



Academic and Professional Qualification of Higher Education Teachers in Angola: Instrument of Analysis and its Validation

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ABSTRACT

The intervention framework of Higher Education Institutions (HEIs) in Angola has registered a markedly quantitative evolution, reflected in the resizing of Higher Education (HE), in its expansion, in the multiplication of HEIs, in the increase of the training offer and, as a consequence, in increasing student numbers. However, the qualitative dimension is often questioned, in terms of the performance of the institutions, the entry profile of students and the academic and professional qualification of teachers (APQT). As the Institutional Development Plan (IDP) is a guiding document for HEIs in the country, it must include elements that enhance its quality, particularly with regard to APQT. The APQT and the IDP are the structuring axes of this study. However, the existence of an analysis instrument (AI) that can contribute to the construction and monitoring of the IDP is not known. In this sense, this article aims to describe, reasonably, the development of an AI in this context, as well as the process of its validation. The construction of the AI was made based on the referencing methodology. The validation of the AI involved (i) an interview with two actors with responsibilities in the management of HE in Angola and (ii) its application to the IDP of an HEI. Although the focus of the AI is the dimension of the APQT, it is believed that it can contribute to the management of institutional practices, as well as to research.

KEYWORDS

Higher education. Development plans. Teacher qualifications.

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Qualificação Acadêmica e Profissional dos Docentes do Ensino Superior em Angola: Instrumento de Análise e sua Validação

RESUMO

O quadro de intervenção das Instituições de Ensino Superior (IES) em Angola tem registado uma evolução marcadamente quantitativa, refletida no redimensionamento do Ensino Superior (ES), na sua expansão, na multiplicação de IES, no aumento da oferta formativa e, em consequência, no aumento do efetivo estudantil. No entanto, a dimensão qualitativa é com frequência questionada, em termos do desempenho das instituições, do perfil de entrada dos estudantes e da qualificação académica e profissional dos docentes (QAPD). Sendo o Plano de Desenvolvimento Institucional (PDI) um documento reitor das IES no País, ele deve incluir elementos que potenciem a sua qualidade, em particular no que diz respeito à QAPD. A QAPD e o PDI constituem-se como eixos estruturantes deste estudo. Porém, não se conhece a existência de um instrumento de análise (IA) que possa contribuir para a construção e monitorização do PDI. Neste sentido, este artigo objetiva descrever, fundamentadamente, o desenvolvimento de um IA nesse contexto, assim como o processo da sua validação. A construção do IA foi feita com base na metodologia de referencialização. A validação do IA envolveu (i) uma entrevista a dois atores com responsabilidades na gestão do Ensino Superior em Angola e (ii) a sua aplicação ao PDI de uma IES. Embora o foco do IA seja a dimensão da QAPD, julga-se que ele pode contribuir para a gestão de práticas institucionais e também para a investigação.

PALAVRAS-CHAVE

Ensino superior. Desenvolvimento institucional. Qualificação profissional. Competência académica.

Calificación Académica y Profesional de Profesores de Educación Superior en Angola: Instrumento de Análisis y su Validación

RESUMEN

El marco de intervención de las Instituciones de Educación Superior (IES) en Angola ha registrado una evolución marcadamente cuantitativa, reflejada en el cambio de tamaño de la Educación Superior (ES), en su expansión, en la multiplicación de las IES, en el aumento de la oferta de formación y, como consecuencia, en el aumento de lo número de estudiantes. Sin embargo, a menudo se cuestiona la dimensión cualitativa, en términos del desempeño de las instituciones, el perfil de ingreso de los estudiantes y la calificación académica y profesional de los docentes (CAPD). Como el Plan de Desarrollo Institucional (PDI) es un documento guía para las IES en el país, debe incluir elementos que mejoren su calidad, particularmente con respecto a CAPD. El CAPD y el PDI son los ejes estructurantes de este estudio. Sin embargo, se desconoce la existencia de un instrumento de análisis (IA) que pueda contribuir a la construcción y monitoreo del PDI. En este sentido, este artículo tiene como objetivo describir, razonablemente, el desarrollo de un IA en este contexto, así como el proceso de su validación. La construcción del IA se realizó en base a la metodología de referencia. La validación del IA implicó (i) una entrevista con dos actores con responsabilidades en la gestión del Educación Superior en Angola y (ii) su aplicación a el PDI de una IES. Aunque el enfoque de la IA es la dimensión del CAPD, se cree que puede contribuir a la gestión de las prácticas institucionales, así como a la investigación

PALABRAS CLAVE

Enseñanza superior. Plan de desarrollo. Cualificación del docente.

Introdução

Higher Education (HE) in Angola has experienced, in the last two decades, significant and rapid changes in a context characterized by its liberalization, expressed in the multiplication of Higher Education Institutions (HEIs), in the diversification of the training offer and, consequently, in the increase significant number of students who attend this level of education and of teachers who teach there (Carvalho, 2012; Liberato, 2019). To respond to these changes, Decree No. 90 (ANGOLA, 2009) was approved by the Council of Ministers, which establishes the general regulatory rules for the ES subsystem, referred to in Article 16, paragraphs e) and f), the Institutional Development Plan (IDP) of the HEIs. In 2011, Executive Decrees No. 26 (2011) and 27 (2011) were published, which guide the procedures to be followed for the creation of HEIs and for the instruction on the process of creating undergraduate courses. In these decrees, the conformation of the courses to the IDP is oriented, as an essential condition for the creation of the Institutions and, concomitantly, for the approval of the courses to be taught by them. The IDP is thus considered as the document that identifies the HEI, with regard to the “mission, objectives and goals foreseen to achieve medium and long-term objectives” to which a system of evaluation of its implementation should be associated (ANGOLA, 2011, article 5).

