

DEVELOPING AND ENGAGING OUR COMMUNITY



EXTENDED PROGRAM

MANIFEST

There is no better way to define a school than our “second home”. For some of us, maybe even our first home. At ISEG whether attending undergraduates, postgraduates, masters or doctorates, in Francesinhas or Quelhas, we students who feel in the halls, professors and staff, in the classrooms, the bar, and on the yard that aura which wraps our school are the first ones to say: “I’m home!”. This is undeniably our main motto for this application.

In the difficult times we live, but already with signs of hope, we are forced to abandon our office, to fully adapt our routines and ways not only of living but also of living together.

However, one certainty is that we are not only students, above all we are citizens. Whether in face-to-face or distance format, the school continues, and with it we grow and adapt. Now and more than ever, it is important to understand that a school is a place of learning, rigor, and dedication, but not only. It is a place where we grow as future workers, in the most varied areas, but we cannot forget the citizen who lives in each of us. It is also a place that has to understand the student as a whole, who has to, fundamentally, support and listen to. Finally, it is a place that has to understand the diversity of interests, likes, and needs. It is, after all, the place where transparency, proximity, and communication have to function at its best.

This year, in the face of difficult and far from ideal decisions, we have seen the voice of students, especially as people, show that they are essentially what make up ISEG. Throughout the ISEG community, we strive for transparency, proximity, diversity, and needs in our home.

Nevertheless, "Grab the future" brings with it the hope of better times, the hope of generations that have passed through ISEG, and all the dedication that is revealed in them. From Mathematics to Economics, from Finance to Management, all of us at ISEG are guided by excellence. For the students, the community, and the future, we want to continue to promote a strong, accessible, and rigorous education.

In the end, the reason for the application becomes even more obvious: We want to fight for what the ISEG community deserves; for all that the ISEG community works for; for everything that can make us feel even more at home. Deep down, we want to fight for our greatest mission as ISEG students:

DEVELOPING AND ENGAGING
OUR COMMUNITY



SCHOOL COUNCIL



DIOGO PEREIRA
1ST EFFECTIVE MEMBER



ANA SEMEÃO
2ND EFFECTIVE MEMBER



HENRIQUE CALDAS
1ST ALTERNATE MEMBER



LUANA VIEIRA
2ND ALTERNATE MEMBER



INÊS RODRIGUES
3RD ALTERNATE MEMBER



SCHOOL COUNCIL

Grade Improvement Exams (Bachelor's Degree)

If the students actually improve their grades, the value paid for the grade improvement exam shall be fully reimbursed.

Grade Improvement Exams (Master's Degree)

The Grade Improvement Exams should cost 10€ less, so they would cost 20€, a price that is high but more affordable.

List D considers the value paid for the grade improvement exam inadequate and outdated, both in master's and undergraduate degrees. Therefore, we propose a new cost model for these exams, fostering merit and creating an additional incentive for students.

These updates will create fewer financial barriers for students, bring the education at ISEG closer to a more based on merit and less based on income education.

Canteen

Renovation of the canteen and its adaptation to an informal study area, outside its working hours as a dining space.

List D wants to increase the quality of the students' dining space and also increase the number of study areas during the academic year.

The difficulty in finding a place of study at ISEG was already a recurring problem, and it was particularly aggravated this year. Hence, there is no time to postpone measures such as this one, students must have a place to study without having to put their health at risk.

Study Areas

Significantly increase study areas, reorganizing the distribution of classrooms at ISEG.

Throughout the year, but especially during the exam season, all students find it difficult to have an adequate study space at ISEG. In times of a pandemic, this struggle was even more aggravated. Therefore, it is expected of ISEG to have all open spaces available outside its regular class schedule, so that its students can study with all conditions.

Provisional enrollments in Curricular Units

Review and improve the provisional enrollment process for optional Curricular Units. Require the disclosure of relevant data for the selection of Curricular Units, namely the GPA of the last student accepted in the previous year and the number of vacancies.

The criterion used in enrolling in CUs, in both phases, should be the average, and all students should be able to apply in both phases.

Transparency and Connection

The relationship between the students and the government bodies of ISEG, where they are represented, is, without a doubt, one of the main factors for the success and development of ISEG, and consequently of its students.

In this sense, List D values the proximity between these bodies and the decisions that are approved by them, often unknown to the majority of the student community, and the students themselves, so that they can have knowledge of the issues that are discussed, approved and rejected, always for the welfare of the entire student community.

