

Curriculum Vitae

Pedro Nuno de Freitas Lopes Teixeira

Para cumprimento do disposto segundo o Decreto-Lei nº239/2007 publicado
no Diário da República, nº116 (I Série) de 19 de Junho de 2007

Faculdade de Economia da Universidade do Porto

Novembro de 2017

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I. Faculty of Economics – University of Porto

Funções de Coordenação Pedagógica / Responsibilities of Pedagogical Coordination

- **Coordination of the following Courses (detailed below for each course):**
 - **At the Undergraduate Level**
 - **General Economic History**
 - **Economic History**
 - **Portuguese Economic History**
 - **Economic and Social Economic History**
 - **Economic and Business History**
 - **History of Economic Thought**
 - **Economics of Education**
 - **Political Science**
 - **At the Doctoral Level:**
 - **History of Economic Thought**
 - **Economics of Higher Education**
- **Director of the Master Program in Social Development and Integration (Mestrado em Desenvolvimento e Inserção Social) – 2007-2009**
- **Member of the Scientific Committee of the PhD Program in Higher Education Studies – U. Porto and U. Aveiro (from 2010 until its closure in 2017)**

Responsabilidades Docentes / Teaching Responsibilities

- Teaching activity is presented firstly at the Faculty of Economics of the University of Porto, where it was mainly developed. Additionally there were occasional collaborations with other institutions, with the consent of FEP-U.Porto.
- For each course taught it is presented briefly the activity developed regarding the years that it was taught, the contribution regarding the syllabus and teaching materials, the effort involved in assessment, and the results provided by the student feedback (when available).
- No Teaching Duties in the academic years 1999-2000; 2000-2001; 2001-2002 and 2002-2003 due to paid leave to develop research leading to the PhD in Economics.
- No teaching duties in the first semesters of 2011/12 and 2012/13 due to sabbatical leave, which had to be postponed for 2 years (due to constraints on the number of staff members of the Department of Social Sciences) and then had to be split in two semesters since it was more convenient for the teaching needs of the Department.
- No teaching duties since 2014/15 due to the appointment as Vice-Rector for Academic Affairs at the U.Porto.
- The elements presented below are certainly a very short summary of an activity of almost 20 years of teaching in a variety of courses and programs at BA, Master, and PhD levels that has occupied a large part of the academic work developed over those years.

Licenciatura/ Undergraduate Level

História Económica/Economic History

Compulsory course of the 1st Year of the BA in Management (initially in the 2nd Semester and from 2004/05 in the first semester).

Taught in the following academic years – 1995/96; 2003/2004; 2004/2005 (coordination of the course thereafter and until 2010/2011); 2005/2006; 2006/2007; 2007/2008; 2008/2009; 2009/2010; and 2010/2011;

Syllabus – The syllabus was structured by previous teaching teams, as this was a course that made part of the BA for several years. Nevertheless, it was updated annually on the basis of the experience of the preceding year, of discussions among the teaching team, and the feedback collected from students. The syllabus focused on the main historical developments of western market economies from the mid-eighteenth century to the late twentieth century. In the first part the main features of a market economy and their historical emergence in western societies were analysed. Then were discussed the long-term trends of the major market economies, namely in terms of growth patterns and fluctuations of the economic activity. In the second part of the course was analysed the role of the government in western market economies, namely the evolution of the economic policy from a liberal framework to a more regulatory one in the second half of the twentieth century. Finally, in the third part the major transformations that firms underwent during the period considered are analysed, with particular attention to the changes in the patterns of competition, the role of managers, the growth of big business and their internationalisation. Major changes were introduced in 2004/05 when taking over the coordination of the course. This coincided with the restructuring of the BA program, with the revised syllabus emphasising more both the revised learning outcomes of the BA and the shift from expository classes to a blend of lectures and tutorials. According to the latter, there was an added interest in motivating students' participation and engagement.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow

changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a compulsory course with a large number of enrolled students (usually around 180 students per year), the possibilities of assessment methods were more limited. Nevertheless, over the years several options were used in order to make assessment more continuous and engaging for students. The classes were based on a lecture style type, with a strong emphasis on student participation. In order to make that participation possible, students were required to keep up with their reading of the bibliography recommended at the beginning of the course. Over the years, students were encouraged to do a partial examination in mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. In 2006/07 was introduced the possibility of students doing 3 partial examinations, though experience has indicated that the pace was too intense for the students and sometimes led to a more fragmented understanding of the syllabus. In the years 1996/97 and 1997/98 students could apply to do oral presentations in class, additionally to the partial examinations. This proved to be very stimulating for those students and for the class, though the enrolment numbers prevented from opening that possibility to all students willing to do it. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback (0-5)

2004-2005 – Global Evaluation of the Professor (3.63); Global Evaluation of the Course (3.39)

2005-2006– Global Evaluation of the Professor (3.64); Global Evaluation of the Course (3.66)

2006-2007 – Global Evaluation of the Professor (3.62); Global Evaluation of the Course (3.48)

2007-2008 - Global Evaluation of the Professor (3.66); Global Evaluation of the Course (3.62)

História Económica e Empresarial/Economic and Business History

Optional course of the 3rd Year of the BA in Management

Taught in the following academic years – 2011/2012;

Syllabus – When the BA in Management was restructured in 2010/11 the compulsory course of Economic History was dropped, it meant that students in that program would not have any course that provided them with an overview of major historical economic changes. This was seen as an opportunity to offer a course that would provide final-year students with some training, but now with a much greater focus in business history. Thus, some initial parts still overlapped with the prior course of Economic History, though a large part of the syllabus was changed, with a significant portion of it covering major changes in the historical evolution of firms, the rise of modern firms, the evolution of family business, differences in business history among leading economic powers, and major developments in management thought.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Being an optional course with a smaller number of enrolled students than compulsory courses, this was seized to make learning and assessment more continuous and engaging for students. Students were encouraged to participate in classes, on the basis of the previous reading of the reading list indicated for each class throughout the semester. Students were also expected to raise and solve any problems they may come across with, either in the course of each class, or in the course of the weekly tutorials defined at the beginning of the semester, which were also used to provide support to and supervision of the work to be done in view of the writing of the required essay. Assessment was organized through a partial examination in mid-semester (covering the part of the syllabus focused on major economic changes) and then complementing it by a group essay that focused more on business history, which was presumed to be the main area of interest of students finishing a degree in management. The latter was presented and discussed in class in a preliminary version, in order to obtain feedback. A final comprehensive examination was available for any students.

Results from Students' Feedback¹

Responses Regarding the Dimension Professor – 2013-14	Average	Standard Deviation	Answers
Organization and Structure of Syllabus	6,50	0,71	2
Presentation of diverse perspectives	6,00	1,41	2
Use of Research and Professional experience	6,00	1,41	2
Respect for students	6,50	0,71	2
Promotion of Critical Thinking	6,00	1,41	2
Capacity to stimulate and motivate Students	6,50	0,71	2
Availability to support students	7,00	0,00	2
Observance of Assessment Guidelines	6,00	1,41	2
Good Relationship with Students	6,50	0,71	2
Commitment to quality of T & L	6,50	0,71	2
Use of IT and supporting materials	6,00	1,41	2
Global appreciation of the Professor	6,50	0,71	2

¹ Though the number of answers is very small, we have decided to include the data in order to provide all the information available about students' feedback.

História Económica Geral/ General Economic History

Compulsory course of the 2nd Semester of the 1st Year of the BA in Economics.

Taught in the following academic years – 1995/96; 1996/97; 1997/98; 1998/99; 2003/2004; 2005/2006; 2006/2007.

Syllabus – This course aimed at enabling students to apprehend the main historical trends that have contributed to shape the economic and social development of the societies they live in. The general theme of the course - «Rising, crises and transformations of the market economy: 1750-1990» - highlighted the concern with the emergence and unfolding of market economies. The course began with a reflection on the place and importance of economic activities in different societies, in the context of the ascendancy of the market over custom and command. Attention was then paid to the factors underlying the trend towards economic growth in the most progressive societies of the Western world, since the first decades of the nineteenth century up to the last decades of the twentieth. At the same time, attention was paid to the difficulties encumbering the path of economic growth, particularly to those of the inter-war period and of the 1970s and the 1980s. In consequence, Economic History aims to provide for a better perception of the model of economy and society that underlies the curriculum in Economics. The syllabus was structured by previous teaching teams, as this was a course that made part of the BA for several years. Nevertheless, it was updated annually on the basis of the experience of the precedent year, of discussions among the teaching team, and the feedback collected from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a compulsory course with a large number of enrolled students (usually around 250-300 students per year), the possibilities of assessment methods were more limited. Nevertheless, over the years several options were used in order to make assessment more continuous and engaging for students. In all of the years, students were encouraged to do a partial examination in mid-semester (covering the first half of the

syllabus) and then a second partial examination at the end of the semester. In 2005/06 was introduced the possibility of students doing 3 partial examinations, though experience has indicated that the pace was too intense for the students and sometimes led to a more fragmented understanding of the syllabus. In ... the number of partial examinations was moved back to two. In the years 1996/97 and 1997/98 students could apply to do oral presentations in class, additionally to the partial examinations. This proved to be very stimulating for those students and for the class, though the enrolment numbers prevented from opening that possibility to all students willing to do it. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback (0-5)

2005-2006 – Global Evaluation of the Professor (3.50); Global Evaluation of the Course (3.54)

2006-2007 – Global Evaluation of the Professor (4.04); Global Evaluation of the Course (3.63)

História Económica e Social / Economic and Social History

Compulsory course of the 2nd Semester of 1st Year of the BA in Economics.

Taught in the following academic years –2006/2007; 2007/2008; 2008/2009; 2010/2011 (coordination of the course); 2011/2012; 2013/2014 (coordination of the course).

Syllabus – This course replaced the previous one (General Economic History) and although its syllabus presented some continuity, it underwent significant changes. There was a greater attention to social changes and implications of major economic transformations. The course aimed at providing a better perception of the model of economy and society that underlies undergraduate studies in Economics. In particular, it envisaged to provide a better understanding of the complexity of the institutional matrix underlying the economic and social environment that forthcoming university graduates would face. The course began with a reflection on the place and importance of economic activities in different societies, in the context of the supremacy of the market over custom and command. Attention was then paid to the factors underlying the trend towards sustained economic growth in the most progressive societies of the Western world, from the first decades of the nineteenth century up to the last decades of the twentieth. At the same time, attention was paid to the difficulties encumbering economic growth in advanced market economies, namely in the inter-war period and in the 1970s and 1980s. Moreover, this opportunity was also taken to bring the course to cover more recent periods, namely by reaching the last decades of the twentieth century.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. With the revision of the syllabus there was an option to focus on a smaller set of references that structured the reading of students and seemed more effective for first year students. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – The change in this course coincided with the restructuring of the BA program, with the syllabus emphasising more both the revised learning outcomes of the BA and the shift from expository classes to a blend of lectures and

tutorials. According to the latter, there was an added interest in motivating students' participation and engagement. Thus, some classes were organized more in a seminar-style, whenever the topic made that particularly congenial to that. The syllabus was updated annually on the basis of the experience of the previous years, of discussions among the teaching team, and the feedback collected from students. Being a compulsory course with a large number of enrolled students (usually around 250-300 students per year), the possibilities of assessment methods were more limited. Nevertheless, over the years several options were used in order to make assessment more continuous and engaging for students. Students were encouraged to participate in classes, on the basis of prior reading of the reading list indicated for each class throughout the semester. Additional support was provided each week, according to a regular timetable. Over the years, students were encouraged to do a partial examination in mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback (scale 0-7)

Responses Regarding the Dimension Professor – 2013-14	AVG	SD	A
Organization and Structure of Syllabus	4,55	1,24	28
Presentation of diverse perspectives	4,93	1,41	28
Use of Research and Professional experience	4,72	1,49	28
Respect for students	4,97	1,52	28
Promotion of Critical Thinking	4,38	1,63	28
Capacity to stimulate and motivate Students	4,93	1,56	28
Availability to support students	4,59	1,78	28
Observance of Assessment Guidelines	5,17	1,54	28
Good Relationship with Students	5,03	1,59	28
Commitment to quality of T & L	4,93	1,33	28
Use of IT and supporting materials	4,55	1,38	28
Global appreciation of the Professor	4,79	1,42	2

História Económica Portuguesa/Portuguese Economic History

Compulsory course of the 1st Semester of the 2nd Year of the BA in Economics.

Taught in the following academic years – 1996/97; 1997/98; 1998/99 and 2003/2004 (in the latter year in charge of the coordination of the course)

Syllabus – The syllabus was structured by previous teaching teams, as this was a course that made part of the BA for several years. The main focus of this course was to provide students with an understanding of the modernization process of the Portuguese economy from the eighteenth to the twentieth century. Students were encouraged to reflect about the interplay between political and social events and the pulse of the economic system and how the latter influenced and was shaped by the former. Although there was relative stability, the syllabus was updated annually on the basis of the experience of the precedent year, of discussions among the teaching team, and the feedback collected from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a compulsory course with a large number of enrolled students (usually around 300 students per year), the possibilities of assessment methods were more limited. Nevertheless, over the years several options were used in order to make assessment more continuous and engaging for students. In all of the years, students were encouraged to do a partial examination in mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. In some years it was used the possibility of students doing 3 partial examinations, though experience has indicated that the pace was too intense for the students and sometimes led to a more fragmented understanding of the syllabus. In the years 1996/97 and 1997/98 students could apply to do oral presentations in class, additionally to the partial examinations, which could provide a bonus to their final classification. In 1997/98 was introduced also the option of students doing a written essay that could add a bonus to their classification. These options proved to be very stimulating for the students choosing those options and for the class,

though the enrolment numbers prevented from opening that possibility to all students willing to do it. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback (0-5)

1998-1999 – Global Evaluation of the Professor (3.57); Global Evaluation of the Course (3.64)

História do Pensamento Económico / History of Economic Thought

Compulsory course of the 2nd Semester of the 4th Year (3rd year after 2006)

Taught in the following academic years – 1998/99

Syllabus – The syllabus was structured by previous teaching teams, as this was a course that made part of the BA for several years. The purpose of the course is to provide an overview of the main methodological positions in economics and to discuss the most important contributions of some of the most essential authors in the history of economic thought. The course also aimed to give students an understanding of different streams of economic thought and how the dominant discourse has evolved through the influence of prominent thinkers but also shaped by the interplay of ideas with the economic realities. The syllabus was revised annually on the basis of the experience of the precedent year, of discussions among the teaching team, and the feedback collected from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a compulsory course with a large number of enrolled students (usually more than 300 students per year), the possibilities of assessment methods were more limited. Nevertheless, over the years efforts were made in order to make assessment more continuous and engaging for students. In all of the years, students were encouraged to do a partial examination in mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback - NA

Economia da Educação/Economics of Education

Optional Course – Initially in the 4th year (2nd Semester), then moved to the 1st semester of the 3rd Year, when the BA programs in Economics and in Management were reorganized for a 3-year program.

Taught from 2006-2007 to 2011-2012

Syllabus – The syllabus was structured for the first year (2006-7) and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students. Over the years there were some adjustments though the core remained rather stable. The main purpose of this course was to introduce students to basic knowledge in the field of the Economics of Education, an applied economic field that aims at applying economic tools to the analysis and understanding of educational decision, organizations and outcomes. The course started by reviewing the reflections of some major economic thinkers on education. Then was analysed the development of human capital theory and its stimulus to the application of cost-benefit analysis to education and the discussion of individual and social costs and benefits of education. This was followed by a discussion of the various theoretical explanations for the link between education and income and the empirical evidence about those controversies. In the second part of the course were explored the contribution of the economics of education on several areas of research, such as economic growth and development, public finance, and the microeconomic analysis of educational organizations.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being an optional course with a smaller number of enrolled students than compulsory courses, this was seized to make learning and assessment more continuous and engaging for students. Thus students were usually encouraged to participate actively in class. Assessment was organized through a partial examination in mid-semester (covering the basic concepts and models of the syllabus (and then complementing it by a group essay. The latter was presented and discussed in class in a preliminary version,

in order to obtain feedback. A final comprehensive examination was available for any students.

Results from Students' Feedback (0-5)

2006-2007 – Global Evaluation of the Professor (3.54); Global Evaluation of the Course (3.63)

Economia do Trabalho/Labour Economics

Optional Course – 2nd Semester of the 3rd Year of the BA in Economics

Taught in 2013/14 (in English)

Syllabus – The aim of the course can be summarised in three main points: to ensure that students are familiar with Labour Market statistics and that they have concrete knowledge of the situation of the labour market and of the most common indicators that are used in statistics; to present and discuss a certain number of theories, that are representative of the state-of-the-art in the area, and try to use them to discuss the empirical evidences that statistics show; to discuss the political implications of different theoretical explanations.

Supporting Materials for Students – Students were provided with a reference list of background readings. The essential Reading items included the leading textbook in the field and some National and European reports with statistics about the Labour Market. There were additional reading items in each specific topic of the syllabus.

Teaching and Assessment Methods – Being an optional course with a smaller number of enrolled students, there were greater opportunities to make learning and assessment more engaging for students. Thus, students were usually encouraged to participate actively in discussions in class. The sessions combined the presentation of the different topics with some practical work, which essentially aimed at presenting empirical data and discussing the explanation that the different theories allow. The empirical data concerned mainly the Portuguese and the EU labour markets, regarded more relevant for the students enrolled. Assessment was mainly organized through a partial examination in mid-semester and another one at the end of the semester (each covering half of the syllabus). This was complemented by an essay presented in class. A final comprehensive examination was available for any students.

