EXTENSIVE PROGRAM

LISTS **F**, **H** AND **G**

CANDIDATE LISTS FOR STUDENTS
REPRESENTATION AT GOVERNING
BODIES OF ISEG

APRIL **2021**

MANIFESTO

Dear Students,

The School and Pedagogical Boards are the Governmental Bodies at ISEG in which Students can have a voice when it comes to strategy and school decisions, always aligned with the mission, vision and values of the University. As so, we question You:

Who are Your representatives in these Boards?

Do You agree with previous decisions made?

When was the last time you truly felt that Your voice and Your opinion were taken into consideration?

Based on the values of **Commitment**, **Cooperation** and **Integrity**, Lists F, G and H present You a Project that comes to end the ataraxy that has been a constant characteristic of the Representation of Students in the ISEG Governing Bodies. It is notorious that ISEG is growing, but we believe that this University can only grow as much as its students are growing. It is not a dichotomy - or, at least, it shouldn't be. We are living in different times, unpredictable and constantly changing, and **ISEG** will only be able to overcome it if the School Community stays cohesive and focused on the **Future** - a Future where Students have a voice and, as such, must use it.

This Project has a solution based on the end of the trend that has been Your **Representation** – a clear solution, with no underlying interests other than your greater good, so that you don't have conclusions based on discussions which you took no part in. This is our purpose and what drives us to present you not only one color but many, just like the **ISEG Students**, a solid and inclusive Team, dedicated and hardworking, that promises to reach, through different directions, three strong pillars:

Focusing on Education
Hearing the Students
Growing Together

"Pluralism is a key-word of our ecosystem, this is the right "-ism" in our quest for solutions." are the words that must be taken into consideration in all aspects of Life at ISEG.

The quest for solutions is, and always will be, our priority – more than identifying problems, there is a need to work in order to get solutions.

The pluralism assumes, thus, a paramount role in our candidacy: All realities are considered, All Students are represented, All voices are heard

ISEG is not a color, is a specter of color: hear All to represent All.

Lists F, H and G
Focus. Hear. Grow.

FOCUS.
HEAR.
GROW.

Lista F
Candidate List for Students representation at Shool Board
Lista G
Candidate List for Students representation at Pedagocic Board
Lista H
Candidate List for Students representation at Pedagocic Board