In practical terms, this measure is reflected in the proposal of the elaboration of reports, after the School Council meetings, by student representatives, aiming to portray, through key ideas and of easy comprehension, subjects of greater importance that were discussed, and what measures were and were not approved, in order to be released in relevant communication channels such as social networks; e-mail; among others (i.e., ISEG social networks, email updates, poster displayed at ISEG with frequent updates, presentation of the report at the General Assembly of the ISEG Students' Union, etc.).

Exam Sheets

Provide exam sheets with only two pages, in addition to the ones that currently exist (with four pages). Students can thus use the new sheets in exams that require less writing or are composed of different parts that must be delivered on different sheets, avoiding the waste of paper.

Increase the space for Associativism at ISEG

List D will strive in the next two years for a growing number of spaces available to be used by all the Associations of ISEG.

ISEG students are and have always been, very active in youth associations, in the most diverse areas of society, a characteristic which is greatly encouraged by the Presidency of ISEG and the other government bodies of ISEG. In fact, it is this associative movement that complements the academic education of the students, allowing them to acquire a broader perspective on today's society, training them as citizens.

However, there is still a long way to go in terms of possibilities of assistance to the Associations of ISEG. As an illustration, it should be noted that most of the Associations do not have an available space where they can carry out their activities or store some materials, which greatly penalizes the work of many of the Associations of ISEG.

PEDAGOGICAL COUNCIL

1st CYCLE



BOGDANA BLIDARI
1ST EFFECTIVE MEMBER



PEDRO LINO
2ND EFFECTIVE MEMBER



ANTÓNIO CALABOTE
3RD EFFECTIVE MEMBER



ANA ROSA MARIANO
1ST ALTERNATE MEMBER



JOÃO MOREIRA
2ND ALTERNATE MEMBER



CRISTINA TROFIMOV
3RD ALTERNATE MEMBER



PEDAGOGICAL COUNCIL

1st CYCLE

Restructuring the precedence system in all undergraduate degree programs

Bearing in mind that there is a general feeling that the precedence system has some inconsistencies that end up being injurious to the academic journey of undergraduate students, we propose restructuring this same system in all degree programs, namely:

In the Economia/Economics, Gestão/Management and Finance degrees, we propose to break the precedence of mathematics II for Statistics I, since the curriculum of the first is not essential to the completion of the second UC. Therefore, we propose a precedence from Mathematics I to Mathematics II and, simultaneously, to Statistics I.

In the MAEG degree, we propose to restructure the preceding chairs of Econometrics I, exchanging the UC of Probabilities for the UC of Statistics as a precedent.

In the Management degree, we propose breaking the precedence of Mathematics II for Operational Research and breaking the precedence of CIF to GF2, counter-proposing the precedence of CIF to GF1.

Definition of a limit time for publication of notes

Since some grades are sometimes not released in time so that students can organize their study schedule, we propose to change the deadline for the publication of grades, both related to continuous evaluation and the regular assessment period. In particular, change the deadline for the publication of continuous evaluation grades up to 120h before the respective exam of the regular period and, for grades of the regular period, change to 72h before the respective repeat period exam. In addition, ensure that all teachers meet the respective deadline by verifying it and, in case of non-compliance, reporting the situation to the Pedagogical Council.

Mandatory availability of evaluation criteria

The assessment criteria are essential in the students' learning and development, in addition to increasing transparency in the correction not only of tests or exams but also of oral presentations. thereby, we propose that the availability of them is mandatory, regardless of the circumstances or context, and published at the beginning of the semester.

Distinction between theoretical and practical classes

Bearing in mind that many of the UCs are taught on a theoretical-practical basis, the practical part ends up being hampered by the fact that the more theoretical part is overvalued. Therefore, we consider the distinction between practical and theoretical classes to be fundamental, in order to provide a strong theoretical basis, complemented with an equally solid practical part.

Optimization of the continuous evaluation system

Given that the student community of ISEG, in general, feels that continuous assessment is devalued, in some cases, it is non-existent, we propose the optimization of this assessment system, allowing the choice between the grade of the continuous assessment as a final grade, or just going to the normal exam.

a) If the student decides to go to the exam, we propose that the grade of the continuous assessment only has weight on the final grade, together with the grade of the exam, if it benefits;

b) In cases where the student does not take advantage of continuous assessment, allow the student to be subjected to a normal exam, in which the subject assessed throughout the semester will also be assessed.

Inclusion of optional technological training for teachers

The pandemic has come to highlight the technical difficulties that some teachers feel in giving classes in a less conventional way, as in the past few months. Consequently, we suggest that they obtain more in-depth training, of an optional character, in the use of digital technologies and platforms, both for their own benefit, as well as for the students.