Results from Students' Feedback - NA

Ciência Política/Political Sciences

Optional Course – initially from the 4th year (2nd Semester), then moved to the 1st semester of the 3rd Year, when the BA in Economics and in Management were reorganized for a 3-year program.

Syllabus – In 2003/04, when taking up its coordination (for two years), the syllabus was significantly restructured and organized by 4 modules (taught by different colleagues from the Social Sciences Department) – Political Thought (Prof. Augusto Santos Silva); Economic Policy (Prof. Maria de Fátima Brandão); The State and Public Policies (Pedro Teixeira); and Power and Politics in Management and Firms (Prof. António Almodovar). The major concern of this course was to focus upon the complexity of the political phenomena and the dilemma that might spring from the design of new policies. The course not only offered a general overview of the history of ideas, but also tried to understand them as part of a real social context. The syllabus was revised regularly on the basis of the experience, of discussions among the teaching team, and the feedback collected from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students and were annually updated.

Teaching and Assessment Methods – Being an optional course with a smaller number of enrolled students than compulsory courses, this was seized to make learning more engaging for students. Assessment was organized through a partial examination in mid-semester and another one at the end of the semester (each covering half of the syllabus). A final comprehensive examination was available for any students.

Results from Students' Feedback (0-5)

2004-2005– Global Evaluation of the Professor (4.04); Global Evaluation of the Course (3.89)

2005-2006 – Global Evaluation of the Professor (4.00); Global Evaluation of the Course (3.78)

Economia Portuguesa / Portuguese Economy

Compulsory course of the 1st semester of the 4th year of the BA in Economics.

2006-2007 – Teaching of the Module on Education and Training in 1 groups of students.

Supervision of the students essays focused on those topics (in collaboration with José Madureira Pinto).

Syllabus – Although several courses have references to Portuguese economy and its global insertion, the course aimed at a more systematic knowledge of the Portuguese economy. Thus, this course aimed strengthening their understanding through the use of different methodologies and the comparative analysis of different perspectives. After a series of introductory sessions, students were then given the option, to choose a specific topic of their preference.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Although this was a compulsory course with a large number of enrolled students, there was a strong willingness to develop students' skills in applying economic concepts and theories to the analysis of the Portuguese economy. This was used to make learning and assessment more fruitful and engaging for students. Thus, students were to choose a specific topic and were allocated to classes according to that topic. They were encouraged to participate actively in discussions in class and to present a group essay that would be discussed in class.

Results from Students' Feedback– NA

Seminário de Economia I/Economics Seminar I

Compulsory course of the first semester of the 3rd year of the BA in Economics

2009/10

Syllabus – The main objective of this course was to prepare students for a process of self-learning in economics, of self-acquisition of new knowledge and of preparing the presentation of ideas, keeping always scientific principles, research methodologies and truthful procedures. To achieve these objectives students had to understand and assess (on a high-standard, develop) an economic article that would be given to the student, and to materialize the understanding and assessment (and development) on an original text that would be presented orally. The program was delineated in each class according to a general theme and to each student according with assigned article. A new syllabus was defined for this group as each specific group of students would follow a specific topic. In this case, the topic chosen was the analysis of the work of Gary Becker the so-called economic approach to human behaviour.

Supporting Materials for Students – Students were provided with a reference list of background readings, notably with the main works of Gary Becker and some pieces analysing it critically. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Although this was a compulsory course with a large number of enrolled students, students were divided in smaller groups (around 25-30). Thus, students were encouraged to participate actively in discussions in class and to present a group essay that would be discussed in class. Assessment covered their regular participation in class and their oral and written presentations. Although each group produces a text, grading is individual and pondered working evolution presented during tutorials, the final oral presentation of results, and the written text. The grading process included the capabilities revealed by students and their improvement over the semester.

Results from Students' Feedback– NA

Mudanças nas Sociedades Contemporâneas/Change in Contemporary Societies

Compulsory course of the second semester of the 1st year of the BA in Management

2011/12

Syllabus – a revised syllabus was defined for this course, structuring it around major themes in contemporary societies. This course aimed at providing the students with adequate theoretical tools for interpreting some of the undergoing transformations of contemporary societies. Students were also encouraged to analyse some direct and indirect repercussions of social change in the economy and its organisations.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a compulsory course with a large number of enrolled students (more than 230 students), the possibilities of assessment methods were more limited. Nevertheless, efforts were made in order to make assessment more continuous and engaging for students. Hence, students were encouraged to do a partial examination in mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback – (scale 0-7)

Responses Regarding the Dimension Professor – 2011-12	AVG	SD	A
Organization and Structure of Syllabus	4.03	1.47	35
Presentation of diverse perspectives	4.03	1.59	35
Use of Research and Professional experience	4.06	1.48	35
Respect for students	4.30	1.57	35
Promotion of Critical Thinking	3.82	1.59	35
Capacity to stimulate and motivate Students	3.88	1.55	35

Availability to support students	4.21	1.22	35
Observance of Assessment Guidelines	4.70	1.40	35
Good Relationship with Students	4.15	1.48	35
Commitment to quality of T & L	4.19	1.47	35
Use of IT and supporting materials	4.36	1.30	35
Global appreciation of the Professor	4.00	1.48	35

Mercados para a Cultura / Cultural Economics and Markets

Optional Course – initially from the 4th year (2nd Semester), then moved to the 1st semester of the 3rd Year, when the BA in Economics and BA in Management were reorganized for a 3-year program.

2005-2006; 2004-2005 e 2003-2004 – Teaching of a Seminar on Visual Art and the changes in economic mentalities between Middle Ages and the Modern Period.

At the Graduate Level

Master in Economics and Management of Human Resources

Relações Colectivas de Trabalho/Labour Relations

2008/09; 2009/2010; 2010/2011; and 2011/12.

Syllabus – The syllabus was structured for the first year (2008-9) when the program was launched and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students. The main focus of the course was to introduce students to the rise of collective labour relations and their relevance in increasingly complex and regulated labour markets. The course started with an overview of the historical evolution of labour relations from the early nineteenth century to mid-twentieth century. Then presented the state of Industrial Relations in a European context and then the major actors of the industrial relations, namely the State, the unions, and Employers’ organizations. Finally, it introduced students to some case-studies of Practices of Industrial Relations. This also benefited from a series of invited seminars by practitioners that had experience in each of the three leading actors in the Portuguese labour market.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being an optional course with a smaller number of enrolled students than compulsory courses, this was seized to make learning and assessment more continuous and engaging for students. Thus students were usually encouraged to participate actively in class. Assessment was organized through a partial examination in mid-semester (covering the basic concepts and models of the syllabus (and then complementing it by a group essay. The latter was presented and discussed in class in a preliminary version, in order to obtain feedback. A final comprehensive examination was available for any students.

Results from Students' Feedback -(scale 0-7)

2008/09 – 2009/2010 – 2010/2011 – NA

2011-2012			
Responses Regarding the Dimension Professor	AVG	SD	A
Organization and Structure of Syllabus	5.71	0.70	8
Presentation of diverse perspectives	5.57	0.73	8
Use of Research and Professional experience	4.71	1.03	8
Respect for students	5.14	1.81	8
Promotion of Critical Thinking	4.86	1.46	8
Capacity to stimulate and motivate Students	4.71	1.16	8
Availability to support students	5.43	1.40	8
Observance of Assessment Guidelines	6.17	0.69	8
Good Relationship with Students	5.60	1.02	8
Commitment to quality of T & L	5.29	0.88	8
Use of IT and supporting materials	6.14	0.83	8
Global appreciation of the Professor	5.14	0.99	8

História do Pensamento Económico/History of Economic Thought

Compulsory course of the first semester of the second year of the PhD Program in Economics

Collaboration since 2003/04; Coordination in 2004/05, 2005/06, and 2009/10.

Since 2003/2004 – Lecturing one seminar on the History of Labour Economics and Human Capital;

Since 2010/11 - Lecturing one seminar on Chicago Economics and the Chicago School

Since 2003/04 – Supervision of some or all of the students' essays (in the years with the coordination of the course).

Syllabus – The syllabus had been structured previously and was updated annually on the basis of the experience and feedback from students. The syllabus included several modules with a major emphasis in the historical evolution of economics in the twentieth century.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a course with a smaller number of enrolled students, this was seized to make learning and assessment more continuous and engaging for students. Thus, students were usually encouraged to participate actively in class. Assessment was organized through 2 individual essays that were developed under the guidance of the teaching team. The first one was a thematic essay covering one of the topics of the course and presented and discussed in class in a preliminary version, in order to obtain feedback, and submitted in a final written version after the completion of the classes. The second one was a book review of a relevant monograph in the field, helping to develop students' capacities to analyse critically existing literature. In both cases, students were also given the opportunity to revise and resubmit their essays in order to train their research skills.

Results from Students' Feedback - NA

Estudos Fundamentais sobre Ensino Superior / Foundational Issues in Higher Education

Compulsory course of the 1st semester of the Doctoral Programme in Higher Education Studies, University of Porto (FEP and FPCEUP) and University of Aveiro - 2011/12; 2012/13;

Syllabus – The syllabus was structured for the first year (2011-2) and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students. The syllabus included several modules with one of them being about the political economy of Higher Education and the growing influence of economic and management rationales in higher education policy debates.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a course with a smaller number of enrolled students (ca. 6), this was seized to make learning and assessment more continuous and engaging for students. Thus, students were usually encouraged to participate actively in class. Assessment was organized through 2 individual essays that were developed under the guidance of the teaching team. The first one was a thematic essay covering one of the topics of the course and presented and discussed in class in a preliminary version, in order to obtain feedback, and submitted in a final written version after the completion of the classes. The second one was a book review of a relevant monograph in the field, helping to develop students' capacities to analyse critically existing literature. In both cases, students were also given the opportunity to revise and resubmit their essays in order to train their research skills.

Results from Students' Feedback - NA

Economia do Ensino Superior / Economics of Higher Education

Optional course of the 2rd semester of the Doctoral Programme in Higher Education Studies, University of Porto (FEP and FPCEUP) and University of Aveiro - 2011/12; 2012/13; (coordination over the whole period)

Syllabus – The syllabus was structured for the first year (2011-2) and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a course with a smaller number of enrolled students (ca. 6), this was seized to make learning and assessment more continuous and engaging for students. Thus, students were usually encouraged to participate actively in class. Assessment was organized through 2 individual essays that were developed under the guidance of the teaching team. The first one was a thematic essay covering one of the topics of the course and presented and discussed in class in a preliminary version, in order to obtain feedback, and submitted in a final written version after the completion of the classes. The second one was a book review of a relevant monograph in the field, helping to develop students' capacities to analyse critically existing literature. In both cases, students were also given the opportunity to revise and resubmit their essays in order to train their research skills.

Results from Students' Feedback - NA

Colaboração com outras Faculdades da UP/Collaboration with other Faculties of U.Porto

Metodologia da Investigação/ Research Methodology

Compulsory course of the 2nd semester of the 1st year of the BA in Communication Sciences (joint programme by the Faculties of Humanities, Economics, Engineering, and Fine Arts)

Taught in 2012/13 and 2013/14

Syllabus –The syllabus was restructured for the first year (2012-3) when the new teaching team started collaborating and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students. The main focus of the course was to help students to identify and critically evaluate a variety of research methods used by researchers in the field of communication, and to evaluate qualitative and quantitative data in the context of clear methodological paradigms. Furthermore, it aimed to develop them with practical skills to enable the collection, analysis and displaying of data.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. These were annually revised and updated, in order to reflect the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Although this was a compulsory course with many students (ca 120), there was an effort to make learning and assessment more continuous and engaging for students, whom were encouraged to participate actively in class. Assessment was organized through a partial examination at the end of the semester (covering the basic concepts and models of the syllabus) which was complemented by a group essay. The latter was prepared under the supervision of the teaching staff and through several meetings during the semester, and presented and discussed in class in a preliminary version, in order to obtain feedback. A final comprehensive examination was available for any students.

Results from Students' Feedback - (scale 0-7)

	2012/13	2013/14
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Responses Regarding the Dimension Professor	#Q	#A	Avg	SD	#Q	#A	Avg	SD
Organization and Structure of Syllabus	120	22	5.50	1.26	132	32	4.81	1.67
Presentation of diverse perspectives	120	22	5.05	1.09	132	32	4.22	1.81
Use of Research and Professional experience	120	22	5.32	1.09	132	32	4.53	1.7
Respect for students	120	22	5.41	1.18	132	32	3.84	1.92
Promotion of Critical Thinking	120	22	5.05	1.17	132	32	3.59	1.74
Capacity to stimulate and motivate Students	120	22	5.14	0.94	132	32	3.84	1.76
Availability to support students	120	22	5.64	1.14	132	32	4.16	1.69
Observance of Assessment Guidelines	120	22	5.95	1.09	132	32	4.97	2.02
Good Relationship with Students	120	22	5.55	1.18	132	32	3.84	1.59
Commitment to quality of T & L	120	22	5.32	1.13	132	32	4.22	1.79
Use of IT and supporting materials	120	22	5.59	1.33	132	32	4.84	1.78
Global appreciation of the Professor	120	22	5.23	1.11	132	32	4.09	1.65

Colaboração com outras Universidades / Collaboration with other Higher Education Institutions

Licenciatura /Undergraduate Level

Exeter University - School of Business and Economics

- 2000-2001 - *Tutor in the course of Principles of Economics – 1st Year of the BA Programs in Economics, Management, and all Double-degrees including Economics;*
- 2001-2002 - *Tutor in the course of Macroeconomics – 2nd Year of the BA Program in Economics;*
- 2002-2003 - *Tutor in the course of Philosophy of Economics – 3rd Year of the BA Program in Economics;*

Portuguese Catholic University – Campus of Braga – Department of Philosophy

- 1997-1998 - *History of Economic Thought, Course of the 2nd Semester of the 1st Year of the BA Program in Philosophy and Management*

Syllabus – The syllabus was structured by the coordinator of the course, who had taught it already in previous years.

Supporting Materials for Students – Students were provided with a reference list of background readings. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Following the option of the coordinator of the course assessment took place in the form of two partial examinations, one by mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback - NA

- ***1998-1999 – History of Economic Thought, Annual Course of the 1st Year of the BA Program in Philosophy and Management, Coordinator of the course;***

Syllabus – The syllabus was fully restructured as it was the first year it operated as an annual course. The changes were introduced on the basis of the experience of the previous year, of discussions among the teaching team, and the feedback collected from students.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Although this a compulsory course, the number of students allowed the possibility of exploring methods of assessment more continuous and engaging for students. Thus, students were encouraged to make presentations in class based on the analysis of selected texts of leading economic thinkers. This was complemented by two partial examinations, one by mid-semester (covering the first half of the syllabus) and then a second partial examination at the end of the semester. A final comprehensive examination was available for any student willing to take it.

Results from Students' Feedback - NA

Pós-Graduação/ Postgraduate Level

University of Aveiro – Department of Social, Legal, and Political Sciences

Economics of Higher Education

compulsory course of the 3rd semester of the European Master Mundus in Higher Education Policy, Universidade de Aveiro/ Universidade de Oslo/ Universidade de Tampere - 2005/06; 2006/07; 2007/8; 2008/09; 2009/10; 2010/2011 (coordination over the whole period)

Syllabus – The syllabus was structured for the first year (2005-6) and updated annually on the basis of the experience, discussions among the teaching team, and feedback from students. In 2009/10 the syllabus was significantly restructured as there was a change in the other member of the teaching staff allocated to this course, trying to take advantage of the areas of expertise of the new member.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students. These were annually revised and updated, in order to follow changes introduced in the syllabus or reflecting the consideration of better alternatives for the specific topics to be covered.

Teaching and Assessment Methods – Being a course with a smaller number of enrolled students (ca. 30), this was seized to make learning and assessment more continuous and engaging for students. Thus students were usually encouraged to participate actively in class. Assessment was organized through by an individual essay that was developed under the guidance of the teaching team, presented and discussed in class in a preliminary version, in order to obtain feedback, and submitted in a final written version after the completion of the classes. Students were also given the opportunity to revise and resubmit their essays in order to train their research skills.

Results from Students' Feedback - NA

State University of New York – Albany; Department of Educational Administration and Policy Studies, School of Education

Economics of Higher Education

Summer Course for Master and Doctoral Students

(Part of the New Century Scholars Program - Fulbright)

Syllabus – The syllabus was structured in 4 thematic sessions that could introduce students to the topic, most of which did not have significant training in Economics or Management.

Supporting Materials for Students – Students were provided with a reference list of background readings. This defined the essential Reading items and those for additional development in each specific topic of the syllabus. A copy of the main Reading materials was made available for the students.

Teaching and Assessment Methods – Being a summer course and with a small number of enrolled students (ca. 15), this was seized to make learning and assessment more continuous and engaging for students. Students were encouraged to participate actively in class. Assessment was organized through by an individual essay, presented and discussed in class in a preliminary version, in order to obtain feedback, and submitted in a final written version after the completion of the classes. Students were also given the opportunity to revise and resubmit their essays in order to train their research skills.

Results from Students' Feedback - NA

II. Actividade Científica/Research Activity

CIPES – Centro de Investigação de Políticas de Ensino Superior – Collaborator since its establishment (1996); Integrated Researcher (since January 2006); Member of the Board since 2007; Director since January 2009.

CEMPRE/CEF.UP – Centro de Estudos Macroeconómicos e de Previsão da Faculdade de Economia da Universidade do Porto/Centro de Economia e Finanças da U.Porto – Researcher (Setembro 2003 – Dezembro 2005); Collaborator since January 2006.