The improvement of the Academic and Professional Qualification of Teachers (APQT) of the HEIs is assumed as one of the priority objectives of the Angolan State through the the Ministry of Higher Education, Science, Technology and Innovation (MESCTI). This configures the IDP as a crucial tool for shaping the educational policies of the sector and the management of the HEIs, and the alignment of the IDPs with the development policies and strategies established for HE is expected (ANGOLA, 2009, paragraph f), article 16 .°). Based on this framework, the question is: What is the place of APQT in the IDP?

Given the importance of the IDP, it was considered that its analysis should be guided by an appropriate instrument. In the absence of this Analysis Instrument (AI), the objective of this study is to develop, based on a theoretical, normative and methodological framework, an AI proposal and proceed to its validation.

With the construction of this AI, we intend to: (i) Provide the structures responsible for institutional evaluation with a tool that allows the evaluation of IDPs; (ii) Contribute recommendations to the central administration in the drafting of norms, guidelines for the construction of IDPs; and (iii) Contribute to the process of preparing the IDPs by the HEIs. Nevertheless, with this article we intend to contribute with a working tool for the managers of the HEIs and researchers in the area of education.

The article is structured as follows: in addition to this Introduction, two sections are included. The first is intended to describe the theoretical and normative framework that supports the AI, where the IDP and the APQT are debated. The second section is intended to present the methodological framework followed for the construction of the AI

(referentialization process), where the description of the processes of construction of the framework, structuring, validation (interviews with experts) and application of the AI (on a IDP of an HEI). It ends with the Final Considerations and the Appendices: given that the AI has been improved as it has been validated, version 1 and final version of it (Appendices I and II, respectively), as well as the result of applying the final version to the IDP of an HEI (Appendix III).

1. Theoretical and Normative Framework

In view of the object of study in question, the place of APQT in the IDP, the theoretical and normative reference falls on these two structuring concepts. The development of each of them, in general, encompasses aspects that seek to briefly specify the characterization, the summoning of realities of its application, in an exemplified way, as well as a contextualized approach to the reality of Angola.

The IDP has been referred to as an institutional document of strategic character, which contains information related to the history of the HEI, its implementation and evolution, current description with quantitative and qualitative data, organizational and management structure, objectives and goals that it intends to accomplish in the field of teaching, research and extension (BERTANHA, 2011). Bertanha's approach is shared by Souza et al. (2016) who consider the IDP as a plan, a schedule for the HEI to grow, according to its mission, objectives, strategies and action plans that involve all functional areas, aiming to develop the HEI based on planning, monitoring and evaluation of results, in order to achieve the goals and objectives established. In Angola, the General Regulatory Norms of the Higher Education Subsystem (ANGOLA, 2009; ANGOLA, 2018) determine that HEIs develop the IDP as a management tool, which expresses the necessary intentionality, translated into the definition of the future scenario and the actions to be taken. start in the priority areas. Among the various dimensions, the IDP should portray the following aspects: identification of the HEI, organizational structure, mission and institutional objectives, courses taught and pedagogical guidelines.

In other contexts too, documents of a similar nature exist. In Mozambique, the Strategic Plan for Higher Education (SPHE), designed by the Ministry of Education (ME), is structured around an instrument aimed at improving the quality of teaching and the management mechanisms of HEIs (MOÇAMBIQUE, 2003). PEES focuses on the following components:

- a) mission, vision, principles and guiding values of HE;
- b) HE strategic development;
- c) HE financing;
- d) infrastructure;
- e) governance, regulation and inspection;
- f) management and democracy;
- g) teaching, research, extension, services and transversal actions; and
- h) internationalization and regional integration.

In Portugal, Strategic Planning (SP) is the management instrument applied to HEIs, with a focus on strategy and definition of guidelines, operational objectives, organization policies and programs and actions (CASALEIRO, 2012).

In Brazil, the following elements are indicated that should be considered in the design of a IDP (BRASIL, 2006):

- a) mission, objectives and goals of the institution;
- b) educational project of the institution;
- c) timetable for the implementation and development of the institution and each of its courses;
- d) didactic-pedagogical organization of the institution;
- e) teaching staff profile;
- f) administrative organization of the institution;
- g) physical infrastructure and academic facilities;
- h) offering distance education, its scope and in-person support centers;
- i) offering courses and master's and doctoral programs; and
- j) demonstration of financial capacity and sustainability.

Theoretically contextualizing the reason for the existence of the IDP, it can be said that it stems from the political perspective of supranational regulations that “force” the need to promote institutional quality, in line with New Public Management and Quality Assurance (SALAMON, 2011) . It is this context that makes it possible to understand why, in different countries, these documents have become central, with regard to the shaping of policies and educational administration. The New Public Management and Quality Assurance was born associated with the conception of socio-economic development of the 50s and 60s, the need to plan and rationalize the State's investments with regard to school education (GONZÁLEZ & ANDREA, 2017), ensuring greater adequacy between social demands and the educational system, thus generating educational policies aimed at creating management models closely linked to the productive sector.

In summary, IDP is considered as a strategic tool for the management and promotion of development and institutional quality, and incorporates fundamental elements that define the basic assumptions of the logics of organizational action, including management policies, funding, promotion and qualification of human resources.

The professorship was constituted by profession thanks to the intervention and the framework of the State, as an entity that protects teaching. In this aspect, schools are institutions created by the State with a professional body that gains greater importance in the context of mass schooling projects, becoming a space for professional affirmation, legitimizing knowledge produced outside the teaching profession, which conveys a teachers' conception centered on the diffusion and transmission of knowledge (NÓVOA, 1989).

The Statute of the Teaching Career in Higher Education in Angola – ECDES (ANGOLA, 2018), configures two categories of teaching staff: Class of Teacher; and Wizard Class. As for the requirements for entering the university teaching career, ECDES establishes

several criteria, however, for the present work, only the academic degree requirement is highlighted. Thus, for the class of Professor the degree of doctor is required, for contraction or provision of Full Professor, Associate Professor and Assistant Professor. Regarding the Assistant class, a master's degree is required; and for Trainee Assistants, the Licensee (with a final average of 14 points or more).