ELECTIONS

Starting of the Campaign
Friday, April 9, at 8:00 am

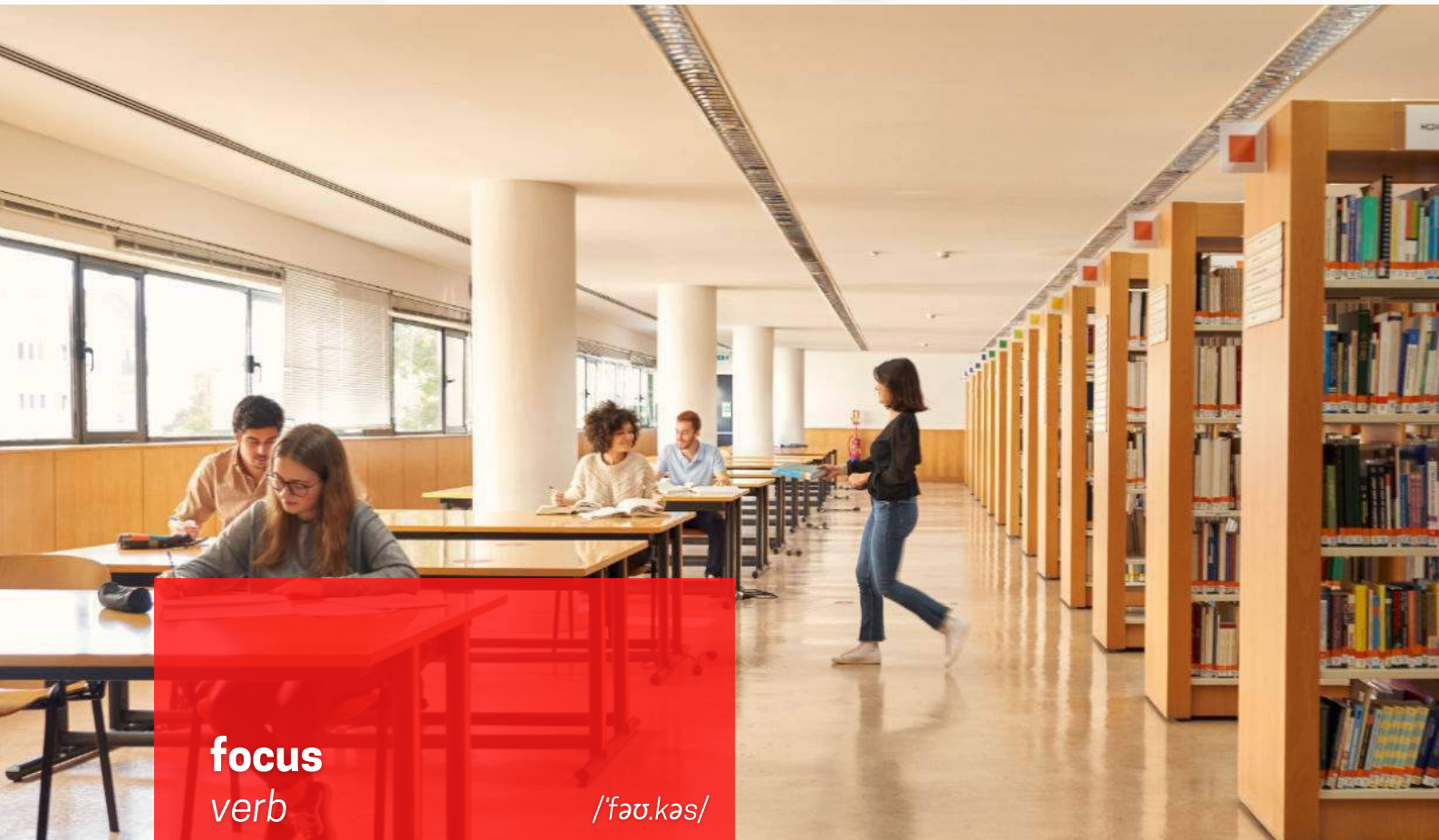**Ending of the Campaign**
Wednesday, April 14, at 12:00 am

Electoral Act
Thursday, April 15,
from 9:00 am to 8:00 pm

Dissemination of results
Thursday, April 15

CANDIDATE LISTS FOR STUDENTS REPRESENTATION AT GOVERNING BODIES OF ISEG

FOCUSING ON EDUCATION

focus
verb /ˈfəʊ.kəs/

to give your full attention to what you are doing or to what is happening

*"Only through **focus** can you do world-class things, no matter how capable you are."*

Bill Gates

INCREASED PEDAGOGICAL SUPPORT FOR STUDENTS

ALLOW ALL STUDENTS TO BE ACCOMPANIED, AT A PEDAGOGICAL LEVEL, DURING THEIR COURSE.

1. Survey of students' educational needs.
2. Construction of Pedagogical Development plans per course, in conjunction with their Faculty, that will accompany students, from their entry into the university to their subsequent entry into the labor market.
3. Implementation and monitorization of plans.

BRINGING STUDENTS AND THE COORDINATION CLOSER

FOSTERING STUDENTS' APPROACH TO THE COORDINATION OF THEIR BACHELOR OR MASTERS, TO FACILITATE COMMUNICATION, WHICH IS ESSENTIAL FOR THE RESOLUTION OF EMERGING PROBLEMS AND THE IMPLEMENTATION OF RELEVANT SUGGESTIONS.

1. Sensibilization of the ISEG Community to the importance of proximity between Students and the Coordination of their course.
2. Dissemination of information about the existence of Coordinators and how to contact them (for example, through the Student's Guide, and the Mentoring Program).
3. Ensuring the existence of answers from the Faculty to all contacts made by Students.

FAIR AND EQUAL ASSESSMENT METHODS

FITTING THE ASSESSMENT METHODS OF EACH CURRICULAR UNIT USED BY THE FACULTY, TO THE REALITY OF THE STUDENTS OF ISEG.