Center for Studies of Higher Education, University of California – Berkeley (E.U.A.); Visiting Researcher (April – July 2005)

Fulbright New Century Scholar; Higher Education in the XXIst Century, September 2005 – November 2006

OxCHEPS, New College, Oxford University - Visiting Fellow, October 2011-February 2013

III. Publicações Científicas/ Academic Publications

Livros/Books

Autor ou Co-Autor de Livro/Author or Co-author of Book

1. Pedrosa, Júlio; Teixeira, Pedro; Guardado Moreira, Maria João; & Santoalha, Artur (2017) *Ensino Superior em Portugal – Uma Nova Perspectiva*; Lisboa: Fundação Calouste Gulbenkian.
2. Teixeira, Pedro, Sunwoong Kim; Zulfiqar Gilani; & Pablo Landoni (2016) *The Changing Public-Private Mix in Higher Education – Patterns, Rationales and Challenges*; Sense: Rotterdam.
3. Sarrico, Cláudia, Rosa, Maria J., Teixeira, Pedro, Machado, Isabel & Biscaia, Ricardo (2013), *Efficiency and Employability in Portuguese Higher Education System*, N.º 8, Lisboa: A3ES.
4. Teixeira, Pedro (2007) *Jacob Mincer – A Founding Father of Labour Economics*, Oxford University Press and IZA.
5. Amaral, Alberto; Magalhães, António; Teixeira, Pedro, Santiago, Rui; and Correia, Fernanda (2002) *Higher Education and the Economy*, CIPES, Porto.
6. Amaral, Alberto and Teixeira, Pedro (2000) *A Forecast of Financial Needs of Portuguese Public Universities*, CIPES, Porto.

Coordenador de Livro/Edited Volumes

1. Teixeira, Pedro (forthcoming) (Editor in Chief) *The International Encyclopaedia of Higher Education*, Springer, 4 Vols., 2018 (forthcoming).
2. Pereira, Virgílio and Teixeira, Pedro (2017) (Eds.) *Sob o Manto da Misericórdia – História da SCMP, Volume 4 – Século XX*; Almedina.
3. Teixeira, Pedro; Sarrico, Cláudia; Magalhães, António; Carvalho, Teresa; Rosa, Maria J. and Veiga, Amélia (2016) *Global Challenges, National Initiatives, and Institutional Responses*; Sense Publishers: Rotterdam.
4. Teixeira, Pedro (ed.) (2014) *The Many Facets of Internationalization at the University of Porto – A Centenary Appraisal* (ed.), Porto: University of Porto Press.

5. Teixeira, Pedro (ed.) (2014) *Human Capital, Critical Concepts in Economics*, 4 vols., Routledge.
6. Teixeira, Pedro and Musselin, Christine (Eds.) (2013) *Policy Design and Implementation in Higher education*; Dordrecht: Springer.
7. Teixeira, Pedro and Neave, Guy (eds.) (2012) *Alberto Amaral, Um Cientista entre a Academia e a Agora – Escritos Escolhidos sobre Ensino Superior*; Porto: Editorial da Universidade do Porto.
8. Teixeira, Pedro and Dill, David (ed.) (2011) *Public Vices, Private Virtues? Reflecting about the Effects of Marketization in Higher Education*, Rotterdam: Sense Publishers.
9. Teixeira, Aurora; Teixeira, Pedro, and Silva, Sandra (eds.) (2010) *O Que Sabemos Sobre Pobreza em Portugal? Ensaios em Memória de Leonor Vasconcelos Ferreira*; Vida Económica: Lisboa.
10. Teixeira, Pedro; Johnstone, Bruce; Vossensteyn, Hans; and Rosa, Maria João (eds.) (2006) *Cost-Sharing and Accessibility in Higher Education – A Fairer Deal?*, Springer, Dordrecht.
11. Teixeira, Pedro; Amaral, Alberto; Dill, David; and Jongbloed, Ben (eds.) (2004) *Markets in Higher Education*, Kluwer, Amsterdam; *translated in Chinese* (2007).

Artigos em Revistas Internacionais com Revisão por Pares/ Articles in International Scientific Journals (with Peer-Review)

1. Teixeira, Pedro (forthcoming) Conquering or Mapping? Textbooks and the Dissemination of Human Capital Theory in Applied Economics; *European Journal of History of Economic Thought* (accepted for publication).
2. Teixeira, Pedro; Santoalha, A.; and R. Biscaia (2017) Higher education and its contribution to a diverse regional supply of human capital: does the binary/unitary divide matters?; *Higher Education*; March, pp.1-22.
3. Teixeira, Pedro (2017) Economic beliefs and institutional politics: Human capital theory and the changing views of the World Bank about education (1950–1985); *The European Journal of the History of Economic Thought*; pp. 465-492.
4. Teixeira, Pedro (2017) “From Catholic Social Thought to Catholic Economics and Back: António Almodovar’s interest into an unexpected subject”; *Iberian Journal of*

- History of Economic; Thought*, Vol. 4, N. 1; Special Issue in Memory of António Almodovar; pp. 21-23.
5. Teixeira, Pedro; S. Cardoso; M. J. Rosa; A. Magalhães (2016) Graduates' Perceptions about Labour Market Competencies: Does the Type of Institution and Programme Make a Difference? *Higher Education Policy* (2016) 29: pp. 109-129.
 6. Koryakyna, T.; Sarrico, C. and Teixeira, Pedro (2016) Third mission activities: university managers' perceptions on existing barriers; *European Journal of Higher Education*; Vol. 5; pp. 316-330.
 7. Teixeira, Pedro and Tatyana Koryakina (2016) Political Instability, Austerity and Wishful Thinking: Analysing Stakeholders' Perceptions about Higher Education's Funding Reforms in Portugal; *European Journal of Education*; Vol. 51; pp. 126-139.
 8. Hugo Figueiredo, Vera Rocha, Ricardo Biscaia, and Teixeira, Pedro (2015) Should we start worrying? Mass higher education, skill demand and the increasingly complex landscape of young graduates' employment; *Studies in Higher Education*; Vol. 38;
 9. Teixeira, Pedro (2015) A Different Canon? Education and the Economic System in the work of Rodrigues de Freitas (1840-1896); *e-journal of portuguese history*; Vol. 13.
 10. Hugo Figueiredo, Vera Rocha, Ricardo Biscaia, and Teixeira, Pedro (2015) Gender pay gaps and the restructuring of graduate labour markets in Southern Europe; *Camb. J. Econ.*, 39 (2): pp. 565-598.
 11. Teixeira, Pedro and Pedro Videira (2015) Higher Education in Lusophone Countries: One Language, Many Stages of Development in Higher Education; *Leadership and Governance in Higher Education*, N. 1.
 12. Pedro Nuno Teixeira; Vera Rocha; Ricardo Biscaia (2014) Competition and Performance in European Higher Education – The Role of Funding Instruments; *Paginas de La Educación* Vol. 7; pp. 217-233.
 13. Pedro N. Teixeira (2014) Gary Stanley Becker (1930-2014) - Economics as a Study of Human Behaviour; *History of Economic Ideas*; Anno XXII, pp. 9-22.
 14. Pedro N. Teixeira (2014) Market Integration in European Higher Education: Reflecting about Drivers and Barriers; *Journal of the European Higher Education Area*, Vol. 4, pp. 1-14.
 15. Teixeira, Pedro; Vera Rocha; Ricardo Biscaia; and Margarida Fonseca Cardoso (2014) - Does Reputation Begets Money? Factors Explaining Revenue Diversification in Higher Education; *Public Administration Review*; Vol. 74 p. 389-412.

16. Teixeira, Pedro (2014) Gary Becker's early work on human capital – collaborations and distinctiveness. *IZA Journal of Labor Economics* 3:12 (second most accessed article for this Journal).
17. Teixeira, Pedro (2014) Textbooks and MIT Economists; *History of Political Economy*; Vol. 46; pp. 153-174.
18. Teixeira, Pedro; Rocha, V., Biscaia, R., Cardoso, M. F. (2014) Policy Changes, Marketization Trends and Spatial Dispersion in European Higher Education: Comparing Public and Private Sectors; *Cambridge Journal of Regions, Economy and Society*; Vol. 7, pp. 271-288.
19. Rosa, M. J. and Teixeira, Pedro (2014) Policy Reforms, Trojan Horses, and Imaginary Friends: The Role of External Stakeholders in Internal Quality Assurance Systems; *Higher Education Policy*, 2, pp. 219-237.
20. Teixeira, Pedro; Rocha, V., Biscaia, R., Cardoso, M. F. (2013) "Competition and diversification in public and private higher education" *Applied Economics*, 45, 35, pp. 4949-4958.
21. Teixeira, Pedro (2013) Albert Hirschman (1915-2012) The Passions and Interests of an *Engagierte* Economist; *History of Economic Ideas*; Anno XXI, pp. 9-21.
22. Figueiredo, H., P. Teixeira, J. Rubery (2013) 'Unequal Futures? Mass Higher Education and Graduates' Relative Earnings in Portugal: 1995–2009' *Applied Economics Letters* 20(10), pp. 991-997.
23. Teixeira, Pedro and Tatyana Koryakina (2013) Funding reforms and revenue diversification – patterns, challenges and rhetoric; *Studies in Higher Education*, 38 (2), pp. 174-191.
24. Teixeira, Pedro; Rocha, V., Biscaia, R., Cardoso, M. (2012), "Myths, beliefs and realities: Public-private competition and Higher Education's diversification", *Journal of Economic Issues*, 46, 3, pp. 683-704.
25. Teixeira, A.; Silva, S. & Teixeira, Pedro (2012) The Scientific Contribution of Leonor Vasconcelos Ferreira; *Notas Económicas*, pp. 10 – 19.
26. Teixeira, Pedro (2012) Mark Blaug (1927–2011) Polymath Economist and Historian of Ideas; *Oeconomia – History | Methodology | Philosophy*, 2(3) : pp. 275-279.
27. Teixeira, Pedro and António Almodovar (2012) "Catholic in its faith, catholic in its manner of conceiving science": French Catholic Political Economy in the 1830s, *European Journal of History of Economic Thought*, Vol.19 nº 2, pp. 197-225.
28. Teixeira, Pedro; Vera Rocha; Ricardo Biscaia; and Margarida Fonseca Cardoso (2012)

- Competition and diversity in higher education: an empirical approach to specialization patterns of Portuguese institutions; *Higher Education*, 63(3), pp. 337-52.
29. Teixeira, Pedro (2011) Eppur si Muove: Marketization and Privatization Trends in the European Higher Education Area, *Journal of the European Higher Education Area*, 4, pp. 57-72.
 30. Teixeira, Pedro (2011) A Reluctant Founding Father – Placing Jacob Mincer in the History of (Labour) Economics; *European Journal of the History of Economic Thought*; 18/5 (December), pp. 673-695.
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38. Teixeira, Pedro (2007) Dr. Smith and the Moderns – Adam Smith and human capital theory, *Adam Smith Review*, Vol.3, pp. 139-157.
39. Teixeira, Pedro (2005) The Human Capital Revolution in Economic Thought, *History of Economic Ideas*, XIII, 2, pp. 129-148.
40. Teixeira, Pedro; Alberto Amaral, and Maria João Rosa, (2003) Mediating the Economic Pulses: International Institutions and Portuguese Higher Education. *Higher Education Quarterly*; Volume 57, No. 2, April 2003, pp. 181–203.
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44. Teixeira, Pedro and David Dill (2000) Program Diversity in Higher Education: An Economic Perspective, *Higher Education Policy* (March) v13 n1, pp. 99-117.

Capítulos de Livros Internacionais/ Book Chapters in International Publications

1. Teixeira, Pedro and Robin Middlehurst (forthcoming) “Governance in Public and Private Higher Education in Europe: patterns, divergences and convergence” in Capano and Jarvis (eds.) *Convergence and Diversity in the Governance of Higher Education: Comparative Perspectives* (2018).
2. Teixeira, Pedro and Pedro Videira (forthcoming) A Tale of Expansion and Change - Major Trends in Doctoral Training and in the Doctoral Population in Portugal in Kehm and Shin (eds.) *Major Trends in Doctoral Education* (Springer, 2018).
3. Teixeira, Pedro and Alberto Amaral (forthcoming) “Private and For-Profit Higher Education in Europe: Current Patterns and Regulatory Challenges” in Hazelkorn et al (Eds) *Research Handbook on Quality, Performance and Accountability in Higher Education* (Edward Elgar, 2017).
4. Ritzen, Jo, Annemarie Neeleman, and Teixeira, Pedro (2017) "European Identity and the Learning Union." *A Second Chance for Europe*. Springer International Publishing. pp. 223-244.

5. Teixeira, Pedro (2017) A Bastion of Elitism or an Emerging Knowledge Proletariat? Some Reflections About Academic Careers with an Economic Slant; in Machado-Taylor et al (Eds.) *Challenges and Options: The Academic Profession in Europe*; pp 29-47.
6. Biscaia, R., Teixeira, Pedro, Rocha, V. and Cardoso, M. F. (2016) Higher Education, Human Capital, and Regional Dynamics in Southern Europe, in Madalena Fonseca e Ugo Fratesi, *Human Capital in Southern Europe*; Springer; pp. 323-345.
7. Teixeira, Pedro (2016) Two Continents divided by the Same Trends? Reflections about Marketization, Competition, and Inequality in European Higher Education, in Elizabeth Popp Berman and Catherine Paradise (2016) *The University under Pressure*; Research in the Sociology of Organizations, Vol. 46; Emerald Publishing; pp. 489-508.
8. Teixeira, Pedro; Biscaia, R., Rocha, V., and Cardoso, M. F. (2016), "What role for private higher education in Europe - Reflecting about current patterns and future prospects", in Shah, M., Nair, C. S. (Eds.), *A global perspective on private higher education*, Elsevier & Chandos Publishing; pp. 13-28.
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16. Teixeira, P. (2014) Reflecting about Current Trends in Higher Education Research – A View from the Journals, in B. Kehm and C. Musselin (eds.) *The Development of Higher Education Research in Europe*; Sense Publishers, Rotterdam, pp. 103-121.
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 19. Teixeira, Pedro; Rocha, V., Biscaia, R., and Cardoso, M. F. (2014). Public and Private Higher Education in Europe: Competition vs. Complementarity. In *Bonaccorsi, A. (Ed.), Knowledge, Diversity and Performance in European Higher Education - A Changing Landscape*, Edward Elgar. pp. 84-105.
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 23. Teixeira, Pedro (2011) Changing Research Labour Markets? in Sveva Avveduto (ed.) *Convergence or Differentiation – Human Resources for Research in a Changing European Scenario*, ScriptaWeb; pp. 91-102.
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29. Teixeira, Pedro (2010) Human Capital – A Reading Guide; in Ross B. Emmett (Ed.) *Elgar Companion on Chicago Economics*; Edward Elgar; pp. 152-159.
30. Almodovar, António and Teixeira, Pedro (2010) “Is there a Catholic economic thought? Some answers from the past”. In : Daniela Parisi and Stefano Solari (eds.), *Humanism and religion in the History of Economic Thought* . Milan: Franco Angeli, 125-147.
31. Teixeira, Pedro (2009) Economic Imperialism and the Ivory Tower: Economic Issues and Policy challenges in the Funding of Higher Education in the EHEA (2010-2020); in Jeroen Huisman, Bjorn Stensaker and Barbara M. Kehm (eds) *The European Higher Education Area: Perspectives on a Moving Target*, Rotterdam, Sense Publishers; pp. 43-60.
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33. Teixeira, Pedro; Madalena, F., Amado, D., Sá, C. and Amaral, A. (2009), "A Regional Mismatch? Student Applications and Institutional Responses in the Portuguese Public Higher Education System". In Mohrman, K., Shi, J., Feinblatt, S.E. and Chow, K.W. (eds) *Public Universities and Regional Development*; Sichuan University Press, pp. 59-80.
34. Teixeira, Pedro and António Almodovar (2008). "Catholic economic thought." *The New Palgrave Dictionary of Economics*. Second Edition. Eds. Steven N. Durlauf and

Lawrence E. Blume. Palgrave Macmillan; DOI:10.1057/9780230226203.0208.

35. Gilani, Zulfiqar; Kim, Sunwoong; Landoni, Pablo; Musisi, Nakanyike; Teixeira, Pedro (2007) Rethinking Public-Private Mix in Higher Education: Global Trends and National Policy Challenges; in Altbach e McGill (eds.) *Global Trends in Higher Education*; UNESCO, Paris; pp. 79-108.
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37. Teixeira, Pedro (2006) An Interview with Jacob Mincer, in *Essays in Honour of Jacob Mincer* ed. By Shoshana Grossbard-Schechtman, Springer; pp. 7-18.
38. Teixeira, Pedro; Bruce Johnstone, Hans Vossensteyn and Maria João Rosa (2006) Conclusion; *Cost-Sharing and Accessibility in Higher Education – A Fairer Deal?*, Springer, Dordrecht; pp. 343-356.
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41. Teixeira, Pedro and António Almodovar (2005) “Toute la lumière sur ‘l’Effroyable Science’ - Le marché dans la pensée catholique sociale et économique (1891-1931)”. In : Guy Bensimon (ed.), *Histoire des Représentations du Marché* , Paris, Michel Houdiard Editeur, pp. 194-218.
42. Teixeira, Pedro; Alberto Amaral, David Dill, and Ben Jongbloed (2004) Conclusion; *Markets in Higher Education*, Kluwer; pp.327-352.
43. Teixeira, Pedro; Rosa, Maria João and Alberto Amaral (2004) Is there a Market in Portuguese Higher Education, in *Markets in Higher Education*, Kluwer; pp. 291-310.
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45. Teixeira, Pedro and António Almodovar (2001) How are we to become like them? Political Economy as a Political Agenda in Portuguese Early Nineteenth Century), in Michallis Psalidopoulos and Maria Eugénia Mata (eds.) *Economic Thought and Policy*

in Europe, Routledge; pp. 211-231.

