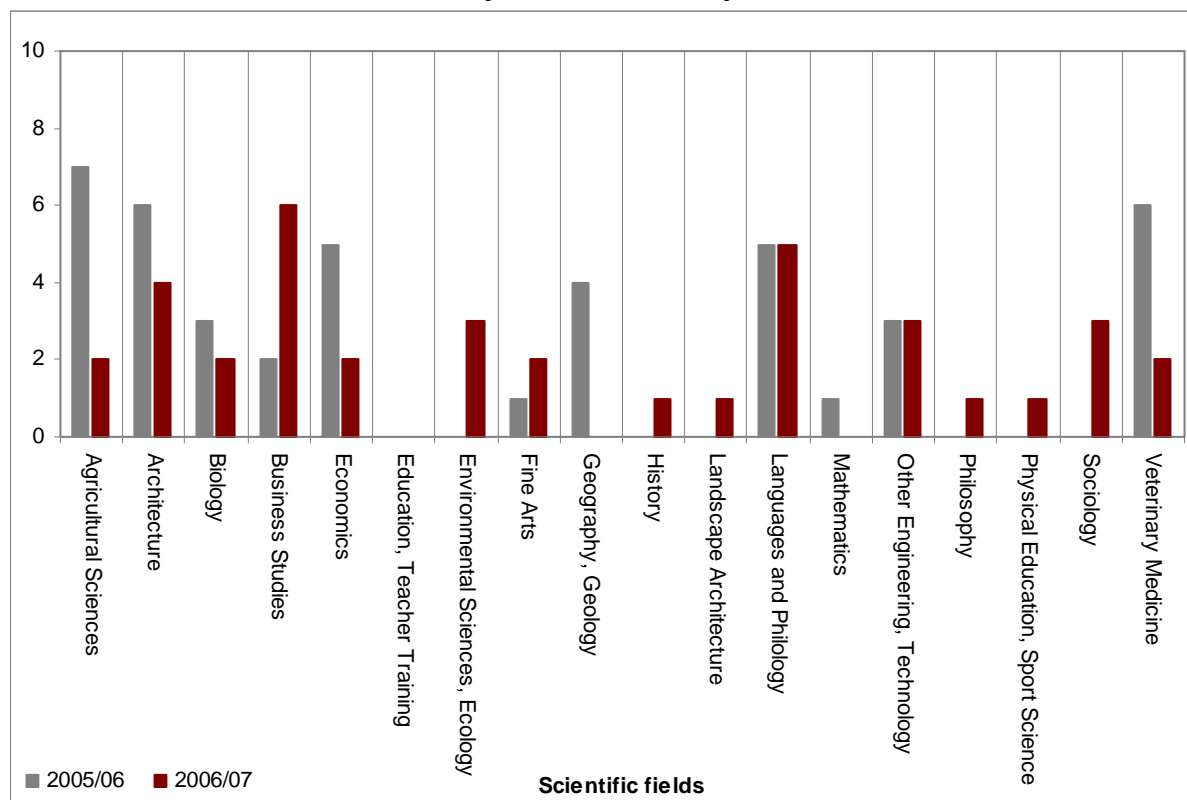
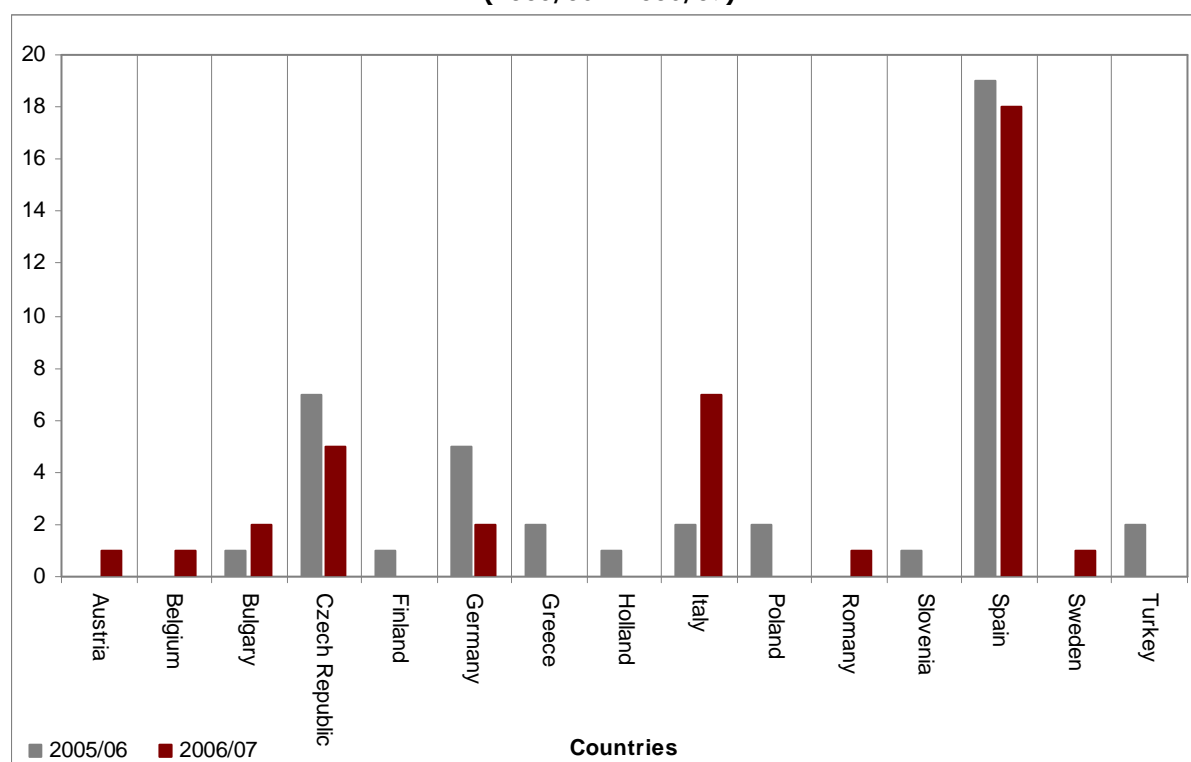
Figure VII: Foreign students hosted by the University of Évora, by scientific fields (2005/06 – 2006/07)


Figure VIII: Foreign students hosted by the University of Évora, by countries (2005/06 – 2006/07)



Internationalisation strategy

The internationalisation strategy includes:

- Establishment of partnerships with international universities and research networks;
- Participation in the mobility programmes for students and teaching staff (Socrates/Erasmus mainly);
- Developments of joint projects with international partners;
- Participation in the European Area of Knowledge and the European Research Area.

The University of Évora has several international protocols established with:

America	53
Europe	30
Asia	3
Africa	15
TOTAL	101

Foreign students hosted in 2006/2007 by the University of Évora under international protocols:

Argentina	1
Brasil	53
India	1
Italy	3
Uruguay	1
TOTAL	59

Other type of international programmes/networks and projects in the field of education and formation:

The University of Évora actively participates in Europeans Networks and Consortia which promote the internationalisation of education and allow for educational and economic multiplication effects: Compostela Group, ICA and ESTER networks.

The University coordinates Networks such as PHOENIX, and has strong bilateral links with Latin American Universities (ALFA ESTRELA network, Alban Programme) and Mediterranean Universities (UNIMED Union).

The University of Évora develops a large variety of research projects and has strong links with national and international teams.

ERASMUS MUNDUS:**At present the University of Évora is participating in two Euro-masters:**

- Phoenix EM "Dynamics of Health and Welfare", Co-ordinated by EHESS;
- Master Erasmus Mundus "Techniques, Patrimoine, Territoires, de l' Industrie: Histoire, Valorisation, Didactique ", Co-ordinated by the University of Paris 1 – Sorbonne.

Submissions awaiting European Commission approval:

- Master Erasmus Mundus "Human Ecology ", Co-ordinated by the Vrije Universiteit of Brussels;
- Master Erasmus Mundus "Pharmaceutical Care", Co-ordinated by the Universidad de Granada (Spain);
- Master Erasmus Mundus "Nematology", Co-ordinated by the University of Ghent (Belgium).