1. Inquiring Students regarding the Assessment Methods of each Curricular Unit.
2. Analyzing the data from the questionnaires with the coordination of each course.
3. Implementing the solutions deemed needed to fix the issues that might appear, using, as a resource, the General Regulation of Assessment of Knowledge, if a specific situation needs the regulation to be solved.

Examples:
- Considering the Assessment through the Semester during the Appeal Period.
- For the Final Evaluation to not be damaged due to the Assessment through the Semester when the first is lower than the latter.
- Establishing a deadline for the Professors to give the grades of the Continuous Evaluation.
- Not have a minimum grade for the Midterms Evaluation.
- Allowing Students not to do the Normal Season exam if they have been assessed about every topic of the syllabus during the Assessment through the Semester.

CURRICULAR PLANS UPDATING

UPDATING THE CURRICULAR PLANS AND ENSURING THE ARTICULATION BETWEEN THE CONTENTS OF THE DIFFERENT CURRICULAR UNITS.

1. Inquiring Students about the Curricular Plan of their course.
2. Joint analysis of the data collected with the Coordination of each course.
3. Implementation of solutions aimed at addressing the problems identified by students.

OPTIONAL CURRICULAR UNITS

OPTIMIZING THE SELECTION PROCESS OF OPTIONAL CURRICULAR UNITS ALONG WITH THE MORE ADEQUATE SUPPLY OF COURSES FOR STUDENTS.

Having a selection of the Optional Curricular Units the students want to enroll in before the actual selection period, so that ISEG can adapt the courses provided and places for students taking into consideration their preferences.

1. Inquiring Students to understand their preferences.
2. Adapting the number of classes and Professors to the Student's preferences.
3. Improving the selection process and allowing it to become more coherent with the preferences shown by Students and their individual choices.

Allowing Students to choose optional Curricular Units in a language different from the one their course is thought in.

Implementing an auxiliary tool to help Students construct their schedule and make it easier for them to mix their optional units with the mandatory ones from their course and the different shifts of each course.

1. Opening the process to develop the new tool.
2. Developing the tool.
3. Implementing the platform.

Promoting the possibility to substitute optional Curricular Units with summer or curricular internships.

INCREASE OF THE PRACTICAL COMPONENT IN THE COURSES

PROMOTION OF THE INSERTION OF PRACTICAL COMPONENTS IN THE VARIOUS CURRICULAR UNITS OF ISEG COURSES.

1. Incentive to the Faculty to include lectures, workshops, case studies, among others, in the Curricular Units' programs when justified.
2. Insertion of a mandatory Course Unit in the Management (lectured in portuguese), Management, Finance and MAEG courses, which aims to complement your training, similar to what the Seminar Course Unit offers to Economics (lectured in portuguese) and Economics Students (for example, a business case).

MAKING FITTING MATERIALS AVAILABLE TO STUDENTS

CREATING AWARENESS TO THE NEED OF THE FACULTY TO SHARE MORE FITTING MATERIALS AVAILABLE TO STUDENTS.

1. Inquiring students regarding the materials made available in each Curricular Unit.
2. Analyzing the data from the questionnaires with the coordination of each course.
3. Implementing the solutions deemed needed to fix the issues that might appear.

INCLUDING MINORS IN BACHELORS

FLEXIBILITY OF THE CURRENT EDUCATIONAL OFFER FOR THE STUDENT COMMUNITY, GIVING THE POSSIBILITY FOR STUDENTS TO CHOOSE DIFFERENT DIRECTIONS IN THEIR LEARNING THROUGH DIFFERENT OFFERS AVAILABLE. THIS DIVERSIFICATION MUST BE DONE NOT ONLY IN ISEG'S AREAS OF EXPERTISE, BUT ALSO USING THE UNIVERSIDADE DE LISBOA'S NETWORK OF FACULTIES.

1. Dissemination of the existing opportunities at Universidade de Lisboa for this measure (for instance at Faculdade de Ciências).
2. Promotion of collaboration with different organizations already linked to ISEG (for instance, ISEG Executive educations) to provide the additional Curricular Units (such as Leadership, Strategy, among others).
3. Creating a process of attribution of Minors, including them on the final diploma of graduation of the Bachelor, based on the participation of Students in the additional Curricular Units.