46. Teixeira, Pedro (2001) Self-interest and Industry in the early Portuguese Liberal period (1820-1840); in Charles Clark and Janina Rosicka (eds.) *Economic Theory and Transition*, Ashgate; pp. 141-165.

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1. Pereira, Virgílio Borges and Teixeira, Pedro (2017) Introdução, in Pereira and Teixeira (Eds.) *Sob o Manto da Misericórdia – História da SCMP, Volume 4 – Século XX*; Almedina.
2. Teixeira, Pedro (2017) Internacionalização e Ensino Superior em Portugal: Tendências, Processos e Desafios; in *Lei de Bases do Sistema Educativo: Balanço e Prospetiva (Volume II)*; CNE: Lisbon; pp. 705-727.
3. Teixeira, Pedro (2016) Educação e Desenvolvimento: Tema e Variações; *Educação e Desenvolvimento*; Fundação Calouste Gulbenkian, pp. 109-113
4. Teixeira, Pedro (2015)., in Maria de Lurdes Rodrigues e Manuel Heitor (Orgs.), *40 Anos de Políticas de Ciência e de Ensino Superior*. Lisboa: Almedina, pp. 843-862.
5. Teixeira, Pedro; Alberto Amaral and António Magalhães (2014) Autonomia e Ensino Superior em Portugal: Tendências Europeias e Especificidades Nacionais; in *Estado da Educação 2012*; CNE: Lisbon, pp. 294-305.
6. Teixeira, Pedro; Marta Simões, Carla Sá, João Cerejeira and Miguel Portela (2014) Educação, economia e capital humano - notas sobre um paradoxo", in Alexandre, Fernando, Pedro Bação, Pedro Lains, Manuel M.F. Martins, Miguel Portela and Marta Simões (orgs), 2014. *A Economia Portuguesa na União Europeia - 1986-2010*. Coimbra: Almedina, pp. 325-352.
7. Teixeira, Pedro (2014) A Internacionalização e o Ensino Superior – Mudanças, Desafios e Complexidades; in Teixeira, P. (Org.) (2014) *Universidade do Porto e Internacionalização – Uma perspectiva centenária*; Editorial da Universidade do Porto; pp. 11-43.
8. Teixeira, Pedro; Rocha, V., Biscaia, R., Cardoso, M. F. (2013), "Concorrência e diversificação espacial no Ensino Superior Europeu: Uma comparação do contributo dos sectores público e privado", in *Redes de Ensino Superior - Contributos perante os desafios do desenvolvimento*, Universidade de Évora, pp. 47-68.

9. Teixeira, Pedro and Guy Neave (2012) Introduction; *Alberto Amaral, Um Cientista entre a Academia e a Agora – Escritos Escolhidos sobre Ensino Superior*; Porto: Editorial da Universidade do Porto; pp. 19-61.
10. Koryakina T, Sarrico CS, Teixeira PN (2010). The higher education system and producing science. In: Belyaev D and Roca Z (Eds). *Portugal in the Era of the Knowledge Society*, Edições Universitárias Lusófonas: Lisbon, pp 131-154.
11. Teixeira, A.; Silva, S. e Teixeira, Pedro (2010) Breve Resenha da Obra Publicada de Leonor Vasconcelos Ferreira, in Teixeira, A.; Silva, S. e Teixeira, P. (eds) *Que Sabemos Sobre Pobreza em Portugal? Estudos em memória de Leonor Vasconcelos Ferreira*; Vida Económica: Lisboa, pp. 23-40.
12. Teixeira, A.; Silva, S. e Teixeira, Pedro (2010) Prefácio, in Teixeira, A.; Silva, S. e Teixeira, P. (eds) *Que Sabemos Sobre Pobreza em Portugal? Estudos em memória de Leonor Vasconcelos Ferreira*; Vida Económica: Lisboa, pp. 11-13.
13. Pedro Teixeira (2008) A Evidência Mitificada? Educação, Economia e Capital Humano em Portugal, M. V. Cabral (org.), *Sucesso/Insucesso: escola, economia e sociedade*. Lisboa: Fundação Calouste Gulbenkian; Lisboa.
14. Pedro Teixeira (2008) Ensino Superior em Portugal: necessidades, recursos e escolhas; in A. Amaral (ed.) *Políticas do Ensino Superior – Quatro Temas em Debate*; Lisbon: Conselho Nacional de Educação; pp. 163-176.

Outras Publicações / Other Publications

1. Almeida, A., Figueiredo, H., Cerejeira, J., Portela, M., Sá, C., & Teixeira, Pedro (2017). Returns to Postgraduate Education in Portugal: Holding on to a Higher Ground?. IZA WP Series and GLO WP Series.
2. Ritzen, J., Haas, J., Neeleman, A., & Teixeira, Pedro (2016). European Identity and the Learning Union; Policy PaPer Series, IZA, Bonn.
3. Teixeira, Pedro. (2014) "The Institutional Movement in American Economics, 1918–1947: Malcolm Rutherford, Cambridge: Cambridge University Press": *The European Journal of the History of Economic Thought* 21 (1), 187-192.
4. Teixeira, Pedro. (2013). The tortuous ways of the market: looking at the European integration of Higher Education from an economic perspective. LSE Policy Papers LEQS Paper No. 56/2013.
5. Teixeira, Pedro (2012) "Charles Clotfelter (ed.): American universities in a global

- market.": Higher Education 64 (1), 143-145.
6. Teixeira, Pedro (2012). Ian R. Harper and Samuel Gregg, eds.: Christian Theology and Market Economics. *Journal of Economic Issues*, 46(1), 251.
 7. Teixeira, Pedro (2011) "Mirowski Philip and Plehwe Dieter (eds), The Road from Mont Pèlerin. The Making of the Neoliberal Thought; Harvard, Harvard University Press.": *Æconomia. History, Methodology, Philosophy*, 626-629.
 8. Figueiredo, H., Teixeira, Pedro, & Rubery, J. (2011). ALMALAUREA WORKING PAPERS no. 14.
 9. T Gidey, Teixeira, Pedro (2011) Private Higher Education and Regional Inequalities: The Ethiopian Experience; *International Higher Education*, Number 62, Winter Pages 18-20.
 10. Teixeira, Pedro (2010) Preface, in Spaletti, Stefano (2010) *Istruzione, crescita e rendimenti nella teoria del capitale umano. Una prospettiva di storia del pensiero economico*, Aracne.
 11. Teixeira, Pedro (2009) The Public and the Private in Higher Education – Competition vs. Complementarity; Assembleia Legislativa do Estado de São Paulo, FAPESP e Universidade de São Paulo; translated in Portuguese; pp. 9-29.
 12. Teixeira, Pedro (2008) RETHINKING PRIVATE HIGHER EDUCATION: The Portuguese Experience; *International Educator*, suppl. Higher Education in Spain and Portugal; Washington: 7-11.
 13. Teixeira, Pedro (2006) Markets in Higher Education: Can we still learn from Economics' Founding Fathers?; CSHE - Series of Occasional Papers; CSHE – UC Berkeley, Berkeley, CA.
 14. Teixeira, Pedro (2006) Declining Demand and Private Higher Education: The Portuguese Case, *International Higher Education*, Number 44, Summer 2006, Boston College, pp 14-15.
 15. Emmanuela Reale; Bianca Poti; Gaelle Gostellec; Lukas Baschung; and Teixeira, Pedro – Chapter on Funding, in *Observatory of the European University – Methodological Guide*; PRIME Network of Excellence; 2006
 16. Teixeira, Pedro and David Dill (2003) Introduction to Special Issue on Markets and Higher Education; *Higher Education Quarterly*; Volume 57, No. 2, April; pp.
 17. Teixeira, Pedro (1998) Learning by Trusting: Marshall's Industrial Spaces and the Advantages of Closeness, FEP Working Papers.

IV. Participações em Encontros de natureza científica / Participation in Scientific Conferences and Seminars

Conferências Internacionais como Orador convidado/ International Conferences as Invited Speaker

1. **IAU – International Association of Universities** - Annual Conference 2017 – Opening Keynote Lecture; Accra (Ghana) – October 2017;
2. **Higher Education and Social Inequality - Higher School of Economics (Russia)** - Summer School on Higher Education Policies – Invited Lecturer, June 2017;
3. **CGHE – Centre for Global Higher Education – Institute of Education – UCL** - Annual Conference, 1st March 2017;
4. **International Seminar on Higher Education Funding – Ministry of Higher Education – Lebanon**; Beirut; 2nd December 2016;
5. **HEA – Higher Education Authority**, Dublin, November 2016;
6. **Higher School of Economics (Moscow)** - Summer School on Higher Education Policies – Invited Lecturer, June 2016;
7. **Calidad y Evaluación en el Sistema de Educación - Reflexiones a partir de la experiencia Portuguesa - Consejo Escolar de la Comunidad de Madrid** - 15 December 2015;
8. **Higher School of Economics (Moscow)** - Summer School on Higher Education Policies – Invited Lecturer, June 2015;
9. **Policy Reforms in Higher Education Funding: Major Trends and Issues in Europe - Flemish Parliament – Brussels** – 9th February – 2015;
10. **“Who are the Students in Higher Education? Changing Roles, Changing Systems, Changing Lives” - Higher School of Economics (Moscow)** - Summer School on Higher Education Policies – Invited Lecturer, June 2014;

11. **FORGES - 2nd Forum on Management in Higher Education in Lusophone Countries**, University of Recife, December 2013 - Keynote Speaker;
12. **43rd Meeting of the Brazilian Association of Economists** – Special Session on Higher Education and Regional Development, December 2013;
13. **PrestConference – From Prestige to Excellence in Higher Education** - Paris, Invited Speaker, September 2013;
14. **Creating Effective Universities - Higher School of Economics (Moscow)** - Summer School on Higher Education Policies – Invited Lecturer, June 2013;
15. **Market Forces and Inequalities in European Higher Education; European Seminar on Higher Education**; London School of Economics and Political Sciences, London – March 2013;
16. **Empowering European Universities, University of Maastricht**, June 2012 – Invited Speaker at the Summer Conference;
17. **ESHET - European Society of the History of Economic Thought Annual Conference, Adolphe Blanqui Lecture**, U. Amsterdam – March 2010;
18. **SRHE - Society for Research in Higher Education**, Workshop on Theory in Higher Education, London, Invited Speaker – October 2010;
19. **Alma Laurea Consortium of Italian Universities**, Bologna, Invited Speaker – May 2010;
20. **International Seminar on Mobility in the Academic Profession - European Science Foundation** – CNR – Rome (Italy); April 2010;
21. **4th European Forum on Quality in Higher Education, Copenhagen Business School**, Invited Keynote Speaker – November 2009;
22. **OECD Conference on the 30th Anniversary of CERI, Paris**, Invited Speaker – December 2008;
23. **Conference on Higher Education Funding, Federal Parliament of Brazil, Brasilia** – Invited Keynote Speaker – October 2008;

24. **RESUP – French Network of Higher Education Researchers Conference, University of Dijon**, Keynote Speaker – June 2008;

25. **Conference on Funding and Access in Higher Education, University of Sao Paulo and the State Assembly of Sao Paulo, Brazil** – Invited Speaker – December 2007;

Conferências Nacionais como Orador convidado/ National Conferences as Invited Speaker

1. *A Missão Educação no Ensino Superior Português* – CNAPPES; July 2017
2. *Higher education in Portugal – Trends and Challenges*, FEUP, Porto; May 2014
3. *Conference on Innovation and Learning* – Keynote Speaker, U.Porto, May 2013
4. *A Evidência Mitificada? Educação, Economia e Capital Humano em Portugal, Sucesso e Insucesso: Escola, Economia e Sociedade*; Fundação Calouste Gulbenkian, Lisboa; 19-20 Novembro 2007

Seminários por Convite / Seminars by Invitation

1. *Gary Becker and Economic Imperialism*, University Paris-Sorbonne/Maison des Sciences Économiques –December 2014.
2. *Privatization in Higher Education*, University of Ghent (Bélgica) – March – 2014.
3. *Trends and Inequalities in European Higher Education*, Steinhardt School – New York University – February 2014.
4. *Marketization and Competition in European Higher Education*, U. Bath – School of Management - November 2012.
5. *Diversity in Higher Education – Public vs. Private Sectors* - U. Oxford – January 2012

6. *Why and How did Economists become interested In Education* - Steinhardt School – New York University – 15th April 2011
7. *Diversity in Private and Public Higher Education: Assumptions and Empirical Evidence*; Department of Educational Policy and Administration, School of Education, State University of New York, Albany, 22 February 2006
8. *Markets in Higher Education: Can we still learn from Economics' Founding Fathers?*; CSHE – UC Berkeley, Berkeley, CA, USA; June 16, 2005.
9. *The Role of Human Capital in the History of Economic Thought*; Universidade de Santiago de Compostela, Spain; March 30, 2005.
10. *The Development of Human Capital Research and the Chicago Department of Economics*; Seminar for the Preservation of the Study of the History of Economic Thought, George Mason University, VA, USA; May 30- June 3, 2005.
11. *The Human Capital Revolution in Economic Thought*, The European Tradition in the History of Economic Thought, University of Macerata, Italy, 25th November 2004
12. *Forging Modern Labour Economics*; Seminário no Ciclo Novos Investigadores - Faculdade de Economia - Universidade do Porto; 13 de Novembro de 2003
13. *The Human Capital vs. Screening Debates*, Summer Seminar in History of Economic Thought, George Mason University (VA - USA), June 2001

Apresentações em Conferências Científicas / Presentations in Scientific Conferences

1. *Marshall's Industrial Districts and the Advantages of Closeness*, Annual Conference of the European Society of History of Economic Thought, February 1998 (Bologna, Italy)
2. *Higher Education between the State and the Market*, Portuguese Congress of Economic Sociology, March 1998 (Lisbon, Portugal)

3. *The Economics of Education 1960 –1996, an exploratory portrait*, European Conference on the History of Economics, April 1998 (Antwerp, Belgium)
4. *Proposals for economic Reform in Portugal (1800-1820)*, International Association Congress of Economic History, August 1998 (Madrid, Spain)
5. *Self-interest and Industry in the early Portuguese Liberal period (1820-1840)*, International Conference on Economic Thought and Economies in Transition, September 1998 (Krakow, Poland)
6. *The financial situation of Portuguese Higher Education*, International Conference on Accountability in Latin American and European Higher Education, February 1999 (Mexico City, Mexico)
7. *Is there an Iberian Tradition of Economic Thought? – The case of late XVIII century*, Annual Conference of the European Society on the History of Economic Thought, February 1999 (Valencia, Spain)
8. *A Portrait of the Economics of Education*, History of Political Economy Conference, March 1999 (Duke University, USA)
9. *Who wants Trade asks for War?* (with Antonio Almodovar, Universidade do Porto), XIX Meeting of the Portuguese Society for Economic and Social History; November 1999 (Madeira, Portugal)
10. *Economic Liberalism and Free Trade in Early Nineteenth Century Portugal* (with Antonio Almodovar), 1st Meeting of the Iberian Society of History of Economic Thought, December 1999 (Barcelona, Spain)
11. *Progress as Knowledge and Ignorance – The case of human capital theory empirical testing*, Annual Conference of the European Society of History of Economic Thought, February 2000 (Graz, Austria)
12. *Do Economists take Empirical Research Seriously?- The Case of Human Capital Debates*, Biannual Conference of the International Network on Economic Methodology, June 2000, (Vancouver, Canada)

13. *Human Capital Theory and Classical Political Economy: Father's Figure or Path-Dependence?*, Annual Conference of the History of Economics Society, July 2000 (Vancouver, Canada)
14. *Privatization and Higher Education: An Exploratory Portrait*, Annual Conference of CHER – Consortium of Higher Education Researchers, September 2000 (Lancaster, UK)
15. *The Economics of Education of Rodrigues de Freitas*, XX Meeting of the Portuguese Society for Economic and Social History, November 2000 (Porto, Portugal)
16. *The Reception of Human Capital Theory amongst Political Circles: The Case of International Agencies*, Colloque Internationale – La Legitimation du Discours Economique, University of Paris – 8, June 2001 (Paris, France)
17. *The Economics of Education of Rodrigues de Freitas*, Annual Conference of the European Society of History of Economic Thought, February 2001 (Darmstadt, Germany)
18. *Graphical Representation and Personal Income Distribution*, History of Economics Society Annual Conference, July 2001, Winston-Salem (USA)
19. *Markets in Higher Education and the International Dimension: Some Notes on the Portuguese Case₂* (with Alberto Amaral) Annual Conference of CHER – Consortium of Higher Education Researchers, September 2001 (Dijon, France)
20. *Persuasion, Possibility and Illusion – Visual Representation and Personal Income Distribution*, European Conference on the History of Economics (ECHE), March 2002, Montreal (Canada)
21. *Modern Labour Economics in the Making 1930-1960*, History of Economics Society Annual Conference, July 2002, UC – Davis (California, USA)
22. *Creating the Invisible College – The Case of Human Capital Research*, Biannual Conference of the International Network on Economic Methodology, September 2002, (Stirling, UK)
23. *The Ups and Downs of the Economics Value of Education*, 1st Portuguese Meeting on the Economics of Education, September 2002 (Lisboa, Portugal)

