

**Institutional  
Development  
Plan**

**2021/2030**

**FEDERAL UNIVERSITY  
OF ESPÍRITO SANTO**



Pro-rector of Planning and Institutional Development  
Federal University of Espírito Santo

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**INSTITUTIONAL DEVELOPMENT PLAN 2021|2030**  
Federal University of Espírito Santo

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Vitória  
2021

# FEDERAL UNIVERSITY OF ESPÍRITO SANTO

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# **INSTITUTIONAL DEVELOPMENT PLAN 2021|2030**

## Federal University of Espírito Santo

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Approved unanimously in an extraordinary meeting of the University Council held on March 31, 2021. Resolution No. 05/2021.



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## IDP – UFES's challenges for the 2021-2030 decade

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Collectively constructed with democratic participation of the university community and the society of the state of Espírito Santo, the Institutional Development Plan (IDP) of the Federal University of Espírito Santo (UFES) for the 2021-2030 period becomes the guiding axis that aims to boost the institution in fulfilling its goals, whether in teaching, research, extension, assistance, and management. It is a document that guides all academic and administrative actions for this decade, based on grades of sustainability, inclusion, citizenship, healthy management practices and academic improvement, always in the perspective of the full exercise of its mission.

With the lethal impact of the new coronavirus pandemic, which deconstructed personal, family, and collective projects, and which also compromised macro and micro planning of institutions, UFES sought to resize itself in face of a devastating pandemic scenario. In the urgency context, it resorted to efficient technological alternatives to remain active in different activities in academic and administrative scope, permanently monitoring the extension and severity of the installed crisis. In this context, UFES established productive dialogues with all academic segments, with entities and institutions representing society, with social groups and public and private organizations, seeking to consolidate an IDP that would express the most legitimate and comprehensive aspirations.

Thus, the University embarked on the study of indicators and diagnoses about different realities mapped in its historical course, projecting challenges for this decade from comprehensive interactions and relevant dialogues. By prospecting and identifying its potential, it gathered multiple information and contributions to update its values, vision, and mission. In this way, definition of strategies for the future constitutes a crucial beacon for a public institution of higher education, which moves historically based on transformative movements that make it active, present, modern, and committed to the demands of its time.

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Our challenges become even greater when we diagnose, for example, the drastic drop in investment capacity – effects of an economic policy that equally affects all federal universities, and which strongly affects management goals. However, even in face of adverse realities, UFES presents positive indicators regarding its academic and administrative performance. We expanded and strengthened undergraduate and graduate courses, university extension projects and programs, scientific and technological research, and consolidated our presence in the international mobility environment.

All different contexts and experiences remind us of the IDP, given the need for planning for the institutional organization in execution of actions for strategic management. It is important to consider that institutional planning no longer moves through simplified scenarios, but in complex and constantly changing environments. Thus, the IDP shows us that we must establish mission, vision, and institutional values, defining objectives and actions to achieve them, maintaining control and monitoring of results for adjustments and course corrections.

In this context, the IDP becomes an essential tool that points to new paths towards UFES's institutional development and public higher education in Espírito Santo, and Brazil, inserted in the regional, national, and international scenario, as well as in line with legitimate society's aspirations. In the construction of UFES's IDP 2021-2030, it is essential to highlight the efficient, qualitative and engaged performance of the technical teams of the Pro-Rectorate of Planning and Institutional Development (PROPLAN), which in coordination with other academic and administrative sectors and with social representations, demonstrate as a result this document that reveals the commitment of the Federal University of Espírito Santo to promote innovative and planned actions, so that we can permanently raise our levels of excellence and quality of our services.

*Paulo Sérgio de Paula Vargas* | Rector  
*Roney Pignaton da Silva* | Vice-rector



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# Introduction

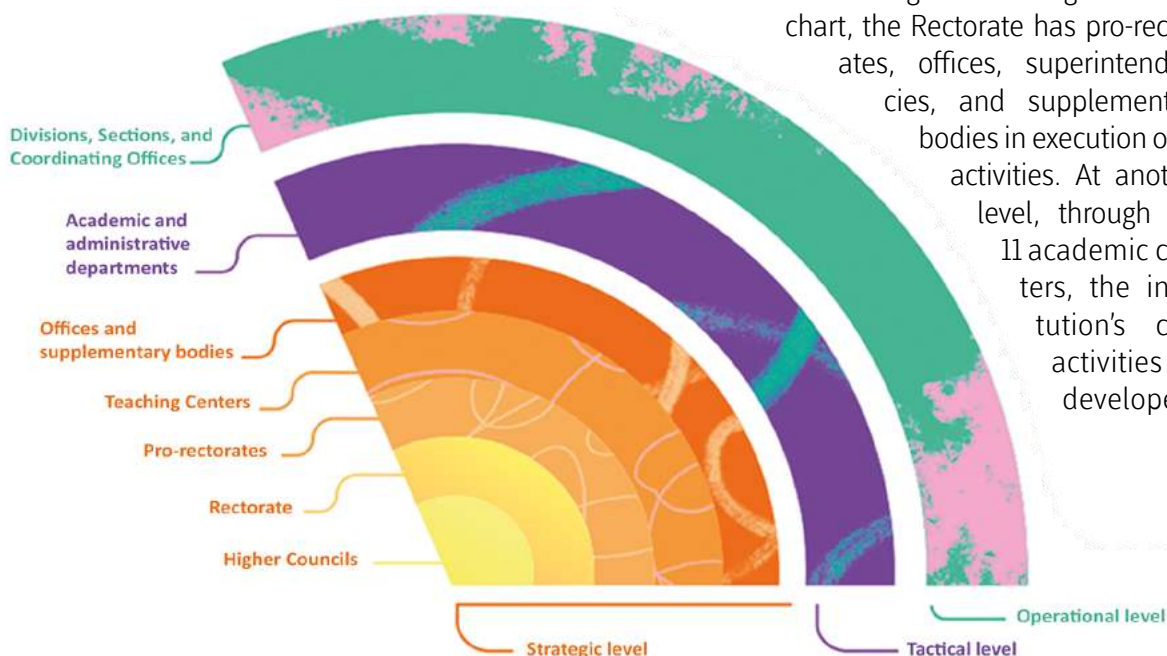


### 1.1 MANAGEMENT, PLANNING AND GOVERNANCE INSTANCES

The planning levels of the Federal University of Espírito Santo (UFES) underlie the implementation of the IDP, permeating the functional hierarchy of procedures resulting from deployment of strategic objectives, goals, and indicators at different planning levels: strategic, tactical, and operational. Governance is regulated by common rules that limit the performance and authority of each participant in accordance with their aforementioned planning levels.

UFES's Governance is exercised by the University Council (CU), the highest deliberation and consultation body in matters of university, administrative, financial, student and planning policies; by the Teaching, Research and Extension Council (CEPE), the central body for supervising teaching, research and extension, with deliberative and consultative functions; by the Council of Trustees (CCUR), a deliberative and advisory body in matters of economic and financial supervision; and by the Rectorate, the executive body of the University's Higher Administration.

According to UFES's organizational chart, the Rectorate has pro-rectorates, offices, superintendencies, and supplementary bodies in execution of its activities. At another level, through the 11 academic centers, the institution's core activities are developed.



**Picture 1** – Schema of UFES's Governance Map

Source: UFES Management Report 2019.