Nóvoa (1989) argues that the recruitment of teachers must therefore obey criteria that include their pedagogical skills. Pardal and Martins (2005), propose a training of trainers divided into four levels, established according to the professional development time of the university professor.

Generally speaking, the following articulated set of ideas referring to the teaching profile can be considered (FORGRAD, 2004): (i) Scientific training in the area of knowledge; (ii) *Stricto sensu* graduate courses, preferably at the doctoral level; (iii) Mastery of the complex historical process of constituting your area; (iv) Broad and critical understanding of the methods that produced the knowledge; and, finally, (v) Pedagogical competence.

2. Methodological Framework

In order to carry out this task carefully, the following phases were followed: (i) Construction of the referential and structuring of the AI; and (ii) Validation of the AI in the IDP of an HEI.

2.1 The AI Construction and Structuring Process

As a methodological strategy for the elaboration of the AI, the referentialization methodology was used (FIGARI, 1996), which translates into the process of elaborating the referent (that in relation to which a value judgment is produced) of a given context, based on o with the data, a body of references, related to an object or a situation, in relation to which diagnoses can be established. Referentialization presupposes the construction of a framework of referents, duly judicious, making possible the triangulation of data that configure an integration process allowing the unification of dispersed, fragmented and sometimes contradictory data (GUERRA, 2002).

The conceptualization process of the referential was an exhaustive work in the search for referents and their origin, inherent to the APQT and the IDP, for which it was necessary to use the bibliography and norms inherent to specific international educational contexts, because, for the Angolan context, they were not specific guidance documents on the structuring and elaboration of the IDP were found. For the identification of the basic elements to integrate the structure of the APQT and the IDP and their consequent referentialization, the dimensions defined in the ECDES (ANGOLA, 2018) were chosen, as it is a normative instrument that establishes the trajectory of the ES teacher in Angola. Article 6 of the ECDES states that the teaching staff of the HEIs, in the exercise of their professional activity,

has the following functions: a) To provide the teaching service assigned to them by the competent body of the institution or organic unit; b) Develop, individually or in groups, scientific research works; c) Contribute to the democratic management of the institution; c) Develop and participate in university extension activities.

In view of this diversity of functions, the following question arises: How to fit the AQTP in the AI, safeguarding its articulation with the main functions attributed to the HE teacher? Thus, it was decided to select only the following three functions:

- a) Teaching – teaching of classes;
- b) Research – development of scientific research work;
- c) Extension – development of cooperation and knowledge transfer activities.

The Management function was excluded because we understand that the assumption of it constitutes a decision of each professional, having an optional nature. For this reason, the AI conceived does not include it, however, the dimension Education and academic and professional development has been included.

Regarding the Teaching function, the teaching functions discussed here are not limited to the limits of the classroom, where the teaching act (interactive phase) mostly takes place: the planning and evaluation phases were also considered. For Torello (2011), the HE teacher must: (i) Design a teaching activity plan in line with the needs, context and professional profile; (ii) Develop the teaching-learning process, promoting opportunities for individual and group learning; (iii) Promote actions that allow greater autonomy for students; (iv) Evaluate the teaching-learning process; (v) Contribute actively to improving teaching; and (vi) Participate actively in the academic organizational dynamics of the institution.

With regard to the Investigation function, Beillerot (1991, cited by ALARCÃO & CANHA, 2008) lists three minimum and necessary conditions for talking about research: (i) Production of new knowledge; (ii) Rigor in the investigation; and (iii) Communication of results that allows for critical discussion. Alarcão & Canha (2008) also reinforce that research must produce new knowledge, be rigorous in its methodology and be made public so that it can be appreciated, evaluated, reproduced, developed. In turn, Torello (2011, cited by Alarcão & Canha, 2008), sets out the following requirements: (i) Develop and evaluate research and innovation projects relevant to teaching, the institution and / or scientific progress in your area of knowledge; (ii) Develop current and relevant scientific materials for teaching, for the institution and for the scientific advancement of its area of knowledge; (iii) Communicate and disseminate knowledge, by disseminating the results of research and innovation projects; and (iv) To contribute to the construction of support structures for scientific research.

The history of University Extension is linked to the origin of European Universities, characterized by health campaigns and assistance to needy populations, pointing to an activity designed to redress the distance between Universities and the community (RODRIGUES,

PRATA, BATALHA, COSTA & NETO, 2013). These authors also argue that Extension activities, from a pedagogical perspective, aim to stimulate the multidimensional view, in which the political-social-human spheres are present in the student's academic education, promoting the stimulation of critical awareness. University extension is a form of interaction between the university and the community in which it is inserted, a kind of permanent bridge between the university and the various sectors of society, functioning as a two-way street, in which the university “takes” knowledge and / or assistance to the community and receives positive influences in the form of feedback, such as their real needs, desires and aspirations (RODRIGUES, et al. 3013). In this context, the following requirements are required of the ES teacher to develop the Extension function (TORELLO, 2011; INCROCCI & ANDRADE, 2018):

- I. Conceive, develop and evaluate research and innovation projects relevant to teaching, the institution and the community;
- II. Promote the extension of assistance, meeting the needs of the popular strata;
- III. Collaborate in normative and curricular production;
- IV. Provide HEIs with better conditions for the management of academic extension activities;
- V. Potentialize and expand the quality standards of extension actions, projecting them to society and contributing to the achievement of the mission of public institutions of higher education;
- VI. Foster extension programs and projects that contribute to the strengthening of public policies;
- VII. Stimulate students' social development and critical spirit, as well as professional performance based on citizenship and the social function of higher education;
- VIII. Contribute to improving the quality of education through direct contact of students with concrete realities and the exchange of academic and popular knowledge;
- IX. Democratize the dissemination of academic knowledge; and
- X. Foster closer links between HEIs and communities.