24. *The Uses of Human Capital in Early Twentieth Century*, History of Economics Society Annual Conference, July 2003, Duke University (NC)
25. *Forging Modern Labour Economics*; European Association for Evolutionary and Institutional Economics; Maastricht; Novembro 2003
26. *The Human Capital Revolution in Economic Thought*, ASSA Meeting, San Diego, 3-6 Janeiro 2004
27. *Money and markets in Catholic Social Thought* (with António Almodovar), Annual Conference of the European Society of History of Economic Thought, Treviso-Venice, Fevereiro 2004
28. *Bringing the Light to the Dismal Science: The Market in Catholic Social Thought 1891-1931* (with António Almodovar), History of Economics Society Annual Conference, Victoria University, Toronto, 25-28 Junho 2004
29. *Metaphors, Tribes and Territories- The Dissemination of Human Capital Theory*, History of Economics Society Annual Conference, Victoria University, Toronto, 25-28 Junho 2004
30. *Expansion, Access and Cost-Sharing in Portuguese Higher Education* (with Alberto Amaral and Maria João Rosa), Annual Conference of CHER – Consortium of Higher Education Researchers, 17-19 Setembro 2004 (Enschede, The Netherlands)
31. *Old Lessons and New Development – Markets in Higher Education*, Fulbright Brainstorms 2004 – New Trends in Higher Education, 24-25 Setembro 2004, Lisboa, Portugal
32. *Expansion, Access and Cost-Sharing in Portuguese Higher Education* (with Alberto Amaral and Maria João Rosa), 4th Douro Seminar, CIPES/HEDDA, 2-5 Outubro 2004 (Pinhão, Portugal)
33. *The Human Capital Revolution in Economic Thought*, Siena International Workshop in the History of Economics, 26- 27 Novembro 2004, Siena (Itália)

34. *Who's an Utopian anyway? Catholic Social Economics between 1890 and 1930*; (with António Almodovar); Annual European Conference on the History of Economics; Vienna University of Economics and Business, Vienna, Austria; Abril 7-9, 2005.
35. *Before the Rerum Novarum: Catholic Political Economy in the late 1830's*; (with António Almodovar); Annual Meeting of History of Economics Society; University of Puget Sound, Tacoma, WA, USA; Junho 24 – 27, 2005.
36. *The Human Capital Revolution in Economic Thought*; History of Economic Thought Conference; Exeter, United Kingdom; Setembro 5-7, 2005.
37. *Patterns of Diversity in Private and Public Higher Education: An Empirical exploration*; Association for the Study of Higher Education; Philadelphia, PA, USA; Novembro 16-19, 2005.
38. *Catholic Political Economy in the late 1830's*; (com António Almodovar); 4th Iberian Meeting on History of Economic Thought; Universidade Técnica de Lisboa, ISEG, Lisboa, Portugal; Dezembro 9-10, 2005.
39. *On the Road to Improvement? An Exploratory Portrait of Portuguese Public Universities' Performance in Teaching and Research*; (with Margarida F Cardoso, Cláudia Sarrico and Maria João Rosa); AquaMethPSR – PRIME Network of Excellence General Annual Assembly – Paris, Fevereiro 2006
40. *Research Hopes, Empirical Results, and Economic Beliefs*; INEM – International Network of Economic Methodology Conference – Grinnell (IA), 22-23 Junho 2006
41. *Catholic Economic Thought 1830-1950*; in Roundtable on “Keeping Faith: Political Economy and Religious Belief” (with António Almodovar); – History of Economics Society Annual Meeting, Grinnell (IA), 23-26 Junho 2006
42. *Waiting for the Tide to Change? - Strategies for Survival of Portuguese Private HEIs* (with Alberto Amaral); Annual Conference of EAIR – European Higher Education Association; Roma, Italy, 30th Agosto-1st Setembro 2006

43. *Different but Similar? Patterns and Rationales for Portuguese Public Universities' Performance* (with Margarida F Cardoso, Cláudia S Sarrico and Maria João Rosa), Annual Conference of CHER – Consortium of Higher Education Researchers; Kassel, Germany, 7-9 Setembro 2006
44. *Patterns of Diversity in Private and Public Higher Education: An Empirical Exploration*, Annual Conference of CHER – Consortium of Higher Education Researchers; Kassel, Germany, 7-9 Setembro 2006
45. *The Ascent and Decline of Catholic Economic Thought 1830-1960* (with António Almodovar); HOPE 2007 CONFERENCE - Keeping Faith: Religious Belief and Political Economy; Duke University (EUA); 19-21 Abril 2007
46. *Subject-mix and Performance in Portuguese Universities* (with Margarida F Cardoso, Cláudia S Sarrico and Maria João Rosa); 1st NONIUS Seminar; ISEG/UTL; Lisboa; 16 Novembro 2007
47. *Diversity in the European Higher Education Area: Some Reflections with an Economic Bias*; Lisbon Conference on Curriculum Development in the Second Phase of the Bologna Process - Fundação Calouste Gulbenkian, Lisboa; 14-15 Abril 2008
48. *Funding in the EHEA 2010-2020*; International Conference on the Bologna Process 2010-2020; Ghent, Belgium; 19-20 Maio 2008
49. *On Metaphors, Tribes and Territories – Some Reflections about the dissemination of Human Capital*; Annual Workshop on the History of Social Science; Université Paris X; 20 Junho 2008
50. *From guilds to a corporative system: the evolution of catholic economic thought between the wars* (with António Almodovar); History of Economics Society Annual Meeting, Toronto, Canadá; 27-30 Junho 2008
51. RESUP International Conference, University of Lausanne, May 2009;

52. *Is there a catholic economic thought? Some answers from the past* (with António Almodovar); X AISPE Conference - Humanism and Religion in the History of Economic Thought; Treviso, 27-29 March 2008;
53. *Challenges to university management from a changing funding environment*, (with Tatyana Koryakina and Cláudia Sarrico) Governance & Management Models in Higher Education, 3-5 September 2008, Coimbra, Portugal.
54. *Dismay, Transformation and Survival: Catholic Economic Thought in the Postwar Era* (with António Almodovar); History of Economics Society Annual Conference - 26th-29th June 2009 - Denver
55. *Dismay, Transformation and Survival: Catholic Economic Thought in the Postwar Era* (with António Almodovar); VI Meeting of the Iberian Association of History of Economic Thought- Coimbra – 3rd-5th December 2009
56. *Revenue Diversification in Portuguese Higher Education* (with Tatyana Koryakina); CHER Annual Conference, University of Oslo, June 2010;
57. *Schadenfreude, Crisis and the Ups and Downs of Catholic Economics 1830-1960* (with António Almodovar); APHES 2010 – ISEG, Lisboa, 18-20 Novembro 2010
58. *Revenue Diversification in Portuguese Higher Education – Policies and Effects* (with Tatyana Koryakina); RESUP International Conference, Science-Po – Paris, January 2011;
59. *Is Mass Higher Education Working? A Reflection on the Economic and Political Sustainability of Higher Education's Expansion in Portugal* (with Hugo Figueiredo and Jill Rubbery); International Conference on Human Capital and Employment in the European and Mediterranean Area, 10th - 11th March 2011 U. Bologna
60. *Conquering or Mapping? Textbooks and the Dissemination of Human Capital Theory in Economics*; History of Recent Economics; Duke University – 29th-30th April 2011;
61. *Conquering or Mapping? Textbooks and the Dissemination of Human Capital Theory in Economics*; European Society of History of Economic Thought Annual Conference, May 2011

62. *Revenue Diversification in Portugal – Policies versus Realities* (with Tatyana Koryakina); CHER Conference, University of Reykjavik, June 2011;
63. *Chicago Economics and the Development of Human Capital Theory*; 4th Conference on History of Recent Economics, University of Paris - Nanterre, May 2011;
64. *Income diversification in Portuguese universities: organizational transformations, successes and failures* (with Tatyana Koryakina and Cláudia Sarrico). 33rd EAIR Forum 2011, 28-31 August 2011, Warsaw, Poland.
65. *Textbooks in Economics and Human Capital*; 43rd Annual Conference of the UK Society on the History of Economic Thought, Balliol College – Oxford University, 7-11 September 2011.
66. *The catholic utopia: ethics and political economy in the 1830-1850's* (with António Almodovar); VII Meeting of the Iberian Association of History of Economic Thought-Zaragoza –December 2011
67. *Human Capital and the World Bank – 1960s-1980s*; Annual Meeting European Society for History of Economic Thought, University of St. Petersburg, 17-20 May 2012
68. *Mark Blaug (1927-2011) – Polymath Economist, Historian of Ideas, and Intellectual Entrepreneur*; Annual Meeting European Society for History of Economic Thought, University of St. Petersburg, 17-20 May 2012
69. *Income diversification in Portuguese universities: successes and challenges for institutional governance and management* (with Tatyana Koryakina and Cláudia Sarrico); 1st EUA Funding Forum, U. Salzburg, June 2012;
70. *Eppur si Muove - Systemic and Institutional Marketization Trends in European Higher Education* - SASE Annual Conference, MIT – 28th-30th June 2012
71. *The Tortuous Ways of the Market - Looking at the European Integration of Higher Education from an Economic Perspective* - Annual Conference of the Consortium of Higher Education Researchers – University of Belgrade; 9-12 September 2012

72. *How do HEIs respond to Funding Challenges: A Tale of Two Universities* (with Tatyana Koryakina and Cláudia Sarrico); Annual Conference of the Consortium of Higher Education Researchers – University of Belgrade; 9-12 September 2012;
73. *Patterns and Main Trends in Higher Education Research - 25th Anniversary of CHER – International Seminar* – University of Ljubljana, 13th September 2012
74. *The Changing Profile of Economics at MIT: Looking at the role of Teaching and Textbooks*; HOPE Annual Conference, April 2013
75. *The Educational Views at the OECD – 1960s-1980s*; Annual Meeting European Society for History of Economic Thought; Kingston University –London, 15-18 May, 2013
76. *Albert O. Hirschman as a Critic of Mainstream Economics*, Annual Meeting European Society for History of Economic Thought; Kingston University –London, 15-18 May, 2013
77. *Tensions and Inequalities in an increasingly integrated EHEA - Looking at the European Integration of Higher Education from an Economic Perspective* – SASE Annual Conference, University of Milan – June 2013
78. *Returns to Higher Education in Portugal: Does the Type of Degree and Field of Study Make a Difference?* (with Hugo Figueiredo and Jill Rubbery) SASE Annual Conference, University of Milan – June 2013
79. *Income diversification in Portuguese universities: Successes and challenges for institutional governance and management* (with Tatyana Koryakina and Cláudia Sarrico). EAIR 35th Annual Forum, Rotterdam, the Netherlands, 28-31 August 2013
80. *Funding and Mergers in European HE: Bigger is Better?* (with Vera Rocha and Ricardo Biscaia); CHER Conference, University of Lausanne, 9-11 September, 2013;
81. *The Promotion of Competition – PBF in European HE* (with Vera Rocha and Ricardo Biscaia); CHER Conference, University of Lausanne, 9-11 September, 2013
82. *Multiple Purposes, Loose Ends: The Unstable Expression Human Capital (1900-1964)*, University of Lausanne, 29-31 May 2014

83. *Funding for Excellence in European Higher Education* (with Vera Rocha and Ricardo Biscaia); CHER Conference, CNR – 6-8 September Rome, September, 2014
84. *Efficiency in Public Higher Education: A longitudinal analysis of technical efficiency of universities and polytechnics in Portugal* (with Vera Rocha and Ricardo Biscaia); CHER Conference, CNR – 6-8 September Rome, September, 2014
85. *Economics Imperialism and Gary Becker: A Critical Reassessment*; STOREP Meeting; U. Torino, June 2015;
86. *The Use of Performance Information in Higher Education Institutions* (with Cláudia Sarrico, Ana Melo, Hugo Figueiredo, and Pedro Videira); CHER Annual Conference, ISEG, Lisbon, 7-9 September 2015
87. *Performance Assessment in Portuguese Higher Education* (with Cláudia Sarrico, Ana Melo, Hugo Figueiredo, and Pedro Videira); EAIR Annual Conference, University of Birmingham, 30th August- 3rd September 2016
88. *Trends in the Portuguese Binary System: overlaps in the supply of undergraduate courses by universities and polytechnics before and after the Bologna Process* (with Carla Sá, Diogo Melo, Hugo Figueiredo), CHER Annual Conference, U Cambridge, 5-7 September 2016
89. *A Tribute to António Almodovar – Catholic Economics and Social Doctrine of the Church; European Society of History of Economic Thought*, University of Antwerp, May 2017
90. *Desafios Globais, Iniciativas Nacionais e Respostas Institucionais: Mapeando a transformação das instituições de ensino superior portuguesas no dealbar do Séc. XXI – Encontros Ciência* 2017; 4-6 July 2017

V. Participação em Projectos de Investigação/Participation in Research Projects

Internacionais/ International

Coordenação de Equipas de Investigação /Coordination of Research Teams

DEFINE - DESIGNING STRATEGIES FOR EFFICIENT FUNDING OF HIGHER EDUCATION IN EUROPE - European project funded by LLL program of the 7th

Framework Program, October 2012- November 2015 – member of the Coordinating Research Team; Coordinator of the Mapping Study and PI of the Portuguese Team – Funding awarded to the Portuguese team: 28.000€

- Higher education institutions across Europe face today a demanding and complex financial context in which traditional modes of funding have been transformed and continue to evolve. Moreover, public sources are not as generous as they often were in the past and frequently become more demanding and competitive. The changes are particularly significant in Europe due to the traditional reliance on public funding. The current economic and financial crisis has exacerbated even further these problems, with growing pressures upon the sustainability of funding regimes of public higher education and the pressure mounting to explore new sources of income. The efficiency of funding in terms of the capability to meet certain policy goals in a cost-effective way is becoming increasingly important. The DEFINE project made funding efficiency in higher education the main focus of research and activities, thereby providing data and recommendations which support the development of strategies to increase the efficiency of funding. The project notably included the setting up of international focus groups of university practitioners to determine good practice, challenges and pitfalls as well as the impact of funding efficiency measures such as performance-based mechanisms, institutional mergers and excellence schemes. The project aimed at contributing to the improved design and implementation of higher education funding policy and thereby to enhanced funding efficiency in the sector. The project findings contributed to current and future higher education funding policy development at national and European level and supported universities in responding to these changes.

ETER – European Tertiary Education and Research –September 2013-March

2015; Principal Investigator of Portuguese Research Team – Funding awarded to the Portuguese team – 5.000€

- ETER (European Tertiary Education Register) was a project promoted by the Directorate General for Education and Culture of the European Commission, in cooperation with the Directorate General for Research and Innovation and EUROSTAT. The purpose was to build a complete register of higher education institutions in Europe, providing data on the number of students,

graduates, international doctorates, staff, fields of education, income and expenditure as well as descriptive information on their characteristics. The Register builds on the results and experience of the EUMIDA (EUropean MIcroDATA collection) study and had the following goals:

- Develop a more complete set of indicators and characterize HEIs according to their main activities.
- Extend the coverage of the EUMIDA dataset to cover all European HEIs (with the exception of some small institutions).
- Collect data for 2011 and 2012, validate it and make it publicly available.
- Produce a methodological Handbook, as the basis for a regular data collection on European HEIs.

EUMIDA – An European Database on Higher Education_(EUROSTAT); July 2009-December 2010 – Consortium of 29 countries – Principal Investigator of the Portuguese Research Team – Funding awarded to the Portuguese team – 17.500€

- The European Commission (DG Research, DG Education and Culture and EUROSTAT) has appointed the EUMIDA Consortium led by University of Pisa to explore the feasibility of building a consistent and transparent European statistical infrastructure at the level of individual higher education institutions. The goal is to provide these institutions and policy makers with relevant information for the benchmarking and monitoring of trends for modernisation in higher education institutions. The development of the EUMIDA project at the European level has contributed to:
 - The development of a sustainable infrastructure for collecting data on a regular basis that should be done in close cooperation with Member States' representatives in the framework of EUROSTAT statistical working groups, taking into account various sources and actors, gaps identified and data flows, as well as the statistical burden and limitations due to data confidentiality;
 - Development of the methodological components: set the standards, concepts and definitions of variables. The work undertaken through different initiatives needs to be conceptually developed and validated by the official European statistical system;
 - Collection of data based on a complete census of EU higher education institutions, collecting comparable and consistent data, with a particular emphasis on the most research-active universities.

AQUAMETHPSR I – Advanced Quantitative Methods for the Evaluation of the Performance of Public Sector Research – A Comparative analysis of some aspects of the performance of public universities in 5 European Countries;PRIME Network of Excellence; May 2004 – November 2005
Principal Investigator of the Portuguese Research Team

And

AQUAMETHPSR II – Advanced Quantitative Methods for the Evaluation of the Performance of Public Sector Research – A Comparative analysis of some aspects of the performance of public universities in 8 European Countries; PRIME Network of Excellence; December 2005 – December 2006 -Principal Investigator of the Portuguese Research Team

- These two projects aimed at exploring and exploiting the potential of advanced quantitative methods for evaluating the performance of Public Sector Research (PSR). Analysing in particular the system of universities, this project was an exploratory project based on the almost ready availability of national data at the microlevel (university or department) that include at least a minimum set of inputs and outputs. Among the inputs we consider mainly: number of personnel by category (research, technical, administrative);(possibly) number of research personnel by type; funding. Among the output were considered: publications and teaching activities. We combined at European Level the data almost available for some pilot countries and run several exercises of advanced quantitative methods. In particular, the robust nonparametric approach in efficiency analysis was discussed along its theoretical assumptions and applied. The development and implementation of the project activities within the European Observatory on Universities gave the opportunity to test in real time new indicators and to discuss them with decision and policy makers. In doing so, there was also the possibility of spreading new methodology across countries.