## 1.2 THE 2021-2030 IDP

Through this document UFES presents its 2021-2030 Institutional Development Plan (IDP). The IDP was elaborated under the Law No. 10.861 (SINAES) from April 14, 2004, in its 3<sup>rd</sup> article, item I, and under the Decree No. 9.235 from December 15, 2017, in its article 21. It also considers these documents: Guidelines for the evaluation of Higher Education Institutions, from the National Committee for Higher Evaluation; Technical Notes 62 and 65 of the Ministry of Education (MEC); UFES's Statute; UFES's General Regulations for Graduate Studies, and Resolutions of University Higher Councils.

It is noteworthy that the IDP "is the document that identifies the Higher Education Institution (HEI), regarding to its work philosophy, the mission it proposes, the pedagogical guidelines that guide its actions, its organizational structure and academic activities that it develops and/or intends to develop" (MEC, 2006). It is also an important tool for the Higher Administration and for institution's managers, as it presents mission, vision, objectives, and goals defined for the period of ten years, aiming at the achievement of institutional purposes.

Due to the work dimension, the complexity of activities related to the IDP and the need for community participation, it was decided to divide and organize activities and responsibilities into Committees (Central and Executive) and Thematic Committees (Academic Policies; Management Policies, Infrastructure, and Institutional Assessment and Development). The process was coordinated by the Executive Committee and had the Central Committee as the decision-making body. It was up to that first to coordinate the IDP work, to define the members of the Thematic Committees, as well as to guide, to monitor, to articulate the committees' work and to work together with the Central Committee, preparing methodological proposals, the IDP action plans, strategic actions, and validate them. Thematic Committees were responsible for specific information for each thematic axis.

For constructing this document, some challenges were encountered, such as adhesion and participation of academic community and Espírito Santo society. In addition to the aforementioned factors, there was an unexpected challenge: the COVID-19 pandemic, which transformed the entire organizational routine, demanding methodology reorganization in a short period of time, which resulted in extension of deadlines. In addition, a new methodological model was



established, and the participation format had to be modified – the model of virtual meetings predominated during the document construction. It is important to emphasize that, even with reorganization, the guiding objective remained. There was collaboration and great participation of all actors involved, observing the democratic participatory character which is necessary for the construction of the 2021-2030 IDP. Thus, the construction process was dynamic and interrelated, based on observations and analysis of aspects of UFES's internal and external environment, involving the entire organization.

### **1.3 THE IDP CONSTRUCTION**

This section aims at presenting how the IDP 2021-2030 construction happened.

The beginning of works was made official in July 2019, when the Executive Committee for the IDP elaboration was designated, through Act UORG/ORG No. 728 from July 3, 2019. The committee integrated servants from the Pro-Rectorate of Planning and Institutional Development (PROPLAN) and from the Office of Institutional Assessment (SEAVIN). Professor Annor da Silva Júnior, from the Accounting Department, and Professor Lucilaine Maria Pascuci, from the Administration Department, also participated as guests. Mention should be made of civil servant Pedro Paulo Modenesi Martins da Cunha, who chaired the Executive Committee at the beginning of the process. The Central Committee was assisted by professors Cláudia Patrocínio Pedroza Canal, Patrícia Alcântara Cardoso, Neuza Brunoro Costa and by technical-administrative servant Aysle dos Santos Bahiense.

Having the Executive Committee been formed, the IDP methodology could be developed based on experiences of other HEIs and previous IDPs. Thus, each methodology step was designed to ensure broad participation of interested parties, so that the document could be debated, understood, executed, and monitored by all those involved in the process.

Initially, the IDP would be effective from 2020 to 2029, once the institution's objectives and goals are highly complex challenges, demanding more time for achievement and for establishment of structured and long-term reflection. In addition, the typical period of four or five years, defined for example in previous IDPs, proved to be inopportune after a series of institutional evaluations carried out at UFES, thus it was chosen a period of one decade to monitor various evalua-

tion cycles. However, it is expected that every biennium a document review will be carried out, for possible calibration of indicators and goals, for example. It is also noteworthy that the IDP should not be confused with the term of a management mandate (four years), since it should not be subsumed under it.

It happens that, with the arrival of the COVID-19 pandemic and the establishment of a necessary social distancing in early 2020, the work was hampered, as it required a series of collective elaborations, making it impossible to finalize the document that year. That way, the IDP then in force (2015-2019) was added, according to the University Council decision, automatically changing frequency of the current document (2021-2030).

The building methodology of the 2021-2030 IDP was divided into four main phases: organization, preparation, elaboration, and finalization.

### **1.3.1 Organization**

The organization phase included the following steps: structure constitution; methodology definition and institutional communication. The structure constitution stage defined teams responsible for preparing the IDP, with the objective of assigning tasks, establishing decision-making bodies, assuring participation of civil servants from different areas and effective participation of the Higher Administration. Activities were structured into two committees and four thematic committees, each with specific training and attributions.

#### **Central Committee**

Formed by the Higher Administration: rector and vice rector, pro-rectors, directors of Centers and three representatives from CUn (student, professor, and technical-administrative staff).

The Central Committee had the following responsibilities:

- Approve and validate the IDP methodological proposal to be submitted to CUn.
- Follow up and monitor the IDP preparation schedule.
- Propose strategic axes and determine realignments, when necessary; and
- Approve and validate the final IDP document.

**Executive Committee**

Formed by PROPLAN representatives, one from SEAVIN, one from UFES's Accessibility Center (NAUFES), and two teaching representatives. It had the following attributions:

- Elaborate methodology for appreciation and validation by the Central Committee.
- Organize and execute the process, according to the methodology approved by the Central Committee.
- Support and guide Thematic Committees in adopting the methodology for the development of group works and product generation.
- Consolidate information and document generated by Thematic Committees.
- Elaborate the IDP document and the final report for appreciation and validation by the Central Committee and by CUn.

**Thematic Committees**

Thematic Committees were responsible for the IDP content, aiming at demonstrating the university's identity, policies, and guidelines, as well as demonstrating formulation of institutional strategies. They were defined based on axes of the National Higher Education Assessment System (SINAES):

- Thematic Committee on Academic Policies.
- Thematic Committee on Institutional Assessment and Development.
- Thematic Committee on Management Policies; and
- Thematic Committee on Infrastructure.

Each Committee had the following responsibilities:

- Coordinate and guide activities of the work groups regarding content of the defined dimensions.
- Lead the working groups for adequate delivery of products agreed with the Executive Committee; and
- Prepare and deliver texts related to the thematic area under their responsibility to the Executive Committee, which constituted the final IDP document.

It is important to note that committees' formation underwent changes during the process of carrying out activities, mainly due to changes in the Higher Administration positions resulting from the ascension of a new rector in March 2020. Even so, attributions and responsibilities of the groups remained the same. With the committees and commissions formed, it was possible to approve the methodology defined by the Executive Committee in a meeting held with the University's management group (formed by pro-rectors and directors of Centers).

Still in organization phase, institutional communication channels were defined, aiming to guarantee the IDP participatory nature. The informative and call-to-action stages needed to be publicized in a continuous, efficient, and comprehensive manner, so in addition to institutional media two other communication channels were created: the IDP institutional page and the IDP blog, both aimed at disseminating the construction stages of the Plan and convening of the university and external communities for activities that demanded participation of these segments. On the institutional page, general information about the IDP, previous IDPs files and other information were made available. In the blog, the central idea was to have a channel that would have greater public adherence. The development of the IDP construction activities was also informed to the university community through *Informa UFES* Newspaper and UFES Portal. The IDP visual brand was defined with support of the Communication Superintendence (SUPEC).

