

## 1. General characterization of the study programme

---

### 1.1. Higher Education Institutions

*Universidade Nova De Lisboa*

1.1.a. Other Higher Education Institutions (in association) (article 41 and following of Decree-Law no. 74/2006, of March 24, as amended by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16).

*[no answer]*

1.1.b. Other Higher Education Institutions (foreign, in association) (article 41 and following articles of Decree-Law no. 74/2006, of March 24, as amended by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16).

*[no answer]*

1.1.c. Other Institutions (in cooperation) (article 41 and following of Decree-Law no. 74/2006, of March 24, in the wording given by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16). See article 6 of Decree-Law no. 133/2019, of September 3, when applicable).

*[no answer]*

### 1.2. Organic Units

*Faculdade De Economia (UNL)*

1.2.a. Identification of the organic unit(s) of the partner entity(ies) (college, school, institute, etc.)

*[no answer]*

### 1.3. Study programme (PT):

*Análise de Negócio*

### 1.3. Study programme (EN):

*Business Analytics*

### 1.4. Degree (PT):

*Mestre*

### 1.4. Degree (EN):

*Master*

### 1.5. Publication of the study plan in Diário da República

[Regulamento do Mestrado em Análise de Negócio, Despacho nº 7451\\_2024, de 9 de julho de 2024 \(1\) \(1\).pdf](#) | PDF | 143.3 Kb

### 1.6. Main scientific area of the study programme. (PT)

*Gestão*

### 1.6. Main scientific area of the study programme. (EN)

*Management*

Submission of application | Evaluation/Accreditation of  
Operating SC**1.7.1. CNAEF classification - first core area****1.7.2. CNAEF classification - second fundamental area, if applicable**

[no answer]

**1.7.3. CNAEF classification - third core area, if applicable**

[no answer]

**1.8. Number of ECTS credits necessary to obtain the degree**

90.0

**1.9. Duration of the study programme**

1,5 years

**1.10.1. Current maximum number of admissions.**

200

**1.10.2. Maximum number of admissions proposed (when different from the current number) and justification.**

[no answer]

**1.11. Specific enrolment requirements. (PT)**

*Candidatos com licenciatura em finanças, gestão, economia ou engenharia são elegíveis. Candidatos de outras áreas também poderão ser considerados, desde que cumpram os requisitos necessários em conhecimentos de matemática, estatística e programação. Para calcular a nota de candidatura de cada estudante foi desenvolvido um algoritmo que considera vários critérios, incluindo: conversão da média final da licenciatura para a escala portuguesa; avaliação da qualidade da instituição de origem com base nos rankings da Eduniversal ou THE (top 200); consideração da experiência profissional, seja internacional ou nacional; submissão opcional de uma pontuação GMAT ou GRE; avaliação da proficiência linguística, sendo necessário um nível mínimo de B2 em inglês; e análise da motivação e do perfil do candidato, que poderá incluir uma carta de motivação. Apenas candidatos com uma nota de candidatura igual ou superior a 10 são admitidos, por ordem de mérito e de acordo com as vagas definidas.*

**1.11. Specific enrolment requirements. (EN)**

*Candidates with a bachelor's degree in finance, management, economics, or engineering are eligible to apply. Candidates from other fields may also be considered, provided they meet the necessary requirements in mathematics, statistics, and programming knowledge. To calculate each student's application grade, an algorithm has been developed that considers several criteria including: conversion of the candidate's bachelor's GPA to the national Portuguese grading scale; evaluation of the quality of the candidate's school of origin based on Eduniversal or THE rankings (top 200); consideration of professional experience, whether international or national; optional submission of GMAT or GRE score; evaluation of language proficiency, with English proficiency at B2; consideration of motivation and profile, which may involve a motivational letter. Only Students with an application score of 10 or more are admitted, in order of merit and according to the places defined.*

Submission of application | Evaluation/Accreditation of  
Operating SC**1.12. Instructional modality**

Face-to-face (Decree-Law no. 65/2018, from August 16th)  Distance Learning (EaD) (Decree-Law no. 133/2019, from September 3)

**1.12.1. Working-time regime, if face-to-face**

Daytime  After business hours  Other

**1.12.1.a. If other, specify (PT)**

[no answer]

**1.12.1.1. If other, specify. (EN)**

[no answer]

**1.13. Location where the study programme will be offered (if face-to-face). (PT)**

Campus de Carcavelos Rua da Holanda, 1 2775-405 Carcavelos – Portugal

**1.13. Location where the study programme will be offered (if face-to-face). (EN)**

Campus de Carcavelos Rua da Holanda, 1 2775-405 Carcavelos – Portugal

**1.14. Regulation for crediting academic education and professional experience, published in ?Diário da República?**

[Regulamento de Creditação de Conhecimentos Académicos e Profissionais \(5\).pdf](#) | PDF | 828.9 Kb

**1.15. Type of degree or diploma conferred**

[no answer]

**1.16. Observations. (PT)**

*Este programa é sustentado por políticas, atividades e estruturas que promovem a excelência na investigação e no ensino em Gestão, com os seguintes desenvolvimentos particularmente relevantes desde o último período de avaliação:*

*-Aumento Significativo do Corpo Docente Permanente: A Nova SBE expandiu o corpo docente permanente na área de Gestão de 29 membros em 2018/19 para 48 em 2023/24, refletindo um aumento de 65% e demonstrando o compromisso da Escola com a educação e a investigação de alta qualidade.*

*-Centro de Investigação e Criação de Centros de Conhecimento: a SBE detém um Centro de Investigação avaliado pela FCT com Excelente. Para além desta estrutura, a SBE estabeleceu vários Centros de Conhecimento que promovem a investigação aplicada e fundamental, oferecendo programas de formação académica e executiva e facilitando a colaboração entre a academia, a sociedade civil, empresas e decisores públicos. Os principais centros que contribuem para esta licenciatura incluem: Data Science Knowledge Center; Health Economics & Management Knowledge Center; Leadership for Impact Knowledge Center; and Open & User Innovation Knowledge Center.*

*-Criação de Knowledge Centers: A Nova SBE lançou Centros de Conhecimento que apoiam tanto a investigação aplicada como a fundamental, oferecem programas de formação académica e executiva, e facilitam a colaboração entre a academia, a sociedade civil, empresas, instituições e decisores políticos. Na área de Gestão, destacam-se o Data Science Knowledge Center, o Health Economics & Management Knowledge Center, o Leadership for Impact Knowledge Center, o NOVAFRICA Knowledge Center, e o Open & User Innovation Knowledge Center.*

*Estas iniciativas resultaram em mais de 20 publicações anuais em revistas de topo (ABS 4 e 4\*, e FT50), refletindo o compromisso da Escola com a investigação de alto impacto e a disseminação em outlets académicos de renome. A investigação em Gestão abrange áreas como liderança e recursos humanos, negócios internacionais, fusões e aquisições, empreendedorismo e inovação. Os investigadores da Nova SBE têm publicado em revistas de destaque, incluindo Management Science, Organization Science, Journal of Marketing Research, Strategic Management Journal, Human Relations, Journal of Business Ethics, Human Resource Management, Journal of Management, Journal of Organizational Behavior, Journal of Product Innovation Management, Journal of Retailing, Journal of World Business, Organization Studies e The Leadership Quarterly.*

*A Nova SBE detém também a prestigiada acreditação Triple Crown, estabelecendo-se como uma referência pelos rigorosos padrões de qualidade governados pela EQUIS, AACSB e AMBA. Como uma das apenas 129 escolas em todo o mundo a obter esta acreditação, a Nova SBE é reconhecida pelo seu compromisso com os mais elevados padrões de rigor académico, excelência do corpo docente e satisfação dos estudantes, consolidando a sua reputação como líder na qualidade e excelência educativa.*

**1.16. Observations. (EN)**

*This program is supported by policies, activities, and structures that promote excellence in research and teaching in Management, with the following developments being particularly noteworthy since the last evaluation period:*

*-Significant Increase in Permanent Faculty: Nova SBE has expanded its permanent faculty in Management from 29 members in 2018/19 to 48 in 2023/24, reflecting a 65% increase and underscoring the School's commitment to high-quality education and research.*

*-System of Distinguished Academic Chairs: Through collaborations with external entities, Nova SBE has established a system of Chairs, providing favorable conditions for distinguished scholars. Notable Chairs in Management include the Era Chair in Social Innovation, Novo Banco Chair in Entrepreneurship & Technology, Fundação Amélia de Melo Chair in Leadership, Fundação Calouste Gulbenkian Chair in Impact Economy, and Haddad Chair in Entrepreneurship.*

*-Research Center and Creation of Knowledge Centers: SBE hosts a Research Center rated as "Excellent" by the FCT. In addition to this structure, SBE has established several Knowledge Centers that promote applied and fundamental research, offering academic and executive training programs while facilitating collaboration among academia, civil society, companies, and public decision-makers. Key centers contributing to the undergraduate program include: Data Science Knowledge Center; Health Economics & Management Knowledge Center; Leadership for Impact Knowledge Center; and Open & User Innovation Knowledge Center.*

*These initiatives have resulted in over 20 annual publications in top-tier journals (ABS 4 and 4\*, and FT50), reflecting the School's commitment to high-impact research and dissemination through reputable academic outlets. Management research encompasses areas such as leadership and human resources, international business, mergers and acquisitions, entrepreneurship, and innovation. Nova SBE's Management researchers have published in leading journals, including Management Science, Organization Science, Journal of Marketing Research, Strategic Management Journal, Human Relations, Journal of Business Ethics, Human Resource Management, Journal of Management, Journal of Organizational Behavior, Journal of Product Innovation Management, Journal of Retailing, Journal of World Business, Organization Studies, and The Leadership Quarterly.*

*Nova SBE also holds the prestigious Triple Crown accreditation, establishing itself as a benchmark for meeting the rigorous quality standards governed by EQUIS, AACSB, and AMBA. As one of only 129 schools worldwide to hold this accreditation, Nova SBE is recognized for its commitment to maintaining the highest standards of academic rigor, faculty excellence, and student satisfaction, solidifying its reputation as a leader in education quality and excellence.*

**2. Accreditation decision in the previous assessment.**

**2.1. A3ES reference for the previous assessment procedure.**

*NCE/18/1800007*

**2.2. Date of the decision.**

*28/11/2019*

**2.3. Decision of the Management Board.**

*Acreditar com condições | Accredited with conditions*

**2.4. Accreditation period.**

*6 anos | 6 years*

**2.5. Starting date:**

*31/07/2019*

**3. Summary of improvement measures**

---

**3. Summary of improvement measures and changes to the study programme since the previous assessment. (PT)**

Submission of application | Evaluation/Accreditation of  
Operating SC

O CA da A3ES acreditou o programa sob o nome "Business Analytics", aprovando tanto a estrutura curricular quanto o plano de estudos conforme apresentado no pedido de informação. Conforme detalhado na secção 1.5 deste relatório, este requisito foi cumprido, com o currículo publicado no Diário da República.

As restantes recomendações da CAE também foram abordadas, nomeadamente:

- Os requisitos de admissão passaram a incluir a necessidade de conhecimentos básicos em estatística (ver secção 1.11);
- Foi aumentado o número de docentes com doutoramento a lecionar métodos quantitativos, através de um acordo de colaboração com a Nova FCT para cedência de corpo docente especializado nessas áreas;
- O conteúdo do programa foi enriquecido, e as referências bibliográficas em várias disciplinas foram atualizadas. Além disso, o Relatório do Ciclo de Estudos ajudou a identificar disciplinas com áreas de melhoria, às quais a coordenação do programa tem dedicado a devida atenção.

Desde a última acreditação, o plano de estudos foi atualizado para aumentar a flexibilidade e alinhar-se melhor às exigências em constante evolução do mercado de trabalho.

As alterações no plano de estudos foram realizadas para permitir que o Conselho Científico reveja e aprove, anualmente, a lista de disciplinas opcionais. Esta avaliação regular possibilita a introdução de novas UC, equipando os estudantes com competências adaptáveis às necessidades do setor.