An Observatory of European Universities – Developing a Matrix of indicators for Universities’ management; PRIME Network of Excellence; May 2004 – December 2006 Principal Investigator of the Portuguese Research Team – Funding awarded to the Portuguese Team by the EU – 17.000€

- The European Observatory on Universities (under the PRIME Network of Excellence) could be seen as an experimental environment, in which decision makers themselves discuss the strategies of universities and characterise the profiles that universities can take in their effort to cope with the new challenges. This was done mainly through qualitative discussion and case studies. However, alongside the meetings of the Observatory, it was possible to run quantitative exercises to be openly discussed with practitioners and policy makers.

Jacob Mincer: the Human Capital Labour Economist; IZA, Bonn, November 2003 -August 2006 (individual project); Project funded by IZA – International Network of Labour Economists - Funding awarded - 20.000€

- The main purpose of this project was to present and analyse the work of one of the most important economists of the second half of the twentieth century – Jacob Mincer. Mincer’s work has had a lasting influence in contemporary labour economics in theoretical and methodological terms. Mincer played a central role in shaping contemporary labour economics, not the least by largely determining its research agenda. His work in the sixties and in the seventies on the

determinants of individual earnings, notably human capital, and on labour force supply, especially female participation, as well as more recently with his research on job mobility have had an enormous impact on the way others have approached labour economics. Through his research Mincer also played a crucial role in the increasing dominance of neoclassical economics by promoting its application in the case of labour market analysis, despite the traditionally strong resistances that this generated in this area of specialisation. Moreover, as a leading figure in human capital analysis, and in emphasising the importance of the analysis of Mincer gave a central contribution to the expansion of the boundaries of economic analysis. Mincer's impact in economics was also enhanced by his role as a mentor for many generations of labour economists. The project presented a systematic analysis of all his extensive published work, emphasising its continuity as a lifetime research program that had a lasting influence in modern labour economics. The analysis also highlighted his main theoretical and methodological traits that made his research so unique

Fulbright New Century Scholar – Public-Private Mix and Diversification

in Higher Education, September 2005 - November 2006 – Principal Investigator –

Funding awarded 34.000\$

- The massification of higher education has led to a growing share of higher education expenditures in public budgets and to problems in the steering and management of universities and colleges. This has contributed to the growing role of markets or market-like mechanisms have been playing in higher education, with visible consequences both for the regulation of HE systems, as well as for the governance mechanisms of HE institutions. One of the main dimensions for the introduction of market mechanisms has been the growing privateness of the higher education system. The idea was that the private sector, armed with greater administrative flexibility, and driven by financial incentives, was more responsive to both niche and new markets. There was a widespread conviction that, in times of increasingly scarce resources, the market would be more effective than state regulation in promoting diversity of higher education systems, both in terms of institutional types, of programs and activities. More recently some authors have questioned this conviction. In previous research has been analyzed the impact that private higher education had in the diversity of the system in a set of countries where a late process of privatization played a role in the massification process. This preliminary analysis indicated that most private institutions were more likely to either duplicate what public institutions were doing or to expand low-cost courses in areas with strong demand. This project explored empirically the impact of the development of private higher education for various dimensions of diversity. This work benefited from the efforts being done in the framework of PROPHE, an international network of researchers analyzing the role of private higher education worldwide and building a database on private higher education worldwide.

Membro de Equipas de Investigação/ Member of Research Teams

IBAR – An analysis of the implementation and challenges of the European standards and Guidelines, European project funded by LLL program of

the 7th Framework Program, 2011-2013 – member of the National research Team

- Assuring quality of teaching and learning activities is the quintessential task that higher education institutions must face in an increasingly competitive national and international environment. Adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in 2005 has added new momentum to research in the quality assurance policy domain. So far, the corresponding research has centred on national (quality assurance agencies), not institutional level, and lacked the outreach to secondary education as well as the theoretical base. The project aims to fill in this gap in theoretical and empirical knowledge and to identify barriers to the ESG Part 1 implementation, and, based on that, to provide recommendations to modification of this document. The research was carried out by a sample of 28 HEIs in 7 European countries (CZ, GB, LV, PT, PL, SK, NL). In concrete terms, the objectives of the project are as follows:
 - a) description of policy practise at institutional level;
 - b) identification of barriers of the ESG Part 1 implementation at institutional level in the following domains: access, student participation, institutional governance and management, employers including private sector, teaching staff, information systems, quality and secondary education;
 - c) comparison of similarities and differences in the ESG Part 1 implementation;
 - d) analysis of the impact of the ESG Part 1 implementation on secondary education;
 - e) formulation of recommendations on ESG Part 1 modification, including the pertaining guidelines.

Diversity in European Higher Education – Current Patterns; EUA; March-

December 2008 – coordinated by Sybille Reichert – member of the Team.

- The issue of institutional diversity has moved to the centre of policy discussions in Europe with such questions as how to ensure the competitiveness of knowledge-based societies and respond to the diversity of students' and stakeholders' demands and needs. Institutional diversity is seen as a positive goal; yet, when no parity of esteem exists across institutional types, institutional drift and mission overload set in. This study, commissioned by EUA, compared institutional diversity in 5 higher education systems – in England, France, Norway, Slovakia and Switzerland – and sought to understand, empirically, the complex interplay of factors (legal frameworks, funding incentives, QA procedures, etc.) that drive diversification or convergence, at both the system and the institutional level. In addition, one of the main values of this study, as compared to the existing literature on the subject, laid in its examination of the attitudes held and norms followed by a wide range of actors (policymakers, institutional leaders, academics, external stakeholders, etc.) regarding the issue of diversity. This multidimensional, empirical approach resulted in conclusions that challenged accepted ideas, particularly regarding the concepts of social elite, excellence and autonomy in higher education.

TSER/HEINE - Higher Education and the Economy, (national team co-ordinated by Alberto Amaral), CIPES, 1997-1999

- The main aim of the HEINE project was to examine organisational change or adaptation in higher education. More specifically the research question of the project was as follows: How do higher education organisations change in response to or in interaction with government policies and programmes? The project was focussed on changes in the economic policies of universities and colleges, assuming that an analysis of these changes would make it possible to draw general conclusions. The institutional activity clusters with respect to which changes were examined were first-degree programmes, lifelong learning structures, and governance structures. Eight national case studies (Austria, Belgium/Flanders, Finland, Italy, the Netherlands, Norway, Portugal, United Kingdom/England), as well as 40 institutional case studies, including universities as well as colleges in all eight countries, were undertaken. The starting point in time for the case studies was 1975. The main outcomes at the two levels can be summarised as follows. First, in all eight countries, the economic crisis of the late 1970s, early 1980s led amongst other things, to a growing interest on the government side in the economic role of higher education. Second, national governments have overall adapted their steering approach with respect to higher education. There is a general tendency away from central government steering towards other forms of steering in which external stakeholders and the market have become important steering factors. However, in none of the countries a “pure” market approach has been introduced. The current steering approaches with respect to higher education can be described as hybrid. Third, with the fading away of the economic crisis national higher education policies have been innovated. This has led to a partial ‘de-instrumentalisation’ of higher education and a renewed interest in other, e.g. social, and cultural, roles of higher education. The modernisation of governmental views on higher education has tended to imply some attempt to integrate the different roles of higher education, without a clear dominance of any of them. Fourth, despite the modernisations of governmental policies, developing and agreeing upon a policy or programme still seem to be more important politically than implementing this policy or programme. Effective structures for monitoring the implementation of national higher education policies or programmes are relatively rare. Fifth, even though the economic dimension has become more important at the institutional level, it has never dominated institutional policies. Sixth, in general organisational characteristics are important factors for explaining change processes in universities and colleges. Seventh, even though governments determine the frames within which institutions have to manage their first degree programmes, the influence of governments on academic programme development is rather limited. Eighth, mainly as a consequence of the lack of sufficient levels of public funding, governmental influence on institutional development in the area of lifelong learning can best be described as wishful thinking. Finally, especially in Continental Europe the traditional bilateral relationship between higher education and the state is rapidly becoming a multilateral relationship between higher education and various external actors, including the Ministry of Education. The outcomes of the project suggest that if governments want to increase the effectiveness of their higher education policies they should develop better fitting and more diversified implementation approaches taking the characteristics of the institutions in their country into account. In addition, the policy implementation process could be made more effective by introducing adequate monitoring structures. Finally, a further increase in effectiveness might be realised if the formal national policy networks and governance structures are adapted further to the growing involvement of other external stakeholders than the state in higher education.

ALFA-BRACARA – 1998-1999 – Project coordinated by CHEPS and the National Team coordinated by Alberto Amaral

- This project covered several different topics (Governance, Funding, Quality, Relationships between State and HEIs) approaching them through a comparative perspective between Europe and Latin

America. The project led to several international seminars joining experts on each topic from both regions and to a systematic comparison of the patterns and dynamics of each issue in each region.

Nacionais/ National

Coordenação de Equipas de Investigação /Coordination of Research Teams

Education Observatory – 2016-2019 – Coordinator and Principal Investigator;

Edulog/Foundation Belmiro de Azevedo – Funding awarded – 240.000€

- This project aims at developing an observatory for the educational system covering all levels of education and the interrelationship between the latter and its context. This will cover aspects such as the way the context influences the performance of the educational system, but also the effects of the latter. The project will systematize and select main themes and indicators on the basis of the currently available ones, but it will also suggest new relevant indicators that should be collected on a regular basis. This project is coordinated by CIPES and involves four other research groups with diverse and complementary expertise – CIIE, NIPE, GOVCOPP, and INESC-TEC.

CIPES Strategic Project – 2015-2017₂ – Principal Investigator – FCT – Portuguese

National Science Foundation – Funding awarded - 246.000€

- This research program aims to understand how Portuguese HE is responding to the multiple challenges confronting higher education globally and to what extent the policy initiatives of the last decade have shaped and been shaped by those institutional responses. The analysis will start by looking at the impacts of the governance reforms on the decision-making structures and processes of Portuguese higher education institutions by taking into consideration the shift from governing to governance. This builds on recent work developed by members of the research team, notably in the framework of large European-wide research projects (Eurohesc; SUN). The institutional changes will be pursued further by looking at their impact in the development of an environment favourable to the pursuit of institutional missions. We depart from a recent research project (Project PTDC/ESC/68884/2006) which found that Portuguese academics tend to support the recently established quality assessment and accreditation system, namely its purposes, goals, priorities and parameters, especially when these privilege the improvement function over the control function of the HE system and its institutions. Based on the experience of the research team in several national and international projects (AQuaMeth and EUMIDA projects), we underline the obvious challenges of building comparable performance indicators for universities across Europe. This previous work by the team led us to believe that too much attention has been put on how to measure performance or on how to build quality mechanisms. Hence, the project will devote particular attention to the issue of performance management in HEIs and to understand how the management of performance contributes to university achievement. As we have mentioned, the undergoing changes in HEIs governance and management are expected to have impact on the traditional roles of professionals inside academia as indicated by our previous research projects (POCI/ESC/59831/2004; PTDC/CPE-PEC/104759/2008). In this context this research programme will examine to what extent we are seeing a reconfiguration of academics and non-academics identities and an increasing potential

conflict between both groups fighting for social prestige and recognition, or alternatively the developing of 'shared governance' and 'partnership' arrangements.

Uma Nova Perspectiva para o Ensino Superior Português – Fundação

Calouste Gulbenkian – Abril 2014-January 2017 – co-coordination with Júlio Pedrosa –

Funding awarded – 63.000€

- This project aims at developing a reflection about the major developments in Portuguese higher education over the last thirty years. This was done by looking at the major trends and patterns observed in each significant dimension – teaching, access, research, third mission or internationalization. These developments were then discussed in almost 20 focus groups that took place in each region with representatives of HEIs and society (businesses, municipalities, third sector, etc) and with a comparison with four European higher education systems. The results led to some major conclusions and policy recommendations.

Glontins - Global Challenges, National Initiatives, and Institutional Responses – Mapping the Transformation of Portuguese Higher education Institutions at the dawn of the twentieth-first century_– FCT

– Portuguese National Science Foundation – Excellence Projects – April 2013 – December 2015 - Principal Investigator – Funding awarded - 153.138€

- Portuguese higher education is at a critical stage of its development. Over the last decades the system has undergone a major expansion that led the system from a small, elitist, low research-base, and peripheral to become a mass, research-intensive, and much more internationalized one. Thus, over the last two decades the system has participated much more actively in the wider global transformations of higher education. At the same time the expectations and pressures placed upon the system have risen significantly and this is nowadays regarded as a critical element in the socio-economic development of the country, notably in helping the latter to successfully accelerate its economic transformation and participation into an increasingly globalized world. This has led to several important policy initiatives aiming at strengthening the organizational basis of Portuguese HEIs and their capacity to respond adequately to multiple and complex societal and economic challenges. Hence, this research programme aims to understand how Portuguese HEIs are responding to the multiple challenges confronting higher education globally and how the policy initiatives of the last decade have shaped those institutional responses. The analysis will focus on four core areas, and their interplay, currently considered as key elements in that transformation:
 - The changes in the external and internal governance of higher education and the way these relate to institutional quality and performance;
 - The implementation of institutional policies aiming at improving the quality of the academic endeavour;
 - The institutional development of systems of performance management;
 - The analysis of changes in the balance of power and the concurrent re-definition of the role of academic and non-academic professionals.

CIPES Strategic Project – 2013-2014₂ – Principal Investigator – FCT – Portuguese National Science Foundation – Funding awarded - 99.926€

- Higher education is not an autonomous discipline, rather a field of research to which contribute multiple disciplines. CIPES' work has been faithful to that tradition and has been permanently developed as a multidisciplinary unit. This was possible since its team of researchers come from a wide variety of backgrounds: engineering, economics, management, sociology, philosophy, education sciences, history and geography. This multidisciplinary nature of CIPES' research has meant that each project and each line of research benefits from the diverse backgrounds of a sub-set of its members. However, the recent growth of the centre and its activities has led to the identification of 3 main lines of research: system level policies, institutional and organizational analysis, and resources, allocation and human capital. This has been defined mostly in order to facilitate the coordination and organization of the several research projects and to strengthen continuity within research programs. Internationalisation is also used to reinforce multidisciplinary activity by participation in a number of networks such as HEDDA, PRIME and EureDOCS; in a number of international organisations such as CHER, EAIR, IMHE/OECD, CIES, SCUP and SHRE; and in a number of international projects. At national level CIPES has collaborated frequently with the major stakeholders. This includes regular collaboration with the Ministry of Education and Science, namely by advising the Ministry of Education on quality, scientific, and funding matters. CIPES has also collaborated regularly with some of the most important system's organizations, such as the National Education Council (CNE), the Portuguese Council of Rectors and the Council of Portuguese Polytechnics. CIPES' researchers provide assistance and technical expertise on higher education issues such as funding, quality, and governance. CIPES also develops outreach activities at international level. CIPES has been responsible for a number of quality assessment activities, namely the institutional audits for the European University Association. CIPES has also collaborated with documents and participated in conferences organized by the Institutional Management in Higher Education (IMHE/OECD), the European University Association, the Center for Educational Research and Innovation (CERI/OECD), and the International Association of Universities (IAU). Several researchers have also been invited to give lectures and to participate in advisory committees organized by policy-makers in several foreign countries.

An Analysis of the Performance of the Portuguese Educational System,

Project Funded by the Ministry of Economic Affairs - January 2013 –June 2014 – Co-coordinator of the Research Team – Funding awarded – 66.000€

- The quality of education is important for individuals, in that it has a positive impact on their future earnings and quality of life. But its social returns are no less important. Particularly, it is associated with reduced crime and conflict and the promotion of economic growth. This project aims to identify the main determinants of student performance in Portuguese schools, thus contributing to a public discussion of the issue of performance evaluation in Portuguese schools. The primary and secondary education precede higher education and as such has important implications in the human capital entering into higher education. Performance in non-higher education can thus also compromise some goals set for higher education not only in terms of access and completion rates of courses, but also with regard to the increase of graduates in certain areas. The positive relationship between education and economic growth has justified large investments in education made by several countries (OECD 2010a, Hanushek 2005). But in many countries, such investments have not translated into an improved economic

situation, although they result in an increase in the average education of the population. This meant that policymakers and researchers turn to the issue of quality of education (OECD 2010b), having received much attention in the media and resulting in the publication of rankings in newspapers. Portugal is no exception in this regard. However, the published rankings have been limited to rank schools based on the average performance of students in national testing, ignoring the importance their socio-economic background can have on results. Furthermore, the fact that public schools cannot select their students, and receive many students from disadvantaged social groups, often prevents them from accessing the top positions of the rankings. However, despite the importance of the family recognized in the literature, recent research has emphasized the importance of the role of the school in the academic performance of the students (Hanushek and Woessmann 2009; Hanushek 2011 OCDEa). This project takes this thread as a starting point and proposes to move forward in new directions. In particular, it is proposed to evaluate the performance of schools based on value-added models (Meyer 1997). The value added is a measure of the progress made by the students of a school. The value-added indicators assess the effectiveness of schools in promoting the performance of their students. In the context of these models, efforts will be made to isolate the contribution of the school in the results of its students from other factors (Meyer 1997).