ISEG SUMMER SCHOOLS

PROMOTION OF SUMMER COURSES, IN THE STUDY AREAS TAUGHT AT ISEG, AVAILABLE TO STUDENTS FROM FOREIGN UNIVERSITIES, WITH THE SUPPORT OF ISEG STUDENTS FOR THE ORGANIZATION (WHICH COULD BE REWARDED WITH ECTS).

1. Making contact with the Faculty of ISEG in order to understand what summer courses could be created.
2. Creation of conditions, in the University, to construct and implement the ISEG Summer School.
3. Support for the international promotion if this initiative.

ADAPTATION OF THE BACHELORS TAUGHT IN ENGLISH

BRINGING AWARENESS TO THE FACULTY TO THE DIFFICULTIES EXPERIENCED IN THE BACHELORS TAUGHT IN ENGLISH AND, IF NECESSARY, ADAPTING THEM TO THE NEEDS OF THE STUDENTS.

1. Clarification of the purpose of the bachelors taught in English, namely if they were created with the objective of offering an international program or a Curricular Program similar to the bachelors in Portuguese but taught in English.
2. Adequate promotion of the curricular programs, the assessment methods and the materials available.
3. Monitoring the implementation of new measures, if need be, with the Coordination of courses.

HEARING THE STUDENTS

hear /hɪər/

verb

to listen to someone or something with great attention or officially in court

*"If you make **listening** and observation your occupation, you will gain much more than you can by talk."*

Robert Baden-Powell

BRINGING THE STUDENTS AND THEIR REPRESENTATIVES TOGETHER

INCREASE PROXIMITY TO THE WORK CARRIED OUT BY THE SCHOOL AND PEDAGOGICAL COUNCILS, TO THE STUDENTS, AS WELL AS THE PROBLEM-SOLVING AND SOLUTION VALIDATION PROCESS.

1. Analysis of students' perception of the work carried out by the School and Pedagogical Councils and their Representatives.
2. Creation of facilitated communication methods between Students and their Representatives (for example, via Aquila, e-mail, social networks, ISEG subsite, open work sessions with Students, among others possible).
3. Implementation and monitorization of these methods with the entire school community.

SUPPORT FOR STUDENTS ASSOCIATIONS AND STUDENTS UNIONS

CREATION OF A PROGRAM THAT WILL SUPPORT ISEG STUDENTS' ASSOCIATIONS AND STUDENTS' UNIONS IN ITS ACTIVITY THROUGHOUT THE SCHOOL YEAR.

1. Collection of needs and adversities felt by ISEG Students Associations and Students Unions.
2. Analysis of the collected data.
3. Promotion of solutions aimed at addressing the identified problems (construction of a support guide, promotion of advisory sessions with the different ISEG bodies, etc.).

STUDENT SUPPORT CENTRE

PROMOTION OF INTEGRATION AND SUPPORT OF STUDENTS THROUGH THE CREATION OF A SUPPORT CENTRE (AS THE ONE FROM INSTITUTO SUPERIOR TÉCNICO), WHICH, THROUGH A SET OF INITIATIVES (SUCH AS THE DEVELOPMENT OF A STUDENT GUIDE), PROVIDES RELEVANT PEDAGOGICAL AND SOCIAL INFORMATION AND CONTRIBUTES, IN CASE OF NEED, FOR THE EXISTENCE OF ADEQUATE SUPPORT THAT IS PERSONALIZED TO THE NEEDS OF EACH STUDENT, ESPECIALLY IN THE CASE OF UNDERPERFORMANCE AT THE ACADEMIC LEVEL.

1. Survey of the needs felt by the students within their entrance at ISEG.
2. Benchmark of already existing activities at the University that can be organised by the Support Centre (such as the Mentoring Programme).
3. Setting up the conditions for the implementation of the Student Support Centre.

COLLABORATION BETWEEN AEISEG AND STUDENT REPRESENTATIVES

SUPPORT, THROUGH THE SCHOOL AND PEDAGOGICAL COUNCILS, FOR THE ACTIVITIES OF THE STUDENT ASSOCIATION AND MOTIONS IN WHICH THESE ENTITIES ARE RELEVANT.