Adicionalmente, foi realizada uma revisão ao plano de estudos, propondo as seguintes alterações nos nomes e na estrutura das disciplinas, com o objetivo de melhorar a clareza do conteúdo e otimizar os percursos de aprendizagem, em conformidade com a legislação em vigor:

- Advanced Data Analysis (7 ECTS) foi dividido em duas de 3.5 ECTS: Introduction to Python for Data Analysis e Research Methods for Business Analytics;
- Data Curation for Business Analytics foi deslocada para o 2.º período, permitindo uma progressão curricular mais lógica;
- Digital Markets foi renomeado para Digital Strategy and Markets e será oferecido no 1.º semestre, proporcionando uma base sólida no início do programa;
- Modelling Business Decisions passou a chamar-se Optimization, refletindo o foco em frameworks e ferramentas de tomada de decisão aplicadas aos negócios;
- Data Ecosystems and Governance in Organizations estará disponível no 3.º período, permitindo aos estudantes desenvolver competências fundamentais antes de abordar questões de governação de dados;
- Machine Learning foi dividido em duas UC de 3.5 ECTS, permitindo aos estudantes escolherem um percurso alinhado aos seus objetivos de carreira;
- Foi introduzido uma nova UC de 3.5 ECTS, Digital Experimentation & Causal Analysis, que equipa os estudantes com competências essenciais em design experimental e inferência causal.

Estas atualizações visam aumentar a flexibilidade do programa, oferecendo um currículo alinhado com as exigências da indústria de business analytics.

## Submission of application | Evaluation/Accreditation of Operating SC

### 3. Summary of improvement measures and changes to the study programme since the previous assessment. (EN)

The Board of Directors accredited the program under the name "Business Analytics," approving both the curriculum structure and study plan as outlined in the submitted information request. As detailed in section 1.5 of this report, this requirement has been fulfilled, with the curriculum published in the *Diário da República*.

The remaining recommendations from the External Assessment Committee (EAC) have also been addressed, specifically:

- The admission requirements now include a specified need for foundational knowledge in statistics (see 1.11);
- The number of PhD-qualified instructors teaching quantitative methods has been increased, supported by a collaboration agreement with Nova FCT to provide specialized faculty in these areas;
- The program content has been enhanced, and bibliographic references in several courses have been updated. Additionally, the Study Cycle Report has helped identify courses with areas for improvement, to which the program coordination has dedicated appropriate attention.

Since the last accreditation, the study plan has been updated to enhance flexibility and better align with evolving job market demands.

The study plan was revised to allow the Faculty Council to annually review and approve the list of elective courses. This regular assessment enables the introduction of new curricular units, equipping students with adaptable skills that align with the evolving needs of the field.

Additionally, a study plan revision has been undertaken, with the following changes to course names and structure proposed to enhance content clarity and streamline the learning pathways, in line with current legislation:

- The Advanced Data Analysis course (7 ECTS) has been divided into two distinct 3.5 ECTS courses, *Introduction to Python for Data Analysis* and *Research Methods for Business Analytics*.
- Data Curation for Business Analytics has been shifted to Term 2 to allow for a more logical progression in the curriculum.
- The Digital Markets course has been renamed to *Digital Strategy and Markets*, and it will also be offered in Term 1 to provide students with a solid foundation early in the program.
- Modelling Business Decisions has been renamed to *Optimization*, reflecting a focus on decision-making frameworks and tools for business applications.
- Data Ecosystems and Governance in Organizations will now be available in Term 3, giving students more time to develop foundational skills before tackling data governance issues.
- The Machine Learning course has been divided into two 3.5 ECTS courses, allowing students to choose a path that aligns with their career goals.
- A new 3.5 ECTS course, *Digital Experimentation & Causal Analysis*, has been introduced to equip students with essential skills in experimental design and causal inference.

These updates collectively aim to enhance the flexibility of the program while offering a curriculum that is closely aligned with current and emerging industry requirements in business analytics.

## 4. Curricular structure and study plan.

---

### 4.1. Curriculum structure

4.1 Do the curricular structure and syllabus in force correspond to those published in the *Diário da República* (point 1.5)?

Yes  No

4.2. Will changes be made to the curriculum?

Yes  No

4.2.1. Summary of the proposed changes duly justified. (PT)

[no answer]

4.2.1. Summary of the proposed changes duly justified. (EN)

[no answer]

### 4.6. Curriculum restructure observations

---

**4.6. Observations. (PT)**

*Este Mestrado foi concebido para capacitar os estudantes com competências essenciais para abordar problemas complexos através do uso de dados. Num mundo onde a tecnologia sustenta a tomada de decisões, este programa permite que os estudantes se mantenham na ponta do conhecimento, combinado com expertise técnica com competências de liderança, pensamento crítico e comunicação. O currículo combina UC obrigatórias com uma ampla gama de opcionais, permitindo que os estudantes personalizem a sua experiência de aprendizagem.*

**Primeiro Semestre**

*-UCs Obrigatórias: estabelecem uma base sólida em análise de dados e tomada de decisões. Os estudantes adquirem as ferramentas necessárias para compreender e aplicar insights baseados em dados em contextos empresariais.*

*-Opcionais: Os estudantes podem escolher entre uma ampla seleção de cursos em economia, finanças, gestão e análise de dados.*

*-Módulos de Desenvolvimento Profissional: Os Skills Accelerator Modules (0,5 ECTS cada) focam-se no desenvolvimento de competências essenciais em Competência Digital, Ética, Ligações ao Mercado e Liderança.*

*-Desenvolvimento de Carreira: Inclui o módulo Mastering Your Career (2 ECTS), destinado a ajudar os estudantes a explorar objetivos de carreira, desenvolver autoconhecimento e ganhar exposição a diversas trajetórias profissionais. Além disso, mentorias, seminários, eventos de networking e a participação na Feira de Carreiras da Nova SBE e em conferências do setor oferecem valiosos insights sobre o mercado de trabalho.*

**Segundo Semestre**

*-UCs Obrigatórias: Cursos avançados constroem sobre os conhecimentos adquiridos, com foco em tópicos especializados e aplicações de dados relevantes para a análise empresarial.*

*-Opcionais: Os estudantes podem personalizar o seu percurso académico selecionando UCs opcionais alinhadas aos seus objetivos profissionais e académicos, permitindo um programa mais abrangente que pode ultrapassar os 90 ECTS exigidos, chegando a 120 ECTS.*

*-Desenvolvimento de Carreira: Eventos de networking, feiras de carreiras e conferências da indústria continuam ao longo do semestre, permitindo que os estudantes ampliem as suas conexões profissionais e explorem oportunidades de emprego.*

*-Módulos de Desenvolvimento Profissional: Os Skills Accelerator Modules continuam, fornecendo suporte contínuo em áreas-chave, como competências digitais e liderança.*

**Terceiro Semestre**

*Os estudantes podem escolher um dos três formatos:*

*-Field Lab: Desenvolvimento de soluções práticas para um tema ou problema aplicado, enfrentando desafios do mundo real num contexto específico.*

*-Applied Research Internship: Nesta opção, os estudantes abordam uma questão empresarial através de um estágio, aplicando os seus conhecimentos num ambiente profissional.*

*-Directed Research: Os estudantes realizam uma pesquisa aplicada sobre um problema cientificamente orientado, utilizando as suas competências para contribuir para a área e gerar insights valiosos.*

## Submission of application | Evaluation/Accreditation of Operating SC

### 4.6. Observations. (EN)

*This Masters is designed to equip students with essential skills to tackle complex problems using data. In a world where technology underpins decision-making, this program enables students to stay ahead by combining technical expertise with leadership, critical thinking, and communication skills. The curriculum combines mandatory courses with a range of electives, allowing students to tailor their learning experience.*

#### *First Semester*

*-Mandatory Courses: Core courses establish a strong foundation in data analytics and decision-making. Students acquire the necessary tools to understand and apply data-driven insights in business contexts.*

*-Electives: Students can choose from a diverse selection in economics, finance, management, and data analytics.*

*-Professional Development Modules: Skills Accelerator Modules (0.5 ECTS each) focus on building essential skills in Digital Competence, Ethics, Market Links, and Leadership.*

*-Career Development: The semester includes the Mastering Your Career module (2 ECTS), aimed at helping students explore their career goals, build self-awareness, and gain exposure to various professional paths. Additionally, mentoring, seminars, networking events, and participation in the Nova SBE Career Fair and industry conferences provide valuable insights into the job market.*

#### *Second Semester*

*-Mandatory Courses: Advanced courses build on the foundational knowledge, focusing on specialized topics and data applications relevant to business analytics.*

*-Electives: Students have the opportunity to tailor their academic journey by selecting optional courses that align with their professional and academic goals, allowing for a more comprehensive program that can extend beyond the required 90 ECTS, reaching up to 120 ECTS in relevant cases.*

*-Career Development: Networking events, career fairs, and industry conferences continue throughout the semester, allowing students to expand their professional connections and explore employment opportunities.*

*-Professional Development Modules: Students continue with the Skills Accelerator Modules, which provide ongoing support in key areas such as digital skills and leadership.*

#### *Third Semester*

*They may choose one of three formats:*

*-Field Lab: Students develop practical solutions to a specific theme or applied topic, tackling real-world problems in a specific context.*

*-Applied Research Internship: In this option, students address a business-related issue through an internship, applying their knowledge in a professional setting.*

*-Directed Research: Students conduct applied research on a scientifically-oriented problem, utilizing their skills to contribute to the field and generate valuable insights.*

## 5. Teaching staff

### 5.1. List of Teachers responsible for coordinating the implementation of the study cycle

- *Patrícia Ramos*
- *Rodrigo Belo*

### 5.2. Study programme's teaching staff

Name	Category	Degree	Link	Specialist	Employment regime	Information
Arash Laghaie	Professor Auxiliar ou equivalente	PhD Management - Quantitative Marketing	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Daniel Obermeier	Professor Auxiliar ou equivalente	PhD Management - Technology and Innovation Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Daniela Maria Schmitt	Professor Auxiliar ou equivalente	PhD Management - Business Administration	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID

Submission of application | Evaluation/Accreditation of  
Operating SC

Name	Category	Degree	Link	Specialist	Employment regime	Information
João Carlos Moura Pires	Professor Associado ou equivalente	PhD Technologies - Computer Science	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
João Castro	Professor Associado ou equivalente	PhD Technologies - Engineering Systems	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrCID
João Costa Seco	Professor Associado ou equivalente	PhD Technologies - Computer Science	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Leid Zejnilovic	Professor Auxiliar ou equivalente	PhD Management - Technological Change and Entrepreneurship	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Michael Kummer	Professor Associado ou equivalente	PhD Economics - Economics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Michail Batikas	Professor Auxiliar ou equivalente	PhD Technologies - Software and Information Systems	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Nuno Pregoça	Professor Catedrático ou equivalente	PhD Technologies - Computer Science	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae
Patrícia Ramos	Professor Auxiliar ou equivalente	PhD Quantitative Methods - Statistics and Stochastic Processes	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Patrícia Xufre	Professor Associado ou equivalente	PhD Quantitative Methods - Statistics and Operational Research	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Pedro Brinca	Professor Auxiliar ou equivalente	PhD Economics - Economics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID
Pedro Miguel da Cruz Correia Gardete	Professor Catedrático ou equivalente	PhD Management - Business Administration	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrCID

Submission of application | Evaluation/Accreditation of  
Operating SC

Name	Category	Degree	Link	Specialist	Employment regime	Information
Pranadharthiaran Narayanan	Professor Auxiliar ou equivalente	PhD Management - Business Sciences	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Qiwei Han	Professor Auxiliar ou equivalente	PhD Technologies - Engineering And Public Policy	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Rodrigo Belo	Professor Catedrático ou equivalente	PhD Technologies - Engineering And Public Policy	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Sreyaa Guha	Professor Auxiliar ou equivalente	PhD Management - Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Steffen Hoernig	Professor Catedrático ou equivalente	PhD Economics - Economics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Utku Serhatli	Professor Auxiliar ou equivalente	PhD Management - Technology and Operations Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Yufei Shen	Professor Auxiliar ou equivalente	PhD Management - Management Sciences	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Elizabete Cardoso	Professor Auxiliar convidado ou equivalente	PhD Management - Higher Education Management	Other link		80	Submitted CienciaVitae OrcID
Hugo Menino Aguiar	Professor Auxiliar convidado ou equivalente	Master Technologies - Computer Engineering	Other link		40	Submitted CienciaVitae
Ji Rongjiao	Professor Auxiliar convidado ou equivalente	PhD Quantitative Methods - Mathematics and Applications	Other link		96	Submitted OrcID
Lénia Mestrinho	Professor Auxiliar convidado ou equivalente	Master Management - Management	Other link		20	Submitted CienciaVitae