The AI is structured in three main elements: Object (comprises the constituent elements of AQPT), Referential (incorporates referents, criteria and indicators) and Instrumentation (comprises items and types of instrument).

The Object comprises the dimension of AQPT addressed in the literature, in conjunction with the attributions that ECDES establishes for the exercise of teaching activity (ANGOLA, 2018) and with the following constitutive elements considered fundamental of AQPT, namely: (i) Teaching (pedagogical competence); (ii) Research (scientific competence); (iii) Extension (competence to disseminate academic knowledge); and (iv) Academic and professional training and development (initial competence and continuous training).

The Referential presupposes the use of a system of standards, built as a starting point for the analysis of a given situation, and includes the referents and their origin, as well as the criteria and indicators (FIGARI, 1996). For Hadji (1994), the referent consists of a reading instrument that allows taking a position in face of a certain reality. The referents considered

here are distinguished by their origin: normative (decrees and laws) and non-normative (diverse literature). At the Ministerial level, the most directly explicit legislative production is Presidential Decree No. 191 (2018), which approves ECDES. The other regulations serve as references for other partial aspects, such as the National Plan for the Training of Staff (PNFQ). Thus, the construction of the referents was based on the object under analysis, whose constitutive elements derive from both the legal framework and the knowledge produced by the investigation.

As for the constitutive element "Teaching (pedagogical competence)", the following referents were identified: (i) Requirement of minimum requirements for the exercise of teaching activity taking into account the category to be included (ECDES, 2018); (ii) Pedagogical training legally required for the educational function (TORELLO, 2011); (iii) University professor's skill requirements to develop a quality educational function (TORELLO, 2011); (iv) Dimensions of the professional profile of teachers and continuous training (VEREMU & MOTALA, 2016); (v) Creation of the Pedagogical Aggregation Course in 2004 at UAN (COSTA, MIRANDA & BORGES 2017). With regard to the constitutive element "Research (scientific competence)", the following refer to: (i) Distribution of the teaching service with indication of investigative activities (ECDES, 2018, Art. 6 and 15); (ii) Minimum and necessary conditions for teaching research (BEILLEROT, 1991 cited by ALARCÃO & CANHA, 2008); (iii) Requirements for the university professor to develop the research function (TORELLO, 2011; ALARCÃO & CANHA, 2008). As for the "Extension (competence in disseminating academic knowledge)", the following refer to: (i) Promotion and sharing of knowledge within the community within the scope of the extension (ECDES, 2018, articles 2, 6, and 33. °); (ii) Promotion, by IES, of seminars and training courses for undergraduate and graduate students directed to their teachers (CERQUEIRA-ADÃO & LEAL 2014); (iii) Stimulation of the multidimensional pedagogical vision, in which the political-social-human spheres are present in the student's academic education (RODRIGUES, et. al. 2013); (iv) Requirements for the university professor to develop the extension function (TORELLO, 2011). Finally, in relation to the constitutive element "Academic and professional training and development", the following refer to: (i) Definition of the ECDES teaching career categories (2018, article 4); (ii) Professionalization of the teacher and his training (NÓVOA, 1991); (iii) Levels established according to the professional development time of the university professor (HIGUERA, GARRIDO & PEINADO, 2013).

The criterion is understood as the characteristic or property of an object that allows to attribute a value judgment, making it possible to determine if the objectives are achieved (HADJI, 1994). Still in the perspective of this author, the criteria must be stated in an observable way, translated into indicators, since only they are capable of being objectively observable and measurable as criteria. At the outset, each criterion must correspond to at least one indicator - an observable, tangible, manipulable, quantifiable form - that allows assessing the presence or absence of a certain criterion, and, consequently, the approximation or removal of the referents selected as relevant to that evaluation operation. However, it does not

mean that the correspondence between criteria, indicators and referents is one to one. Effectively, this is what can be seen in the constructed AI, since the dimensions that encompass the AQPT are interdependent, so the same criterion can meet several referents, or the same referent can fit into several criteria.

As previously mentioned, the AI consists of three elements (object, reference and instrument), which form coherent blocks where constituent elements, referents, criteria, indicators and the respective scale of appreciation are gathered. Each block, in turn, consists of two sub-blocks that include categories within the same dimension. Each category (sub-block) is structured on three levels: transversal, intermediate and deep.

The Transversal level corresponds to criteria and indicators that configure a more general view. They are the guarantor of identity, homogeneity and parity among all the criteria and indicators that structure the AQPT. The most used criteria are contextualization and compliance. At this level, the indicators and respective items are associated with a Likert-type scale, with five levels of intensity for the disclosure of the criterion. The Intermediate level is completed by other criteria and indicators that provide continuity, complementarity, sustainability and deepening at the transversal level. For its implementation, a deeper and more detailed analysis of the dimension and referent in question was necessary. The criteria used were adequacy, effectiveness, consistency, valuation, complementarity, integration, diversity, representativeness, significance, relevance, functionality, pertinence, motivation, contextualization and compliance.

The Deep level is the most noticeable and objective, where the indicators are associated with the existence criterion; translates the most intelligible representation because it is associated with a binary scale of valuation. The indicators are statements that are representative of the reality to be evaluated, generally reported according to criteria (DESHAIES, 1997). The indicators, as another constituent of the reference, are the observable element constituting the sign, the trace of the presence of a phenomenon and allowing the measurement of the level of this phenomenon. Indicator can still be understood as a qualitative or quantitative variable, in which the values considered in the observation situations have the nature to reveal the state of a hidden or expressed variable of a phenomenon inaccessible by direct observation. The selected criteria are applied to each indicator that allowed the construction and the most objective assessment, reducing the degree of subjectivity. The indicators serve to verify the various dimensions of the constituent elements and thus appreciate. It is an operation that culminates in the evaluation and expresses the assigned value (see Appendix C).