### **1.3.2 Preparation**

The preparation phase consisted of sensitization and diagnosis. Awareness raising consisted in using a series of tools to bring the IDP content and importance to the university community's attention. Strategies were implemented for dissemination of informative content about the IDP on the institutional page and on the blog; and the holding of two seminars on the IDP theme. The first was held in 2019, with participation of civil servants Frank Casado (Pro-rector of Planning at the Federal University of Santa Maria – UFSM) and Fernando Barbosa (Coordinator of Planning and Assessment at UFSM). The second took place on-line, in 2020, with participation of servant Monique Regina Bayestorff Duarte from the Federal University of Santa Catarina (UFSC).

The diagnostic stage consisted of informational and documental basis for subsequent strategic formulation. Legal documents (laws, ordinances, decrees etc.) that indicated IDP structuring and its interrelation with institutional development and evaluation were surveyed. Considering UFES's insertion in regional and national contexts, it was necessary to carry out a survey of

reference documents to align descriptive and strategic contents of the IDP to a series of plans, such as: the Pluriannual Plan (PPA), the ES 2030 Plan, the National Education Plan (PNE) and UFES's Institutional Pedagogical Plan (IPP). The alignments were important and necessary for work direction and for committees to analyze and reflect on UFES's real role towards society and on how to develop it with dynamism and adherence to social aspirations, aiming to contribute to social and economic development on a regional and national basis. Still in the diagnostic phase, the University's SWOT matrix was set up, whose construction took place in a face-to-face meeting with the Central Committee.

### **1.3.3 Elaboration**

This phase included stages of elaborating institutional policies and formulating strategy. The strategy formulation began in 2019, through an opinion survey sent to the university community. Respondents were asked to give their opinion on what UFES's mission, vision, and values should be, making a total of 11,851 participations from academic community. With consolidation of responses by the Executive Committee, there was a face-to-face meeting, in which results were presented to the Central Committee. Subsequently, they were analyzed and discussed to define UFES's mission, vision, and values.

At that same meeting, the ten institutional challenges were defined, which were the main strategic axes that, together with the University's five areas of activity (teaching, research, extension, assistance, and management), organized the strategic objectives. In a new meeting with the Central Committee, institutional challenges were prioritized and reorganized, totaling seven challenges: affirmative action; institutional image; infrastructure and accessibility; innovation and social responsibility; internationalization; health promotion, development, and appreciation of people; environmental and economic-financial sustainability.

With mission, vision, values, and institutional challenges defined for the 2021-2030 IDP, the next step was to formulate institutional policies and strategic objectives. Institutional policies were written by the five Thematic Committees, with support and supervision of the Executive Committee. Strategic objectives were defined through web meetings and opinion polls. Online meetings were held with the 11 Teaching Centers, with administrative units and with representative bodies that responded positively to our invitation: UFES's Workers Union (SINTUFES) and the Student Central Directorate (DCE).

To propose the strategic objectives, a second online survey was carried out with the university community, open to participation of external community. This stage had 7,654 respondents. Thus, UFES's 2021-2030 IDP preparation had the participation of about 20 thousand people, both from academic community and society in general, ensuring adherence to mission, vision, values, institutional challenges, and specific strategic objectives crosscut to community aspirations.

Information collected in meetings and surveys was consolidated by the Executive Committee and then transversal strategic objectives were defined (which consider the institutional challenges faced in each activity area) and the specific strategic objectives of each activity area. In this process of consolidation and definition, to support the understanding of strategic maps, it is important to consider the following notions:

**Institutional challenges:** inspiring causes that UFES must face in the next ten years.

**Specific strategic objectives:** related to the University's five activity areas (teaching, research, extension, assistance, and management), built from surveys results and meetings held with the community. In the strategic maps, these objectives will be accompanied by indicators and targets.

**Cross-cutting strategic objectives:** derive from institutional challenges and permeate the five activity areas. Indicators and targets for these objectives will be defined later, when sectorial strategic plans are prepared for respective administrative and academic units.

**Sectorial strategic planning:** effort to coordinate and align a given administrative and/or academic unit with a view to achieving a given mission in face of institutional challenges posed.

#### **1.3.4 Finalization**

At this stage, the document was revised and submitted for public consultation. Afterwards, it was followed by discussion and approval within the scope of UFES's University Council, in view of suggestions, complementation and criticism made by society.







2

## Institutional Profile





UFES is an autonomous institution of special regime linked to the Ministry of Education (MEC), working in strategic areas of teaching, research, and extension, which are complemented with assistance and management activities. The areas work in an integrated way, and their inseparability constitutes the basis for excellence in different fields of knowledge. The University maintains its focus on social commitment, which is present and permeates all its initiatives, providing development for the society of Espírito Santo, and for its interacting segments, promoting public policies, according to social aspirations.

UFES's management follows principles of strategic management, which involves periodic cycles of planning, execution, monitoring, and review. The latter will take place on scheduled dates or when there is a significant change both in internal and external University scenario. Based on its strategic positioning in the higher education scene, as well as in the social environment it operates, UFES presents its mission, vision, and values for the 2021 to 2030 period.

## **2.1 MISSION**

To guarantee human, academic, and professional training with excellence, through teaching, research, and extension, with production of scientific, technological, educational, cultural, social and innovation advances, and promotion of rights and social inclusion.

## **2.2 VISION**

To be recognized as a public institution of national and international excellence in teaching, research, and extension, committed to social inclusion, interiorization, innovation and sustainable development of Brazilian society, in particular the State of Espírito Santo.

## **2.3 VALUES**

- Commitment to interests and needs of Brazilian society, in particular Espírito Santo's.
- Dialogue and partnership with society.
- Defense of public, free, secular, multi-ethnic and socially referenced university.

- Commitment to excellence in teaching, research, and extension.
- Defense and respect for ethnic-racial, gender, cultural, social, and regional diversities of our population.
- Democratic, transparent, participatory, and effective management.
- Commitment to valuing people and uncompromising defense of Human Rights in guaranteeing the Democratic Rule of Law.
- Commitment to collectivity, plurality, accessibility, affirmative actions and democratization of student access and permanence.
- Permanent defense of university autonomy.
- Guarantee of freedom to teach and to learn.
- Action based on ethical and sustainability principles (social, economic, and environmental).

## 2.4 HISTORY OF CREATION AND DEVELOPMENT OF THE INSTITUTION

UFES has its origins back in the merger of isolated higher education schools and faculties created in the 1930s, with intensification of urbanization and industrialization process in Espírito Santo. From 1954, thanks to the importance achieved by these academic institutions in several areas of scientific, cultural, and technological knowledge, and the need to group them in a systemic way, the University of Espírito Santo was created through State Law No. 806, on May 5, 1954, sanctioned by Governor Jones dos Santos Neves.

With possibilities shown in relation to economic, industrial, and urban development of Brazilian Southeast region in late 1950s and early 1960s, state political and intellectual leaders mobilized to incorporate the State University into the Federal System of Higher Education. Thus, on January 30, 1961, its federalization took place, through an administrative act of the then President of the Republic Juscelino Kubitschek de Oliveira, who sanctioned Law No. 25. Like other higher education institutions linked to MEC (Ministry of Education), it is now called Federal University of Espírito Santo.

To provide the University with necessary infrastructure for its operation, in 1966 the expropriating process of “Victoria Golf & Country Club” area was concluded, initiated by Federal Decree No. 1,026-A, from May 18, 1962. In 1967, “Ilha do Cercado” was acquired, areas that became Goiabeiras campus, in the city of Vitória, where the University headquarters was installed.

Through Resolution No. 16, from July 10, 1972, UFES's University Council defined rules for implementation of the Biomedical Center (CBM), creating Maruípe campus, in Vitória, to gather courses of health sciences. In 2005, the then CBM was transformed into the Health Sciences Center (CCS), by changing UFES's Statute, according to Resolution 01/2005 of the University's Council of Teaching, Research, and Extension.