FISEG – Elaborating a Ranking of Publications for a Multidisciplinary

Organization - June 2013 –February 2014 – Coordinator of the Research Team

- Instituto Superior de Economia e Gestão (Lisboa School of Economics and Management – ISEG) has asked CIPES to develop a ranking of international journals with peer-review, which would replace the already existing one that the institution used. The main tasks of the research team were:
 - Constructing the ranking for the institution, bearing in mind the interdisciplinary nature of its departments and of its staff.
 - Having meetings with the scientific committee of the institution, in order to learn of its specificities and its main concerns.
 - Providing intermediary and final reports on the methodology and rationales behind the construction of the ranking.
 - Presenting the ranking proposal to the scientific community of the institute.
 - Providing the IT solution to disseminate the ranking and the underlying methodology.

CIPES Strategic Project – 2011-2012; FCT – Portuguese National Science

Foundation – Principal Investigator – Funding awarded: 147.070 €

- This project was aimed at strengthening CIPES core mission to become a centre of reference in Portugal and abroad in higher education research through the promotion of critical research and informed understanding about the vital policy issues confronting higher education at both the national and international levels. The breadth and depth of themes and outputs covered in the project also reflect the wide diversity of academic backgrounds of the researchers at the Centre. To fulfill these objectives CIPES has prioritized four major areas: consolidation of the research team, internationalization, publications and advanced training. The project was pursued along 3 main lines of research: system level policies, institutional and organizational analysis, and

resources, allocation and human capital. With this project CIPES has also been working extremely hard to sustain its high international visibility, namely by reinforcing its presence in international networks and projects. The activities developed in 2011-2012 were composed by a significant and diverse portfolio of research themes organized around the three broad groups (policies, organizations and economic aspects). While maintaining the traditional research projects in collaboration with other centers, the present Portuguese situation, where the system is undergoing an overreaching reform affecting almost every aspect, CIPES has focused on the following themes: a) The implementation of the Bologna process and its consequences at system and institutional level; b) The changes in the relationship between the state and higher education institutions; c) The quest for efficiency and its impact for the system's organization and for the operation of higher education institutions; d) The consequences of the reform for institutional governance, from central administration to middle management; e) The consequences of the implementation of the new system of accreditation and quality audits; f) The strategies and evolution of the private higher education sector due to decreasing student demand and a stricter regulatory framework; g) The relevance of the growing pervasiveness of economic rationality in the behavior of students, their training and transition to the labour market. This research agenda was pursued by sustaining close links between the international and national focus of the research unit, notably by stressing a comparative approach that balanced CIPES' contribution and standing in international research networks and the purpose of promoting better understanding of developments in Higher education nationally.

Efficiency of the Portuguese Higher Education System, Project Funded by the Portuguese National Agency for Quality and Accreditation in Higher Education, 2010-2012 – Co-coordinator of the Research Team – Funding awarded – 30.000€

- Portuguese higher education underwent a process of fast expansion and massification, especially since the revolution of 1974. At the moment the gross rate of enrolment has surpassed 50%, though the system has been criticized due to some of its achievements, especially regarding its efficiency and effectiveness. One of the aspects that has been most discussed in that regard refers to the length it takes for many graduates to complete their degrees. On the one hand, there are suggestions that the expansion of the system has led many institutions to attract students with a weaker academic background and achievement and less motivated to pursue a higher education degree. On the other hand, the massification of the system may be detrimental to the capacity of academic staff to follow students and support them in their learning process. Hence, it is important to analyse the system and to assess to what extent one can find differences regarding those issues between the university and the polytechnic sectors and across different fields of study. The analysis took into account several factors that helped to identify some empirical regularities and contributed to a more extensive reflection from the National Agency in charge of Quality and Accreditation (A3ES) and the institutions themselves about strategies to enhance quality in higher education. The development of the project aimed at identifying factors capable of explaining differences in teaching performance by sector of higher education and academic field. This was done through a series of indicators of learning performance. The analysis was then pursued through multivariate analysis to examine to what extent factors such as the qualification of the academic staff or the field of study and the institutions in which students are enrolled could be considered relevant factors.

Membro de Equipas de Investigação/ Member of Research Teams

Education and the Labour Market – Returns and Transitions - Project

Funded by the Ministry of Economic Affairs - January 2013 –June 2014 – Coordinator – Miguel Portela

- Although Portugal presents low schooling achievement when compared with other OECD countries, major changes have taken place over the last 25 years. Changes in labour demand and supply over the last decades justify the general interest in the potential (mis)match between the workers' education and the competences required for each occupation. Given this context of educational changes, our project analysed the private returns to education, by looking at the individual returns to education in Portugal and the dispersion of those returns, as well as the relevance of factors such as areas of study and type of degree for that variability. Although Portugal presents high returns to tertiary education, probably owing to the low average skill-level of the active population, there are signs of change and there have been rising concerns about possible over-education, especially among graduate levels. We will provide a long-term perspective on this issue by addressing the issue of how do the rates of promotion differ across education levels, what workers are more likely to move between firms. We analysed unemployment incidence by education levels. Throughout the project, we used both large linked employer-employee datasets and panel data techniques. The major dataset was Quadros de Pessoal, a panel linked employer-employee dataset covering the population of firms and workers in the private sector, 1985-2009.

Education for whom and for what? An economic analysis of the returns to education in Portugal, project funded by the Portuguese National Science

Foundation, 2012-2015, Coordinator – Miguel Portela; member of the Research Team – Funding awarded: 22.000€

- Portugal still ranks as an economy with low schooling achievement when compared with other OECD countries: average years of schooling of adult population are among the lowest; school drop-out rates are among the highest; and children attending school present low performance in international assessments. These low qualifications are widely recognized as a main factor explaining the country's productivity gap vis-à-vis other OECD countries. However, major changes have taken place over the last 25 years: legal changes raised the minimum compulsory schooling level; the country massified its higher education system; and the choice of intermediate levels of schooling is likely to have been affected by other legal and political changes. Given this context of educational changes, our project had a threefold aim:
 - To analyze the social returns to education, an issue still under-studied in economics. Are there economic spillovers of education, in what cases do the benefits of education go beyond its private returns? We tested the existence of spillovers within the firm and within a region.
 - To revisit the private returns to education, an issue more heavily studied in economics. Although Portugal presents high returns to tertiary education, probably owing to the low average skill-level of the active population, there are signs of

change and there have been rising concerns about possible over-education, especially among graduate levels.

- To analyze the determinants of individual education choices and the impact of some policies that are likely to affect the individuals' costs and benefits of additional human capital.

A Forecast of Financial Needs of Portuguese Public Universities

(coordinated by Alberto Amaral), CIPES – June-December 1998

- This project developed a forecast of funding needs for the Portuguese Higher education system by taking into account demographic trends, students' preferences, institutional attractiveness and profiles, and regulatory trends. The results provided important indications of changing contexts for different parts of the higher education system, with particular concerning effects for the weaker parts of the system.

VI. Supervisão de Teses e Dissertações/ Thesis' Supervision

Doutoramento/PhD

Tatyana Koryakyna – Revenue Diversification in Portuguese Higher Education;
Degree – PhD in Higher Education Studies; Universidade de Aveiro;
Public Defense - 16th December 2013

Mestrado/Master

1. Income-contingent Loans – A possible choice for Ukraine's Higher Education?;
Student: Olesya Gorbyk;
Degree: European Master Mundus in Higher Education Policy, Universidade de Aveiro/ Universidade de Oslo/ Universidade de Tampere
Public Defense - 20-6-2007
2. Patterns of Diversification in Brazilian Higher Education,
Student: Roberta Antunes;
Degree: European Master Mundus in Higher Education Policy, Universidade de Aveiro/ Universidade de Oslo/ Universidade de Tampere
Public Defense - 26-6-2007
3. Cost-sharing in Higher Education – The Case of Ethiopia;
Student: Emnet Tadesse Woldegiorgis;
European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;
Public Defense – 11-06-2008
4. THE FUNDING OF PUBLIC HIGHER EDUCATION IN ETHIOPIA: An Exploration about
its Mechanisms and Effects,
Student: Kibrome Mengistu Feleke;

European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;
Public Defense – 11-06-2008

5. THE IMPLEMENTATION OF COST SHARING POLICIES IN HIGHER EDUCATION: AN
ANALYSIS OF THE ETHIOPIAN EXPERIENCE

Student: SINTAYEHU KASSAYE ALEMU;

European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;

Public Defense – 25-05-2011

6. Liderança e sucessão nas empresas familiares - um estudo de caso

Student: Diogo Miguel Gomes Cruz

Degree: Mestrado em Economia e Gestão de Recursos Humanos – FEP.UP

Public Defense - 03-JAN-2014

7. A relação entre qualidade da educação e crescimento económico: Estimacões
cross-section com base nos resultados do PISA

Student: João Pedro Sequeira Palas de Amorim Santos

Degree: Mestrado em Economia – FEP.UP

Public Defense - 04-DEZ-2015

VII. Júris de Teses e Dissertações/ Thesis' Committees

Júris de Doutoramento – Arguente / Doctoral Thesis Committees - Examiner

1. Alfredo Abdul-Nour; Júri de Projecto de Tese de Doutoramento em Economia e Ciências da Educação; Co-tutela entre a Faculdade de Economia da Universidade do Porto e a Faculdade de Ciências de Educação da Universidade Pontifícia de Madrid; 23 January 2007;
2. Alfredo Dib Abdul-Nour - La Paz y los Derechos Humanos en la formación del economista-gestor a partir de Paulo Freire; PhD in Economics - FEP – U. Porto and PhD in Education - U. Complutense (Madrid); 24 January 2011;
3. Davinia Palomares Montero – Misiones de la Universidad: Hacia su Complementaridad o su sustitución. El caso de las Universidades Públicas Españolas; UNIVERSITAT DE VALÈNCIA - FACULTAD DE CIENCIAS SOCIALES; 20th December 2010;
4. Ana Isabel Beato de Melo – Estruturas de governança e sistemas de gestão de desempenho em universidades: um estudo comparativo entre o Reino Unido e Portugal; PhD in Social Sciences – U. Aveiro; 28th March 2012;
5. Isabel Maria da Silva Machado – Um Modelo de Medição e Gestão de Desempenho para as Universidades Públicas ; PhD in Social Sciences – U. Aveiro; 2 July 2014;
6. Leila YOUSSEF - «The Lebanese Higher Education System and Labor Market : a Marriage or a Divorce Association ? A Socio-economic Approach of Higher Education Choices and Labour Market Outcomes »; Phd in Economics; Faculty of Economics; University of Geneva; November 2014;
7. Cléo Chassonnery-Zaïgouche - Expliquer, Quantifier, Prouver: une histoire de l'économie des discriminations 1957-2010; Phd in Economics – Department of Economics - Université Paris 1 Panthéon-Sorbonne – December 2014;

8. Diogo Campos Monteiro de Melo Lourenço - Hayekian Reflections on Economic Explanation; PhD in Economics – FEP – U.Porto; 30th April 2015;
9. Sara Margarida Alpendre Diogo – Changes in Finnish and Portuguese Higher Education Governance: Comparing Responses to the Bologna Process and New Public Management – PhD in Higher Education Studies; U.Aveiro/U.Porto; April 2016;
10. Rodrigo Teixeira Lourenço - Governação e Desempenho Organizacional nas Instituições de Ensino Superior Públicas Portuguesas: O papel dos Conselhos Gerais - PhD in Management – Specialization in Strategy; Universidade de Coimbra, Portugal; January 2017;
11. Sofia Luísa Rodrigues Serrano Bruckmann- Mudanças no governo e gestão das instituições de ensino superior em Portugal; PhD in Higher Education Studies; U.Aveiro/U.Porto; 10th May 2017;
12. Maria João Manatos - The integration of quality management in higher education; PhD in Management – ISEG-UL; scheduled for 30th October 2017;
13. Sylvère Mateos – LA RÉVOLUTION DU CAPITAL HUMAIN (1958-1962): D'UNE APPROCHE MACROÉCONOMIQUE À UNE THÉORIE MICROÉCONOMIQUE; UNIVERSITÉ LUMIÈRE LYON 2 - UFR DE SCIENCES ÉCONOMIQUES ET DE GESTION; Scheduled for 2018;

Júris de Mestrado - Arguente / Master's Thesis Committees –Examiner

1. Gestão do Conhecimento em Centros de Investigação;
Maria Isabel Gomes de Pinho;
Mestrado em Políticas de Ciência e Tecnologia, Universidade de Aveiro
Public Defense - 8 May 2006
2. Profissionalização e Formação Superior;
Mário António dos Santos Carvalho

Mestrado em Políticas do Ensino Superior, Universidade de Aveiro;

Public Defense - 7 December 2005

3. A Aplicação da Avaliação por Objectivos através do SIADAP– Estudo de Caso

Cristiana da Luz Cunha Tourais

Mestrado em Gestão Pública; Universidade de Aveiro;

Public Defense - 13 November 2007

4. Internationalization of Chinese Higher Education through Academic Collaboration;

Lan Lan (82)

European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;

Public Defense - 16 January 2007

5. Chinese students' UK experiences: the expectations, perceptions and satisfaction;

Lan Lan (79)²

European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;

Public Defense - 16 January 2007

6. BJORN JOHANNES SERKVED

European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;

Public Defense - 26 March 2008

7. The Bologna process and student mobility in Norway and Portugal,

Jorunn Hope

Degree: European Master Mundus in Higher Education Policy, Universidade de
Aveiro/ Universidade de Oslo/ Universidade de Tampere;

Public Defense - 12 June 2008

² Por uma curiosa coincidência estas duas alunas do Mestrado não só partilhavam o mesmo nome, e por isso havia a necessidade e o hábito de as distinguir no programa pela data de nascimento, como aconteceu a defesa da tese ter sido realizada no mesmo dia.

8. THE BOLOGNA HERITAGE IN THE PORTUGUESE BINARY SYSTEM OF HIGHER EDUCATION
Sara Margarida Alpendre Diogo
European Master Mundus in Higher Education Policy, Universidade de Aveiro/
Universidade de Oslo/ Universidade de Tampere;
Public Defense - 2 July 2009
9. REPENSAR A EDUCAÇÃO EM PORTUGAL: ENTRE A REALIDADE E A UTOPIA
Ana Catarina Brites Chasqueira Guerra
Mestrado em Ciência Política; Universidade de Aveiro;
Public Defense - 7 December 2009
10. O Salário dos Professores: uma reflexão.
Marina Cláudia Martins dos Santos Hussein
Mestrado em Economia, FEP – U. Porto
Public Defense - 28 October 2011
11. A Empregabilidade e a Iniciativa Novas Oportunidades: Um Estudo de Caso
Ana Margarida Jordão Neves
MESTRADO EM GOVERNAÇÃO, COMPETITIVIDADE E POLÍTICAS PÚBLICAS; U. Aveiro
Public Defense - 21 June 2012
12. Contributos para uma História do Pensamento Económico Católico: o declínio e fim do projeto [1926 - 1958]
Filipe Martins de Sousa Vales
Mestrado em Economia , FEP – U. Porto
Public Defense - 24 November 2015
13. Análise Econométrica da Despesa do Estado com a Educação Superior na União Europeia
JOÃO MARCELO LEITÃO DA SILVA PINTO
Mestrado em Economia, DEGEI - U. Aveiro
Public Defense - 17 December 2015

Júris de Mestrado – Presidência / Master’s Thesis Committees – Chair

1. A Relevância dos Factores Socioculturais nas Estratégias de Desenvolvimento de Pequenas Iniciativas Empresariais - Aplicação ao Conselho de Chaves.
Aureliano António Freitas de Moraes
Mestrado em Desenvolvimento e Inserção Social
12 November 2007
2. Doença de Machado - Joseph nos Açores - Estudo do Impacto Psicossocial da doença junto de casos em fase sintomática.
Frederica Bettencourt Arruda
Mestrado em Desenvolvimento e Inserção Social
21 December 2007
3. Formação Profissional para a Integração no Mercado de Trabalho da População com Deficiência Mental - As Políticas de uma população diferente.
Ângela Margarida Marques Pinho
Mestrado em Desenvolvimento e Inserção Social
20 December 2007
4. Os Impactos do Processo de Reconhecimento, Validação e Certificação de Competências nos Percursos de Vida dos Indivíduos. O Passado (Memórias), o Presente (Experiências Presentes) e o Futuro (Projectos).
Liliana José Alves Moreira
Mestrado em Desenvolvimento e Inserção Social
6 July 2009

VIII. Organizações de Encontros Científicos/Organization of Scientific Events

1. EAIR Conference, U.Porto, September 2017; Chair of the Conference;
2. 3rd EUA Funding Forum, U.Porto, October 2016; Chair of the Conference;
3. Euredocs Conference, Institute of Education - UCLondon, Member of the Scientific Committee – June 2016;
4. 2015 CHER Conference, ISEG, Lisbon, Member of the Organizing and Scientific Committees;
5. 2014 CHER Conference, CNR - Rome, Member of the Scientific Committee;
6. 2nd EUA Funding Forum, U.Bergamo, October 2014; Member of the Scientific Committee;
7. Euredocs Conference, Sciences-Po, Paris, Member of the Scientific Committee, June 2014;
8. CHER Conference, University of Lausanne, Member of the Scientific Committee, September, 2013;
9. 1st EUA Funding Forum, U. Salzburg, June 2012; Member of the Scientific Committee
10. 6th Conference on History of Recent Economics, University of Porto, Member of the Organizing and Scientific Committees, May 2012;
11. Euredocs Conference, University of Bergen, Member of the Scientific Committee – June 2012;
12. CHER Conference, University of Reykjavik, Member of the Scientific Committee, June 2011;
13. ASHE, Member of the Review Panels for Public Policy, International Forum, and Main Tracks - 2007-2011;
14. RESUP International Conference, Science-Po – Paris, Member of the Scientific Committee, January 2011;