The third and last element of the AI is instrumentation, in which one seeks to apply the constructed reference to the object, using, for this, the respective items inserted in an appropriate type of instrument. Each indicator will give rise to an item and, in this sense, the item is understood as an associated indicator. Thus, the instrument consists of two scales: binary scale and Likert-type scale. The binary scale (yes / no) is limited to the existence criterion, in which its associated indicator, when converted into an item, can only be

evaluated on a binary scale, indicating the existence or non-existence of the referred indicator. The Likert-type scale is structured according to the degree of intensity of the manifestation of the criterion related to the respective indicator. Like the original five-point scale proposed by Rensis Likert (1932), ranging from total disagreement to total agreement, the scale of this AI also has five points. For this decision, psychometric consistency in the metrics that used this scale contributed (COSTA, 2011), as well as its ease of use. Thus, the rating scale used is from 1 to 5 levels, where 1 corresponds to “Nothing”, 2 to “Little”, 3 to “Something”, 4 to “Enough” and 5 to “Much”. In this scale, the positioning will be in accordance with a measure of agreement attributed to the item, using the components specified in the reference.

Based on the above, the first version of the AI (Appendix A) was obtained, which was subsequently submitted to a validation process – described below.

2.2 The AI Validation Process

The validation of the AI included interviews with selected subjects due to the fact that they play important roles in Angolan higher education and have a training profile and relevant experiences in the area of educational organization and administration.

The interview model used was the focused interview (GIL, 2008), having created two documents that were filled out by the subjects themselves: (i) the confidentiality document and (ii) the specialist's characterization bulletin. The first had the purpose of formalizing with the subjects to interview the guarantee of anonymity, in the sense that the information provided did not make it possible to identify the interviewees. The characterization bulletin was designed with the purpose of collecting information that would allow the characterization of the interviewees' profile, as well as elements related to the IDP. Based on the data collected, Table 1 was elaborated, showing that the interviewees: (i) they have more than 35 years of experience (although one of them had only eight years of service at the HEI where he currently works); (ii) they work in reference institutions in the state structure; are among the highest categories of the HE teaching career status in Angola (ANGOLA, 2018); and hold management positions.

Table 1. Professional profile of respondents

id	Professional experience (years)	Institution	Length of service in the current HEI (years)	Category in teaching career	Academic degree	Position held
A	35	Provincial Government	35	Assistant professor	Ph.D	Direction
B	40	Ministry of Higher Education, Science, Technology and Innovation	8	Associate Professor	Ph.D	Direction

Source: Own elaboration.

Regarding the degree of knowledge about the IDP, the interviewees positioned themselves as having a high level of knowledge about it, as expected. Thus, the interviewees were placed at levels 9 and 10 (subjects A and B, respectively) - on a scale from 0 to 10, where 0 corresponds to “little knowledge” and 10 to “deep knowledge”. Seeking to know the sources of information that support them, the interviewees mainly selected high and medium degrees of influence from different sources detailed in Table 2. The “low” level indicated seems to corroborate what was previously stated regarding the reduced national systematization of reference documents about the IDP.

Table 2. Degree of knowledge of interviewees about the IDP and information sources

id	Information sources	Degree of influence		
		High	Medium	Low
A	I Theoretical analyzes performed	X		
	Ii Work experience	X		
	Iii Works of national authors consulted			X
	Iv Works by consulted foreign authors	X		
	V Knowledge of the state of the problem abroad		X	
B	I Theoretical analyzes performed	X		
	Ii Work experience	X		
	Iii Works of national authors consulted	X		
	Iv Works by consulted foreign authors	X		
	V Knowledge of the state of the problem abroad		X	

Source: Own elaboration.

It should be noted that the interview with subject A was not audio recorded due to the interviewee's non-consent, so the excerpts presented result exclusively from the notes made by the researchers. Before the dialogue carried out with each interviewee, version 1 of the AI (Appendix A) was presented to him, given the time that the interviewee stated he needed to read the document.

For the analysis of the interviews, the following three categories were defined: (i) Structure of the AI; (ii) Defined dimensions; (iii) Consistency of the indicators; and (iv) Other documents relevant to the analysis of AQPT in the IDP.

The results obtained allowed us to verify that the perspective of the interviewees in relation to (i) Structure of the AI is consensual, having both considered that it contemplates the main basic dimensions to assess the place of the AQPT in the IDP. Regarding (ii) Defined dimensions, the so-called “Exercise of teaching activity” was marked as insufficient (Interviewee B), suggesting the need to include the Management dimension, in addition to the Teaching, Research and Extension dimensions. However, despite this dimension, Management, being part of the new Statute of the Teaching Career, due to the fact that its implementation depends on the optional decision of each teacher to assume or not management positions, it was decided not to include this dimension in the IA. In view of (iii) Consistency of the indicators, it was evident the need to deepen them, in order to be built “obeying the IOV – Identified, Objective and Verifiable” principle (Interviewee B). Finally, regarding the possibility of aggregating (iv) Other instruments for the analysis of AQPT in the IDP, the interviewees considered that the IDP is the fundamental instrument, but that it should “be analyzed as a process and not just as an instrument” (Interviewee A).

Following the proposals emerging from the interviews, the AI was improved. Thus, the following dimensions were included: (i) Teaching: Pedagogical Competence; (ii) Research: Scientific Competence; (iii) Extension: Competence to disseminate the knowledge produced to society; (iv) Academic and professional training and development: Initial training and continuing training. In order to deepen the different components of the indicators, obeying the IOV principle, we added different criteria to the instrument, understood with the characteristic or property of an object that allows it to attribute a value judgment, making it possible to determine whether the objectives are achieved (HADJI, 1994), where each criterion must correspond to at least one indicator - an observable, tangible, manipulable, quantifiable form. The scale of the AI was also changed, with the option of a Likert-type rating scale, from 1 to 5 levels, different from the initial one that provided for three (Evident, Less Evident and Absent). Once these changes were made, the final version of the AI was obtained (Appendix B).