Submission of application | Evaluation/Accreditation of  
Operating SC

Name	Category	Degree	Link	Specialist	Employment regime	Information
Luís Guimarães	Professor Auxiliar convidado ou equivalente	PhD Engineering - Technological Physics Engineering	Other link		10	Submitted CienciaVitae OrCID
Mário Monteiro Marques	Professor Associado convidado ou equivalente	PhD Technologies - Computer Science	Other link		10	Submitted CienciaVitae OrCID
Nuno André da Silva	Professor Auxiliar convidado ou equivalente	PhD Technologies - Engineering And Public Policy	Other link		30	Submitted CienciaVitae OrCID
					Total: 2386	

## 5.2.1. Teacher's curricular file

5.2.1.1. Personal Data - Arash Laghaie

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Marketing Quantitativo

Scientific field of this degree (EN)

Management - Quantitative Marketing

Year in which this degree was obtained

2022

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

9713-9FEB-063D

Orcid

0000-0003-0340-3481

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Arash Laghaie

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Arash Laghaie

Year	Degree or Title	Scientific Area	Institution	Classification
2013				
2008				

5.2.1.4. Pedagogical education - Arash Laghaie

5.2.1.5. Distribution of teaching service - Arash Laghaie

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Big Data Analysis	MG, MGI	23.0		18.0					5.0	
Marketing Analytics	MG	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	

**5.2.1.1. Personal Data - Daniel Obermeier**

## Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

## Category

Professor Auxiliar ou equivalente

## Associates Degree

Yes

## Degree

PhD - 3rd Cycle

## Scientific field of this degree (PT)

Gestão - Gestão de Tecnologia e Inovação

## Scientific field of this degree (EN)

Management - Technology and Innovation Management

## Year in which this degree was obtained

2023

## Institution that conferred this degree

[no answer]

## Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

## Scientific field of the specialist title (PT)

[sem resposta]

## Scientific field of the specialist title (EN)

[no answer]

## Year when the specialist title was obtained

-

## Dedication regime in the institution submitting the proposal (%)

100

## CienciaVitae

ED1B-EE3A-F722

## Orcid

0000-0002-1326-537X

## Authorization for personal information to be stored and used for functional and analytical purposes

Sim

**5.2.1.2. Affiliation Research Units - Daniel Obermeier**

---

5.2.1.3. Other degrees or titles - Daniel Obermeier

Year	Degree or Title	Scientific Area	Institution	Classification
2016	Technology and Management			

5.2.1.4. Pedagogical education - Daniel Obermeier

5.2.1.5. Distribution of teaching service - Daniel Obermeier

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Blockchain Fundamentals	MAN	23.0		18.0					5.0	
Research Methods for Business Analytics	MAN	23.0		18.0					5.0	

5.2.1.1. Personal Data - Daniela Maria Schmitt

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Administração de Empresas

Scientific field of this degree (EN)

Management - Business Administration

Year in which this degree was obtained

2019

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

421B-2D73-1B46

Orcid

0000-0001-7453-5620

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Daniela Maria Schmitt

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Daniela Maria Schmitt

Year	Degree or Title	Scientific Area	Institution	Classification
2010				

5.2.1.4. Pedagogical education - Daniela Maria Schmitt

5.2.1.5. Distribution of teaching service - Daniela Maria Schmitt

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MG/MGI	56.0		36.0					20.0	
Work Project	MAN	56.0		36.0					20.0	

5.2.1.1. Personal Data - João Carlos Moura Pires

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Associado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Ciência da Computação

Scientific field of this degree (EN)

Technologies - Computer Science

Year in which this degree was obtained

2007

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

B71B-453A-0176

Orcid

0000-0001-9933-936X

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - João Carlos Moura Pires

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
NOVA Laboratory for Computer Science and Informatics (NOVA LINCS)	Excelente	NOVA.ID.FCT - Associação para a Inovação e Desenvolvimento da FCT (NOVA.ID.FCT/FCTUNL/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - João Carlos Moura Pires

Year	Degree or Title	Scientific Area	Institution	Classification
1991				
1985				

5.2.1.4. Pedagogical education - João Carlos Moura Pires

5.2.1.5. Distribution of teaching service - João Carlos Moura Pires

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Visualization for Business Analytics	MAN	23.0		18.0					5.0	

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.1. Personal Data - João Castro

## Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

## Category

Professor Associado ou equivalente

## Associates Degree

Yes

## Degree

PhD - 3rd Cycle

## Scientific field of this degree (PT)

Tecnologias - Sistemas de Engenharia

## Scientific field of this degree (EN)

Technologies - Engineering Systems

## Year in which this degree was obtained

2010

## Institution that conferred this degree

[no answer]

## Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

## Scientific field of the specialist title (PT)

[sem resposta]

## Scientific field of the specialist title (EN)

[no answer]

## Year when the specialist title was obtained

-

## Dedication regime in the institution submitting the proposal (%)

100

## CienciaVitae

-

## Orcid

0000-0002-0471-6634

## Authorization for personal information to be stored and used for functional and analytical purposes

Sim

## 5.2.1.2. Affiliation Research Units - João Castro

## 5.2.1.3. Other degrees or titles - João Castro

Year	Degree or Title	Scientific Area	Institution	Classification
2000				
2005				

## 5.2.1.4. Pedagogical education - João Castro

## 5.2.1.5. Distribution of teaching service - João Castro

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Business Model Innovation	MG; MGI	23.0		18.0					5.0	
Product Design and Development	MG; MGI	23.0		18.0					5.0	
Technology Strategy	MG; MGI	23.0		18.0					5.0	
Work Project	MG; MGI	56.0		36.0					20.0	
Innovation for Impact	MEII	23.0		18.0					5.0	
Work Project	MEII	56.0		36.0					20.0	
Thesis	PhD_G	20.0							20.0	
New Product and Service and Open Innovation	MIE-E	20.0		20.0						

5.2.1.1. Personal Data - João Costa Seco

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Associado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Ciência da Computação

Scientific field of this degree (EN)

Technologies - Computer Science

Year in which this degree was obtained

2006

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

4717-5164-E6F1

Orcid

0000-0002-2840-3966

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - João Costa Seco

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
NOVA Laboratory for Computer Science and Informatics (NOVA LINCS)	Excelente	NOVA.ID.FCT - Associação para a Inovação e Desenvolvimento da FCT (NOVA.ID.FCT/FCTUNL/UNL)	Institutional	Sim

## 5.2.1.3. Other degrees or titles - João Costa Seco

Year	Degree or Title	Scientific Area	Institution	Classification
1997				
1993				

## 5.2.1.4. Pedagogical education - João Costa Seco

## 5.2.1.5. Distribution of teaching service - João Costa Seco

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Design and Construction of Data Centric Apps	MAN	23.0		18.0					5.0	
Web and Cloud Computing	MAN	23.0		18.0					5.0	

5.2.1.1. Personal Data - Leid Zejnilovic

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Mudança Tecnológica e Empreendedorismo

Scientific field of this degree (EN)

Management - Technological Change and Entrepreneurship

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

EE18-A588-D905

Orcid

0000-0002-4209-4637

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Leid Zejnilovic

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Leid Zejnilovic

Year	Degree or Title	Scientific Area	Institution	Classification
2002				

5.2.1.4. Pedagogical education - Leid Zejnilovic

5.2.1.5. Distribution of teaching service - Leid Zejnilovic

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MG	56.0		36.0					20.0	
Algorithmic Governance	MAN	23.0		18.0					5.0	
Blockchain Fundamentals	MAN	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	
Data Science for Impact	MEII	23.0		18.0					5.0	
Thesis	PhD_G	20.0							20.0	

5.2.1.1. Personal Data - Michael Kummer

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Associado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia - Economia

Scientific field of this degree (EN)

Economics - Economics

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

111F-431A-4291

Orcid

0000-0002-9664-5895

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Michael Kummer

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Michael Kummer

Year	Degree or Title	Scientific Area	Institution	Classification
2007				

5.2.1.4. Pedagogical education - Michael Kummer

5.2.1.5. Distribution of teaching service - Michael Kummer

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Digital Experimentation & Causal Analysis	MAN	23.0		18.0					5.0	
Applied Methods in Digital Economy Research	PhD_G	36.0		36.0						
Business Analytics	MG-EA	12.0		12.0						

5.2.1.1. Personal Data - Michail Batikas

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Sistemas de Software e Informação

Scientific field of this degree (EN)

Technologies - Software and Information Systems

Year in which this degree was obtained

2012

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

651C-9ED3-C255

Orcid

0000-0003-0833-5086

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Michail Batikas

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Michail Batikas

Year	Degree or Title	Scientific Area	Institution	Classification
2003				

5.2.1.4. Pedagogical education - Michail Batikas

5.2.1.5. Distribution of teaching service - Michail Batikas

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MG	56.0		36.0					20.0	
Data Ecosystems and Governance in Organizations	MAN	23.0		18.0					5.0	
Network Analytics	MAN	23.0		18.0					5.0	

5.2.1.1. Personal Data - Nuno Preguiça

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Catedrático ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Ciência da Computação

Scientific field of this degree (EN)

Technologies - Computer Science

Year in which this degree was obtained

2003

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

C31F-AE28-60A0

Orcid

-

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Nuno Preguiça

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
NOVA Laboratory for Computer Science and Informatics (NOVA LINCS)	Excelente	NOVA.ID.FCT - Associação para a Inovação e Desenvolvimento da FCT (NOVA.ID.FCT/FCTUNL/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Nuno Preguiça

Year	Degree or Title	Scientific Area	Institution	Classification
2019				

5.2.1.4. Pedagogical education - Nuno Preguiça

5.2.1.5. Distribution of teaching service - Nuno Preguiça

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Engineering of Data Analysis	MAN	23.0		18.0					5.0	

5.2.1.1. Personal Data - Patrícia Ramos

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Métodos Quantitativos - Estatística e Processos Estocásticos

Scientific field of this degree (EN)

Quantitative Methods - Statistics and Stochastic Processes

Year in which this degree was obtained

2013

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

B515-CFA8-04B7

Orcid

0000-0002-5403-9782

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Patrícia Ramos

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Patrícia Ramos

Year	Degree or Title	Scientific Area	Institution	Classification
2001				

5.2.1.4. Pedagogical education - Patrícia Ramos

5.2.1.5. Distribution of teaching service - Patrícia Ramos

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Analysis and Probability	LG; LE	84.0		36.0	36.0				12.0	
Multivariate Statistics	LG	66.0		36.0	18.0				12.0	
Statistics for Economics and Management	LG; LE	66.0		36.0	18.0				12.0	
Work Project	MAN	56.0		36.0					20.0	

5.2.1.1. Personal Data - Patrícia Xufre

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Associado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Métodos Quantitativos - Estatística e Investigação Operacional

Scientific field of this degree (EN)

Quantitative Methods - Statistics and Operational Research

Year in which this degree was obtained

2007

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

741B-3CB6-AD52

Orcid

0000-0003-1089-141X

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Patrícia Xufre

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

## 5.2.1.3. Other degrees or titles - Patrícia Xufre

Year	Degree or Title	Scientific Area	Institution	Classification
1998				
1995				

## 5.2.1.4. Pedagogical education - Patrícia Xufre

## 5.2.1.5. Distribution of teaching service - Patrícia Xufre

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Uncertainty and Decision making	IMBA	27.0		24.0					3.0	
Calculus I	LG; LE	84.0		36.0	36.0				12.0	
Applied Business Analytics	MG	48.0		36.0					12.0	
Computational Thinking and Data Science	MG	23.0		18.0					5.0	
Business Analytics Special Project	MAN	46.0		36.0					10.0	
Work Project	MAN	56.0		36.0					20.0	

5.2.1.1. Personal Data - Pedro Brinca

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia - Economia

Scientific field of this degree (EN)

Economics - Economics

Year in which this degree was obtained

2013

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

E318-F261-9C65

Orcid

0000-0002-3399-6081

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Pedro Brinca

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.3. Other degrees or titles - Pedro Brinca

Year	Degree or Title	Scientific Area	Institution	Classification
2018				
2006				
2005				

## 5.2.1.4. Pedagogical education - Pedro Brinca

## 5.2.1.5. Distribution of teaching service - Pedro Brinca

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Macroeconomics	LG; LE	66.0		36.0	18.0				12.0	
Work Project	MG	56.0		36.0					20.0	
Work Project	MF	56.0		36.0					20.0	
Work Project	MAN	56.0		36.0					20.0	
Macroeconomics	ML-E	12.0		12.0						

5.2.1.1. Personal Data - Pedro Miguel da Cruz Correia Gardete

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Catedrático ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Administração de Empresas

Scientific field of this degree (EN)

Management - Business Administration

Year in which this degree was obtained

2011

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

B719-CFD6-EF2E

Orcid

0000-0002-2057-5552

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Pedro Miguel da Cruz Correia Gardete