Proposal for ERASMUS MUNDUS PROJECTS (Action 4):

- IMAMIS-Net – "International Masters in Applied Mathematics and Information Sciences Network", Co-ordinated by the Univ. Nice-Sophia Antipolis (France);
- ASABE – "Activities Supporting the Attractiveness of the evolving Biosystems Engineering Studies", Co-ordinated by Agricultural University of Athens.

RESEARCH AND KNOWLEDGE TRANSFER (1)

Source: Prof. Heitor Reis

National research policy/strategy, including research priorities

Several governmental policies support the internationalisation of the Portuguese Research Centres, which are increasingly involved in international networks and in international projects. In 2007 the Portuguese government launched a programme to recruit 1000 national and international scientists of outstanding merit and increased the budget allocated to Science and Technology.

The official priorities match those of the 7th Framework Program of the EU: Health Sciences, Energy, Climate Change, Environment, Biotechnology, Innovation, Entrepreneurship and Management, Engineering and related Technologies.

University research policy/strategy

The University main goals are the following:

- A) To Increase research activities, structuring high-level research teams to lecture graduate and post-graduate courses;
- B) To participate in national and international research networks;
- C) To develop projects with national and international partners;
- D) To increase the participation in the European Research Area (ERA).

The strategies to achieve the above mentioned goals are organised into the following four major principles:

- Restructuring of research units, recently, in order to increase dimension, quality and organization of the research teams;
- Partnership encouragement and effective involvement in partnerships with both national and international research institutions and with companies;
- Reduction of teaching timetable of the most productive researchers in order to increase time devoted to research;
- Implementation of a set of rules on scientific merit as a key factor to achieve university positions.

List of scientific papers by department from indexed journals

List of scientific papers by field of research from indexed journals:

(YEARS 2000-2006, SOURCE ISI WEB OF SCIENCE)

Subject Category	Record Count	% of 649
ECOLOGY	51	7.8582 %
BIOCHEMISTRY & MOLECULAR BIOLOGY	40	6.1633 %
CHEMISTRY, PHYSICAL	40	6.1633 %
MARINE & FRESHWATER BIOLOGY	31	4.7766 %
GEOSCIENCES, MULTIDISCIPLINARY	30	4.6225 %
METEOROLOGY & ATMOSPHERIC SCIENCES	30	4.6225 %

ENVIRONMENTAL SCIENCES	27	4.1602 %
GEOGRAPHY, PHYSICAL	26	4.0062 %
MATHEMATICS	25	3.8521 %
PHYSICS, CONDENSED MATTER	25	3.8521 %
ZOOLOGY	24	3.6980 %
ASTRONOMY & ASTROPHYSICS	22	3.3898 %
BIOPHYSICS	22	3.3898 %
ECONOMICS	22	3.3898 %
COMPUTER SCIENCE, ARTIFICIAL INTELLIGENCE	21	3.2357 %
MATHEMATICS, INTERDISCIPLINARY APPLICATIONS	21	3.2357 %
GEOCHEMISTRY & GEOPHYSICS	19	2.9276 %
MATERIALS SCIENCE, MULTIDISCIPLINARY	19	2.9276 %
ENGINEERING, MECHANICAL	18	2.7735 %
MATHEMATICS, APPLIED	17	2.6194 %
MECHANICS	17	2.6194 %
COMPUTER SCIENCE, THEORY & METHODS	16	2.4653 %
PLANT SCIENCES	16	2.4653 %
CLINICAL NEUROLOGY	15	2.3112 %
CHEMISTRY, APPLIED	14	2.1572 %
AGRONOMY	13	2.0031 %
CHEMISTRY, ANALYTICAL	12	1.8490 %
CHEMISTRY, INORGANIC & NUCLEAR	12	1.8490 %
BIOCHEMICAL RESEARCH METHODS	11	1.6949 %
BIOLOGY	11	1.6949 %
ENGINEERING, CHEMICAL	11	1.6949 %
AGRICULTURAL ENGINEERING	10	1.5408 %
BIOTECHNOLOGY & APPLIED MICROBIOLOGY	10	1.5408 %
FOOD SCIENCE & TECHNOLOGY	10	1.5408 %
MICROBIOLOGY	10	1.5408 %
MULTIDISCIPLINARY SCIENCES	10	1.5408 %
PHYSICS, MATHEMATICAL	10	1.5408 %
PHYSICS, MULTIDISCIPLINARY	10	1.5408 %
BIODIVERSITY CONSERVATION	9	1.3867 %
CHEMISTRY, ORGANIC	9	1.3867 %
PHYSICS, APPLIED	9	1.3867 %
SOCIAL SCIENCES, MATHEMATICAL METHODS	9	1.3867 %
ENERGY & FUELS	8	1.2327 %
THERMODYNAMICS	8	1.2327 %
AGRICULTURE, SOIL SCIENCE	7	1.0786 %
GEOLOGY	7	1.0786 %
STATISTICS & PROBABILITY	7	1.0786 %
WATER RESOURCES	7	1.0786 %
BEHAVIORAL SCIENCES	6	0.9245 %
CELL BIOLOGY	6	0.9245 %
ENGINEERING, CIVIL	6	0.9245 %
MATERIALS SCIENCE, COATINGS & FILMS	6	0.9245 %
NEUROSCIENCES	6	0.9245 %
VETERINARY SCIENCES	6	0.9245 %
AUTOMATION & CONTROL SYSTEMS	5	0.7704 %
CHEMISTRY, MULTIDISCIPLINARY	5	0.7704 %
FISHERIES	5	0.7704 %
GENETICS & HEREDITY	5	0.7704 %
NUTRITION & DIETETICS	5	0.7704 %
ORNITHOLOGY	5	0.7704 %
PHYSICS, ATOMIC, MOLECULAR & CHEMICAL	5	0.7704 %
PHYSICS, NUCLEAR	5	0.7704 %
PHYSIOLOGY	5	0.7704 %
VIROLOGY	5	0.7704 %
AGRICULTURE, MULTIDISCIPLINARY	4	0.6163 %
COMPUTER SCIENCE, INTERDISCIPLINARY APPLICATIONS	4	0.6163 %
ENGINEERING, ELECTRICAL & ELECTRONIC	4	0.6163 %

ENGINEERING, ENVIRONMENTAL	4	0.6163 %
ENTOMOLOGY	4	0.6163 %
IMAGING SCIENCE & PHOTOGRAPHIC TECHNOLOGY	4	0.6163 %
NANOSCIENCE & NANOTECHNOLOGY	4	0.6163 %
OCEANOGRAPHY	4	0.6163 %
PARASITOLOGY	4	0.6163 %
PUBLIC, ENVIRONMENTAL & OCCUPATIONAL HEALTH	4	0.6163 %
REMOTE SENSING	4	0.6163 %
AGRICULTURE, DAIRY & ANIMAL SCIENCE	3	0.4622 %
CONSTRUCTION & BUILDING TECHNOLOGY	3	0.4622 %
ENVIRONMENTAL STUDIES	3	0.4622 %
EVOLUTIONARY BIOLOGY	3	0.4622 %
FORESTRY	3	0.4622 %
IMMUNOLOGY	3	0.4622 %
LIMNOLOGY	3	0.4622 %
NUCLEAR SCIENCE & TECHNOLOGY	3	0.4622 %
PALEONTOLOGY	3	0.4622 %
PERIPHERAL VASCULAR DISEASE	3	0.4622 %
PHYSICS, FLUIDS & PLASMAS	3	0.4622 %
PSYCHOLOGY, MULTIDISCIPLINARY	3	0.4622 %
URBAN STUDIES	3	0.4622 %
UROLOGY & NEPHROLOGY	3	0.4622 %
ALLERGY	2	0.3082 %
ANTHROPOLOGY	2	0.3082 %
CHEMISTRY, MEDICINAL	2	0.3082 %
COMPUTER SCIENCE, SOFTWARE ENGINEERING	2	0.3082 %
CRYSTALLOGRAPHY	2	0.3082 %
ENDOCRINOLOGY & METABOLISM	2	0.3082 %
ENGINEERING, AEROSPACE	2	0.3082 %
GEOGRAPHY	2	0.3082 %
HEMATOLOGY	2	0.3082 %
HISTORY	2	0.3082 %
HORTICULTURE	2	0.3082 %

RESEARCH AND KNOWLEDGE TRANSFER (2)

Source: Prof. Carlos Marques

University policy on intellectual property rights, ownership of patents, type of patents, payments, subsidies.