15. CHER Conference, University of Oslo, Member of the Scientific Committee, June 2010;
16. Euredocs Conference, University of Lausanne, Member of the Scientific Committee, June, 2010;
17. CHER Conference, Porto, Chair of the Programme and of the Organizing and Scientific Committees, September 2009;
18. RESUP International Conference, University of Lausanne, Member of the Scientific Committee, May 2009;
19. Euredocs Conference, Science-Po /Paris, Member of the Scientific Committee, June 2009;
20. European Society for the History of Economic Thought - 10th Annual meeting; Member of the Organizing and Scientific Committees; Porto, 28-30 de Abril 2006;
21. 1st Summer Lecture Series: Shaping European Higher Education and research Policy; CIPES e CHEPS; Member of the Organizing Committee; 3-7 July, 2006 – Porto, Portugal;
22. “Cost-Sharing and Aecessibility in Higher Education”; 4th Douro Seminar, CIPES/HEDDA – European Consortium of Higher Education Research Centres, Member of the Organizing and Scientific Committees; 2-4 Outubro 2004;
23. “Markets in Higher Education”, 3rd Douro Seminar, CIPES/HEDDA, Member of the Organizing and Scientific Committees; 1-3 Outubro 2003 (Pinhão, Portugal);
24. 2nd Iberian Conference on History of Economic Thought, University of Porto, Member of the Scientific and Organizing Committees; December 2001;

IX. Scientific and Academic Responsibilities and Duties

Responsabilidades em Organizações Científicas / Duties in Scientific Bodies

- **CHER - Consortium of Higher Education Researchers (1997-)**
 - Member of the Board of Governors - since 2007;
 - Secretary-General - since 2013;
- **EUREDOCS – European Network of Higher Education Doctoral Students**
 - Member of the Scientific Committee - since 2009;
- **RESUP – Francophone Association of Researchers in Higher Education (since 2007):**
 - Member of the Scientific and Executive Board (since 2008)
- **PROPHE – Program of Research on Private Higher Education – Research Associate since July 2003**
- **ESHET - European Society of History of Economic Thought (1998-)**
 - Member of the Council – 2008-2014;
 - Vice-Chair of the Council - 2012-2014;
 - Member of the Committee for the Award of the Young Scholar Prize (2008-2011)
 - Member of the Committee for the Award of the Best Article Prize (2011-2012)
 - Chair of the Committee for the Best Article (2013 and 2014)
- **HES – History of Economics Society (2000-)**
 - Member of the Committee for Scientific Awards - 2002 and 2006;
- **GLO – Global Labour Network – Country Lead for Portugal (since February 2017)**

- **IZA – Network of Labour Economists**, Research Fellow since December 2003

Responsabilidades Editoriais em Revistas Científicas / Editorial Duties in Academic Journals

- Member of the Editorial Board of the Journal **Higher Education** (since 2009)
- Member of the Editorial Board of the Journal **Oeconomia – Economic Thought and Methodology** (since 2010).
- Member of the Editorial Board of **EHEA - the Journal of the European Higher Education Area** (since 2011)
- Member of the Editorial Board of **the European Journal of Higher Education** (since 2013)

Revisor de Revistas Científicas / Reviewer for Scientific Publications:

Education, Science, and Technology:

- *Educação, Sociedade e Culturas;*
- *Higher Education;*
- *Higher Education Policy;*
- *Higher Education Quarterly;*
- *Revista Portuguesa de Educação;*
- *Science and Public Policy;*
- *Springer Higher Education Series;*
- *Studies in Higher Education.*

Economics:

- *Applied Economics;*

- *Cuadernos de Economía;*
- *European Journal of History of Economic Thought;*
- *History of Economic Ideas;*
- *HOPE – History of Political Economy;*
- *Journal of the History of Economic Thought;*
- *Oeconomia;*
- *Portuguese E- Journal of Economic History*

Participação em Organizações Científicas / Membership of Scientific and Academic Organizations

- AEA – American Economic Association (2001-)
- AIHPE – Associação Ibérica de História do Pensamento Económico (1999-; Founding Member)
- APHES – Associação Portuguesa de História Económica e Social (1999-)
- ASHE – Association for the Study of Higher Education (2005-)
- EAIR – European Association for Higher Education Research (since 1996)
- INEM – International Network on Economic Methodology (since 2000)
- RES – Royal Economic Society (2000-2003)
- SSSR – Society for the Scientific Study of Religion (since 2003)

Revisor de Agências Científicas / Reviewer for Scientific Agencies:

- FCT – Fundação para a Ciência e a Tecnologia (Portugal);
- National Science Centre – Poland;
- Economic and Social Research Centre – UK;

- ESF – European Science Foundation;
- The Research Council of Norway;

X. Participação na Gestão Académica / Contribution to Management at U.Porto and FEP

Ao nível da Faculdade / At the Faculty Level

- Member of the Working Group on the System of Performance assessment of Academic Staff – FEP-UP (2010-2011);
- Member of the Working Group on the definition of criteria for the allocation of teaching duties at FEP-UP (2010-2011);
- Member of the Working Group on the revision of Undergraduate programs/Bologna process at FEP-UP (2005-2007);
- Coordinator of the Disciplinary Group of Social Sciences (Janeiro de 2006 – Junho 2014);
- Coordinator of Exchange Programs between FEP-UP and the following Universities (February 2004 – September 2014):
 - Universidade de Lodz (PL),
 - Universidade Kozminsky (PL),
 - Universidade Corvinus - Budapest (HU),
 - Universidade de Maribor (SL),
 - Universidade de Ljubljana (SL),
 - Warsaw School of Economics (PL);
 - Cracow School of Economics (PL);
 - BI Norwegian School of Economics (NO);
- Founder and First Director of the Office for Student Support FEP-UP (Jan 1998-Sep 1999);

- Institutional Mobility Coordinator for Exchange Programs – FEP-UP (Jan 1998-Sep 1999);
- Member of the Executive Board of FEP-UP (Jan 1998-Sep 1999);
- Member of the Section of Social Sciences (Nov 1995-...);

Ao nível da Universidade / At the University level

- Vice-Rector – Academic Affairs – since June 2014;
- Chair of CCMEUP – Conselho Coordenador do Modelo Educativo da U. Porto - since June 2014;
- Member of Senate – on behalf of R&D Units (October 2013 – June 2014) and as Vice-Rector (since July 2014);
- Chair of the Committee for Annual Awards of Student Merit –2015-2016-2017;
- Member of the Committee for Annual Awards of Student Citizenship –2015-2016-2017;
- Member of the Statutory Assembly of the U.Porto (Nov 2007 – Jan 2010);
- Member of the Working Group on the Effects of External Evaluation in the University of Porto (2006);
- Member of the Editorial Board of the Bulletin of the U.Porto (2005-2007);
- Member of the Working Group on Socrates-Erasmus Programmes U.Porto (Jan 1998 – Sep 1999);
- Member of the Working Group on the Effects of External Evaluation in the University of Porto (1998-1999);

XI. Serviço à Comunidade e Valorização do Conhecimento / Public Service

Ao nível Nacional / Responsibilities at the National Level

- Advisor to the President of the Republic of Portugal on Higher Education (since March 2016)
- Member of the Board of the Bial Foundation (Health Sciences) – Portugal (since April 2015);
- Member of the General Assembly of IGAP – Instituto de Gestão da Administração Pública (on behalf of U.Porto) – since 2016;
- Member of the Executive Board of CESAI (on behalf of U.Porto) – since 2014;
- Member of the Specialized Committee on Education – CRUP, Portuguese Council of Rectors – since 2014;
- Member of the Working Group of Reforming Access to Higher Education (February-October 2016), appointed by the Minister of Science and Higher Education;
- Member of the National Council of Education (since January 2014);
- Reviewer of the Human Development Program (2009-2013), Calouste Gulbenkian Foundation; June-November 2013;
- Member of the Education Advisory Board – Foundation Francisco Manuel dos Santos, Lisbon (since 2013);
- Reviewer for the Portuguese Agency for Accreditation and Assessment in Higher Education (since 2012);
- National Advisor – External Committee on The Portuguese Higher Education System; Portuguese Council of Rectors – 2012-13;

- Coordinator of the Review – Educational Program of the Municipality of Porto – 2012-2013;
- Member of the Panel of Experts, Program of School Evaluations, Ministry of Education, Portugal, since 2011;
- Member of the Working Party appointed to reform the System of Schools Evaluation, Inspectorate of Education, Ministry of Education, Portugal, 2011;
- Appointed Expert to the Review of Higher Education Expenditure on behalf of the Portuguese Ministry of Higher Education and Science, ECOFIN, European Union, 2009-2010;
- Member of the National Committee for Universities and Higher Education, National Conference of Portuguese Bishops, 2004-2006;
- Member of the Diocesan Committee for Universities, Diocese of Porto (Portugal), 1995-2005;

Ao Nível Internacional / Responsibilities and Duties at the International level

- **Reviewer for ENQA – European Association of Quality Agencies;** since May 2013;
 - Chair of the Review Panel of AQU - Quality Agency of Higher Education in Catalunya – February-September 2017;
 - Secretary of the Review Panel of ACPUA Quality Agency of Higher Education in Aragon – February-September 2016;
 - Member of the Review Panel of VLHORA/VLIR (Flemish Accreditation Agency of Universities and Colleges) – February-September 2014;
- **Member of the Evaluating Panel of the Institutional Evaluation Programme/ EUA - European University Association;** since 2006 - Team member and Rapporteur in the Following Institutional Evaluations:

- University Nicolae Titulescu – Bucharest (Romania) – October 2013 – March 2014;
- Ecological University of Bucharest (Romania) – March – October 2013
- University of Architecture and Urbanism of Bucharest (Romania) – October 2012 – May 2013;
- University Ioan Cuza – Iasi (Romania) – March – August 2012;
- Universidad Europea de Madrid (Spain) – March – September 2011;
- University Of Calabria (Italy) - March-July 2010;
- University of Verona (Italy) – March-July 2009;
- Universidade del Norte – Barranquilla (Colômbia); Março - Setembro 2008;
- Universidade Ramón Llull – Barcelona; Março - Setembro 2007;
- **Coordinator of the Review of Reviews – Quality and Qualifications Ireland, 2013 – 2014;**
- **Empowering European Universities – Affiliated member, since June 2011;**
- **Member of the Trends 2010 Editorial Committee, European University Association, 2009-2010;**

Participações em Conferências, Seminários e Debates / Participation as Speaker in Public Events

1. The Future of Higher Education; FPCEUP, July 2017;
2. “Desafios Globais, Iniciativas Nacionais e Respostas Institucionais: Mapeando a transformação das instituições de ensino superior portuguesas no dealbar do Séc. XXI” – U. of Aveiro –March 2017;

3. Roundtable on the Future of Portuguese Higher Education; ESS – IPP – Polytechnic Institute of Porto – 36th Anniversary; September 2016;
4. Internacionalização e Ensino Superior em Portugal: Tendências, Processos e Desafios – CNE; Braga, July 2016;
5. Educação Superior em Portugal: Tendências e Desafios num Mundo Global; Conferência Fundação AEP – November 2015;
6. Ensino e Desenvolvimento Económico e Social; Fundação Calouste Gulbenkian, Lisbon, October 2015;
7. LBSE e a Expansão e Diversificação do Ensino Superior em Portugal, Conferência 30 anos LBSE – U. Coimbra, October 2016;
8. Governação e Gestão no Ensino Superior: Tendências e Desafios no Sector Público e Privado; 10ª Edição do FAP form – September 2015;
9. Research on Higher Education in Portugal – Policies, Data, and Debates; DGEEC – 5th Workshop - *Sharing Best Practices in R&D and Education Statistics*; 5th June 2015 – Lisbon;
10. Expansão e Relevância do Ensino Superior em Portugal: Tendências e Desafios; Conferência 25 anos ISMAI –May 2015;
11. Massificação e Qualidade do Ensino Superior em Portugal: Breves Reflexões; 2º Seminário do NEIP - INOVAÇÃO PEDAGÓGICA NO ENSINO SUPERIOR– U.Minho, Braga, 8th May 2015;
12. Desempenho das Escolas Portuguesas: Que Fatores Fazem a Diferença? – Reitoria da U.Porto; December 2014;
13. ENSEIGNEMENT PUBLIQUE ET PRIVÉ EN EUROPE – UNE VISION PANORAMIQUE; Financement de l'enseignement supérieur - Comité pour la Stratégie Nationale de l'Enseignement Supérieur; Paris, Mai 2014 ;

14. Internacionalização do Ensino Superior e da Ciência no Espaço Lusófono; CONFERÊNCIA PROMOÇÃO E DIFUSÃO DA LÍNGUA PORTUGUESA, U. Aveiro - Abril 2014;
15. Empregabilidade, Educação Superior e Mercado de Trabalho: Tendências e Preocupações; FCUP, Porto –Abril 2014;
16. O Sistema Nacional de Investigação e Inovação: Desafios, forças e fraquezas rumo a 2020, FCT, Lisboa –Dec 2012;
17. Educação, Economia e Capital Humano em Portugal – Notas sobre um Paradoxo, Conference - Portugal in the European Union – 1986-2010; Fundação de Serralves, Porto – July 2012;
18. Staying Focused in an increasingly competitive Environment; Meeting of the Santander Group of Universities; U.Porto; June 2010;
19. *O Sistema de Financiamento Público do Ensino Superior em Portugal: necessidades, recursos e escolhas*, "Recursos Humanos e Materiais - A Carreira Académica e os Sistemas de Financiamento", Conselho Nacional de Educação, March 2007;
20. Participation in Roundtable - The Future of the European Universities and the Tools to Change Them; CES; Universidade de Coimbra, January 2007;
21. Participation in the Conference - Higher Education in the 21st Century – Global Challenges; Fulbright/CIES e UNESCO, UNESCO; Paris; October 2006;
22. Coordination of Workshop - *Os novos desafios do Ensino Superior: flexibilizar a formação para atrair jovens*; "Educação e Formação 2010"; Aprendizagem ao Longo da Vida; Foundation Eng^o António de Almeida; September 2006;
23. Conference devoted to Higher Education on the occasion of the 50 years of the Foundation Calouste Gulbenkian; Lisbon, July 2006;
24. Participation in the OECD Expert Panel - "Globalisation, market forces and the future of higher education", Lisboa, 4-5 May 2006;

25. Higher Education in the 21st Century - Fulbright New Century Scholars: American University of Cairo; Cairo; Moderation of the Panel - The Societal Role of Higher Education; 20 March 2006;
26. *Conference - Será que o Ensino Superior em Portugal tem Futuro?*; Escola Superior de Ciências Empresariais; Instituto Politécnico de Viana do Castelo; 12 November 2005;
27. Debate - Bolonha:"Que futuro?" - Ciclo de Conferências "Portugal: pensar o presente, construir o futuro"; AEFEP; 17 March 2005 (Moderator);

Participação nos Media / Texts in the Media

Occasional Collaboration with the following TV Channels:

- **RTP (various interventions on Higher Education issues)**
- **Porto Canal (Programme on Research in Social Sciences)**
- **Greek National Public Channel (programme on Private Higher Education)**
- **Euronews (Programme on Pedagogical Innovation)**
- **Bloomberg News (programme on Privatization and Funding in Higher Education)**

Occasional Collaboration with the following Newspapers and Magazines:

- **Público;**
- **DN;**
- **Expresso;**
- **Jornal de Negócios;**
- **Diário Económico;**
- **Times Higher Education Supplement;**
- **Educause;**

- **Chronicle of Higher Education;**
- **Finisterra;**
- **UPorto – Magazine of Alumni;**
- **Contraste – Journal of The FEP Students**

Articles in the Media:

- Pedro Teixeira – O Papel Económico da Educação e a Floresta de Enganos de António Barreto; in Público, 23 de Setembro de 2004
- Pedro Teixeira - Mercados e Ensino Superior em Portugal, UPORTO, Revista dos Antigos Alunos da Universidade do Porto; 2004
- Pedro Teixeira - Dos Estados de Alma sobre o Valor Económico da Educação - algumas reflexões sobre o caso português; Finisterra – Revista de Reflexão e Crítica; Primavera/Verão 2004; Nos 49/50
- Pedro Teixeira – O Ensino Superior Português entre o Estado e o Mercado; Encontros – Revista do Movimento Católico de Estudantes; 2004

XII. Prémios e Bolsas / Grants, Honours, and Awards

- Portuguese National Science Foundation, Sabbatical Research Grant, 2011-12 and 2012-13;
- European Society of History of Economic Thought, Prize for Best Book of the Year, 2009;
- Princeton University, Industrial Relations Section, Selected for the 10 Notable Books of the Year in Labour Economics and Industrial Relations, 2008;
- Portuguese-American Foundation for Development, travel grant, 2007;
- Medal of Scientific Achievement, Borough of Ramalde (Porto), 2006;
- Fulbright New Century Scholar, 2005-6;
- Gulbenkian Foundation, short-term research grant, April-July 2005;
- Jonathan Young Fellowship, University of Exeter, 2002;
- Portuguese-American Foundation for Development, travel grant, 2001;
- Portuguese National Science Foundation, Doctoral Grant, 1999-2003;
- Portuguese-American Foundation for Development, travel grant, 1999;
- University of Porto Research Grant, 1998;
- Japanese Ministry of Foreign Affairs – Portuguese Embassy – Essay Prize; 1994;
- José Fontana’s Essay Prize, 1990;