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Pedro Miguel da Cruz Correia Gardete

Year	Degree or Title	Scientific Area	Institution	Classification
2007				

5.2.1.4. Pedagogical education - Pedro Miguel da Cruz Correia Gardete

5.2.1.5. Distribution of teaching service - Pedro Miguel da Cruz Correia Gardete

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MG/MGI	56.0		36.0					20.0	
Work Project	MAN	56.0		36.0					20.0	

5.2.1.1. Personal Data - Pranadharthihran Narayanan

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Ciências Empresariais

Scientific field of this degree (EN)

Management - Business Sciences

Year in which this degree was obtained

2024

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

1E18-E3A8-A5BD

Orcid

0009-0004-3024-2198

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Pranadharthihran Narayanan

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

## 5.2.1.3. Other degrees or titles - Pranadharthiharan Narayanan

Year	Degree or Title	Scientific Area	Institution	Classification
2010				

## 5.2.1.4. Pedagogical education - Pranadharthiharan Narayanan

## 5.2.1.5. Distribution of teaching service - Pranadharthiharan Narayanan

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Computer Programming	LG/LE	76.0		28.0	36.0				12.0	
Operations Strategy	MG	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	

**Submission of application | Evaluation/Accreditation of Operating SC**

5.2.1.1. Personal Data - Qiwei Han

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Engenharia e Políticas Públicas

Scientific field of this degree (EN)

Technologies - Engineering And Public Policy

Year in which this degree was obtained

2017

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

4913-D6E7-E968

Orcid

0000-0002-6044-4530

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Qiwei Han

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Qiwei Han

Year	Degree or Title	Scientific Area	Institution	Classification
2007				

5.2.1.4. Pedagogical education - Qiwei Han

5.2.1.5. Distribution of teaching service - Qiwei Han

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MF	56.0		36.0					20.0	
Work Project	MGI	56.0		36.0					20.0	
Advanced Topics in Machine Learning	MAN	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	
Thesis	PhD_G	20.0							20.0	

5.2.1.1. Personal Data - Rodrigo Belo

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Catedrático ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Engenharia e Políticas Públicas

Scientific field of this degree (EN)

Technologies - Engineering And Public Policy

Year in which this degree was obtained

2012

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

A014-A8EB-F8FB

Orcid

0000-0001-6839-5086

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Rodrigo Belo

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Rodrigo Belo

Year	Degree or Title	Scientific Area	Institution	Classification
2011				

5.2.1.4. Pedagogical education - Rodrigo Belo

5.2.1.5. Distribution of teaching service - Rodrigo Belo

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
AI Impact on Business	EMBA; MAN	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	
Hot Topics in Quantitative Methods	PhD_G	48.0		36.0					12.0	
Thesis	PhD_G	20.0							20.0	
Applied Business Analytics - Data and Technology in Innovation and Entrepreneurship	MIE-E	12.0		12.0						

**5.2.1.1. Personal Data - Sreyaa Guha**

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Gestão

Scientific field of this degree (EN)

Management - Management

Year in which this degree was obtained

2021

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

C517-6091-131E

Orcid

0000-0002-9675-7192

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

**5.2.1.2. Affiliation Research Units - Sreyaa Guha**

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Sreyaa Guha

Year	Degree or Title	Scientific Area	Institution	Classification
2010				

5.2.1.4. Pedagogical education - Sreyaa Guha

5.2.1.5. Distribution of teaching service - Sreyaa Guha

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Modeling Business Decisions	MG; MGI	23.0		18.0					5.0	
Optimization	MAN	23.0		18.0					5.0	
Work Project	MEII	56.0		36.0					20.0	

**5.2.1.1. Personal Data - Steffen Hoernig**

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Catedrático ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia - Economia

Scientific field of this degree (EN)

Economics - Economics

Year in which this degree was obtained

2000

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

5B13-629A-9A78

Orcid

0000-0003-1461-0048

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

**5.2.1.2. Affiliation Research Units - Steffen Hoernig**

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Steffen Hoernig

Year	Degree or Title	Scientific Area	Institution	Classification
1993				

5.2.1.4. Pedagogical education - Steffen Hoernig

5.2.1.5. Distribution of teaching service - Steffen Hoernig

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Digital Strategy and Markets	MAN	23.0		18.0					5.0	
Game Theory	ME	23.0		18.0					5.0	
Microeconomics I	PhD_EF	46.0		36.0					10.0	

5.2.1.1. Personal Data - Utku Serhatli

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Gestão de Tecnologia e Operações

Scientific field of this degree (EN)

Management - Technology and Operations Management

Year in which this degree was obtained

2020

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

F51A-CA3A-E192

Orcid

0000-0002-8104-1765

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Utku Serhatli

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.3. Other degrees or titles - Utku Serhatli

Year	Degree or Title	Scientific Area	Institution	Classification
2013				

## 5.2.1.4. Pedagogical education - Utku Serhatli

## 5.2.1.5. Distribution of teaching service - Utku Serhatli

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Processes and Operations Management	IMBA; EMBA	27.0		24.0					3.0	
Operations Management	MG	23.0		18.0					5.0	
Sustainable Operations	MG	23.0		18.0					5.0	
Work Project	MG	56.0		36.0					20.0	
Work Project	MGI	56.0		30.0					26.0	
Work Project	MEII	56.0		36.0					20.0	

5.2.1.1. Personal Data - Yufei Shen

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Auxiliar ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Ciências de Gestão

Scientific field of this degree (EN)

Management - Management Sciences

Year in which this degree was obtained

2023

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

F51A-CA3A-E192

Orcid

0000-0002-8104-1765

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Yufei Shen

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	Sim

5.2.1.3. Other degrees or titles - Yufei Shen

Year	Degree or Title	Scientific Area	Institution	Classification
2017				

5.2.1.4. Pedagogical education - Yufei Shen

5.2.1.5. Distribution of teaching service - Yufei Shen

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Curation for Business Analytics	MAN	23.0		18.0					5.0	
Introduction to Python for Data Analysis	MAN	23.0		18.0					5.0	

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.1. Personal Data - Hugo Menino Aguiar

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

Integrated Master's Degree

Scientific field of this degree (PT)

Tecnologias - Engenharia Informática

Scientific field of this degree (EN)

Technologies - Computer Engineering

Year in which this degree was obtained

2010

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

40

CienciaVitae

C619-C663-A3A9

Orcid

-

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Hugo Menino Aguiar

---

5.2.1.3. Other degrees or titles - Hugo Menino Aguiar

---

5.2.1.4. Pedagogical education - Hugo Menino Aguiar

---

5.2.1.5. Distribution of teaching service - Hugo Menino Aguiar

---

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Work Project	MAN	56.0		36.0					20.0	
Work Project	MEII	56.0		36.0					20.0	

## 5.2.1.1. Personal Data - Lénia Mestrinho

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

Master's Degree - 2nd Cycle

Scientific field of this degree (PT)

Gestão - Gestão

Scientific field of this degree (EN)

Management - Management

Year in which this degree was obtained

2012

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

20

CienciaVitae

5D1E-CEE9-18DF

Orcid

-

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

## 5.2.1.2. Affiliation Research Units - Lénia Mestrinho

5.2.1.3. Other degrees or titles - Lénia Mestrinho

Year	Degree or Title	Scientific Area	Institution	Classification
2008	Economia - Economia			

5.2.1.4. Pedagogical education - Lénia Mestrinho

5.2.1.5. Distribution of teaching service - Lénia Mestrinho

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Project Scoping	MAN	23.0		18.0					5.0	

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.1. Personal Data - Elizabete Cardoso

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Gestão no Ensino Superior

Scientific field of this degree (EN)

Management - Higher Education Management

Year in which this degree was obtained

2019

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

80

CienciaVitae

EA14-1544-65B0

Orcid

0000-0003-4840-4445

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Elizabete Cardoso

---

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.3. Other degrees or titles - Elizabete Cardoso

Year	Degree or Title	Scientific Area	Institution	Classification
2003				

## 5.2.1.4. Pedagogical education - Elizabete Cardoso

## 5.2.1.5. Distribution of teaching service - Elizabete Cardoso

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Applied Qualitative Studies	MG; MGI	23.0		18.0					5.0	
Applied Quantitative Studies	MG	23.0		18.0					5.0	
Customer Relationship Management	MG; MGI	23.0		18.0					5.0	
Work Project	MG; MGI	56.0		36.0					20.0	
Work Project	MAN	56.0		36.0					20.0	
Applied Research and Methodologies to Marketing and Strategy	MME-E	12.0		12.0						

## 5.2.1.1. Personal Data - Ji Rongjiao

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Métodos Quantitativos - Matemática Aplicada

Scientific field of this degree (EN)

Quantitative Methods - Mathematics and Applications

Year in which this degree was obtained

2022

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

96

CienciaVitae

-

Orcid

0000-0002-0575-5109

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Ji Rongjiao

---

5.2.1.3. Other degrees or titles - Ji Rongjiao

Year	Degree or Title	Scientific Area	Institution	Classification
2017				
2016				

5.2.1.4. Pedagogical education - Ji Rongjiao

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Ji Rongjiao

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Visualization	MG; MGI	23.0		18.0					5.0	
Work Project	MAN	56.0		36.0					20.0	

**5.2.1.1. Personal Data - Luís Guimarães**

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia - Engenharia Física Tecnológica

Scientific field of this degree (EN)

Engineering - Technological Physics Engineering

Year in which this degree was obtained

2018

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

10

CienciaVitae

C814-412B-AD35

Orcid

0000-0001-5764-6329

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

**5.2.1.2. Affiliation Research Units - Luís Guimarães**

---

5.2.1.3. Other degrees or titles - Luís Guimarães

Year	Degree or Title	Scientific Area	Institution	Classification
2003				

5.2.1.4. Pedagogical education - Luís Guimarães

5.2.1.5. Distribution of teaching service - Luís Guimarães

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Advanced Programming for Data Science	MAN	23.0		18.0					5.0	

## 5.2.1.1. Personal Data - Mário Monteiro Marques

Link to the HEI

Other link

Category

Professor Associado convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Ciência da Computação

Scientific field of this degree (EN)

Technologies - Computer Science

Year in which this degree was obtained

2018

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

10

CienciaVitae

561F-3781-F6CD

Orcid

0000-0001-7153-6716

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Mário Monteiro Marques

---

5.2.1.3. Other degrees or titles - Mário Monteiro Marques

Year	Degree or Title	Scientific Area	Institution	Classification
2008				
2000				

5.2.1.4. Pedagogical education - Mário Monteiro Marques

5.2.1.5. Distribution of teaching service - Mário Monteiro Marques

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Cybersecurity in Organizations	MAN	23.0		18.0					5.0	

Submission of application | Evaluation/Accreditation of  
Operating SC

## 5.2.1.1. Personal Data - Nuno André da Silva

Link to the HEI

Other link

Category

Professor Auxiliar convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Tecnologias - Engenharia e Políticas Públicas

Scientific field of this degree (EN)

Technologies - Engineering And Public Policy

Year in which this degree was obtained

2019

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

30

CienciaVitae

9815-A2C8-B183

Orcid

0000-0003-4216-2107

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Nuno André da Silva

---

5.2.1.3. Other degrees or titles - Nuno André da Silva

Year	Degree or Title	Scientific Area	Institution	Classification
2012				

5.2.1.4. Pedagogical education - Nuno André da Silva

5.2.1.5. Distribution of teaching service - Nuno André da Silva

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Machine Learning	MAN	23.0		18.0					5.0	

**5.3. Team Details**

**5.3.1. Total teachers / FTE**

**5.3.1.1. Total number of teachers.**

28

**5.3.1.2. Total number of FTE.**

23.86

**5.3.2. Career teaching staff” – teachers of the study programme integrated in the teaching or research career.\***

Link with HEI	% of the total of FTE
Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018	88.01%
Career Researcher (Article 3, line l) of DL-74/2006, as amended by DL-65/2018	0.00%
Other link	11.99%

**5.3.3. Academically qualified teaching staff” – staff holding a PhD\***

Academically qualified teaching staff	FTE	Percentage*
Teaching staff holding a PhD (FTE):	2326	97.49%

**5.3.4. Specialised teaching staff.**

Specialized teaching staff	FTE	Percentage*
PhDs specialised in the fundamental area(s) of the study programme (% total FTE)	12.8	53.65%
Staff specialised in the fundamental areas of the study programme not holding PhDs in these areas (% total FTE)	0.2	0.84%