The University's policy towards intellectual property (IP) and Knowledge and Technology Transfer (KTT) is organised through two units: (i) the "Gabinete de Apoio à Propriedade Intelectual" (GAPI) (IP Office, located in the University's foundation, Fundação Luís de Molina), and the (ii) "Oficina de Transferência de Tecnologia e Conhecimento" (OTIC), which manages both R&D Support and KTT. All IP and KTT policy and strategy is set at the Rectory level.

The University has an IP regulation which was approved in the senate which sets the following principles: (i) the IP ownership belongs to the University; (ii) the inventor's unconditional moral right is to be protected; and (iii) the ownership of the author's rights belongs to the creator. A list of all the patents is annexed to this document.

The OTIC mission is to effectively transfer University technologies to the market so as to generate benefits for the University, the community and the general public. Its team manages the University's Scientific Information System, composed by the digital repository of scientific publications; the

researchers CV management system; the projects management system, as well as the contracts and protocols management system. Based on this system, OTIC provides (i) The University of Évora Research Guide; (ii) R&D and KTT Info on researchers mobility, entrepreneurship, R&D funding, R&D events, University/Enterprise (U/E) funding, U/E events, news and documents; (iv) Technological scanning, advice on potential knowledge and tech transfer issues during research activities and to assist in the invention disclosure process ;(v) access to potential opportunities for the creation of the University's technology based spin-off and start-ups.

The benefits of the tech transfer include: (i) results of University research are deployed to improve life quality and economy; (ii) Commercialization efforts often lead to expanded university research opportunities; (iii) activities lead to valuable educational experiences for students which augment classroom teachings; (iv) training, also in life-long learning perspective, is tailored to students and enterprises; (v) technology commercialization creates job opportunities for graduates, and positive economic development for the community, the state and the general public.

The University, through OTIC, together with GAPI: (i) has set consortia with 26 enterprises to develop university based research's technology (annex) (ii) from the 19 patents registered through GAPI, is discussing 5 licensing agreements; (iii) signed a licensing agreement which is connected with 3 patents; (iv) has lead 3 technology results to the business plan level (v) two of which are bound to become spin-off companies during 2008.

List of agreements for technology and knowledge transfer within OTIC

REFER - Rede Ferroviária Nacional
Plansel viveiros Jorge Bohm Lda
Reynolds & Oliveira
Manuel Rui Azinhais Nabeiro, Lda
Novis Telecom, S.A.
Viatecla
Edscha Arjal - Sistemas Técnicos para Automóveis, Lda
Tyco Electronics
Ydreams - Informática, S.A.
MobiComp
Siemens S.A. - Fábrica de Relés de Évora
Bioévora
Critical Software, S.A.
DAI
CATET
RUSTITUR
BIOCODEX
Portugal Telecom, S.A.
BETA - Sociedade de Capital de Risco
COTArroz
BARRANCARNES - Transformação Artesanal, Lda.
Dianabritas
Deselbase
Unicaró
Campo em casa
Fençaça

Details of any patents previously granted and any in progress with dates and current status.

Title	Scope	Inventor	Legal Status	Patent number	Applicant / Holder	Year of request	Year of concession	Availability for commerce
Automatic cutback irrigation system	National	Shakib Shahidian	Granted	PT102731	Universidade de Évora	2002	2005	Available
Method and apparatus for separation of solids in liquid suspensions, by filter unclogging aided filtration	National	Carlos Franco; Jaime Fernandes	Granted	PT102853	Universidade de Évora	2002	2004	
Process for the manufacture of carbon molecular sieves	National (Spain)	Peter Carrott; Maria Manuela Lopes Carrott; João Valente Nabais et al.	Granted	ES2246655	Universidade de Évora / Consejo Superior de Investigaciones Científicas	2003	2007	
Harvesting apparatus for olive and dry nuts detached by autonomous equipment	Utility model	José Oliveira Peça et al.	Granted	PT9983U	Universidade de Évora / Reynolds Oliveira	2004	2005	
Pochonia chlamydosporia strain PcMR and method to use it in biological control of the root-knot-nematode (<i>Meloidogyne</i> spp.)	National	Carlos Franco	Granted	PT103146	Universidade de Évora	2004	2006	
Method and apparatus for separation of solids in liquid suspensions, by filter unclogging aided filtration	International (PCT)	Carlos Franco; Jaime Fernandes	Patent request published	WO2005115584 EP047354279	Universidade de Évora	2004		
Liquid media for chlamyospore production of the fungus <i>Pochonia chlamydosporia</i>	National	Carlos Franco	Patent request published	PT103346	Universidade de Évora	2005		
<i>Pochonia chlamydosporia</i> strain PcMR and method to use it in biological control of the root-knot-nematode (<i>Meloidogyne</i> spp.)	International (PCT)	Carlos Franco	Patent request published	WO2005121314	Universidade de Évora	2005		
Biotechnological process for Alentejano pig breed sausage production with low content biogenic amines	National (Spain)	Miguel Elías; Alfonso Santiago	Patent request published	Not available	Universidade de Évora / Instituto de Fermentaciones Industriales / Consejo Superior de Investigaciones Científicas	2005		Not available
Biotechnological process for Alentejano pig breed sausage production with low content biogenic amines	National	Miguel Elías; Alfonso Santiago	Granted	PT103508	Universidade de Évora / Instituto de Fermentaciones Industriales / Consejo Superior de Investigaciones Científicas	2006	2007	Not available

Title	Scope	Inventor	Legal Status	Patent number	Applicant / Holder	Year of request	Year of concession	Availability for commerce
Liquid media for chlamyospore production of the fungus Pochonia chlamyosporia	International (PCT)	Carlos Franco	Patent request published	WO2007031949	Universidade de Évora	2006		
Intelligent drinking bowl for livestock	National	João Figueiredo	Patent request NOT PUBLISHED		Universidade de Évora	2006		Available
Processes for the production of activated carbons from a lignocellulosic precursor	National	João Nabais	Patent request NOT PUBLISHED		Universidade de Évora	2006		Available
A method and software application which evaluates the position of a firm in the market	National (USA)	Soumodip Sarkar	Patent request NOT PUBLISHED		Universidade de Évora	2006		Available
"Consórcio microbiano de leveduras, processo para a sua preparação e sua utilização na produção de vinhos brancos"	National	Colaço et al.	Patent request NOT PUBLISHED		Universidade de Évora / INETI	2007		Available
Remediation process for acid waters contaminated with heavy metals.	National	Sofia Capelo	Patent request NOT PUBLISHED		Universidade de Évora / Universidade do Algarve	2007		Available
"Aparelho para equilíbrio e medição de forças e momentos hidrostáticos"	National	Orlando Silva	Patent request NOT PUBLISHED		Universidade de Évora	2007		Available
"Dispositivo para Maximização da Captação de Radiação Solar"	National	João Figueiredo; Rui Lobo	Patent request NOT PUBLISHED		Universidade de Évora / AJLobo	2007		
"Utilização de uma fibra de carbono activada poliaminada de carácter básico como adsorvente"	National	João Nabais; Peter Carrott; Maria Carrott; Carlos Valle; José Rodriguez	Patent request NOT PUBLISHED		Universidade de Évora	2007		Available

QUALITY

Source: Prof. Carlos Vieira

Main results of external evaluations

This section summarises the main recommendations from the External Evaluation Committees on all degree programmes involved in the second round of programme evaluations, between the academic years 1999/2000 and 2003/04. The evaluation system was coordinated by the Foundation of the Portuguese Universities (FUP), and involved 24 degree programmes in the University of Évora. Within the university, a technical structure coordinated by a pro-rector, had been set up to assist the programme committees through all stages of the evaluation process.

As usually, the evaluation process comprised three main stages: self-evaluation, external evaluation and follow-up. The conclusions of the external evaluation, after the analysis of the self-evaluation reports and the visits to the institution by the external committees are based on the identification of the main strengths and weaknesses in a group of previously defined items, such as: i) the programme's global organisation; ii) academic, scientific and pedagogical organisation; iii) academic staff; iv) students; v) infrastructures and equipments; vi) technical and administrative organisation; vii) social services; viii) institutional culture; ix) external relations.