As a final process of empirical validation of AI, it was applied to the IDP of Universidade Agostinho Neto (UAN) (2014) (Appendix C).

Considering that the AI is an analysis grid where each of the items emerges from the indicator associated with it and the criterion that underlies its value judgment, it should be noted that its constituent elements establish a close relationship with each other, having, sometimes produced repeated information. Thus, despite the defined referents being present in the UAN IDP, it was not always obvious to determine the criteria and indicators for being present in various forms and / or perspectives. However, such difficulty appears to be acceptable and to be expected, since the different constituent elements under analysis (Teaching, Research, Extension and Training) do not appear in the AQTP as isolated islands. In this way, the results of this validation process demonstrated that the constructed AI configures a structure and elements with internal consistency and coherence that allow a global and thorough reading of the place of AQPT in the IDPs.

Final Considerations

The elaboration of an AI of the HEI's IDPs, its theoretical-normative and methodological basis, as well as its validation were the object of this article, presenting itself as an innovative element in the context of HE management in Angola. In this sense, it is considered that its dissemination gains relevance, given the important role that the IDP plays in the current context of the HE subsystem in Angola, characterized by challenges centered on the construction of instruments that can, on the one hand, allow to measure and contextualize the performance of HEIs and, on the other hand, guarantee and promote their quality. It is in these terms that the present study can contribute to assess the place of AQPT. This dissemination has as its target audience the political and institutional power, as well as the research that will be produced in this area.

From the point of view of the authors, and in the context of the development of the doctoral project of the first author supervised by the remaining two authors, the AI is being used for the development of knowledge about the place of AQPT in the IDP in the selected Institutions, ie, Colleges Law of public HEIs in Angola.

However, we believe that this AI may be useful for other HEIs, national and foreign, with the necessary adaptations, in order to improve their institutional planning, in particular with regard to AQPT.

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Appendix A. Analysis Instrument - Version 1

<i>THEORETICAL AND NORMATIVE FRAMEWORK</i>	<i>INDICATORS – AQTP</i>	<i>EVIDENT (E)</i>	<i>LESS EVIDENTE (LE)</i>	<i>ABSENT (A)</i>
<i>IDP and AQTP</i>	<ul style="list-style-type: none"> • Existence of the level of training required for professional qualification in HEI; • Existence of the teaching professional profile for the discipline to be taught; • Requirement for training in pedagogical aggregation; • Existence of defined requirements for the teaching professional; • Existence of means for the production of scientific and relevant materials for teaching; • Existence of postgraduate training at HEI; • Existence of policies to encourage postgraduate training; • Effective existence of the staff training plan; • Existence of scientific research centers in the HEI; • Existence of research and innovation projects linked to education; • Existence of projects related to the area of knowledge; • Existence of strategies for organizing, participating and managing scientific events, encouraging the exchange of scientific knowledge; • Existence of an incentive to publicize research and innovation projects; • Existence of regulations that regulate the activity of teachers. 			

Appendix B. Analysis Instrument - Final version resulting from the validation process

<i>Referentialization of Academic and Professional Qualification Teacher of the Institutional Development Plan</i>					
<i>OBJECT</i>	<i>REFERENTIAL</i>			<i>INSTRUMENT S</i>	
<i>Constitutive Elements</i>	<i>Referents</i>	<i>Criteria</i>	<i>Indicators</i>	<i>Scale</i>	
<i>Academic and professional training and development</i>	Configuration of teaching staff categories (ECDES, 2018, Art 4.º)	Transversal	Contextualization	The PDI was designed and developed according to the need of the Institution	1 2 3 4 5
			Conformity	In the PDI there is a program for teacher mobility, between different national and international institutions	1 2 3 4 5
			Adequacy	The survey of the needs of the institution results from a previous diagnosis / SWOT analysis	1 2 3 4 5
	Teacher professionalization and training (Nóvoa, 1991) Levels established according to the professional development time of the university professor (Higuera, Garrido & Peinado 2013)		Conformity	The skills defined in the entry profile for teachers are in accordance with the course taught	1 2 3 4 5
			Effectiveness	Professional experience is taken into account when hiring teachers	1 2 3 4 5
			Coherence	The Institution's training plan is intended for employees with the potential to exercise teaching activity (eg, research fellows)	1 2 3 4 5
			Conformity	In the entry criteria for the teaching career, pedagogical competences are assessed	1 2 3 4 5
			Existence	Requirements for entering university teaching activity are defined	YES NO
			Existence	A level of training is required to fit the career of higher education	YES NO
			Existence	Scientific training in the area of knowledge is listed as one of the requirements for entry into the teaching career	YES NO

(Continued on next page)

<i>Constitutive Elements</i>	<i>Referents</i>	<i>Criteria</i>	<i>Indicators</i>	<i>Scale</i>					
Teaching: <i>Academic and professional development ; Pedagogical competence</i>	Requirements for the exercise of teaching activity; Faculty functions (ECDES, 2018, Art. 2.º e 6.º)	Contextualization	Complementary training is promoted for the teachers of the Organic Unit (OU)	1	2	3	4	5	
	Pedagogical training legally required for the educational function (Torello, 2011)	Transversal	Conformity	Actions are promoted with students that allow greater academic autonomy	1	2	3	4	5
			Adequacy	The Curricular Units (CU) taught and / or coordinated are evaluated by the students	1	2	3	4	5
			Adequacy	The study plan is in line with the needs, context and professional profile	1	2	3	4	5
	Skill requirements that the university professor to develop a quality educational function (Torello, 2011)		Adequacy	The teaching profile is suitable for the CU that teaches	1	2	3	4	5
			Conformity	The study plan results from a prior analysis of needs, context and professional profile	1	2	3	4	5
			Coherence	The teaching and learning process fosters individual and group learning opportunities	1	2	3	4	5
	Dimensions of the professional profile of teachers and continuous training (Veremu & Motala, 2016)		Existence	The teaching and learning process is assessed	YES	NO			
			Existence	Minimum professional requirements are required for the CU to teach	YES	NO			
			Existence	Pedagogical aggregation is required	YES	NO			
	Creation of the Pedagogical Aggregation Course in 2004 at UAN (Costa, Miranda & Borges, 2017)		Existence	There are incentives that encourage the participation of teachers in academic activities of the institution	YES	NO			
			Existence	The production of teaching materials is encouraged	YES	NO			
			Existence	There are educational support infrastructures	YES	NO			