Specialists not holding a PhD, but with a Specialist Title (DL 206/2009) in the fundamental area(s) of the study programme (% total FTE)	0.0	0.00%
% of faculty specializing in core area(s) (% total FTE)		54.48%
% of the faculty holding a PhD specialized in the core area(s) (% specialized faculty)		98.46%

**5.3.5. Teaching Staff integrated in Research Units of the Institution, its subsidiaries or integrated centers (article 29, DL no. 74/2006, as written in the DL no. 65/2018)**

Description	FTE	Percentage*
Teaching Staff integrated in Research Units of the Institution, its subsidiaries or integrated centers	19.0	79.63%

**5.3.6. Stability and development dynamics of the teaching staff**

Stability and training dynamics	FTE	Percentage*
Career teaching staff of the study programme with a link to the institution for over 3 years	13.2	55.32%
FTE number of teaching staff registered in PhD programmes for over one year	1.0	4.19%

**5.4. Teaching staff development**

**5.6. Observations. (PT)**

A SBE apresenta uma estratégia sólida de desenvolvimento do corpo docente, centrada em três pilares principais:

- Desenvolvimento Pedagógico e Internacionalização: a SBE apoia o corpo docente com formação personalizada, iniciativas colaborativas e recursos de autoaperfeiçoamento, garantindo práticas de ensino atualizadas. Programas como Licenças Sabáticas e Bolsas promovem a internacionalização, permitindo que os docentes adquiram perspetivas globais e oportunidades de investigação.
- Recrutamento de Docentes: Para atender aos padrões académicos, a Nova SBE recruta ativamente, atraindo profissionais diversos e talentosos alinhados com os objetivos estratégicos, fortalecendo tanto o ensino quanto a investigação.
- Incentivos à Investigação: A Nova SBE oferece redução da carga letiva para docentes ativos em investigação, promove colaborações interdisciplinares através dos Knowledge Centers e disponibiliza financiamento anual, incentivando pesquisas de impacto.

O programa demonstra um forte cumprimento das exigências legais relativas aos rácios de docentes, o que contribui para a qualidade e consistência da educação oferecida. Com 88% do corpo docente a integrar o quadro permanente, superando os 75% exigidos. A proporção de docentes qualificados atinge 97%, muito acima do mínimo de 60%, destacando o compromisso do programa com padrões académicos elevados. Além disso, 98% dos docentes especializados possuem doutoramentos e investigação especializados na área fundamental do CE, superando significativamente o limite de 80%. 55% dos docentes têm uma associação contínua ao programa de, pelo menos, três anos, contribuindo para a estabilidade no corpo docente. 80% dos docentes estão ativamente envolvidos em centros de investigação, integrando pesquisas atualizadas no currículo e promovendo um ambiente de inovação e envolvimento académico. Estes rácios demonstram uma forte conformidade com os padrões legais em vigor, assegurando uma experiência educativa abrangente e informada pela investigação.

O programa é coordenado por Rodrigo Belo e Patrícia Ramos.

Rodrigo Belo é Professor de Sistemas de Informação. Doutorado em Technological Change and Entrepreneurship pela Carnegie Mellon University, foi anteriormente Professor Associado de Sistemas de Informação no Departamento de Gestão de Tecnologia e Operações da Rotterdam School of Management, Erasmus University, e Investigador de Pós-Doutoramento no Heinz College, Carnegie Mellon University, EUA. Antes da carreira académica, trabalhou como engenheiro de software e analista nos setores de transportes e governamental.

Patrícia Ramos é Professora de Análise de Dados, Probabilidade e Estatística para Economia e Gestão. Doutorada em Estatística e Processos Estocásticos pelo Técnico, a sua principal área de investigação é o Controlo Estatístico de Processos, com foco no estudo de gráficos de controlo conjuntos para processos multivariados. Publicou vários artigos e um livro sobre esta área.

Submission of application | Evaluation/Accreditation of  
Operating SC**5.6. Observations. (EN)**

*SBE has a robust faculty development strategy focused on three pillars:*

*-Pedagogical Development and Internationalization: SBE supports faculty with tailored training, collaborative initiatives, and self-development resources, ensuring updated teaching practices. Programs like Sabbatical Leave and Visiting Fellowships enhance internationalization, allowing faculty to gain global perspectives and research opportunities.*

*-Faculty Recruitment: To meet academic standards, SBE actively recruits, attracting diverse, talented professionals aligned with the school's strategic goals, enhancing both teaching and research.*

*-Research Incentives: SBE offers reduced teaching loads for research-active faculty, interdisciplinary collaboration through Knowledge Centers, and annual funding, fostering impactful research.*

*The program demonstrates strong compliance with legal requirements regarding faculty ratios, which contributes to the quality and consistency of education provided. With 88% of faculty being permanent staff, surpassing the required 75%, the program ensures stability and continuity in its teaching staff. The proportion of qualified faculty stands at 97%, well above the 60% minimum, highlighting the program's commitment to high academic standards. Additionally, 98% of faculty members are PhDs specialized in core areas, significantly exceeding the 80% threshold, which strengthens the academic depth in essential fields of study. Moreover, 55% of faculty members have a minimum of three years of continuous association with the program, adding to the stability and institutional knowledge within the teaching body. 80% are actively involved in research centers, integrating up-to-date research into the curriculum and fostering an environment of innovation and scholarly engagement. Overall, these ratios demonstrate a robust alignment with regulatory standards, ensuring a well-rounded and research-informed educational experience.*

*The program is supervised Rodrigo Belo and Patricia Ramos. Rodrigo is Professor of Information Systems. Rodrigo holds a PhD in Technological Change and Entrepreneurship from Carnegie Mellon University. Prior to joining Nova, Rodrigo was Associate Professor in Information Systems at the Department of Technology and Operations Management, Rotterdam School of Management, Erasmus University, and earlier a Postdoctoral Researcher at the Heinz College, Carnegie Mellon University, USA. Before joining the academia Rodrigo worked as a software engineer and analyst in the transportation and government sectors. Patricia Ramos is a Professor of Data Analysis and Probability and Statistics for Economics and Management. She received her PhD in Statistics and Stochastic Processes from the University of Lisbon at Técnico Lisboa. Her main research area is Statistical Process Control, namely the study of joint control charts for multivariate processes. She has published several papers and one book on this area.*

**Observations. (PDF)**

*[no answer]*

**6. Technical, administrative, and management staff (if applicable)****6.1. Number and employment type of the technical, administrative and management staff allocated to the study programme. (PT)**

*A gestão dos ciclos de estudo é apoiada por diversos departamentos-chave: Serviços Académicos, Planeamento e Desenvolvimento Académico, Apoio ao Estudante e Gestão de Programas, Departamento de Experiência do Estudante, Mobilidade Internacional, Departamento de Qualidade, Tecnologia Educativa e Sistemas de Informação, e Biblioteca. Em conjunto, estes departamentos contam com um total de 282 colaboradores, representando um aumento significativo de 52,43% desde 2021. É importante destacar que todos os funcionários não docentes trabalham em regime de tempo integral, garantindo um apoio dedicado à comunidade académica.*

**6.1. Number and employment type of the technical, administrative and management staff allocated to the study programme. (EN)**

*The management of study cycles is supported by several key departments: Academic Services, Academic Planning and Advancement, Student Support and Program Management, the Student Experience Department, International Mobility, the Quality Department, Educational Technology and Information Systems, and the Library. Together, these departments employ a total of 282 staff members, which represents a significant 52.4% increase since 2021. Notably, all non-teaching employees are engaged in full-time positions, ensuring dedicated support for the academic community.*

**6.2. Qualifications of the technical, administrative, and management staff that will support the study programme. (PT)**

*Entre os funcionários não docentes, 85,5% possuem uma licenciatura ou grau superior, sendo que 65,6% têm uma licenciatura, 32,8% concluíram um mestrado e 1,6% possuem doutoramento. Além disso, 11% concluíram o ensino secundário e 3,6% completaram o terceiro ciclo do ensino básico.*

*O modelo de avaliação para o pessoal não docente enfatiza objetivos e competências, promovendo o crescimento profissional, reconhecendo o mérito e incentivando a melhoria contínua. Esta abordagem baseia-se na identificação das necessidades de formação durante as avaliações de desempenho. Os funcionários têm a oportunidade de se candidatar ao Programa de Mobilidade Internacional, que lhes permite trocar experiências e adquirir novos conhecimentos. Na SBE, o desenvolvimento profissional é encarado como uma ferramenta estratégica para promover a excelência e facilitar o crescimento pessoal e profissional. Só em 2023, registaram-se 1.023 participações em programas de formação.*

**6.2. Qualifications of the technical, administrative, and management staff that will support the study programme. (EN)**

*Among the non-teaching staff, 85.5% possess a bachelor's degree or higher, with 65.6% holding a bachelor's degree, 32.8% earning master's degrees, and 1.6% having completed PhDs. Additionally, 11% have attained a high school diploma, while 3.6% have completed the third cycle of basic education.*

*This approach is informed by assessments of training needs identified during performance evaluations. Staff members have the opportunity to apply for the International Mobility Program, allowing them to exchange experiences and knowledge. The evaluation model for non-teaching staff emphasizes objectives and competencies, encouraging professional growth, recognizing merit, and fostering continuous improvement. At SBE, professional development is viewed as a strategic tool for promoting excellence and facilitating personal and professional growth. In 2023 alone, there were 1,023 recorded participations in training programs.*

**7. Facilities, partnerships, and structures supporting the teaching and learning processes (if applicable)****7.1. Have there been significant changes in facilities and equipment since the previous assessment procedure?**

Yes  No

**7.1.1. If yes, provide a brief explanation and rationale for the changes made. (PT)**

*Em parceria com a Microsoft, Cisco e OutSystems, a Nova SBE criou o Digital Experience Lab, uma instalação de ponta onde os estudantes têm acesso a software de realidade virtual e inteligência artificial, bem como a impressoras 3D e tecnologia Raspberry Pi, enriquecendo a sua experiência de aprendizagem e preparando-os para os desafios futuros. A escola também realizou investimentos significativos na infraestrutura informática para ensino, disponibilizando software como Moodle, Eduroam, SPSS e Refinitiv Eikon. Alterações nas licenças agora permitem que os estudantes acessem software essencial, como SPSS e Stata, diretamente nos seus PC. O ensino apoiado por tecnologia está a ser gradualmente implementada para complementar metodologias de aprendizagem ativa, incluindo ferramentas digitais para participação em aula (Moodle, Socrative, Kahoot, Mentimeter), colaboração entre estudantes, flipped classrooms, aprendizagem híbrida, apoio pedagógico aos docentes, produção de vídeos.*

**7.1.1. If yes, provide a brief explanation and rationale for the changes made. (EN)**

*In partnership with Microsoft, Cisco, and OutSystems, Nova SBE has created the Digital Experience Lab, a cutting-edge facility where students can access virtual reality and AI software, as well as 3D printers and Raspberry Pi technology, enriching their learning experience and preparing them for future challenges. The school has also invested in its computer infrastructure for teaching and administration, offering software like Moodle, Eduroam, SPSS, and Refinitiv Eikon. Licensing changes now enable students to access key program-specific software, such as SPSS and Stata, on their personal devices. Technology-enhanced learning is gradually being integrated to support active learning methodologies, including digital tools for class participation (Moodle, Socrative, Kahoot, Mentimeter, Teams), student collaboration, flipped classrooms, blended learning, faculty instructional support, video production, and online exams.*

**7.2. Have there been significant changes in national and international partnerships relevant to the study programme since the previous assessment procedure?**

Yes  No

Submission of application | Evaluation/Accreditation of  
Operating SC**7.2.1. If yes, provide a brief summary of those changes. (PT)**

A UNL juntou-se recentemente à rede EUTOPIA, uma aliança de universidades europeias comprometida em promover o ensino superior através de investigação colaborativa, práticas inovadoras de aprendizagem e maior mobilidade para estudantes e docentes. A missão desta rede é enfrentar desafios locais e globais, promovendo a cooperação interdisciplinar e contribuindo para o desenvolvimento de um novo modelo de ensino superior em toda a Europa.

A SBE também participa ativamente em vários projetos significativos financiados pela agência Erasmus+. Estes projetos são coordenados pela EFMD. Entre as iniciativas destacam-se o Intercambio de Expertos, o FORINT e o IMPALA

**7.2.1. If yes, provide a brief summary of those changes. (EN)**

UNL has recently joined the EUTOPIA network, a alliance of European universities committed to advancing higher education through collaborative research, innovative learning practices, and increased mobility for both students and faculty. The network's mission is to tackle both local and global challenges by fostering interdisciplinary cooperation, ultimately contributing to the development of a new model for higher education across Europe.