In 1977, Espírito Santo Higher School of Agronomy, created in 1969, was incorporated to UFES, creating the then Agricultural Center (CaUFES). Later, in 2001, the University Council renamed CaUFES as Center for Agricultural Sciences (CCA), located at Alegre campus, a municipality South the state. In 2015, CCA was split into two Teaching Centers: Agricultural and Engineering Sciences (CCAE); and Exact, Natural and Health Sciences (CCENS).

To expand its operations to North of the state, in 1990 UFES installed the University Coordination North of Espírito Santo, in the city of São Mateus. In 1999, the Faculty of Pharmacy and Biochemistry of Espírito Santo (FAFABES), founded by the State Government, was extinguished, and transferred to UFES in accordance with State Complementary Law No. 149, of May 25, 1999, being installed in Maruípe campus. In 2005, with expansion of the University interiorization, the University Center North of Espírito Santo (CEUNES) was created – campus of São Mateus.

Currently, UFES offers 101 on-site undergraduate courses, with a total of 5,015 vacancies per year. The *strictu sensu* graduate program has 60 master's courses (49 academic and 11 professional) and 30 doctoral courses. The *lato sensu* graduate program offers several courses in all areas of knowledge. It has a staff of 1,759 permanent professors, 1,927 administrative staff, around 20,000 students enrolled in on-site and distance-learning undergraduate courses, and 3,311 in *stricto sensu* graduate programs. In scientific and technological research, UFES develops around 5 thousand projects in different areas of knowledge; and, in university extension, it carries out 850 projects and programs covering all municipalities in Espírito Santo, reaching around 2 million people.

The Federal University of Espírito Santo also provides different services to academy and society, such as theater, cinema, art galleries, language learning center, libraries, planetarium and astronomical observatory, auditoriums, gymnasium and other sports facilities, museum of natural history and veterinary hospital. It also offers health services through *Cassiano Antônio Moraes* University Hospital (HUCAM), which is a regional reference in medium and high complexity care.

In 66 years of history, UFES is the only federal university based in Espírito Santo, being one of the most solid public institutions in the state, responsible for playing a role of fundamental importance for regional development. To continue with its contribution to Espírito Santo development, UFES has been developing actions to guide the continuous and systematic construction of its future. To this end, it revised its Institutional Development Plan – with broad involvement of academic community and society –, which constitutes a benchmark for institutional actions for the next ten years.

## 2.5 PURPOSES

UFES's purposes are defined in its Statute, in article 4, as it follows:

- Stimulating cultural creation and development of scientific spirit and reflective thinking.
- Educating graduates in different areas of knowledge, able to enter professional sectors, to participate in the development of Brazilian society and to collaborate in their continuing education.
- Encouraging research work and scientific investigation, aiming at the development of science and technology, and creation and diffusion of culture, to broaden the understanding of humankind and the environment in which it lives.
- Promoting dissemination of cultural, scientific, and technical knowledge that constitute a heritage of humanity, and communicating knowledge through teaching, publications, or other forms of communication.
- Promoting the permanent desire for cultural and professional improvement, and enable corresponding achievement, integrating knowledge acquired in an intellectual structure that systematizes the knowledge of each generation.
- Stimulating knowledge of current world problems, particularly national and regional ones; provide specialized services to community and establish a reciprocity relationship with it.
- Promoting extension, open to population participation, aiming at dissemination of achievements and benefits resulting from cultural creation and scientific and technological research generated in the Institution.

## 2.6 AREAS OF ACADEMIC PERFORMANCE

In accordance with Article 74 of the University Statute, teaching at UFES is provided in the following modalities of courses or programs:

- Undergraduate studies.
- Graduate studies.
- Extension.

In sequence to this section, we present a set of information about development of academic activities, in their respective areas of performance.

### 2.6.1 Undergraduate studies

UFES offers undergraduate courses in the most diverse areas of knowledge, mainly aiming to train citizens with knowledge, critical reflection, and a solid scientific and technological base, to contribute to society transformation, through solutions that promote sustainable development. In these 66 years, UFES has permanently reaffirmed its position as an educational institution in society, whether locally or nationally. Teaching at the University in all its modalities is aimed at search, production, and socialization of knowledge, it is also an educational resource directed to ethical, scientific, and cultural training of its students. UFES's IPP, in item 3.2.1, highlights 14 principles for undergraduate and graduate teaching, which guide institution's activities.

Through teaching, UFES also seeks to ensure, even in times of scarcity of resources, an effective expansion of its undergraduate activities, either through the process of physical expansion or through increasing courses offer in different modalities, both in undergraduate and graduate studies. For development and expansion of teaching activities, it is always aware of social demands and existence of new fields of professional activity.

The permanent intention of strengthening teaching and integration between undergraduate and graduate courses is present in this IDP. In this sense, UFES has been prioritizing programs and actions that ensure quality of teaching, student permanence and mobility, reduction of school dropout and retention rates, overcoming early professionalization of curricular structures and offer of evening courses. Students with a less privileged socioeconomic profile must be guaran-

teed access to and completion of their respective courses, with academic quality, consolidating affirmative policies and actions and the process of social inclusion. In this way, updating and elaborating pedagogical projects is essential. In addition, it should be noted that the proposal to build new teaching methodologies and technologies aims to provide tools for developing undergraduate courses and student learning.

In face-to-face graduation, the University adopts two forms of admission: the Unified Selection System of the Ministry of Education (SiSU/MEC) and the Selection Process of Emerging Vacancies (PSVS), regulated by CEPE resolutions No. 13/2016 and No. 48/2020, respectively. Thus, admission to the federal institution is by public tender.

UFES's undergraduate courses can be offered in the following modalities:

1. Face-to-face teaching, whose academic curricular activities are predominantly developed through face-to-face meetings among students and professor or professors in charge, at pre-established times and places.
2. Distance learning, whose didactic-pedagogical mediation in teaching and learning processes occurs predominantly with use of means and information technologies.

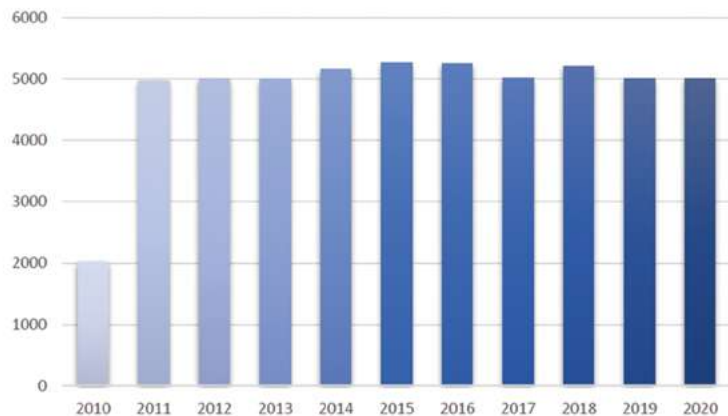
In 2020, due to the pandemic, UFES's Superior Councils decided on adopting the Temporary and Emergency Remote Teaching-Learning (EARTE) model, provided in the Contingency Plan. Since then, didactic-pedagogical mediation in teaching and learning processes started to occur predominantly in remote model. This Plan, in addition to phase 0 of preparation, provides for five other phases (from phase 1 to phase 5), aiming at the gradual return to face-to-face activities considering safety conditions periodically evaluated by the Emergency Operating Committee for Coronavirus at UFES. (COE-UFES).