All recommendations arising from each programme evaluation process have been disclosed to the respective programme committee, to the main departments involved in the programme and to the members of the University Evaluation Council⁶ (also available in the web page of the pro-rectory for quality and innovation). At the end of this second evaluation round, an internal document has been produced, and disclosed to all the academia (it is also on the web page), systematising the main and recurrent recommendations of the external evaluation committees. It is therefore important to note that the recommendations listed below do not apply to all degree programmes and, on the other hand, do not include some programme-specific recommendations.

Synthesis of the Main Recommendations from the External Evaluation Committees (2nd evaluation round, 1999/00 – 2003/04)

- a) Deficiencies at the level of Intra-institutional relationships;
- b) Difficulties of inter-departmental coordination of degree programmes, namely a heavy bureaucracy of procedures;
- c) Need to reflect on the competencies and deliberating ability of the programme committees. Recommendations to integrate students and/or non academic staff on these committees;
- d) Weak representation of students and non academic staff in some university units, namely the programme committees, the self-evaluation groups and the programme revision groups.
- e) Academic failure: only an insufficient percentage of students complete their degrees within the expected number of years. Attention was called to the problems of student absenteeism and the lack of regulations limiting the number of consecutive enrolments on a programme and conditioning the enrolment on some particular courses on the success in other courses;
- f) Excessive number of courses and/or excessive number of contact hours;

⁶ Presided by the rector, it comprises the vice-rectors for teaching and research activities, the pro-rector for quality policies, the presidents of the Scientific and Pedagogical Councils, two students proposed by the Pedagogical Council and a member of the Student's Union.

- g) The existence of many external teachers in some degree programmes may have a negative effect on the regular functioning of those programmes;
- h) Distancing of some teaching staff towards the degree programme, sometimes reflected in the difficulty of students to contact the teachers or, in other cases, in a relative inadequacy of the courses to the specificities and particular needs of the students;
- i) Insufficient number of completely filled teacher and course reports in the university's online information system;
- j) Insufficient technical and administrative staff;
- k) Infrastructures, equipment and bibliography. For most programmes evaluated, the following weaknesses have been identified: dispersed, insufficient and/or inappropriate infrastructures (classrooms, teacher offices, study rooms); need for more computers and bibliography; lack of some laboratorial equipment;
- l) Low level of internationalisation of both students and academic staff, particularly in what concerns the Socrates/Erasmus programs;
- m) Low answer rates to the teachers, students and non-academic staff opinion surveys;
- n) Deficiencies in the information supplied by the university support units and by the teachers concerning the courses' syllabus, bibliography and assessment rules;
- o) Absence of a strategic plan for investment in quality;
- p) Budgetary restrictions preventing the expansion of the academic and non-academic staff, research activities and a reinforcement of the library resources;
- q) Need to implement a system of analytical accountancy, allowing the estimation of the costs by programme and by student;
- r) Need for a coherent policy of promotion of the university programmes, particularly at the regional level;

Some actions already implemented

The recommendations listed above have been carefully considered by the institution, and some actions have already been taken or are planned for the near future.

In what concerns the intra-institutional relationships (a, b and c), some new regulations have been approved to clarify the roles of some units in the university, particularly the programme committees, the departments and the departmental areas. The overall structure of the university is under discussion at the University Assembly, according to the recent national law. All Programme Committees must now include at least one student (b and d). There is already a university regulation concerning the enrolment in some courses conditioned on the student having successfully completed other particular courses (e), although this depends on the rules established by each Programme Committee.

The adaptation of all programmes to the Bologna guidelines, in effect in the academic year 2007/08, also includes the limitation in the number of consecutive enrolments by each student in a programme (e). This reorganisation of all study programmes has also reduced the number of courses and contact hours in all programmes (f).

All university staff and students have now access to a comprehensive bibliographical database (b-on, library online), allowing the retrieval of papers in most periodicals in all scientific areas (k).

A programme for quality promotion (Proqual) has been implemented in 2006 (o), supported by a number of performance indicators for quality monitoring.

The University of Évora has introduced in 2007 a comprehensive strategy concerning the promotion of its teaching activities (r), structured along the following aspects:

- 1) promotion of a regular network of contacts with the region's secondary level schools with a program of visits to our laboratories, research centres and other structures;
- 2) public marketing of teaching activities using the information and communication technologies, namely the university's web page (www.uevora.pt), the online newsletter (www.ueline.uevora.pt) and digital video;
- 3) organisation and participation in public events of regional and national impact: ExpoStudent, Student Forum, Ovibeja and National Fair of Agriculture. These events are visited by a young and also undifferentiated public which may reach three hundred thousand persons;
- 4) advertisements in the regional and national press;
- 5) publishing and distribution of leaflets, illustrated postcards and posters.

PROQUAL instruments and quality monitoring indicators

EVALUATION QUESTIONNAIRES

- Students Opinion Survey

Questionnaire number Program degree _____ Course _____

About the course

A. GENERAL INFORMATION ON THE STUDENT

- | | | | | | |
|---|-----------|------|-------|----------|----------|
| 1. Number of enrolments: | one | two | three | four | five / + |
| 2. Number of final classifications obtained thus far: | none | one | two | three | four / + |
| 3. In your opinion, your class attendance is: | very good | good | bad | very bad | NA |

B. COURSE CONTENTS

- | | | | | | |
|---|-----------|------|-----|----------|----|
| 4. Balance between the subjects' depth and diversity: | very good | good | bad | very bad | NA |
| 5. Level of acquired knowledge: | very good | good | bad | very bad | NA |
| 6. Subject level of understanding regarding previous knowledge: | very good | good | bad | very bad | NA |

C. COURSE ORGANIZATION

- | | | | | | |
|---|-----------|------|-----|----------|----|
| 7. Coordination between teachers (only if the course is lectured by more than one): | very good | good | bad | very bad | NA |
| 8. Access to the recommended bibliography: | very good | good | bad | very bad | NA |
| 9. Adequacy of the lecture time: | very good | good | bad | very bad | NA |

D. ASSESSMENT METHODS

- | | | | | | |
|--|-----------|------|-----|----------|----|
| 10. Correspondence between evaluated and taught knowledge: | very good | good | bad | very bad | NA |
| 11. Adequacy of the assessment methods: | very good | good | bad | very bad | NA |

E. EXTERNAL ARTICULATIONS

- | | | | | | |
|--|-----------|------|-----|----------|----|
| 12. Importance of this course within the program degree curricula: | very good | good | bad | very bad | NA |
|--|-----------|------|-----|----------|----|

F. MATERIAL RESOURCES

- | | | | | | |
|--|-----------|------|-----|----------|----|
| 13. Adequacy of the teaching equipment used: | very good | good | bad | very bad | NA |
|--|-----------|------|-----|----------|----|

About the teacher (repeat as many times as the number of teachers)

- | | | | | | |
|--|-----------|------|-----|----------|----|
| 14. Mastery and knowledge on the different subjects (considering your experience): | very good | good | bad | very bad | NA |
| 15. Clarity of explanation: | very good | good | bad | very bad | NA |
| 16. Ability to stimulate the students' reasoning ability | very good | good | bad | very bad | NA |
| 17. Fairness in grades | very good | good | bad | very bad | NA |
| 18. Interest showed in teaching | very good | good | bad | very bad | NA |
| 19. Availability to clarify doubts | very good | good | bad | very bad | NA |
| 20. Respect showed in the relationship with the students: | very good | good | bad | very bad | NA |
| 21. Assiduity: | very good | good | bad | very bad | NA |
| 22. Punctuality: | very good | good | bad | very bad | NA |
| 23. Global classification of the teacher performance: | very good | good | bad | very bad | NA |

- New Students Opinion Survey

1 ACADEMIC DEGREE YOU ARE ENROLLING:

<input type="checkbox"/>	First Degree
<input type="checkbox"/>	Master

3 GENDER:

<input type="checkbox"/>	Female
<input type="checkbox"/>	Male

5 BIRTH PLACE?

<input type="checkbox"/>	District/ island: _____
<input type="checkbox"/>	Council: _____
<input type="checkbox"/>	African country of Portuguese official language: _____
<input type="checkbox"/>	Other: _____

7 SCHOOLING LEVEL:

	Mother	Father
Can not read and write		
Can read but did not complete the 1st Cycle		
Basic Schooling - 1st Cycle		
2nd Cycle (6th year)		
3rd Cycle (9th year)		
Secondary Schooling		
Graduate degree (1st degree)		
Master's degree		
PhD		

11 - IN WHICH OPTION HAVE YOU BEEN PLACED?