SBE is also actively involved in several significant projects funded by the Erasmus+ agency. These projects are coordinated by the EFMD. Notable among these initiatives are Intercambio de Expertos, FORINT, and IMPALA.

**7.3. Have there been significant changes in structures supporting the teaching and learning processes since the previous assessment procedure?**

Yes [ ] No

**7.3.1. If yes, provide a brief summary of those changes. (PT)**

A nova equipa de Bolsas dedica-se a garantir apoio financeiro a estudantes elegíveis, tornando o ensino superior acessível àqueles que enfrentam desafios económicos.

Para promover a integração e o bem-estar dos estudantes, a Nova SBE implementou programas geridos pela equipa Life at Nova, com foco no desenvolvimento académico, pessoal e profissional. Entre as iniciativas destacam-se a "Discovery Week", destinada a facilitar a integração dos estudantes, apoio em questões de alojamento, seguro de saúde, vistos e integração, como sistemas de buddy e peer tutoring. Os Student advisors oferecem suporte personalizado. Existe também apoio específico para estudantes com necessidades educativas especiais, incluindo apoio à saúde mental e sessões individuais de psicologia.

Recentemente, a Nova SBE melhorou a experiência digital ao digitalizar processos, disponibilizar plataformas para tarefas administrativas e permitir que os estudantes agendem online reuniões com os serviços.

**7.3.1. If yes, provide a brief summary of those changes. (EN)**

The Scholarships and Study Funding team is dedicated to ensuring financial aid for eligible students. This support is essential for making higher education accessible for those facing financial challenges.

To promote student integration and well-being, Nova SBE has implemented programs managed by the Life at Nova team, focused on academic, personal and professional development. Key initiatives include the "Discovery Week" to help students integrate, guidance on housing, health insurance, visas, and integration programs like buddy systems and peer tutoring. Student advisors offer academic and personal support. Tailored support is provided for students with specific educational needs, including mental health support and individual psychology sessions. Recently, Nova SBE has improved the digital experience by digitizing processes, offering self-service platforms for administrative tasks, and enabling students to schedule online appointments with student services.

**7.4. Have there been significant changes in internships and / or in-service training, protocols with the respective entities and guarantee of effective monitoring of students during internship since the previous assessment procedure?**

Yes [ ] No

**7.4.1. If yes, provide a brief summary of those changes. (PT)**

A SBE reforçou o apoio à carreira dos estudantes de mestrado, alinhando-o com as necessidades do mercado de trabalho em constante evolução. A equipa Careers oferece orientação desde o início do programa até três anos após a graduação. O programa Mastering Your Career foca-se no autoconhecimento, na compreensão do mercado e no desenvolvimento de competências de recrutamento. Entre as iniciativas mais recentes destacam-se a Master's Discovery Week, que permite explorar opções de carreira em contacto com recrutadores e alumni, e os Corporate Links, que promovem eventos semanais de carreira com representantes de empresas. Além disso, o alargado Programa de Mentoria conecta estudantes com alumni experientes, oferecendo orientação personalizada. Novas ferramentas online, como o VMock, para revisão automatizada de CV, o GraduatesFirst, para prática de testes online, e o Goinglobal, para recursos de carreira internacional, enriquecem a preparação para a procura de emprego e entrevistas.

**7.4.1. If yes, provide a brief summary of those changes. (EN)**

SBE has recently enhanced career support for master's students, aligning with evolving job market needs. The Careers@Nova SBE team now offers guidance from the start of the program to three years post-graduation. The newly established Mastering Your Career program emphasizes self-awareness, market insights, and recruitment skills. Key recent initiatives include the Master's Discovery Week, where students explore career options with recruiters and alumni, and Corporate Links, which feature weekly career events with company representatives. Additionally, the expanded Mentoring Program connects students with experienced alumni for personalized guidance. New online tools like VMock for automated CV review, GraduatesFirst for online test practice, and Goinglobal for international career resources further enrich job search and interview preparation.

**8. Assessment standards in the study programme.****8.1. Students enrolled in the study programme in the current academic year.****8.1.1. Total number of students enrolled.**

337.0

**8.1.2. Characterization by Gender.**

Gender	Percentage
Masculino	68
Feminino	32

**8.1.3. Number of students enrolled by curricular year.**

Curricular year	Students enrolled
1st curricular year	202
2nd curricular year	135

**8.1.4. Possible additional information on student characterization. (PT)**

*Distribuição de Género: O programa apresenta uma maioria masculina, com 68% dos estudantes de homens e 32% mulheres. Esta distribuição reflete tendências frequentemente observadas em áreas técnicas e orientadas por dados, mas evidencia também oportunidades para promover maior diversidade de género no programa.*

*Inscrições por Ano: estão inscritos no programa um total de 337 estudantes, dos quais 202 são do primeiro ano e 135 do segundo ano. O programa está estruturado para ser concluído em três semestres, o que reflete o elevado nível de compromisso exigido a estes estudantes.*

*Formação Académica e Idade: A maioria dos novos estudantes tem formação em Gestão (55,91%), seguida pelas Ciências Exatas (12,9%) e Ciências da Computação (10,22%). Esta diversidade de formações académicas sustenta a abordagem interdisciplinar do programa, que combina competências técnicas com conhecimento de gestão. A maioria dos novos estudantes tem entre 21 e 24 anos (77,7%), com a faixa etária global a variar entre 20 e 29 anos, refletindo um grupo predominantemente jovem e no início da carreira, alinhado com a natureza pré-experiência do programa.*

*Nacionalidade: 86% dos estudantes são europeus, com Alemanha e Portugal a liderarem em representatividade, com 36% e 27% dos estudantes, respetivamente. Esta diversidade internacional enriquece a experiência de aprendizagem e reflete a atratividade do programa em diferentes países, especialmente na Europa.*

*Procura e Seleção do Programa: O programa registou um aumento constante na procura nos últimos três anos. No ano letivo de 2024/2025, o número de candidatos subiu para 347, um aumento significativo em relação aos 237 de 2022/2023. De igual forma, o número de estudantes admitidos aumentou de 133 para 220, refletindo um elevado nível de seletividade e a crescente atratividade do programa. As inscrições no primeiro ano também subiram, com 186 estudantes matriculados em 2024/2025, em comparação com 112 em 2022/2023.*

*Desempenho Académico e Taxas de Conclusão: o mestrado apresenta resultados académicos sólidos, com a maioria dos estudantes a concluir o programa em três semestres. A média final dos graduados é de 17,07, indicando um elevado nível de desempenho académico. Dados recentes de graduação demonstram uma conclusão eficiente do programa, com quase todos os estudantes a terminarem dentro do prazo esperado. Por exemplo, em 2023, 103 dos 104 graduados concluíram dentro do prazo, com apenas um estudante a concluir num semestre adicional.*

*De forma geral, estes dados evidenciam um perfil bem diversificado dos estudantes do Mestrado em Análise de Negócios, destacando formações diversas, resultados académicos robustos e uma crescente procura que sublinha a reputação e relevância do programa no campo da análise de negócios.*

*Gender Distribution: The program has a male majority, with 68% of the students identifying as male and 32% as female. This gender distribution reflects trends often observed in data-driven and technical fields, but it also highlights opportunities for promoting greater gender diversity within the program.*

*Enrollment by Year: As of September 10, 2024, there are a total of 337 students enrolled in the program. Of these, 202 are first-year students and 135 are in their second year. The program is structured to be completed over an average of three semesters, aligning with the high level of commitment required for business analytics studies.*

*Academic Background and Age: The majority of incoming students come from Management and Business studies (55.91%), followed by hard sciences (12.9%) and Computer Science (10.22%). This diverse academic background supports the interdisciplinary approach of the program, which combines technical expertise with business acumen. Most of the new students are between the ages of 21 and 24 (77.7%), with the overall age range spanning from 20 to 29 years. This age distribution reflects a primarily young and early-career group, which aligns with the pre-experience nature of the program.*

*Nationality: Eighty six percent of students are European, Germany and Portugal have the highest representation, with 36% and 26.88% of students, respectively. This international diversity not only enriches the learning experience but also reflects the program's appeal across different countries, particularly within Europe.*

*Program Demand and Selection: The program has seen a steady increase in demand over the past three years. In the 2024/2025 academic year, the number of applicants rose to 347, a significant increase from 237 in 2022/2023. Similarly, the number of admitted students increased from 133 to 220, reflecting a high level of selectivity and the program's growing attractiveness. First-year enrollments also rose, with 186 students enrolled in the 2024/2025 intake, up from 112 in 2022/2023.*

*Academic Performance and Completion Rates: The Master's in Business Analytics program has shown strong academic outcomes, with most students completing the program within the standard three semesters. The average final grade for graduates is 17.07, indicating a high level of academic achievement. Graduation data for recent years demonstrates efficient program completion, with nearly all graduates finishing within the expected timeframe (N years). For instance, in 2023, 103 out of 104 graduates completed on time, with only one student finishing in an additional semester.*

*Overall, these data points illustrate a well-rounded profile of students in the Master's in Business Analytics program, highlighting diverse backgrounds, strong academic results, and an increasing demand that underscores the program's reputation and relevance in the field of business analytics.*

**8.2. Demand for the study programme - Students**

Parameter	Second-to-last year	Last year	Current year
N.º de vagas / No. of openings	200	200	200
N.º de candidatos / No. of candidates	237	260	347
N.º de admitidos / No. of admissions	133	167	220
N.º de inscritos no 1º ano, 1ª vez / No. of enrolments in 1st year 1st time	112	145	186

**8.2. Demand for the study programme - Grades**

Parameter	Second-to-last year	Last year	Current year
Nota de candidatura do último colocado / Grade of the last candidate to be admitted	11.28	11.32	12.03
Nota média de entrada / Average entry grade	15.8	16	16

**8.3. Academic Results.****8.3.1. Training efficiency.**

Indicator	Third-to-last year	Second-to-last year	Last year
N.º de graduados / No. of graduates	54	104	75
N.º de graduados em N anos / No. of graduates in N years	54	103	75
N.º de graduados em N+1 anos / No. of graduates in N+1 years	0	1	0
N.º de graduados em N+2 anos / No. of graduates in N+2 years	0	0	0
N.º de graduados em mais de N+2 anos / No. of graduates in more than N+2 years	0	0	0

**8.3.2. Present a list of theses completed in the last three years, stating, for each, the title, year of completion and the final result (PT)**

N/A

**8.3.2. Present a list of theses completed in the last three years, stating, for each, the title, year of completion and the final result (EN)**

N/A

**8.3.3. Data on unemployment of study programme's graduates (PT)**

*Dado que o programa é relativamente novo, ainda não existem dados oficiais sobre desemprego ou estudos específicos da UNL. No entanto, a equipa do Careers@Nova SBE desempenha um papel crucial no apoio aos estudantes de mestrado durante a transição para o mercado de trabalho. Disponibiliza uma variedade de recursos e atividades para promover o desenvolvimento de carreira. Durante a Master's Discovery Week, os estudantes têm a oportunidade de explorar diferentes percursos profissionais, interagir com recrutadores e alumni, e obter informações valiosas sobre o mercado de trabalho. Os Career Workshops abordam tópicos essenciais, como processos de recrutamento, funções específicas, indústrias, mercados internacionais e desenvolvimento pessoal. Além disso, são organizados eventos Corporate Links, que permitem aos estudantes estabelecer contactos diretos com representantes de empresas.*

**8.3.3. Data on unemployment of study programme's graduates (EN)**

Since the program is relatively new, there are no official unemployment data or studies from UNL specifically addressing job outcomes for its graduates. However, the Careers@Nova SBE team plays a crucial role in supporting master's students as they transition into the job market, providing guidance from the start of the program and up to three years post-graduation. The team offers a variety of resources and activities to foster career development. During Master's Discovery Week, students have the chance to explore different career paths, engage with recruiters and alumni, and gain valuable insights into the job market. Career Workshops cover essential topics such as recruitment processes, specific roles, industries, countries, and self-development. Additionally, Corporate Links events are organized, allowing students to connect with company representatives.