Elimination of the limit number of assessment periods for grade improvements

In the absence of a clear justification for limiting the number of evaluation periods for grade improvements, in which there are currently three, we propose the elimination of that limit, since it restricts the student's choice in making these improvements, prejudicing his/her final average.

PEDAGOGICAL COUNCIL

2nd CYCLE



PEDRO REIS
1ST EFECTIVE MEMBER



BEATRIZ CANÁRIO
2ND EFECTIVE MEMBER



RAQUEL MOUTINHO
1ST ALTERNATE MEMBER



BERNARDO VARELA
2ND ALTERNATE MEMBER



*The student on the right side of the picture is not part of the list, because she fulfils a function incompatible with her application for the Pedagogical Council

PEDAGOGICAL COUNCIL

2nd CYCLE

Officer of an Association Period for Masters

According to Law nr. 23/2006 and respective provisions, the officer of an association status is awarded upon certain conditions, and the students who benefit from it have perks pertaining to the work done in said associations. One of the mentioned benefits enables the fruition of extraordinary evaluation elements, which is called "Officer of an Association Period" at ISEG. However, this assessment period is only available to undergraduate degree students.

Thus, we put forward that this status and benefits to it related be also awarded to masters' students, so as not to upset the work they do on behalf of the aforementioned associations.

Continuous Evaluation and Regular Period Grades

According to ISEG's bylaws, it is not mandatory to disclose continuous evaluation grades before the regular period exam, and that exam grades are made available until 72 hours before the resit period exam. These deadlines are insufficient if a student intends to be properly ready in any given case.

Therefore, we propose the establishment of a period for the disclosure of the continuous evaluation grades, with a deadline regarding the beginning of the regular period exam grades of 5 days.

Masters with Trimesters

This academic year (2020/2021) will be remembered for several reasons, namely two: teaching adjustment (especially on the campus) to the pandemic situation we live in nowadays, and the beginning of many brand new masters degrees, in a different format than the already existent (trimesters instead of semesters). In spite of the contribution to our field that the addition of these degrees brings, we must seek out the improvement of the detected flaws. These master's students point out the undertaking of each trimester's exams in the same period as a flaw, that is, both trimesters' exams taking place in the same period. This initial decision affects the students because they endure a work overload in the exam period, which can lead to worse performance.

Thus, we propose that the exams be scheduled for a period right after each trimester, and not at the end of the second trimester.

Late payment of the first fee

After the student receives an email confirming that has been accepted in the Master's degree, has a period of 10 days to pay the first tuition fee. Since this is a much higher value compared to the bachelor, we propose that the payment period be postponed so as not to negatively affect a student who is unable to do so within the prescribed period.

Compliance with Grades' Disclosure

Over the last few years, and through several colleagues' testimonies, sometimes it could be checked that the bylaws weren't being met, namely in terms of grades' disclosure deadlines. By not complying with this specific deadline, which itself is short, accrues harm to the students. We put forward the elevation of the level of compliance and supervision of the latter, and, if not, free access to an exam in order to enhance grades in that course unit should be granted.

Supervising and warning against the noncompliance of the bylaws in force, specifically regarding the timely disclosure of the achieved grades. Upon said noncompliance, alternatives that protect students' rights should be suggested, for instance enabling students' free access to an exam as to improve their grades in that course unit.

Inquire students regarding electives

Most Masters comprise electives in the course structure. Their goal is to be a supplement to the course according to the students' necessities/preferences. However, in order to obtain technical degrees outside the university, it is required that the choice be predefined (case of Accounting, Taxation and Corporate Finance, as to apply for TOC). This predefined choice is not attainable for every student because there are limits for the enrolment in these specific course units. As to alleviate this effect, we propose the execution of a student survey so to ascertain their preferences regarding elective course units, and adapt the number of spots according to the survey's outcome.

Transparency of Master's degree results and placements

The Master's application is a procedure involving several documents. In their appraisal, each paper is assigned a different weight, which is determined differently for each master's degree.

For this reason, we consider it essential that there should be more transparency, and we propose that the weightings for each document/factor should be consulted, that is, that each student should have access to their average along with the values assigned to each of the documents addressed, upon request at the master's secretary.

Discount the 50€ of the application in the total value of the Master's degree

When applying for a master's degree, a payment of EUR 50 per master (up to a maximum of three) must be paid. This amount does not revert to insurance or is included in the fee. Therefore, we propose that the 50€ of the Master's degree in which the student enters be deducted from the total fee.