<input type="checkbox"/>	1st	<input type="checkbox"/>	2nd	<input type="checkbox"/>	3rd	<input type="checkbox"/>	4th	<input type="checkbox"/>	5th	<input type="checkbox"/>	6th
--------------------------	-----	--------------------------	-----	--------------------------	-----	--------------------------	-----	--------------------------	-----	--------------------------	-----

12 - COURSE CODE?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

13 - IN THE PREVIOUS SCHOOLING LEVEL BEFORE ADMISSION IN HIGHER EDUCATION, HOW MANY YEARS HAVE YOU BEEN RETAINED?:

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4 or +
--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	--------

Less than 3rd Cycle (9th year):
In Secondary Schooling:

14 - ARE YOU A FIRST TIME CANDIDATE TO A HIGHER EDUCATION LEVEL?

<input type="checkbox"/>	Yes				
<input type="checkbox"/>	No				
<input type="checkbox"/>	How many times have you submitted before admission?				
<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3 or +

15 GROSS INCOME LEVEL OF FAMILY UNIT?

<input type="checkbox"/>	Less than 375€/month
<input type="checkbox"/>	375 to 750€/month
<input type="checkbox"/>	750 to 1125€/month
<input type="checkbox"/>	1125 to 1500€/month
<input type="checkbox"/>	More than 1500€/month

17 - IN THE CURRENT ACADEMIC YEAR, ARE YOU DISPLACED FROM YOUR PERMANENT RESIDENCY TO STUDY?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

2 MODALITY:

<input type="checkbox"/>	Public
<input type="checkbox"/>	Private/ cooperative
<input type="checkbox"/>	Portuguese catholic university

4 - NATIONALITY :

<input type="checkbox"/>	Portuguese
<input type="checkbox"/>	Other. Which? _____

6 - FAMILY UNIT:

<input type="checkbox"/>	Mother
<input type="checkbox"/>	Father
<input type="checkbox"/>	Brothers
<input type="checkbox"/>	Spouse
<input type="checkbox"/>	Others. Which? _____

8 - DATE OF BIRTH:

DAY	MONTH	YEAR
<input type="text"/>	<input type="text"/>	<input type="text"/>

9 - PERMANENT RESIDENCE OF THE FAMILY UNIT:

<input type="checkbox"/>	District/ island: _____
<input type="checkbox"/>	Council: _____

10 - DO YOU HAVE ANY PERMANENT REMUNERATED ACTIVITY?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes
<input type="checkbox"/>	If you Answer Yes:
<input type="checkbox"/>	Full time
<input type="checkbox"/>	Part time

16 - CLASSIFY, IN GROWING IMPORTANCE, WHERE 1 IS LESS IMPORTANT AND 5 MOST IMPORTANT, WHICH CHARACTERISTICS DO YOU PRIVILEGE IN A UNIVERSITY:

	1	2	3	4	5
Good teachers					
University prestige					
Good Infrastructures (classrooms, didactic support, ...)					
Good library					
Good computer infrastructures					
Localization					
Guarantee of professional exits					
High admission grades					
High academic success rates					
Quality of programme curricula					
Activities of scientific research					
Extracurricular activities					
Good general organization					
Structures for sport and leisure					
Meals zone					
Medical-Social services					
Administrative support					
Support for international mobility					
Good student association					

18 DID YOU CHOOSE ONLY THE UNIVERSITY OF ÉVORA?

Yes	
No	TO WHICH OTHER INSTITUTIONS HAVE YOU APPLIED?
	University of Algarve University of Açores University of Aveiro University of Beira Interior University of Coimbra University of Lisboa University of Madeira University of Minho University of Nova of Lisboa University of Porto University of Técnica of Lisboa University of Trás-os-Montes ISCTE Polytechnical Institute of Beja Polytechnical Institute of Portalegre Others. Which? _____

20 WHAT INFORMATION DID YOU CONSIDER IN THE CHOICE OF THE UNIVERSITY OF ÉVORA?

Promotion activities of the University of Évora: <ul style="list-style-type: none"> - In fairs - In the press - In the secondary school Consultation of the university web page in the Internet Consultation of access guide to higher education Information provided in the secondary school by: <ul style="list-style-type: none"> - Teachers - Other students - Orientation services - visit of the school to University of Évora Individual visit to University of Évora Others. Which? _____

23 WHICH ARE YOUR MAIN REASONS TO ENROLL IN HIGHER EDUCATION?

Ambition Conscience of the need for further formation Desire of a prolonged academic life Colleague's example Way to get a higher remuneration in the future Willingness for knowledge Parents' imposition Friends influence Way of ascension in the professional career (in the case of working students) Necessity/desire to get away from family environment Time occupation Perspectives of a good job Social importance of a degree Others. Which? _____
--

19 WHY DID YOU INCLUDE THE UNIVERSITY OF ÉVORA IN YOUR OPTIONS?

Characteristics of the city of Évora Costs (accommodation, meals, transport) Family or friends studying here Possibility to get university accommodation Prestige image of the university Inexistence of the programme degree in other institutions University installations and equipment Average accession grades Necessity/desire to withdraw from family environment Brothers' opinion Parents' opinion Professional success of graduates from the University of Évora Possibility to conciliate study and work Geographical proximity of the residence Geographical proximity of the family residence Quality of academic life Quality of interpersonal relations Education quality High academic success Others. Which? _____
--

21 HAVE YOU APPLIED ONLY TO THIS PROGRAMME DEGREE?

Yes
No

22 WHICH ARE THE MAIN REASONS FOR INCLUDING THIS DEGREE OF THE UNIVERSITY OF ÉVORA IN YOUR OPTIONS?

Access conditions (admission tests and/or calculation formula) Intended degree closer to the residence Desire of to increase knowledge in this scientific area Admission grade Prestige of the graduates and academic staff Opinion of: <ul style="list-style-type: none"> - Parents - Brothers - other family or friends Vocational orientation process Good employer opinion of these graduates Vocation Others. Which? _____
--

24 WHICH ARE YOUR EXPECTATIONS IN RELATION TO UNIVERSITY OF ÉVORA?

Necessary formation to your professional life Guarantee of a job Opportunity to increase social relations Participation in activities that allow later admission in politics Personal development Extension of secondary school An institution that will watch over my academic formation Others. Which? _____

25 ARE YOU PLANNING TO REQUEST TRANSFERENCE TO OTHER UNIVERSITY?

No	
Yes	WHY?
	The first impression of University of Évora is negative Desire a more appraised university I applied for this university only to guarantee admission in higher education This was not my first option I don't like of the city My colleagues/ friends had been admitted in other university I intend to be closer to my residence Others. Which? _____

26 ARE YOU PLANNING TO REQUEST TRANSFERENCE TO OTHER PROGRAMME DEGREE?

No	
Yes	WHY?
	I discovered a new vocation Negative information subsequent to the candidacy It wasn't my first option Family and friends pressure I prefer other programme in the same scientific area for which I didn't have grades I prefer a programme with higher job opportunities I have only applied for this programme to guarantee admission in higher education Others. Which? _____

27 DO/ DID YOUR PARENTS ATTEND/ ATTENDED THE UNIVERSITY OF ÉVORA?

MOTHER	FATHER
	Yes
	No

28 JOB SITUATION:

MOTHER	FATHER
	Employee
	Freelance worker
	Unemployed
	Retired

29 ECONOMIC ACTIVITY:

MOTHER	FATHER
	Agriculture, animal production, hunting, fish and forestry Extractive industries Transforming industries Production and distribution of electricity, gas and water Construction Trade Lodgement and restoration Transports storage and communications Financial activities Immovable activities, leases and services given to the companies Public administration Education Health and social action Other activities and collective, social and personal services Families with house servants International organisations and other extraterritorial institutions Other. Which? _____ Other. Which? _____

- First Degree Graduates Opinion Survey

I- Personal Data

- 1- Gender:**
 Female 1
 Male..... 2
- 2- Year of Birth:** 19.....