**8.4. Internationalization results.****8.4.1. Mobility of students, teachers and technical, administrative and management staff.**

Indicator	Third-to-last year	Second-to-last year	Last year
Alunos estrangeiros matriculados no ciclo de estudos / Foreign students enrolled in the study programme	75	77	74
Alunos em programas internacionais de mobilidade (in) / Students in international mobility programs (in)	9	9	7
Alunos em programas internacionais de mobilidade (out) / Students in international mobility programs (out)	14	18	1
Docentes estrangeiros (in) / Foreign teaching staff (in)	10		4
Docentes (out) / Teaching staff (out)	20	3	4
Pessoal técnico, administrativo e de gestão estrangeiro (in) / Foreign technical, administrative and management staff (in)	1	1	3
Pessoal técnico, administrativo e de gestão (out) / Technical, administrative and management staff (out)	4	4	2

**8.4.2. Participation in international networks relevant to the study programme (PT)**

Desde que ingressou na rede CEMS, a SBE passou de 54 estudantes CEMS em 2009/10 para 148 em 2023/24, posicionando-se entre as quatro melhores escolas CEMS. Esta participação facilitou conexões com mais de 70 parceiros corporativos internacionais e oito grandes parceiros sociais.

A participação na rede PIM aumentou a visibilidade da SBE entre instituições de renome global e fornece informações valiosas sobre estratégias de internacionalização. A SBE teve um representante no Comité de Novos Membros entre 2019 e 2023.

Através da PRME, a SBE promove práticas educativas que incentivam abordagens empresariais sustentáveis, responsáveis e éticas, em colaboração com organizações globais como o Pacto Global da ONU, EQUIS e AACSB. Em 2021, Assumiu a presidência do Capítulo Ibérico dos PRME Champions.

A participação na GBSN contribui para o avanço da educação em gestão em países em desenvolvimento, ampliando o seu impacto através do NOVAFRICA Knowledge Center e do Data Science Knowledge Center

**8.4.2. Participation in international networks relevant to the study programme (EN)**

Since joining the CEMS SBE has increased from 54 CEMS students in 2009/10 to 148 in 2023/24, positioning among the top four CEMS schools. This involvement facilitated connections with over 70 international corporate partners and 8 major social partners. SBE had a representative on the New Memberships Committee from 2019 to 2023. Participation in the PIM network enhances SBE's visibility among other renowned institutions globally and provides valuable insights into internationalization dynamics.

PRME promotes the development of educational practices that foster sustainable, responsible, and ethical business practices in collaboration with global institutions such as the UN Global Compact, EQUIS, and AACSB. In 2021, SBE became the chair of the Iberian PRME Champions Chapter.

Through GBSN, SBE contributes to the advancement of management education in developing countries, further expanding its work through the NOVAFRICA Knowledge Center, and the Data Science Knowledge Center.

Submission of application | Evaluation/Accreditation of  
Operating SC

## 8.5. Results of research and development activities and/or advanced training and high-level professional development

## 8.5.1. Research unit(s), of the same knowledge field or specialization area as the study programme, in which teachers develop their scientific activity.

Teacher	Mark	HEI	Type of Research Unit	No. of teachers in the integrated study cycle
NOVA Laboratory for Computer Science and Informatics (NOVA LINCS)	Excelente	NOVA.ID.FCT - Associação para a Inovação e Desenvolvimento da FCT (NOVA.ID.FCT/FCTUNL/UNL)	Institutional	3
Nova School of Business and Economics (NOVA SBE)	Excelente	Faculdade de Economia da Universidade Nova de Lisboa - Nova School of Business and Economics (FE/UNL)	Institutional	16

## 8.5.2. List of the main projects and/or national and international partnerships in which the scientific, technological, cultural, and artistic activities developed in the area of the study programme are integrated, including (when applicable) information on the main funded projects and their respective funding. (PT)

- Health Innovation Next Generation Payment & Pricing Models, European Commission, 3 962 457.50 €
- Connecting health tech innovation ecosystems for user-centred and business driven entrepreneurial education propelling next-generation digital health solutions, European Commission, 1 000 000.00 €
- Collaborative Design-thinking Approaches, Adaptive Psychological Functioning & Career Development, la Caixa Foundation, 99 995.55 €
- Next Generation Land Management services for Agriculture and Forestry, European Commission, 2 806 000.00 €
- Entrepreneurship as a Social Mobility and Inclusion Strategy, 99 940,00 €,
- Ciência de dados confiável para melhorar a eficiência nas instituições de cuidados de saúde: o caso da referência médica, FCT, 69 046.70 €
- Assessment of ecosystem services, biodiversity, and well-being in Portugal, FCT, 239,903€
- Healthcare Innovation and Entrepreneurship for Impact: Creating a Resilient, Safe and Crowd-based Innovation System, FCT, 47 745,40 €
- Limits and opportunities of patient empowerment in health systems – lessons from pharmaceutical markets, FCT, 186,549€
- Revolutionizing Healthcare: Empowering patients by valuing innovation and promoting entrepreneurship, FCT, 218.580€.
- Current challenges facing Portuguese international trade: A firm-level perspective, FFMS, 58 000€
- Human capital spillovers, FCT, 238 000€
- Improving Quality of Care in Europe, FCT, 423 000€
- A escolha do modelo de negócio no contexto do empreendedorismo social: configurações típicas e influência da experiência do empreendedor social, FCT-
- Externalidades Positivas de Profissionais de Saúde do SNS, Associação Terra dos Sonhos
- Patient Innovation Bootcamp, EIT Health
- Ciência de dados confiável para melhorar a eficiência nas instituições de cuidados de saúde: o caso da referência médica, FCT
- Os Efeitos Reais do capital ESG: Uma Abordagem de Sensoriamento Remoto, FCT
- Como é que novas empresas beneficiam de aceleradores corporativos?, FCT
- Innovation Nexus, European Commission
- For a Social Economy that reduces Gender Inequalities in Europe, European Commission
- Collaborative Design-thinking Approaches, Adaptive Psychological Functioning & Career Development, IA Caixa Foundation

Submission of application | Evaluation/Accreditation of  
Operating SC**8.5.2. List of the main projects and/or national and international partnerships in which the scientific, technological, cultural, and artistic activities developed in the area of the study programme are integrated, including (when applicable) information on the main funded projects and their respective funding. (EN)**

- *Health Innovation Next Generation Payment & Pricing Models, European Commission, 3 962 457.50 €*
- *Connecting health tech innovation ecosystems for user-centred and business driven entrepreneurial education propelling next-generation digital health solutions, European Commission, 1 000 000.00 €*
- *Collaborative Design-thinking Approaches, Adaptive Psychological Functioning & Career Development, la Caixa Foundation, 99 995.55 €*
- *Next Generation Land Management services for Agriculture and Forestry, European Commission, 2 806 000.00 €*
- *Entrepreneurship as a Social Mobility and Inclusion Strategy, 99 940,00 €,*  
*Ciência de dados confiável para melhorar a eficiência nas instituições de cuidados de saúde: o caso da referência médica, FCT, 69 046.70 €*
- *Assessment of ecosystem services, biodiversity, and well-being in Portugal, FCT, 239,903€*
- *Healthcare Innovation and Entrepreneurship for Impact: Creating a Resilient, Safe and Crowd-based Innovation System, FCT, 47 745,40 €*
- *Limits and opportunities of patient empowerment in health systems – lessons from pharmaceutical markets, FCT, 186,549€*
- *Revolutionizing Healthcare: Empowering patients by valuing innovation and promoting entrepreneurship, FCT, 218.580€.*
- *Current challenges facing Portuguese international trade: A firm-level perspective, FFMS, 58 000€*
- *Human capital spillovers, FCT, 238 000€*
- *Improving Quality of Care in Europe, FCT, 423 000€*
- *A escolha do modelo de negócio no contexto do empreendedorismo social: configurações típicas e influência da experiência do empreendedor social, FCT~*
- *Externalidades Positivas de Profissionais de Saúde do SNS, Associação Terra dos Sonhos*
- *Patient Innovation Bootcamp, EIT Health*
- *Ciência de dados confiável para melhorar a eficiência nas instituições de cuidados de saúde: o caso da referência médica, FCT*
- *Os Efeitos Reais do capital ESG: Uma Abordagem de Sensoriamento Remoto, FCT*
- *Como é que novas empresas beneficiam de aceleradores corporativos?, FCT*
- *Innovation Nexus, European Commission*
- *For a Social Economy that reduces Gender Inequalities in Europe, European Commission*
- *Collaborative Design-thinking Approaches, Adaptive Psychological Functioning & Career Development, IA Caixa Foundation*

### 8.5.6. Activities of technological and artistic development, service providing to the community, and advanced training in the fundamental scientific area(s) of the study programme, and their effective contribution to the national, regional and local development, scientific culture, and cultural, sports and artistic fields. (PT)

- Data for Change, Fundação “la Caixa” e BPI
- Big Data e Gestão do Turismo, Turismo de Portugal e NOS
- Data Science Automotive House, Tips4y – Automotive Intelligence
- Predicting Road Accident on Highways in the Netherlands, Rijkswaterstaat
- Defining a Data-driven Approach to Sustainable Tourism Management, Turismo de Portugal and NOS
- Sistemas de Tomada de Decisão Homem-Máquina no IEFP, Instituto de Emprego e Formação Profissional (IEFP), Faculdade de Engenharia da Universidade do Porto (FEUP) e Fundação para a Ciência e a Tecnologia (FCT)
- International Security Management Knowledge (ISM-KA), Programa Erasmus+
- Identificação de Padrões Desviantes na Primeira Venda de Pescado, Agência Natureza Portugal (ANP/ WWF), Docapesca – Portos e Lotas S.A., Fundação “la Caixa” e BPI (Iniciativa para a Equidade Social).
- Otimizar o Turismo na Toscana, Toscana Promozione Turistica e Vodafone Itália
- Social Sciences Data Lab (DataLab), FCT
- Descentralizar Portugal com Blockchain, European Union
- European Platform for Data Science: Incubation, Learning, Operations, and Network, Erasmus+
- Ageas from Ideas to Go-to-Market, AGEAS
- Patient Innovation Bootcamp: Promoção do empreendedorismo do doente, EIT Health
- Big Data e Gestão do Turismo, Turismo de Portugal e NOS
- Check-in, Turismo de Portugal
- Defining a Data-driven Approach to Sustainable Tourism Management, Turismo de Portugal and NOS
- European Network for the Advancement of Business and Landscape Education (ENABLE), Programa Erasmus+ da EU
- Identificação de Padrões Desviantes na Primeira Venda de Pescado, Agência Natureza Portugal (ANP/ WWF), Docapesca – Portos e Lotas S.A., Fundação “la Caixa” e BPI (Iniciativa para a Equidade Social).
- Conscious Business Syllabus, European Commission

- Data for Change, Fundação “la Caixa” e BPI
- Big Data e Gestão do Turismo, Turismo de Portugal e NOS
- Data Science Automotive House, Tips4y – Automotive Intelligence
- Predicting Road Accident on Highways in the Netherlands, Rijkswaterstaat
- Defining a Data-driven Approach to Sustainable Tourism Management, Turismo de Portugal and NOS
- Sistemas de Tomada de Decisão Homem-Máquina no IEFP, Instituto de Emprego e Formação Profissional (IEFP), Faculdade de Engenharia da Universidade do Porto (FEUP) e Fundação para a Ciência e a Tecnologia (FCT)
- International Security Management Knowledge (ISM-KA), Programa Erasmus+
- Identificação de Padrões Desviantes na Primeira Venda de Pescado, Agência Natureza Portugal (ANP/ WWF), Docapesca – Portos e Lotas S.A., Fundação “la Caixa” e BPI (Iniciativa para a Equidade Social).
- Otimizar o Turismo na Toscana, Toscana Promozione Turistica e Vodafone Itália
- Social Sciences Data Lab (DataLab), FCT
- Descentralizar Portugal com Blockchain, European Union
- European Platform for Data Science: Incubation, Learning, Operations, and Network, Erasmus+
- Ageas from Ideas to Go-to-Market, AGEAS
- Patient Innovation Bootcamp: Promoção do empreendedorismo do doente, EIT Health
- Big Data e Gestão do Turismo, Turismo de Portugal e NOS
- Check-in, Turismo de Portugal
- Defining a Data-driven Approach to Sustainable Tourism Management, Turismo de Portugal and NOS
- European Network for the Advancement of Business and Landscape Education (ENABLE), Programa Erasmus+ da EU
- Identificação de Padrões Desviantes na Primeira Venda de Pescado, Agência Natureza Portugal (ANP/ WWF), Docapesca – Portos e Lotas S.A., Fundação “la Caixa” e BPI (Iniciativa para a Equidade Social).
- Conscious Business Syllabus, European Commission

### 8.6. Self-assessment report of the study programme prepared within the framework of the internal quality assurance system.