Regarding the number of courses, there has been an increase in undergraduate course offer in the last ten years. In 2020, the institution had 101 on-site undergraduate courses, a total offer of 5,015 vacancies, with regular admission.

### 2.6.1.1 Data from Undergraduate Studies

In undergraduate studies, UFES offers 36 teaching-degree courses and 85 bachelor courses, functioning in different shifts and Teaching Centers. In 2020, UFES had 5,727 active enrollments in teaching-degree courses and 19,195 in bachelor courses, a total of 24,920 active enrollments, distributed in 101 face-to-face undergraduate courses. The Teaching Center with the greatest number of bachelor courses is the Center for Nature and Human Sciences (CCHN), with 18 courses, followed by CEUNES, which has ten. These Centers also have the greatest numbers of teaching-degree courses: 14 in CCHN, and 7 in CEUNES. The greatest number of active enrollments is in the Center for Law and Economic Sciences (CCJE), making up a total of 4,439. It is also worth noting that vacancy reservation at UFES is regulated according to Resolution 35/2012-CEPE.

In chart 1, the number of vacancies offered in face-to-face undergraduate courses in 2010 to 2020 period is presented.



**Chart 1** – Vacancies offered in face-to-face undergraduate courses.

In Tables 1, 2, 3 and 4, courses offered at each UFES's campus are related, considering modality, shift, vacancies, and their occupation.

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Administration	Bachelor's degree	Morning	48	48	48	48
Administration	Bachelor's degree	Evening	48	48	48	48
Architecture and Urbanism	Bachelor's degree	Full-time	30	30	30	30
Archival Sciences	Bachelor's degree	Evening	40	40	39	40
Arts	Bachelor's degree	Full-time	30	30	30	30
Visual Arts	Teaching-degree	Full-time	25	30	25	30
Visual Arts	Teaching-degree	Evening	0	30	0	30
Library Sciences	Bachelor's degree	Evening	40	40	39	40
Computer Sciences	Bachelor's degree	Afternoon	40	0	39	0
Biological Sciences	Bachelor's and teaching-degrees	Full-time	35	35	35	35
Accounting Sciences	Bachelor's degree	Evening	50	50	49	50
Accounting Sciences	Bachelor's degree	Afternoon	50	50	50	50
Economics	Bachelor's degree	Morning	50	50	50	50
Social Sciences	Bachelor's and teaching-degrees	Afternoon	40	0	39	0
Social Sciences	Bachelor's and teaching-degrees	Evening	0	40	0	40
Cinema e Audiovisual	Bachelor's degree	Evening	0	30	0	30
Social Communication – Branch: Journalism	Bachelor's degree	Morning	26	26	26	26

**Table 1** – Distribution of undergraduate courses offered at Goiabeiras campus by modality, shift, vacancies, and their occupation.



Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Social Communication – Branch: Advertising	Bachelor's degree	Morning	26	26	26	26
Industrial Design – Visual Programming	Bachelor's degree	Full-time	30	30	28	30
Law	Bachelor's degree	Morning	60	60	59	60
Physical Education	Bachelor's degree	Evening	40	40	39	40
Physical Education	Teaching-degree	Morning	40	40	40	40
Environmental Engineering	Bachelor's degree	Full-time	0	20	0	20
Civil Engineering	Bachelor's degree	Full-time	40	40	38	40
Computer Engineering	Bachelor's degree	Full-time	40	0	40	0
Production Engineering	Bachelor's degree	Afternoon	0	40	0	40
Production Engineering	Bachelor's degree	Evening	40	0	40	0
Electrical Engineering	Bachelor's degree	Full-time	40	40	37	40
Mechanical Engineering	Bachelor's degree	Full-time	40	40	40	40
Statistics	Bachelor's degree	Morning	40	0	39	0
Philosophy	Bachelor's degree	Evening	26	0	24	0
Philosophy	Teaching-degree	Evening	26	0	26	0
Physics	Bachelor's degree	Full-time	60	0	59	0
Physics	Teaching-degree	Evening	40	0	40	0
Gemological Sciences	Bachelor's degree	Afternoon	45	45	43	45
Geography	Bachelor's degree	Morning	20	0	20	0
Geography	Bachelor's degree	Evening	20	0	20	0
Geography	Teaching-degree	Morning	20	0	20	0

**Table 1 continuation**– Distribution of undergraduate courses offered at Goiabeiras campus by modality, shift, vacancies, and their occupation.

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Geography	Teaching-degree	Evening	20	0	20	0
History	Teaching-degree	Afternoon	40	0	39	0
History	Bachelor's and teaching-degrees	Evening	0	40	0	40
Languages and Literature – English	Teaching-degree	Morning	25	25	25	25
Languages and Literature – Portuguese	Teaching-degree	Morning	50	0	50	0
Languages and Literature – Portuguese	Teaching-degree	Evening	0	25	0	25
Languages and Literature – Double degree – Spanish	Teaching-degree	Evening	0	25	0	25
Mathematics	Bachelor's degree	Morning/ Aftn	25	0	24	0
Mathematics	Teaching-degree	Morning/ Aftn	25	0	25	0
Music	Teaching-degree	Morning/ Aftn	0	30	0	30
Music	Bachelor's degree	Evening	0	30	0	30
Oceanography	Bachelor's degree	Full-time	30	0	29	0
Pedagogy	Teaching-degree	Morning	40	40	39	40
Pedagogy	Teaching-degree	Evening	0	40	0	40
Psychology	Bachelor's degree	Full-time	30	30	30	30
Chemistry	Teaching-degree	Full-time	15	0	15	0
Chemistry	Bachelor's degree	Full-time	40	0	40	0
Social Work	Bachelor's degree	Full-time	45	45	45	45
Total			1630	1328	1606	1328

**Table 1 continuation**– Distribution of undergraduate courses offered at Goiabeiras campus by modality, shift, vacancies, and their occupation.

Source: Board of Academic Registration and Control of the Pro-Rectorate of Undergraduate Studies (DRCA/PROGRAD).

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Nursing	Bachelor's degree	Full-time	30	30	30	30
Pharmacy	Bachelor's degree	Full-time	25	25	25	25
Physical Therapy	Bachelor's degree	Full-time	25	25	23	25
Phonoaudiology (Speech Therapy)	Bachelor's degree	Morning	25	25	25	25
Medicine	Bachelor's degree	Full-time	40	40	40	40
Nutrition	Bachelor's degree	Morning	25	25	22	25
Odontology	Bachelor's degree	Full-time	30	30	30	30
Occupational Therapy	Bachelor's degree	Full-time	26	26	26	26
<b>Total</b>			<b>226</b>	<b>226</b>	<b>221</b>	<b>226</b>

**Table 2** – Distribution of undergraduate courses offered at Maruípe campus by modality, shift, vacancies, and their occupation.

Source: DRCA/Prograd.

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Agronomy	Bachelor's degree	Full-time	50	0	50	0
Computer Sciences	Bachelor's degree	Full-time	0	50	0	50
Biological Sciences	Bachelor's degree	Full-time	50	50	50	0
Biological Sciences	Teaching-degree	Evening	0	50	0	50
Nursing	Bachelor's degree	Full-time	50	0	49	0
Computer Engineering	Bachelor's degree	Full-time	50	0	44	0
Petroleum Engineering	Bachelor's degree	Full-time	50	0	28	0
Production Engineering	Bachelor's degree	Full-time	50	0	48	0

**Table 3** – Distribution of undergraduate courses offered at São Mateus campus by modality, shift, vacancies, and their occupation.