1. Analysis of AEISEG's Activity plan and its motions under development.
2. Joint investigation of activities and motions whose involvement of the School and Pedagogical Councils is considered relevant.
3. Support by the School and Pedagogical Councils for AEISEG activities and motions.

WORKER-STUDENT STATUTE AT ISEG

ISEG ALLOWS STUDENTS TO COLLABORATE IN MANY AREAS, SUCH AS ACADEMIC SERVICES OR CALL CENTRE. HOWEVER, THERE IS NOT THE RIGHT TO REQUEST THE WORKER-STUDENT STATUTE.

1. Understand, with the Students in this situation, the difficulties associated.
2. Creation of the conditions to implement a special Worker-Student statute for ISEG student workers.
3. Implementation and monitoring of the special statute for Students who are in this situation, including the solutions to minimize the difficulties demonstrated by the students.

PROTECTION OF THE WORKER-STUDENT

PROTECTION OF THE INTERESTS FROM THE STUDENTS WITH THE WORKING STUDENT STATUTE DURING AND AFTER THE PANDEMIC CRISIS.

1. Survey of information, through the current Worker-Students and through the Academic Services, needed to provide to these students (such as benefits, deadlines, duties, among others).
2. Understand ISEG's future plan regarding the use of technology implemented during the pandemic, namely the materials needed to have the classes at a distance (such as the cameras and microphones).
3. Study the possibility for Worker-Students, if they wish so, to be able to attend classes in a virtual format, if those conflict with their labour hours.

PREPARATORY PROGRAMMS

CREATING A CROSS-SECTIONAL SUPPORT SYSTEM FOR ALL STUDENTS WHO ENTERED IN STUDY CYCLES AT ISEG, WITH THE AIM OF RECTIFYING CERTAIN GAPS IN THE KNOWLEDGE OF SOME STUDENTS (E.G., STUDENTS WHO HAVE NOT ATTENDED THE PORTUGUESE SECONDARY SCHOOL, MASTER'S STUDENTS WHO FEEL THE NEED TO HAVE BASES IN THEIR NEW AREA OF STUDY, AMONG OTHERS).

1. Survey of the difficulties in adapting experienced by the students mentioned above, both in the teaching methods, as well as in the adaptation to a different scientific area.
2. Inclusion of preparatory programs in the school calendar, so that these Students can acquire the necessary knowledge for its beginning.
3. The creation of a monitoring system to stimulate networking between Students who join ISEG and those who already study at the Faculty.

REORGANIZATION OF UPSKILL AND CRITICAL THINKING WEEKS

REORGANIZATION OF THE CONTENTS AND TIMING OF UPSKILL WEEK (2ND YEAR) AND CRITICAL THINKING WEEK (3RD YEAR) IN ORDER TO ENSURE THAT THEY MEET THE NEEDS OF STUDENTS, WHILE COMPLEMENTING THEIR CURRICULUM PLAN.

1. Getting feedback from students who have participated in these weeks.
2. Survey, with Students and teachers, of the relevant contents to include (e.g., Business English, Excel, Power BI, among others).
3. New schedule of these weeks, according to the preference of Students (for example, carry out these activities at the beginning of the first semester).

REVIEW OF ISEG SCHOLARSHIPS PLAN

REVISION OF THE SCHOLARSHIP PLANS ASSIGNED BY ISEG BODIES, NAMELY THE ALUMNI ECONÓMICAS, TO ENSURE THAT ALL STUDENTS WITH FINANCIAL DIFFICULTIES ARE NOT HAMPERED.

1. Survey of the necessary conditions for a Student to be considered eligible for a scholarship candidate.
2. Meeting with Alumni Económicas and other possible ISEG Associations and Bodies to review the plans for granting scholarships and the possible creation of new plans (e.g., school supplies, food, accommodation, transportation, among others).
3. Share with students the opportunities of Scholarship Plans and ensure that all Students in need of financial support are helped and have the opportunity to apply for a scholarship.