(Continued on next page)

<i>Constitutive Elements</i>	Referents	Criteria	Indicators	Scale					
Research: <i>Scientific competence; Production of teaching material</i>		Contextualization	Trainings are focused on the acquisition of investigative skills by teachers	1	2	3	4	5	
		Transversal Adequacy	Strategies exist to establish partnerships and involve teachers with national and international institutions and research centers	1	2	3	4	5	
		Adequacy	The teachers are included in the research activity programs, priority issues of the OU and the Institution	1	2	3	4	5	
	Faculty functions; Distribution of teaching service (ECDES, 2018, Art. 6.º e 15.º)	Conformity	The OU establishes the necessary conditions for the development of research activities	1	2	3	4	5	
		Effectiveness	Priority lines or areas of research and knowledge production are defined	1	2	3	4	5	
	Minimum and necessary conditions for teaching research (Beillerot, 1991, cited by Alarcão & Canha, 2008)	Coherence	Scientific production is encouraged (eg articles published in leading journals; oral or poster communications, participation in scientific meetings)	1	2	3	4	5	
		Valuation	There are incentives to develop current and relevant scientific materials for teaching, for the institution and for the scientific advancement of other areas of knowledge	1	2	3	4	5	
	Skill requirements that the university professor to develop an investigation function (Torello, 2011; Alarcão & Canha, 2008)	Existence	Concrete guidelines for the research process are established	YES					NO
		Existence	A minimum number of scientific products (eg articles; oral or poster communications) is required from teachers according to their class / category	YES					NO
		Existence	Financial support exists to disseminate knowledge, the results of research and innovation projects, nationally and internationally	YES					NO
		Existence	There are infrastructures to support scientific research (eg, laboratories, libraries, access to national and international databases)	YES					NO
		Existence	OU is part of research groups / networks	YES					NO
		Existence	There are incentives for complementary research (dissertations, theses or other projects)	YES					NO

(Continued on next page)

Constitutive Elements	Referents	Criteria	Indicators	Scale	
Extension: Competence in sharing experiences with the community	Conditions for the exercise of teaching activity; Faculty functions; duties and rights of the teacher (ECDES, 2018, Art. 2.º; 6.º; 33.º e 34.º)	Contextualization	Promotion of activities involving the business environment and / or the public sector (eg professional training, technical consultancy, incubation of technology-based companies, conducting extension and continuing training courses, scientific dissemination initiatives in the media, etc.)	1 2 3 4 5	
			Extension of care is promoted and integration between teaching and research	1 2 3 4 5	
	HEIs should promote seminars and undergraduate and graduate training courses for their teachers (Cerqueira-Adão & Leal, 2014) University Extension, in a pedagogical perspective, aims to stimulate the multidimensional view, in which the political-social-human spheres are present in the student's academic formation (Rodrigues, et. al. 2013) Skill requirements that the university professor to develop an extension function (Torello, 2011)	Transversal	Conformity	Volunteer activities are carried out, participation in various activities, organization of artistic / cultural events	1 2 3 4 5
			Effectiveness	Students are required to participate in programs that promote citizenship and the social function of higher education	1 2 3 4 5
		Coherence	Incentives that promote extension programs and projects contribute to the strengthening of public policies	1 2 3 4 5	
			Valuation	Participation in the preparation of proposals for legislation and technical standards and curricular projects is promoted	1 2 3 4 5
		Existence	There are programs that promote work between the institution and the community	YES NO	
		Existence	There are programs that promote closer links between HEIs and surrounding communities	YES NO	
Existence	There are projects to improve the quality of education through direct contact of students with concrete realities and the exchange of academic and popular knowledge	YES NO			

Appendix C. Application of the Analysis Instrument to the UAN IDP

<i>Referentialization of Academic and Professional Qualification Teacher of the Institutional Development Plan</i>					
<i>OBJECT</i>	<i>REFERENTIAL</i>			<i>INSTRUMENTS</i>	
<i>Constitutive Elements</i>	<i>Referents</i>	<i>Criteria</i>	<i>Indicators</i>	<i>Scale</i>	
<i>Academic and professional training and development</i>	Configuration of teaching staff categories (ECDES, 2018, Art 4.º)	Transversal	Contextualization	The PDI was designed and developed according to the need of the Institution	1 2 3 4 5
			Conformity	In the PDI there is a program for teacher mobility, between different national and international institutions	1 2 3 4 5
			Adequacy	The survey of the needs of the institution results from a previous diagnosis / SWOT analysis	1 2 3 4 5
	Teacher professionalization and training (Nóvoa, 1991)		Conformity	The skills defined in the entry profile for teachers are in accordance with the course taught	1 2 3 4 5
			Effectiveness	Professional experience is taken into account when hiring teachers	1 2 3 4 5
	Levels established according to the professional development time of the university professor (Higuera, Garrido & Peinado 2013)		Coherence	The Institution's training plan is intended for employees with the potential to exercise teaching activity (eg, research fellows)	1 2 3 4 5
			Conformity	In the entry criteria for the teaching career, pedagogical competences are assessed	1 2 3 4 5
			Existence	Requirements for entering university teaching activity are defined	YES NO
			Existence	A level of training is required to fit the career of higher education	YES NO
			Existence	Scientific training in the area of knowledge is listed as one of the requirements for entry into the teaching career	YES NO