II- Academic/Professional Information

- 3- Enrolment in the programme:**/.....
- 4- Graduation year:**/.....
- 5- Final classification:**
- 6- In case you have not concluded your degree in the normal curricular time, indicate the reason(s):**
- Inadequacy to professional objectives 1
 - The curriculum was very extensive 2
 - Personal reasons 3
 - Working student..... 4
 - Mandatory military service 5
 - Mandatory final work took longer than expected to finish..... 6
 - Attendance of a professional period of training/specialization 7
 - Participation in extracurricular activities 8
 - Inadequacy to your expectations 9
 - Others. Which? _____
- 7- If after graduation you have enrolled in additional formation, indicate the type:**
- Other Undergraduate degree 1
 - Postgraduate studies non conferring a degree 2
 - Master degree..... 3
 - PhD 4
 - Professional formation 5
 - Other. Which? _____
- 8- Which was the most important reason to enrol in additional formation?**
- Personal valorisation 1
 - Necessity felt in professional activity 2
 - Progression in the career 3
 - Unemployment 4
 - Other . Which? _____

III- Access to a profession

- 9- How long have you waited until obtaining a job?**
- Before obtaining the degree..... 1
 - Until one month after obtaining the degree..... 2
 - In the first semester after obtaining the degree 3
 - In the 2° semester after obtaining the degree 4
 - More than one year after obtaining the degree 5
 - Still unemployed 6
- 10 - In case you have experienced difficulties in obtaining a job indicate which**
- a) Age 1
 - b) Marital status 2
 - c) Insufficient, inadequate or old-fashioned academic formation 3
 - d) Professional inexperience 4
 - e) Insufficient remuneration 5
 - f) Employers preferences for the opposite sex 6
 - g) Military situation not regularized 7
 - h) Unfamiliarity with the programme degree on the part of the employer 8
 - i) Lack of knowledge of foreign languages 9
 - j) Available jobs not in the area of residence 10
 - l) Bad working conditions 11
 - m) Limitations to admission in the public administration 12
 - n) Professional opportunities do not correspond to expectations..... 13

- o) Lower demand of the market for this degree..... 14
- p) Lack of computer skills 15
- q) The degree was not chosen according to my motivations 16
- Others. Which? _____

11- How do you experience the job market for graduates with your degree?

- Very Bad 1
- Bad 2
- Good 3
- Very Good..... 4

12- How did you find your first job?

- Through the university student support unit..... 1
- In the institution where I did the professional training to finish the degree..... 2
- Self submission 3
- Reply to public announcement 4
- Public Sector Competition 5
- Job Centre 6
- Internet 7
- Invitation..... 8
- Personal connections 9
- Create my own job 10
- Still unemployed 11
- Other. Which? _____

13- If other skills were required in some jobs, indicate which:

- a) Language skills 1
- b) Computer skills 2
- c) Post-graduate studies 3
- d) Period of training 4
- Others. Which? _____

14- How many times have you changed job, after graduation?

- a) Still unemployed 1
- b) None..... 2
- c) One..... 3
- d) Two..... 4
- e) Three..... 5
- f) More than three times 6

15- In case you have changed jobs, indicate the reasons?

- a) Non renewed contract 1
- b) Search for higher remuneration 2
- d) Search for higher job stability 3
- e) Search for better chances of promotion 4
- f) Search for a job more compatible with my expertise 5
- g) Search for a more interesting job 6
- h) Personal reasons..... 7
- i) Search for a job more close to home 8
- j) Create my own job 9
- l) Career progression..... 10
- Others. Which? _____

IV- Academic/Professional Relationship

16- In your functions, do you employ the competencies acquired during your degree?

- a) Unemployed 1
- b) None 2
- c) Few..... 3
- d) Some..... 4
- e) Many..... 5

17- If you consider your current professional activity not adequate to your competencies, why do you not change?

- a) Have not yet found a more appropriate job 1
- b) This job is very well paid 2
- c) This job offers security..... 3
- d) This job allows more flexible working hours 4
- e) This job is close to home 5
- f) This institution offers a good working environment 6
- Others. Which? _____

18- In your current functions which competencies have you found particularly useful?

- a) Creativity 1
- b) Autonomy 2
- c) Initiative 3
- d) Adaptability 4
- e) Responsibility 5
- f) Capacity to work in a team 6
- g) Leadership 7
- h) oral expression skills 8
- i) written expression skills 9
- Others. Which? _____

19- If you maintained contacts with the University of Évora after graduation, indicate which?

- a) Bibliography..... 1
- b) Academic staff support and supervision 2
- c) Attendance of conferences and/or brief courses 3
- d) teaching activities 4
- e) collaboration in research projects 5
- f) Complementary academic formation (Master degree, PhD, ...). 6
- g) Supervision of professional training 7
- h) Supply of services 8
- Others. Which? _____

20- To whom do you attribute the initiative of these contacts?

- a) own initiative..... 1
- b) Initiative of the University of Évora 2
- c) Initiative of the company/institution where I work 3
- Others. Which? _____

21-On what ways can the University of Évora be useful for your professional career when organizing:

- | | Much | Little | Nothing |
|---------------------------------------|------|--------|---------|
| a) Seminars and short courses | | | |
| b) Postgraduate studies | | | |
| c) Masters degrees | | | |
| d) PhD | | | |
| e) Bibliographical production | | | |
| f) Support to research projects | | | |
| Others. Which? _____ | | | |

V- Characterization of the current situation professional

22- Which is your current job status?

- a) Unemployed 1
- b) Short-term contract (one year or less)..... 2
- c) Long-term contract (more than one year) 3
- d) External collaboration 4
- e) Permanent contract 5
- f) Full-time student 6
- Others. Which? _____

23- what is your monthly salary? (in euros)

- a) <500..... 1
- b) 500 a 750..... 2
- c) 751 a 1000..... 3
- d) 1001 a 1250..... 4
- e) 1251 a 1500..... 5
- f) >1500..... 6

24- In which district do you work? -----

25- After graduation have you searched for and found a job in Alentejo?

- a) I looked for and I found..... 1
- b) I looked for but I did not find 2
- c) I did not look for but I found 3
- d) I did not look for and have not found..... 4

26- If you do not work in Évora or Alentejo, indicate the reasons:

- a) Geographical distance from home 1

- b) Preference for another region..... 2
 - c) Unattractive wage 3
 - d) The work market, in the area of your formation, was saturated 4
 - e) My degree was demanded by the local/regional job market 5
- Others. Which? _____

27- Which is your current position?

- a) Director..... 1
 - b) Manager..... 2
 - c) Owner 3
 - e) Family business..... 4
- Others. Which? _____

28- In which sector do you work?

(The hypotheses vary according to the degree)

29- How satisfied are you with your current job?

- a) Very satisfied 1
- b) Satisfied 2
- c) Relatively satisfied 3
- d) Not satisfied 4

VI- Curriculum Evaluation

30- How adequate is your degree to the competences required in the job market?

- a) Excellent 1
- b) Enough 2
- c) Insufficient 3
- d) Very bad 4

31- Of the following, which is the most important aspect to facilitate the transition to the job market?

- a) public promotion activities with potential employers 1
 - b) a larger practical component of the degree 2
 - c) Reorganization of the curriculum 3
 - d) Closer accompaniment of the University during the period of training 4
 - e) More involvement of the university in finding a job 5
- Other. Which? _____

32- In your opinion which courses/contents should be eliminated from the curricula:

33- In your opinion which courses/contents should be added to the curricula:

34- In global terms, how do you value the quality of your degree in terms of:

- | | | | | |
|---|----------|-----|------|-----------|
| | very bad | bad | good | very good |
| a) Preparation for active life and the job market | | | | |
| b) Ability to obtain a job | | | | |

35- In global terms, what is your opinion of the degree?