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Chemical Engineering	Bachelor's degree	Full-time	50	0	43	0
Pharmacy	Bachelor's degree	Full-time	50	0	50	0
Physics	Teaching-degree	Evening	0	50	0	37
Mathematics	Teaching-degree	Evening	0	50	0	21
Industrial Mathematics	Bachelor's degree	Full-time	50	50	49	0
Pedagogy	Teaching-degree	Evening	50	50	25	0
Chemistry	Teaching-degree	Evening	0	50	0	46
Total			500	250	436	204

**Table 3 continuation** – Distribution of undergraduate courses offered at São Mateus campus by modality, shift, vacancies, and their occupation.

Source: DRCA/Prograd.

Course/Major	Modality	Shift	Vacancies offered		Admissions via SiSU	
			2020/1	2020/2	2020/1	2020/2
Agronomy	Bachelor's degree	Full-time	30	30	30	30
Computer Sciences	Bachelor's degree	Full-time	0	40	0	32
Biological Sciences	Bachelor's degree	Full-time	40	0	40	0
Biological Sciences	Teaching-degree	Evening	0	70	0	63
Food Engineering	Bachelor's degree	Full-time	40	0	40	0
Forest Engineering	Bachelor's degree	Full-time	40	0	40	0
Wood Product Engineering	Bachelor's degree	Full-time	0	40	0	40
Chemical Engineering	Bachelor's degree	Afternoon	40	0	39	0
Pharmacy	Bachelor's degree	Evening	0	45	0	45

**Table 4** – Distribution of undergraduate courses offered at Alegre campus by modality, shift, vacancies, and their occupation.

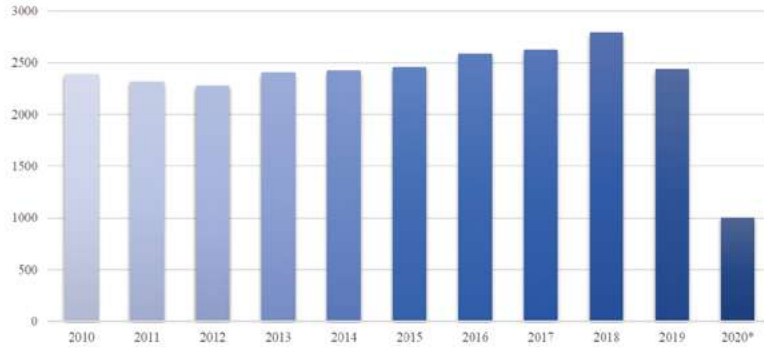
Curso	Modalidade	Turno	Vagas Ofertadas		Ingressantes via SiSU	
			2020/1	2020/2	2020/1	2020/2
Physics	Teaching-degree	Evening	0	70	0	36
Geology	Bachelor's degree	Full-time	40	0	40	0
Mathematics	Teaching-degree	Evening	70	0	53	0
Veterinary Medicine	Bachelor's degree	Full-time	40	0	40	0
Nutrition	Bachelor's degree	Morning	40	0	40	0
Chemistry	Teaching-degree	Evening	0	70	0	40
Information Systems	Bachelor's degree	Evening	0	70	0	52
Zoology	Bachelor's degree	Full-time	40	0	40	0
<b>Total</b>			<b>420</b>	<b>435</b>	<b>402</b>	<b>338</b>

**Table 4 continuation** – Distribution of undergraduate courses offered at Alegre campus by modality, shift, vacancies, and their occupation.

Source: DRCA/Prograd.

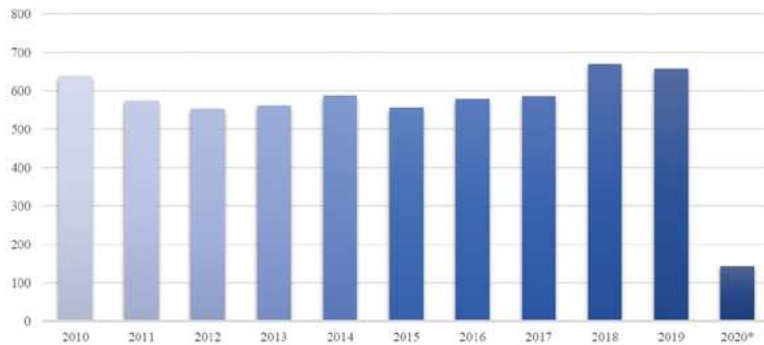
It is noted that most courses have grades equals 4 or superior in institutional assessments, showing quality of courses offered by UFES. Some of them had grade 3, indicating necessity of continuous investment for a better performance.

In Charts 2 and 3, information regarding undergraduate graduates from 2010 to 2020 are found. It is highlighted that, due to changes in academic calendar that happened because of the COVID-19 pandemic, data are consolidated until 2020 first semester. In Chart 2, the evolution number of undergraduate graduates is shown, and in Chart 3, the number of graduates from teaching-degree courses is shown.



**Chart 2** – Total number of graduates from face-to-face undergraduate courses

Note: \*only 2020/1



**Chart 3** – Total number of graduates from teaching-degree courses

Note: \*only 2020/1

Beyond the offer of face-to-face undergraduate courses, UFES has great tradition on offering undergraduate courses on distance learning modality, initiated on the 2000's. In distance learning education, it is important to note the commitment to maintain future offer of new courses, also utilizing methodologies and tools that enable the practice of this teaching modality. The numbers of vacancies and students enrolled per course, as well as operation centers and scores obtained in the national assessment are shown in Table 5:

Course/Major	Modality	Vacancies	Evaluation grade	Place of operation (hubs)
Visual Arts	Teaching-degree	354	4	Afonso Cláudio, Aracruz, Cachoeiro de Itapemirim, Colatina, Domingos Martins, Itapemirim, Iúna, Linhares, Pinheiros, Piúma, Santa Teresa e Vargem Alta
Biological Sciences	Teaching-degree	210	4	Ecoporanga, Itapemirim, Iúna, Mimoso do Sul, Pinheiros, Vargem Alta
Philosophy	Teaching-degree	360	4	Afonso Cláudio, Aracruz, Cachoeiro de Itapemirim, Castelo, Domingos Martins, Itapemirim, Mantenópolis, Mimoso do Sul, Montanha, Pinheiros, Santa Teresa, Venda Nova do Imigrante
Physics	Teaching-degree	220	3	Aracruz, Cachoeiro de Itapemirim, Colatina, Linhares, Piúma, Santa Teresa e Venda Nova do Imigrante
History	Teaching-degree	360	4	Afonso Cláudio, Aracruz, Cachoeiro de Itapemirim, Castelo, Ecoporanga, Itapemirim, Iúna, Linhares, Montanha, Pinheiros, Piúma e Santa Teresa
Pedagogy	Teaching-degree	475	Enade: 3 IDD: 3	Afonso Cláudio, Aracruz, Baixo Guan- du, Cachoeiro de Itapemirim, Castelo, Colatina, Domingos Martins, Ecoporanga, Itapemirim, Iúna, Linhares, Man- tenópolis, Mimoso do Sul, Montanha, Pinheiros, Piúma, Santa Leopoldina, Santa Teresa, Vargem Alta e Venda Nova do Imigrante
Chemistry	Teaching-degree	77	3	Aracruz, Itapemirim e Iúna
Languages and Literature – Double degree – Italian	Teaching-degree	240	-	Afonso Cláudio, Alegre, Colatina, Domingos Martins, Iúna, Santa Teresa, Vargem Alta e Venda Nova do Imigrante.

**Table 5** – Distribution of vacancies offered and new entrants and evaluation by distance learning undergraduate course (year 2019).

Source: Superintendence of Distance Education (SEAD/UFES).