(Continued on next page)

<i>Constitutive Elements</i>	Referents	Criteria	Indicators	Scale					
<i>Teaching: Academic and professional development; Pedagogical competence</i>	Requirements for the exercise of teaching activity; Faculty functions (ECDES, 2018, Art. 2.º e 6.º)	Transversal	Contextualization	Complementary training is promoted for the teachers of the Organic Unit (OU)	1	2	3	4	5
			Conformity	Actions are promoted with students that allow greater academic autonomy	1	2	3	4	5
			Adequacy	The Curricular Units (CU) taught and / or coordinated are evaluated by the students	1	2	3	4	5
	Pedagogical training legally required for the educational function (Torello, 2011)		Adequacy	The study plan is in line with the needs, context and professional profile	1	2	3	4	5
			Adequacy	The teaching profile is suitable for the CU that teaches	1	2	3	4	5
			Conformity	The study plan results from a prior analysis of needs, context and professional profile	1	2	3	4	5
	Skill requirements that the university professor to develop a quality educational function (Torello, 2011)		Coherence	The teaching and learning process fosters individual and group learning opportunities	1	2	3	4	5
			Existence	The teaching and learning process is assessed	YES		NO		
			Existence	Minimum professional requirements are required for the CU to teach	YES		NO		
			Existence	Pedagogical aggregation is required	YES		NO		
			Existence	There are incentives that encourage the participation of teachers in academic activities of the institution	YES		NO		
	Dimensions of the professional profile of teachers and continuous training (Veremu & Motala, 2016)		Existence	The production of teaching materials is encouraged	YES		NO		
			Existence	There are educational support infrastructures	YES		NO		
	Creation of the Pedagogical Aggregation Course in 2004 at UAN (Costa, Miranda & Borges, 2017)		Existence	There are educational support infrastructures	YES		NO		

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<i>Constitutive Elements</i>	<i>Referents</i>	<i>Criteria</i>	<i>Indicators</i>	<i>Scale</i>					
Research: <i>Scientific competence; Production of teaching material</i>	Faculty functions; Distribution of teaching service (ECDES, 2018, Art. 6.º e 15.º)	Transversal	Contextualization	Trainings are focused on the acquisition of investigative skills by teachers	1	2	3	4	5
			Adequacy	Strategies exist to establish partnerships and involve teachers with national and international institutions and research centers	1	2	3	4	5
		Adequacy	The teachers are included in the research activity programs, priority issues of the OU and the Institution	1	2	3	4	5	
	Minimum and necessary conditions for teaching research (Beillerot, 1991, cited by Alarcão & Canha, 2008)	Conformity	The OU establishes the necessary conditions for the development of research activities	1	2	3	4	5	
		Effectiveness	Priority lines or areas of research and knowledge production are defined	1	2	3	4	5	
		Coherence	Scientific production is encouraged (eg articles published in leading journals; oral or poster communications, participation in scientific meetings)	1	2	3	4	5	
	Skill requirements that the university professor to develop an investigation function (Torello, 2011; Alarcão & Canha, 2008)	Valuation	There are incentives to develop current and relevant scientific materials for teaching, for the institution and for the scientific advancement of other areas of knowledge	1	2	3	4	5	
		Existence	Concrete guidelines for the research process are established	YES	NO				
		Existence	A minimum number of scientific products (eg articles; oral or poster communications) is required from teachers according to their class / category	YES	NO				
		Existence	Financial support exists to disseminate knowledge, the results of research and innovation projects, nationally and internationally	YES	NO				
		Existence	There are infrastructures to support scientific research (eg, laboratories, libraries, access to national and international databases)	YES	NO				
	Existence	OU is part of research groups / networks	YES	NO					
	Existence	There are incentives for complementary research (dissertations, theses or other projects)	YES	NO					

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<i>Constitutive Elements</i>	Referents	Criteria	Indicators	Scale	
<i>Extension: Competence in sharing experiences with the community</i>	Conditions for the exercise of teaching activity; Faculty functions; duties and rights of the teacher (ECDES, 2018, Art. 2.º; 6.º; 33.º e 34.º)	Transversal	Contextualization Promotion of activities involving the business environment and / or the public sector (eg professional training, technical consultancy, incubation of technology-based companies, conducting extension and continuing training courses, scientific dissemination initiatives in the media, etc.)	1 2 3 4 5	
	HEIs should promote seminars and undergraduate and graduate training courses for their teachers (Cerqueira-Adão & Leal, 2014)		Conformity	Extension of care is promoted and integration between teaching and research	1 2 3 4 5
	University Extension, in a pedagogical perspective, aims to stimulate the multidimensional view, in which the political-social-human spheres are present in the student's academic formation (Rodrigues, et. al. 2013)	Skill requirements that the university professor to develop an extension function (Torello, 2011)	Conformity	Volunteer activities are carried out, participation in various activities, organization of artistic / cultural events	1 2 3 4 5
			Effectiveness	Students are required to participate in programs that promote citizenship and the social function of higher education	1 2 3 4 5
			Coherence	Incentives that promote extension programs and projects contribute to the strengthening of public policies	1 2 3 4 5
			Valuation	Participation in the preparation of proposals for legislation and technical standards and curricular projects is promoted	1 2 3 4 5
			Existence	There are programs that promote work between the institution and the community	YES NO
			Existence	There are programs that promote closer links between HEIs and surrounding communities	YES NO
			Existence	There are projects to improve the quality of education through direct contact of students with concrete realities and the exchange of academic and popular knowledge	YES NO