- a) Excellent 1
- b) Good..... 2
- c) Bad..... 3
- d) Very bad..... 4

- Teachers Opinion Survey

General information

 1. Year of birth

1	9		
---	---	--	--

 2. Gender

Male	⓪
Female	⓪

- Academic and professional background

 1. Number of years in higher education teaching:

--

Total

Univ. Évora

 2. Current academic degree:

First degree	⓪
Master degree	⓪
PhD	⓪

 3. Institution awarding your academic degrees (indicate all):

	University of Évora	Another university	
		Portuguese	Foreign
First degree	⓪	⓪	⓪
Master degree	⓪	⓪	⓪
PhD	⓪	⓪	⓪

4. Current professional category:

Probatory assistant lecturer	Assistant lecturer	Assistant professor	Associate professor	Full professor	Other
⓪	⓪	⓪	⓪	⓪	_____

5. Department: _____

- Working conditions

1. In your opinion, the adequacy of the following material resources is:

	Very good	Good	Bad	Very bad	NA
Office	⓪	⓪	⓪	⓪	⓪
Classrooms	⓪	⓪	⓪	⓪	⓪
Laboratories	⓪	⓪	⓪	⓪	⓪
Bibliography needed for teaching activities	⓪	⓪	⓪	⓪	⓪
Bibliography needed for research activities	⓪	⓪	⓪	⓪	⓪
Computer resources	⓪	⓪	⓪	⓪	⓪
Audio-visual resources	⓪	⓪	⓪	⓪	⓪
Other:	⓪	⓪	⓪	⓪	⓪
	⓪	⓪	⓪	⓪	⓪

2. Give your opinion about the following items:

	Very good	Good	Bad	Very bad	NA
Expectations of career progress	⓪	⓪	⓪	⓪	⓪
Conditions offered by the University to continue academic qualification (master degree, PhD,...)	⓪	⓪	⓪	⓪	⓪
Conditions offered by the University to attend seminars, conferences, etc.	⓪	⓪	⓪	⓪	⓪
Conditions offered by the University for research	⓪	⓪	⓪	⓪	⓪
Access to the new technologies of information and communication	⓪	⓪	⓪	⓪	⓪
Other:	⓪	⓪	⓪	⓪	⓪
	⓪	⓪	⓪	⓪	⓪

3. Estimate the number of hours that you use, on average, each week, to fulfil the following tasks:

	Nº of hours	Not applicable
Lectures		⓪
Preparing classes		⓪
Students' tutoring		⓪
Supervising thesis or professional training		⓪
Research		⓪
Administrative tasks		⓪
Total		

4. In your opinion, the average number of weekly hours that you indicate in the previous question is:

	Too many	Adequate	Insufficient	NA
Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervising thesis or professional training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Indicate your level of satisfaction regarding the following aspects of your working conditions:

	Very satisfied	Satisfied	Not satisfied	Very displeased
Material resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-material resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The courses

(repeat for all courses where you teach)

Course title _____

Program degree title _____

Give your opinion about the following items:

- Operational aspects

	Too many	Adequate	Insufficient	NA
1. Contact hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Number of students per class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Students' performance

	Very good	Good	Bad	Very bad	NA
1. Basic knowledge acquired at pre-university level (portuguese language, mathematical reasoning,...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge acquired in other courses, important for understanding this course's subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Classroom participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assiduity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- External articulations

	Very good	Good	Bad	Very bad	NA
1. Relation between this course and your research / professional activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The program degree

(repeat for all programmes where you teach)

Program degree title _____

Give your opinion about the following items:

	Very good	Good	Bad	Very bad	NA
1. Coherence between the program degree curricula and its main objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Articulation between the different courses (no duplication of contents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Total number of contact hours in the program degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adequacy of the program degree goals to the labour market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Scientific contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Cooperation between academic staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Main positive aspects of the program degree	
8. Main negative aspects of the program degree	

General operational aspects of the University

Indicate your level of satisfaction regarding the quality of the following aspects:

		Very satisfied	Satisfied	Not satisfied	Very displeased	Without knowledge
1. Quality and accessibility of the library collections		⊙	⊙	⊙	⊙	⊙
2. Students counselling		⊙	⊙	⊙	⊙	⊙
3. Information about the University and its services	3.1 internally	⊙	⊙	⊙	⊙	⊙
	3.2 externally	⊙	⊙	⊙	⊙	⊙
4. Cooperation	4.1 at internal level (between departments, program degrees, courses)	⊙	⊙	⊙	⊙	⊙
	4.2 at external level (universities, research centres, community)	⊙	⊙	⊙	⊙	⊙
5. Computer network		⊙	⊙	⊙	⊙	⊙
6. Access to the government bodies and to the decision-making processes		⊙	⊙	⊙	⊙	⊙
7. Places for meals and recreation		⊙	⊙	⊙	⊙	⊙
8. Buildings and surrounding spaces general maintenance		⊙	⊙	⊙	⊙	⊙
9. Transportation and parking		⊙	⊙	⊙	⊙	⊙
10. Sports facilities		⊙	⊙	⊙	⊙	⊙
11. Cultural activities organized by the University		⊙	⊙	⊙	⊙	⊙
12. Technical support to submit research projects		⊙	⊙	⊙	⊙	⊙
13. Other		⊙	⊙	⊙	⊙	⊙
		⊙	⊙	⊙	⊙	⊙
		⊙	⊙	⊙	⊙	⊙

Observations / Suggestions:

- Non-Academic Staff Opinion Survey

I- Personal Data:

1- Gender:		
Female		1
Male.....		2
2- Year of Birth: 19.....		
3- Level of Schooling		
Knows just how to read and write		1
Primary education.....		2
Secondary education.....		3
Undergraduate degree		5
Other. Which? _____		
4- If you have a undergraduatedegree, was it obtained at the University of Évora?		
Yes		1
No		2
5- If you have attended further education/training during the last three years, indicate the type:		
6- Are you a Working Student?		
Yes.....		1
No		2
7- For how many years have you been working at the University of Évora?		
8- Professional Category		
9- Which is your current job status at the University of Évora?		
Term contract		1
Permanent contract		2

II- Evaluating the functioning of your service:

10- In your opinion, the staff in your Service/Unit is:		
Excessive.....		1
Sufficient		2
Insufficient		3
11- Does your Service/Unit complete its objectives in time?		
Yes		1
No		2
12- Your work involves the direct contact with:		
Students		1
Academic Staff		2
External agents		3
13- In your current functions, do you consider your academic qualifications to be:		
Excessive.....		1
Sufficient.....		2
Insufficient.....		3

III- Evaluating the Functioning of the University of Évora:

14- In global terms, what is your degree of satisfaction in what regards:				
	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Relationship with your hierarchic superior.....				
Relationship with the students				
Relationship with the academic staff				
Relationship with non-academic staff				
Working Conditions				
Working hours.....				
Remuneration				
Career progression				

15- How do you evaluate your hierarchic superior in terms of:

Very good Good Bad Very bad

- Sympathy
- Capacity of dialogue
- Capacity of decision
- Capacity to define objectives and tasks clearly
- Leadership

16- How do you evaluate the non-academic staff of University of Évora in terms of:

Very good Good Bad Very bad

- Sympathy
- Efficiency
- Responsibility
- Flexibility/Polyvalence
- Capacity of decision
- Capacity of dialogue
- Capacity of organization
- Capacity of initiative
- Will to improve their professional abilities

17- How do you globally evaluate the functioning of the following services:

Very good Good Bad Very bad Does not know

- Academic Services
- Administrative Services.....
- Computer Services
- Publishing and Copy Services
- Technical Services.....
- Social Services
- Libraries
- Continuous Formation Unit
- Residences.....
- Restaurant
- Bars
- Refectories.....
- Mitra College Services.....
- Espírito Santo College Services.....
- Luis António Verney College Services
- Others. Which?

18- Indicate how are you usually informed on service matters:

- Hierarchically (superiors)
- Colleagues
- Formal Meetings
- Internal Publications/Communications
- E-mail
- Others. Which? _____

19- In global terms how do you evaluate the University de Évora?

Very good Good Bad Very bad

20- In global terms are you satisfied to be working at the University of Évora?

Yes No

Comments: _____

- Employers Opinion Survey

I – Graduates admission

1- Which scientific abilities would you expect to find in a graduate in (degree programme)? Mark whether you consider each ability as Essential, Useful or Dispensable.

(These abilities are suggested by each Programme Committee)

	Essential	Useful	Dispensable
...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Which? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2- Indicate the five most important personal abilities that you would expect to find in these graduates.