Data described on Table 5 show that in 2019 Federal University of Espírito Santo had seven undergraduate distance learning courses, reaching all Espírito Santo through offerings in Open University of Brazil (UAB) hubs. Evaluations show that most courses offered have grade 4, attesting to their quality. The data also indicate the need to continue with investments to improve assessment of courses that obtained grade 3.

It is important to point out that distance education policy is part of the University's interiorization policy, in addition to contributing significantly to development of methodologies and teaching materials for courses offered.

### 2.6.2 Graduate Studies

UFES offers graduate courses in *lato sensu* and *stricto sensu* modalities. *Lato sensu* graduate courses deepen specific and theoretical-practical knowledge after undergraduate studies in areas that make up professional, scientific, cultural, or artistic field. There are specialization courses, which prepare specialists in specific sectors of academic and professional activities; and improvement courses, which update and improve knowledge and work techniques. Both aim to improve performance in a specific occupation. The specialization and improvement courses offered by the University may be permanent or of occasional nature.

*Stricto sensu* graduate courses, on the other hand, develop and deepen training acquired in undergraduate courses and lead to attainment of an academic degree. They aim to train qualified personnel for research, development, and innovation activities, and for higher education, comprising two levels: master's and doctoral. Master's courses aim to enrich didactic, scientific, cultural, and professional competence of graduates, and can be understood both as a preliminary phase of the doctorate and as a terminal level. Doctoral courses provide broad and in-depth scientific and cultural training, developing research capacity and creative skills in the various branches of knowledge.

#### 2.6.2.1 Data from graduate studies

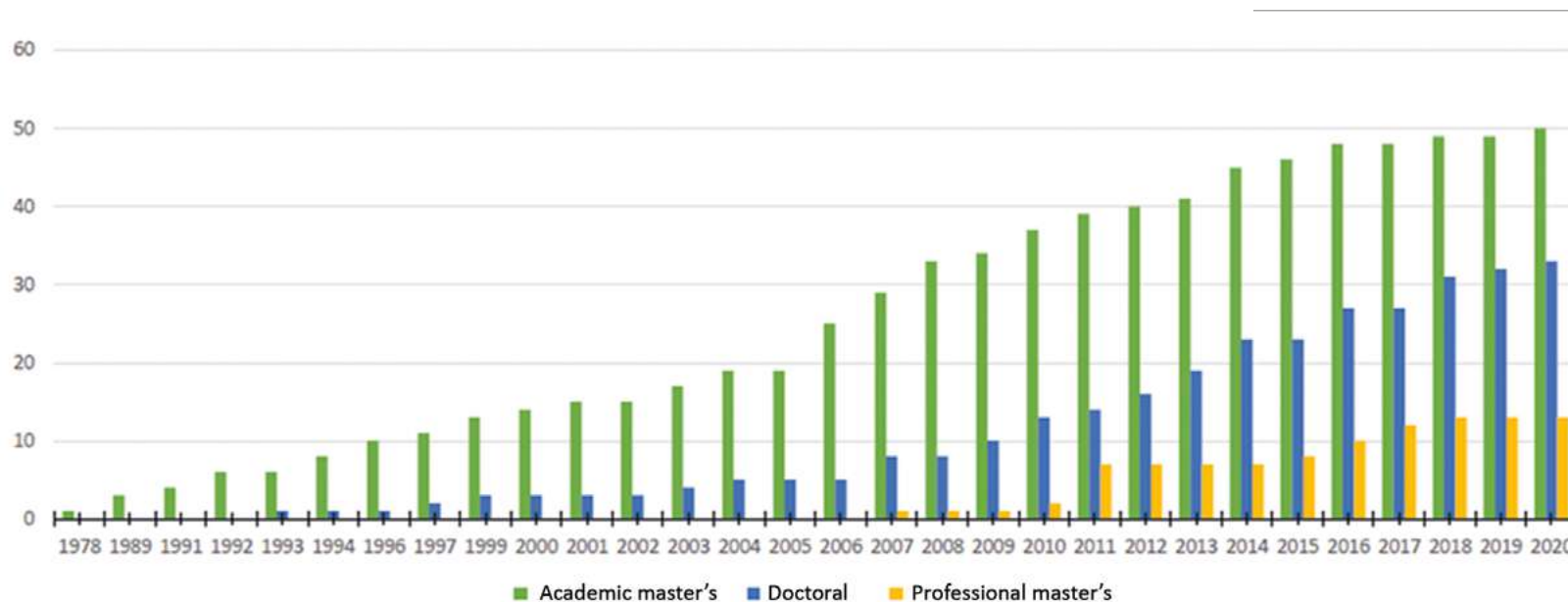
UFES is responsible for 86% of master's courses in Espírito Santo and for 94% of doctoral courses. The University has undergone a process of significant expansion in the field of research and graduate studies in the last ten years. The number of academic UFES's master's courses increased in this period from 37 to 50 (growth over 100%), and doctoral courses from 13 to 33 (growth over 250%). The number of professional master's courses increased from 2 to 13, and the first course in this



modality was approved in 2007, configuring a growth of 650% in a decade. Such consolidation of graduate programs (PPGs) was strengthened and made possible by implementation of a process of self-assessment and strategic planning in 2012, called *Propos*, which, along with the work of professors, coordinators, and directors of Center, subsidized significant improvement on evaluation scores of these programs.

In 2019, 4,549 students were enrolled in graduate studies at UFES, 2,218 of which in master’s courses, 534 in professional master’s courses and 1,297 in doctoral courses, in addition to *lato sensu* specialization, with 500 students enrolled, having graduated about 2,000 students. In 2020, there were 1,009 graduate students graduated, including academic master’s, professional master’s, doctorate, and specialization. UFES is currently one of 21 Brazilian higher education institutions that have more than 50 graduate programs. Next, in Graph 4, we can observe the expansion number of graduate courses at our university.

**Chart 4** – Evolution number of *stricto sensu* graduate courses.



For the next few years, we can foresee a slight increase in new master's courses, since UFES already has courses of this level in all areas of knowledge. The creation of new courses, therefore, is justified only in specific cases. Regarding the number of doctoral courses, we can foresee, even for the next years, a significant increase, since about half of UFES's PPGs have only the master's course, creating opportunities for their expansion from a process of maturation and institutional support with a correlated increase in their grades in assessment by the Coordination for Improvement of Higher Education Personnel (CAPES). The evolution of CAPES grade, for courses that already have the aforementioned grade, and the average grade are presented, respectively, in tables 6 and 7.

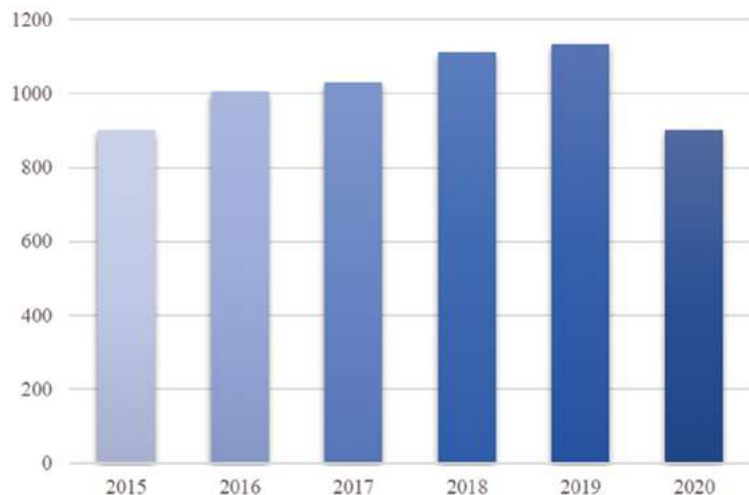
Specification	Grade	2013	2014	2015	2016	2017	2018	2019
Doctoral course	5	3	5	5	6	11	13	13
	4	13	17	18	20	15	13	17
	3	3	0	0	0	0	0	0
	Total	19	22	23	26	26	26	30
Master's course	5	3	5	5	5	10	12	12
	4	12	20	20	20	20	20	19
	3	33	27	28	23	29	28	27
	2	0	0	0	0	0	0	3
	Total	48	52	53	48	59	60	61
Total of programs		67	74	76	74	85	86	91