[RCE202324\\_Business Analytics.pdf](#) | PDF | 510.8 Kb

## 9. SWOT analysis of the study programme and proposed improvement measures.

### 9.1. Global SWOT analysis of the study programme.

**9.1.1. Strengths. (PT)**

*Excelência em Investigação:* O programa beneficia de uma forte ênfase na investigação, apoiada pelos Knowledge Centers da Nova SBE, como o Data Science Knowledge Center, bem como Centro de Investigação da SBE, acreditado pela FCT como Excelente. Estes centros promovem a colaboração interdisciplinar e contribuem para uma investigação de impacto, com mais de 20 publicações anuais em revistas de topo (ABS 4 e 4, e FT50). Este compromisso com investigação de alta qualidade reforça o prestígio académico do programa e oferece aos estudantes acesso a tópicos inovadores e de vanguarda em business analytics.

*Corpo Docente Distinto:* A Nova SBE expandiu estrategicamente o seu corpo docente, garantindo o cumprimento dos rácios e atraindo talentos de excelência em diversas disciplinas de analytics e gestão. A diversidade e o caráter internacional do corpo docente contribuem para a qualidade académica e para a robustez da produção científica, oferecendo aos estudantes perspectivas valiosas de especialistas reconhecidos globalmente.

*Flexibilidade Curricular e Atualizações:* O plano de estudos foi recentemente atualizado para aumentar a flexibilidade e a capacidade de resposta às necessidades do mercado. O CC revê anualmente as ofertas de cursos opcionais, permitindo a introdução de novas unidades curriculares alinhadas com as tendências do setor. Ajustes recentes, como a divisão de cursos complexos em módulos mais focados, garantem que os estudantes recebam formação direcionada e relevante, ajustada às exigências do mercado de trabalho.

*Acesso a Recursos Tecnológicos Avançados:* O Digital Experience Lab oferece aos estudantes acesso a ferramentas de realidade virtual, inteligência artificial, impressão 3D e tecnologia Raspberry Pi. Este espaço enriquece a experiência de aprendizagem e prepara os estudantes para funções orientadas pela tecnologia.

*Acesso Remoto a Software e Ferramentas Digitais:* A Nova SBE investiu em infraestrutura digital que permite aos estudantes aceder a ferramentas essenciais, como SPSS e Stata, diretamente dos seus dispositivos pessoais. Esta flexibilidade garante que os estudantes possam trabalhar de qualquer lugar, melhorando a sua experiência de aprendizagem e acomodando diferentes preferências de estudo.

*Acreditações e Rankings Internacionais:* a Escola detém prestigiadas creditações Triple Crown da Nova SBE (EQUIS, AACSB, AMBA), colocando a escola num grupo de elite a nível global. O forte desempenho em rankings internacionais, como o Financial Times e o Eduniversal, reflete o compromisso com a qualidade académica e reforça a reputação global da escola.

*Internacionalização e Alta Procura:* As afiliações da Nova SBE com redes globais como CEMS, PIM e PRME promovem uma exposição internacional para estudantes e docentes. O programa tem registado uma procura crescente nos últimos três anos, com o número de candidatos a aumentar de forma constante, demonstrando a atratividade e relevância do programa no panorama global dos negócios.

**9.1.1. Strengths. (EN)**

*Research Excellence:* The program benefits from a strong emphasis on research, supported by Nova SBE's Knowledge Centers, such as the Data Science Knowledge Center and the Health Economics & Management Knowledge Center. These centers foster interdisciplinary collaboration and contribute to impactful research, with over 20 annual publications in top-tier journals (ABS 4 and 4\*, and FT50). This commitment to high-quality research enhances the program's academic standing and offers students access to innovative, cutting-edge topics in business analytics.

*Distinguished Faculty:* Nova SBE has strategically expanded its faculty, ensuring compliance with faculty-to-student ratios and attracting top talent across various analytics and management disciplines. The diverse and international faculty contribute to both the academic quality and the strong research output, providing students with valuable perspectives from globally recognized experts.

*Curricular Flexibility and Updates:* The study plan has recently been updated to increase flexibility and responsiveness to market needs. The Faculty Council annually reviews elective offerings, allowing for the introduction of new courses that align with industry trends. Recent course adjustments, such as splitting complex courses into more focused modules, ensure that students receive targeted, relevant training that meets job market demands.

*Access to Advanced Technological Resources:* The state-of-the-art Digital Experience Lab, created in partnership with Microsoft, Cisco, and OutSystems, provides students with access to virtual reality, AI tools, 3D printing, and Raspberry Pi technology. This facility enriches students' learning experiences and prepares them for technology-driven roles.

*Remote Access to Software and Digital Tools:* Nova SBE has invested in digital infrastructure that allows students to access essential software tools, such as SPSS and Stata, directly from their personal devices. This flexibility ensures that students can work from anywhere, enhancing their learning experience and accommodating diverse study preferences.

*International Accreditations and Rankings:* The Master's in Business Analytics is supported by Nova SBE's prestigious Triple Crown accreditation (EQUIS, AACSB, AMBA), placing it among an elite group of business schools worldwide. The school's strong performance in international rankings, such as the Financial Times and Eduniversal, underscores its commitment to academic quality and enhances its global reputation.

*Internationalization and High Demand:* Nova SBE's affiliations with global networks like CEMS, PIM, and PRME foster international exposure for students and faculty alike. The program has seen increasing demand over the past three years, with applicant numbers rising steadily, demonstrating the program's attractiveness and relevance in the global business landscape.

Submission of application | Evaluation/Accreditation of  
Operating SC**9.1.2. Weaknesses. (PT)**

*Diversidade Limitada de Estudantes Não-Europeus: Embora o CE atraia estudantes de vários países, a maioria é proveniente da Europa, o que limita a representação global na sala de aula. Esta situação pode afetar a diversidade de perspetivas e reduzir a atratividade do programa para estudantes não-europeus que procuram um grupo mais internacionalmente diversificado.*

*Lacunas de Diversidade no Corpo Estudantil: Apesar do apelo do programa, há uma participação limitada de alguns grupos sub-representados, o que pode impactar a diversidade de perspetivas e ideias no ambiente académico. Promover um ambiente mais inclusivo poderia enriquecer ainda mais a experiência educacional.*

**9.1.2. Weaknesses. (EN)**

*Limited Non-European Student Diversity: While the program attracts students from various countries, the majority are from Europe, which limits the global representation within the classroom. This may affect the diversity of perspectives and reduce the program's appeal to non-European students seeking a more internationally varied cohort.*

*Diversity Gaps in Student Body: Despite the program's appeal, there are limited enrollments from certain underrepresented groups, which can impact the diversity of perspectives and ideas within the classroom setting. Promoting a more inclusive environment could further enrich the educational experience.*

**9.1.3. Opportunities. (PT)**

*Expansão de Parcerias Globais para Além da Europa: Desenvolver parcerias com instituições na Ásia, Américas e outras regiões poderia diversificar o corpo estudantil, enriquecer as perspetivas culturais e abrir novas oportunidades para colaboração em investigação e programas de duplo diploma. Estas parcerias também apoiariam a colocação global de graduados no mercado global de trabalho.*

*Crescente Ênfase na Sustentabilidade e Práticas Empresariais Éticas: Com o foco global crescente em sustentabilidade e práticas éticas, o programa poderia integrar mais conteúdos sobre estes temas. Alinhando-se com os princípios PRME, a Nova SBE poderia atrair estudantes interessados em responsabilidade social corporativa e análises sustentáveis.*

*Opções Reforçadas de Aprendizagem Digital e Híbrida: A crescente procura por educação online e híbrida apresenta uma oportunidade para oferecer formatos de estudo mais flexíveis. Ao expandir módulos digitais e cursos híbridos, a Nova SBE poderia atrair estudantes internacionais e profissionais em atividade que procuram formatos de estudo adaptáveis.*

**9.1.3. Opportunities. (EN)**

*Expansion of Global Partnerships Beyond Europe: Developing partnerships with institutions in Asia, the Americas, and other regions could diversify the student body, enhance cultural perspectives, and open new opportunities for research collaboration and dual-degree programs. These expanded partnerships would also support global career placement for graduates.*

*Growing Emphasis on Sustainability and Ethical Business Practices: With increased global focus on sustainability and ethical practices, the program could integrate more content on these themes. By aligning with PRME principles, Nova SBE could attract students interested in corporate social responsibility and sustainable analytics.*

*Enhanced Digital and Hybrid Learning Options: The demand for online and hybrid education presents an opportunity to offer flexible learning options. By expanding digital modules and hybrid courses, Nova SBE could attract international students and working professionals who seek adaptable study formats.*

**9.1.4. Threats. (PT)**

*Concorrência Intensa de Escolas de Negócios Globais: À medida que as principais escolas de negócios em todo o mundo continuam a inovar, a Nova SBE enfrenta uma concorrência significativa. Para manter a sua vantagem competitiva, o programa deve evoluir consistentemente e alinhar-se com as tendências da indústria e as expectativas dos estudantes.*

*Instabilidade Económica e Política: As flutuações económicas e fatores políticos, como restrições de vistos, podem impactar a inscrição de estudantes internacionais e o financiamento do programa. Estes desafios destacam a importância de adaptabilidade e resiliência para garantir um crescimento e sucesso sustentáveis.*

ING

**9.1.4. Threats. (EN)**

*Intense Competition from Global Business Schools: As top business schools worldwide continue to innovate, Nova SBE faces strong competition. To retain its competitive edge, the program must consistently evolve and stay aligned with industry trends and student expectations.*

*Economic and Political Instability: Economic fluctuations and political factors, such as visa restrictions, could impact international enrollment and program funding. These challenges highlight the importance of adaptability and resilience to ensure sustained growth and success.*

## Submission of application | Evaluation/Accreditation of Operating SC

### 9.2. Proposed improvement measures.

#### 9.2.1. Improvement measures. (PT)

1.  
*Aumentar a Diversidade de Estudantes Não-Europeus: Desenvolver iniciativas de recrutamento direcionadas para atrair estudantes de fora da Europa. Estas incluem parcerias com instituições educacionais em regiões como Ásia e Américas, estratégias de marketing direcionadas e a oferta de bolsas de estudo para regiões sub-representadas, promovendo a diversidade.*
2.  
*Melhorar os Recursos de Aprendizagem Digital e Híbrida: Desenvolver mais materiais digitais e híbridos para aumentar a flexibilidade e acessibilidade dos estudantes. Isso inclui expandir os módulos online e o uso de plataformas de aprendizagem virtual para apoiar uma gama mais ampla de preferências de aprendizagem.*
3.  
*Expandir Opções de Bolsas de Estudo e Financiamento: Desenvolver parcerias e explorar fontes de financiamento para aumentar as bolsas de estudo destinadas aos estudantes.*

#### 9.2.1. Improvement measures. (EN)

1. *Increase Non-European Student Diversity: Develop targeted recruitment initiatives to attract students from outside Europe. This includes forming partnerships with educational institutions in regions like Asia and the Americas, implementing targeted marketing strategies, and offering scholarships to underrepresented regions to promote diversity.*
2. *Enhance Digital and Hybrid Learning Resources: Develop more digital and hybrid materials to increase flexibility and accessibility for students. This includes expanding online modules and the use of virtual learning platforms to support a broader range of learning preferences.*
3. *Expand Scholarship and Funding Options: Develop partnerships and explore funding sources to increase scholarships for students.*

#### 9.2.2. Priority (high, medium, low) and time to implement each measure. (PT)

1. *Alta; 1 - 2 anos*
2. *Alta; 12-18 meses*
3. *Alta 1-2 anos*

#### 9.2.2. Priority (high, medium, low) and time to implement each measure. (EN)

1. *High; 1-2 years*
2. *High; 12-18 months*
3. *High; 1-2 anos*

#### 9.2.3. Implementation indicator(s). (PT)

1. *Aumento na percentagem de estudantes não-europeus, diversidade de nacionalidades representadas e satisfação dos estudantes relacionada com a diversidade em sala de aula.*
2. *Aumento na flexibilidade de aprendizagem e nas taxas de utilização de plataformas de aprendizagem online.*
3. *Número de novas bolsas de estudo criadas, financiamento total angariado e participação de estudantes em programas de apoio.*

#### 9.2.3. Implementation indicator(s). (EN)

1. *Increase in percentage of non-European students, diversity of nationalities represented, and student satisfaction related to classroom diversity.*
2. *Increase learning flexibility, and usage rates of online learning platforms.*
3. *Number of new scholarships, total funding secured, student participation in outreach programs*