Creativity	<input type="checkbox"/>	Capacity of organization	<input type="checkbox"/>
Polyvalence	<input type="checkbox"/>	Capacity of argumentation and reasoning	<input type="checkbox"/>
Autonomy	<input type="checkbox"/>	Capacity of oral and writing expression	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	Motivation	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	Others. Which? _____	<input type="checkbox"/>
Capacity of individual work	<input type="checkbox"/>	_____	<input type="checkbox"/>
Capacity of team work	<input type="checkbox"/>	_____	<input type="checkbox"/>

3- Indicate the importance you attribute to the following requisites when hiring graduates to your institution

	None	Not much	Some	A lot
Working experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final classification obtained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Which? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4- What global image does your institution have of these graduates by the University of Évora?

Very good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Bad	<input type="checkbox"/>
Very bad	<input type="checkbox"/>

5- According to your experience which are these graduates major:

a) Strengths: _____

b) Weaknesses: _____

6- Comparing the previous and the proposed new programme outline (in appendix), do you think the new is:

Much better	<input type="checkbox"/>	_____
Better	<input type="checkbox"/>	_____
Worse	<input type="checkbox"/>	_____
Much worse	<input type="checkbox"/>	_____

7- Do/did you have some graduate of this course by the University of Évora working in your institution?

Yes	<input type="checkbox"/>	
No	<input type="checkbox"/>	→ Go to question 10, please.

8- If you answered yes to question 7, please indicate how they joined your institution:

- After joining a training program as part of their final coursework
- Reply the announcements
- Open competition
- Invitation / Personal relationship
- Spontaneous application by the graduate
- Information given by the University of Évora
- Others. Which? _____
- _____

9- If you answered yes to question 7, how do you evaluate the graduate by the University of Évora in relation to:

	Very bad	Bad	Good	Very good
Polyvalence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical and logic reasoning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity of individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity of team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity of data treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical-scientific abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign languages fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Which? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10- If you answered no to question 7, would you like to hire a graduate by the University of Évora for your institution?

- Yes → Go to question 12, please.
- No

11- In case you have answered No to the previous question, please indicate the reasons:

- Financial limitations
- This degree programme does not fit the institution's main activities
- Lack of quality of the degree programme
- Others. Which? _____
- _____

II – Relations Employer / University of Évora

12- Please indicate how often has your institution established contacts with the University of Évora for:

	Never	Seldom	Often	Usually
Academic staff support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending conferences, seminaries, courses, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration in research, projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Which? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13- How useful to your institution do you consider the following activities?

	Much	Little	Nothing
Short courses and seminaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
post-graduation studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
master degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editorial activity (books, periodicals, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Which? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III – Employers Characterization

14- Classify your institution in relation to your main activity:

- (These classifications are suggested by the Programme Committees)
- ...
- Others. Which? _____

15- Which geographical area is covered by your institution's activities?

- | | | | |
|----------------|--------------------------|------------------|--------------------------|
| Aveiro | <input type="checkbox"/> | Lisboa | <input type="checkbox"/> |
| Beja | <input type="checkbox"/> | Portalegre | <input type="checkbox"/> |
| Braga | <input type="checkbox"/> | Porto | <input type="checkbox"/> |
| Bragança | <input type="checkbox"/> | Santarém | <input type="checkbox"/> |
| Castelo Branco | <input type="checkbox"/> | Setúbal | <input type="checkbox"/> |
| Coimbra | <input type="checkbox"/> | Viana do Castelo | <input type="checkbox"/> |
| Évora | <input type="checkbox"/> | Vila Real | <input type="checkbox"/> |
| Faro | <input type="checkbox"/> | Viseu | <input type="checkbox"/> |
| Guarda | <input type="checkbox"/> | Madeira | <input type="checkbox"/> |
| Leiria | <input type="checkbox"/> | Açores | <input type="checkbox"/> |

16- How many employees?

- < 10 10 to 49 50 to 499 > 500

17- Annual turnover (in thousand euros)?

- < 500 500 to 2500 2501 to 5000 > 5000

Observations/ Suggestions:

THANKS YOU FOR YOUR CONTRIBUTION

QUALITY MONITORING INDICATORS

All these indicators are available online in www.qi.uevora.pt, within the Program for the Promotion of Quality (Proqual), and include information regarding their definition and construction methodology, connection with proqual, historical evolution and analysis.

Demand

Indicators	2005	2006
Number of new enrolments	...	...
Percentage of applicants choosing the programme degree as first option ^{a)}	66,2	53,2
Percentage of new enrolled students choosing the programme degree as first option ^{a)}	65,1	59,5
Average application grade in the first cycle ^{a)}	131,1	136,5
Percentage of foreign new enrolled students	5,9	1,9
Rate of new entrants inhabiting in the Évora district	65,4	65,4

Resources – Human Resources

Indicators *	2005	2006
Academic staff who successfully attended NUFOR training sessions	119	69
Non-academic staff who successfully attended NUFOR training sessions	0	214
Rate of academic staff qualification	62,60	66,06
Ratio students/teachers	()	()
Full time equivalent academic staff	570,3	588,4

Resources – Financial Resources

Indicators *	2005	2006
University total income (millions of €)	53,930	52,876
Income from undergraduate students' fees	...	...
Income from postgraduate students' fees	...	...
Percentage of own receipts in UÉ's total Income	29,58	31,28
Value of own receipts, per teacher	27974 €	28112 €
Percentage of research revenues	...	...
Percentage of costs with human resources	...	...
Percentage of costs with maintenance/conservation of infrastructures and equipments	...	...

Resources – Material Resources

Indicators *	2005	2006
Classroom space by student
Percentage of space with access for students with disabilities	-	59
Number of available places in the classrooms	()	7399
Number of available places in the libraries	()	300
Number of students by free access computer	()	()
Percentage of hours with internet service

Processes – Teaching Processes

Indicators *	2005	2006
Number of active students	8836	8694
Percentage of students enrolled in course units attending evaluation ^{a)}	56,83	52,87
Completion rates		
Rate of curricular flexibility	-	18,15
Percentage of first degree course units using the e-learning (moodle) platform ^{a)}	2,10	13,11
Rate of classification lists delivered on schedule	...	...
Percentage of delivered course summaries	()	()
Academic staff involved in programs of international mobility ^{a)}	21	26
Foreign academic staff involved in programs of international mobility with the UÉ	6	2

Processes – Institutional promotion Processes

Indicators *	2005	2006
Advertisements in the press	67	123
Press Releases	132	123
Secondary schools involved in the UÉ's direct information campaigns	47	25
Fairs and forums where UÉ's information packages are distributed	4	4
Students visiting the UÉ for the <i>Meetings with the Sciences, Technologies and the Arts</i>	1452	606

Processes – Student Support Processes

Indicadores *	2005	2006
Percentage of students benefiting from scholarships	...	...
Percentage of students lodged in UÉ's residence halls	...	...
Students enrolled in international mobility programs ^{a)}	57	63
Foreign students enrolled in international mobility programs with the UÉ ^{a)}	38	36

Processes – Administrative Processes

Indicators *	2005	2006
Average waiting time for an acquisition process
Administrative costs of functioning as a percentage of total costs
Approximate cost of each programme degree, by student
Equivalence processes instructed by the Mendeliev Office	-	4

Results – Teaching Activities

Indicators *	2005	2006
Average rates of academic success in course units ^{a)}	49,97	46,58
Graduation rate	...	...
Number of graduates ^{a)}	964	995
Rate of graduates' employability	()	87
Degree of satisfaction with the degree obtained	()	81,5

Results – Research Activities

Indicators *	2005	2006
Number of financed research projects	73	305
Total amount of financing for submitted research projects	...	...
Number of scientific papers in international journals referenced in the ISI Web of Knowledge	122	154
Number of research centres classified as “very good” or “excellent” by the FCT	2	2
Number of research projects submitted for financing	13	...
Total budget of financed research projects	365 458,93 €	...
Number of research scholarship holders	53	...
Commercialisation of research: patents granted	2	2

Results – Extension Activities

Indicators *	2005	2006
Number of signed protocols	88	...
Number of contracts for services to the community	...	...
Value of contracts for services to community	...	...

Notes:

- * Data is reported to 31 December and do not include the Nursing School, except where otherwise indicated.
- ... Awaiting data from the corresponding university services
- Data not available for this particular year
- () Data not retrieved in this particular year
- a) Data is related to the academic year n-1/ n