DISCLOSURE OF TOOLS FOR THE STUDENTS

FACILITATE THE ACCESS TO THE TOOLS PROVIDED BY ISEG AND THE UNIVERSIDADE DE LISBOA TO THE STUDENTS (FOR EXAMPLE, THE FREE SUBSCRIPTION FROM THE JORNAL PÚBLICO, PROXY FROM ISEG FOR THE GOOGLE SCHOLAR ACCESS, 10% DISCOUNT ON ISEG EXECUTIVE EDUCATION COURSES, AMONG OTHERS).

1. Mapping of the tools available.
2. Understand the best way to communicate them to the students.
3. Promotion of the mapped tools.

GROWING TOGETHER

grow
verb   /ɡrəʊ/

an increase in the size or the importance of something

*"**Growth** is never by mere chance; it is the result of forces working together."*

James Cash Penney

ACCREDITATION FOR EXTRACURRICULAR ACTIVITIES

POSSIBILITY TO CREDIT EXTRACURRICULAR ACTIVITIES THAT CONTRIBUTE TO THE ACADEMIC DEVELOPMENT OF STUDENTS, NAMELY CURRICULAR AND SUMMER INTERNSHIPS, VOLUNTEERING, SPORTS AND PRESENCE IN ASSOCIATIONS.

1. Collection of credits currently provided based on the participation in extracurricular activities.
2. Collection of extracurricular activities that contribute to the development as a Students and time spent on them.
3. Review of the credits provided based on the information collected.

ENTICEMENT OF COMPANIES TO ISEG THROUGH THE STUDENT COMMUNITY

PROMOTION OF THE CREATION OF INITIATIVES OF INTEREST TO COMPANIES AND SCHOOL COMMUNITY IN ORDER TO PROMOTE THEIR PARTICIPATION IN ISEG ACTIVITIES, AS WELL AS THE POSITIONING OF THE UNIVERSITY.

1. Gathering feedback on Future U Week and consequently adapting it to better match the interests of students.
2. Joint organization with ISEG Student Associations and Student Groups of activities that encourage companies to come to the University and that can be developed during the academic calendar.
3. Promotion of the creation of an annual event (TEDx style) on Economics/ Management that attracts companies to discuss a certain current topic.

SDGS IMPLEMENTATION PLAN AT ISEG

CREATION OF AN IMPLEMENTATION PLAN OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGS), THE UNITED NATIONS 2030 AGENDA, TOGETHER WITH THE OFFICE OF SDGS AND MIM AMBASSADORS, RAISING AWARENESS OF THE ENTIRE SCHOOL COMMUNITY FOR THE THEME.

1. Alignment meeting with the various responsible bodies.
2. Review of the ISEG Strategic Plan for SDGs.
3. Outline the set of initiatives and activities to raise awareness and increase the levels of action according to the objectives defined in the SDGs.

ISEG APP

ENHANCEMENT OF THE ISEG APP, WHICH DOES NOT CURRENTLY SERVE THE NEEDS OF STUDENTS. IT CONTAINS FEW FUNCTIONALITIES AND IS BELOW THE MAXIMUM EXPONENT OF ITS USE.

1. Survey, with the Students, of the utilities they consider necessary for the App.
2. Increase application functionalities (for example, allowing access to Aquila, Job Teaser, event calendar, student timetable, among others) and adapting it to the ISEG brand.
3. Promotion, among Students, of the use of the renewed ISEG App.

TRIPLE CROWN CERTIFICATION

ISEG IS CURRENTLY CERTIFIED BY AMBA AND AACSB AND, AT THIS TIME, THE EQUIS CERTIFICATION IS MISSING, SO THAT THE UNIVERSITY CAN ENTER THE LIST OF INSTITUTIONS WITH TRIPLE CROWN CERTIFICATION, ONLY ATTRIBUTED TO 102 UNIVERSITIES WORLDWIDE.

1. Explanation of the role of the Students and the attribution of the EQUIS Certification to ISEG.
2. Monitoring the various aspects of obtaining this Certification.
3. Provide information of the progress of the allocation of The EQUIS Certification to the Students and the consequent Triple Crown Certification.

WORK TASK FORCES

SUPPORT THE INVOLVEMENT OF STUDENTS IN THE FORM OF TASK FORCES CREATED SPECIFICALLY FOR THE DEVELOPMENT OF PROJECTS RELEVANT TO THE FUNCTIONING OF ISEG, ALIGNED WITH THE STRATEGY DEVELOPED FOR IT.

1. Understanding which projects can benefit from the involvement of Students.
2. Creation of conditions, at ISEG, for the sedimentation and implementation of the Task Forces.
3. Disclosure of the results to the ISEG Community.

CLASSES IN A MIXED SYSTEM

PROMOTION OF THE ANALYSIS AND ACTION REGARDING THE USE OF A MIXED SYSTEM FOR CLASSES, BOTH PRESENTIAL AND ONLINE, DEEMED FAVORABLE TO THE STUDENTS AND THE SCHOOL COMMUNITY AS A WHOLE.

1. Survey of which sides of the mixed system would the ISEG Community like to keep in the future.
2. Analysis of the data obtained.
3. Promotion of the perpetuation of the previously mentioned results obtained in the analysis.

ADAPTATION TO THE FENIX PLATFORM

IN ORDER TO FOLLOW THE STEPS OF THE REST OF THE FACULTIES OF UNIVERSIDADE DE LISBOA, ISEG WILL ADOPT, VERY SOON, THE FENIX PLATFORM, IN SUBSTITUTION OF AQUILA, WHEREBY STUDENTS SHOULD BE AIDED IN THIS TRANSITION.

1. Survey, together with the Academic Services, of all the functionalities of the Fenix platform from the Student user's perspective.
2. Collection, together with the Students, of the difficulties in adapting to the platform.
3. Communication to the Academic Services of the difficulties experienced by the Students so that they are addressed and bridged.

ALUMNI APPROXIMATION

PROMOTION OF THE DE INVOLVEMENT OF ISEG'S ALUMNI NETWORK TO THE FACULTY'S REALITY, THROUGH VARIOUS INITIATIVES TO BRING STUDENTS CLOSER.

1. Meeting with Alumni Económicas to collect information about the Alumni network and its dynamization.
2. Support for the dissemination of activities promoted by Alumni Económicas.
3. Establishment of a bridge of contract with Students.

ISEG VENTURE LAB

FOSTERING THE CREATION OF A VENTURE LAB AT ISEG, IN ORDER TO BETTER TAKE ADVANTAGE OF ITS HUMAN RESOURCES, STUDENTS' IDEAS, AS WELL AS THE INCLUSION OF THE "ISEG" BRAND AS A FACULTY PROMOTING ENTREPRENEURSHIP.

1. Benchmark of project needs, along with similar projects
2. Creation of conditions, in the Faculty, for the sediment and implementation of the ISEG Venture Lab.
3. Launch of the ISEG Venture Lab brand.
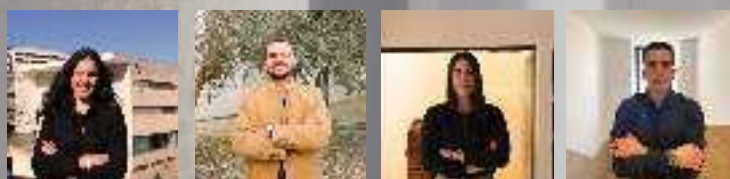
OUR TEAM

SCHOOL BOARD (LIST F)

Mafalda Palmela, Rodrigo Neves, Daniela Gameiro,
David Gomes, Vasco Marreiros, Mariana Aposta

PEDAGOGIC BOARD 1st CYCLE (LIST G)

Rodrigo Brigham, Nádia Ilhéu, Rafael Carreiro, Bernardo Sequeira, Patrícia Barqueira,
Guilherme Cavaleiro, Rui Ribeiro, Daniela Domingos, Joana Caixinhas

PEDAGOGIC BOARD 2nd CYCLE (LIST H)

Inês Vieira, Pedro Martins, Mariana Costa, Pedro Ferreira

WORKING TEAM

Tiago Sousa, Mariana Oliveira, Francisco Araújo,
Miguel Eça, Bernardo Ermitão, Sara Silva

FHG

Focus. Hear. Grow.