**Table 6** – Evolution of CAPES grade

Average grade of graduate courses	2013	2014	2015	2016	2017	2018	2019
Doctoral course	4	4,23	4,22	4,23	4,42	4,5	4,43
Master's course	3,38	3,58	3,57	3,63	3,68	3,73	3,66

**Table 7** – Average grade of graduate courses

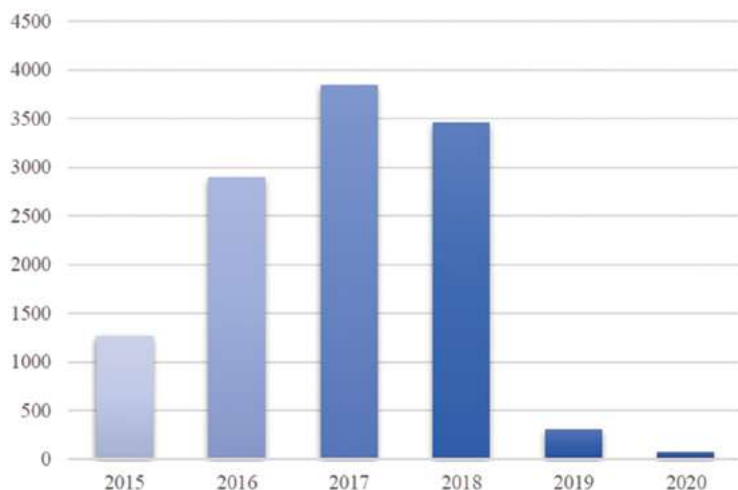
As a result of UFES's investments in creating new graduate programs and in consolidating existing ones, expansion in number of graduates from master's and doctoral courses can be observed in Chart 5.



**Chart 5** – Distribution of graduates from *stricto sensu* graduate courses

In *lato sensu* graduate course modality (specialization), there are no courses regularly offered by UFES, excepting the specialization in Multiprofessional Residency in Health. In general, courses are offered based on specific demands by various sectors of society, such as government agencies or companies. There are also courses offered by direct proposition of a group of university professors. Thus, UFES has great potential to continue serving the society of Espírito Santo with the offer of courses of this modality in coming years, contributing to training quality human resources. As an example, in 2019, five specialization courses were offered at UFES: Structural Calculus and Foundations; Economics and Agrarian Development; Integrated Production Logistics; Medical Residency; and Multiprofessional Residency in Health. These courses provided a total of 350 places. In terms of evaluation, the first three were classified as “Good”, and both Medical Residency and Multiprofessional Health Residen-

cy as “Excellent”. Chart 6 below presents data on the number of graduates from *lato sensu* graduate courses at UFES.



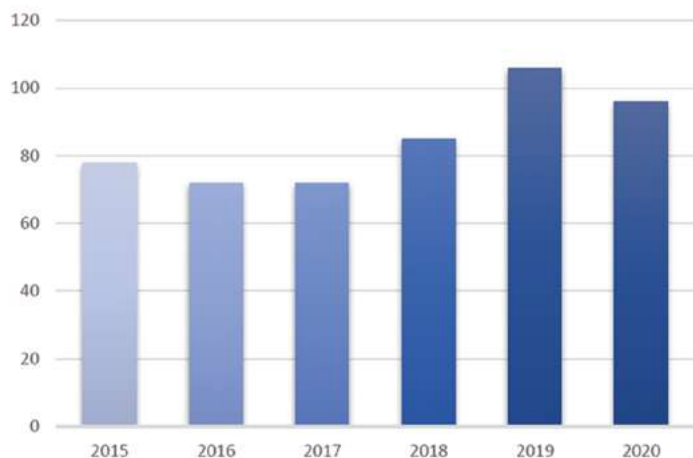
**Chart 6** – Graduates from *lato sensu* graduate courses

### 2.6.3 Extension

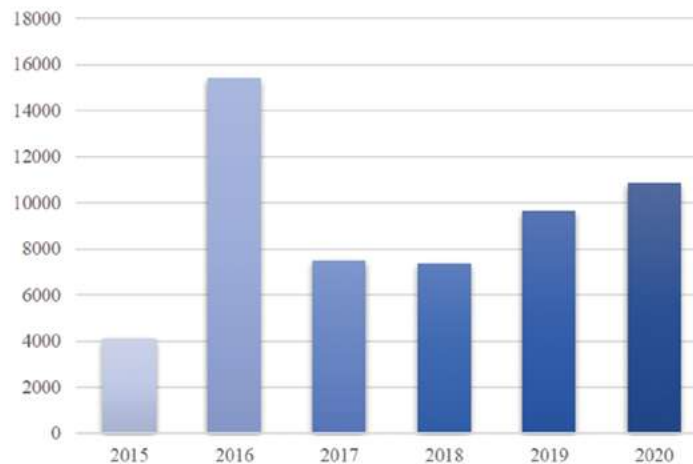
University extension is an academic process motivated by external demands and it involves exchange of experiences of professors, administrative staff, and students with society. This process is extremely important in professional training of students, as their participation in extension actions makes it possible to apply knowledge obtained, developing it in sense of pointing out solutions to society demands (communities, government sectors or companies). This experience provides students with citizenship education consistent with ethical principles, with guarantees of rights and duties and with social transformation.

University extension courses are offered to the public with the aim of disseminating knowledge and work techniques and may or may not be developed at university level, according to their content and the meaning they assume in each case. UFES can also organize courses, workshops, and events to meet specific requirements and peculiarities of the job market.

The IDP underpins the direction of management actions towards university extension, with constant evaluations to align them with the demands of society and with the collective decisions of university community, based on the National University Extension Plan. One of the most important actions in this area is the offering of extension courses. In Charts 7 and 8, there is information on the number of courses offered by university extension and their number of graduates.



**Chart 7** – Total number of extension courses offered by UFES



**Chart 8** – Total of graduates from extension courses

During this IDP execution, UFES will have as one of its objectives the evaluation of extension actions, to keep them in tune and in harmony with social demands. It will also aim to improve assistance services provided to the community, integrating them with teaching and research, to strengthen teaching and student performance in university extension, to meet society needs.

#### 2.6.4 Schedule of vacancies opening in undergraduate and graduate courses

Considering the increase in undergraduate and graduate courses vacancies in the last decade, the Federal University of Espírito Santo should invest in qualification of the courses created and

in improving undergraduate and graduate teaching infrastructure. Thus, this planning will involve the following purposes:

- Improvement of digital platforms for admission and monitoring of graduating students.
- Improvement of physical infrastructure and equipment of laboratories that serve undergraduate courses.
- Improvement of monitoring processes of undergraduate students to provide for their course's permanence and completion.
- Improvement of physical sites destined to classes of undergraduate and graduate courses.
- Increase in the number of administrative staff who work in collegiate course offices, as well as promote training programs aimed at this segment.
- Use of assessment results to implement improvements in undergraduate courses.
- Expansion in the offer of distance learning courses, continuously.
- Technological updates in classrooms and teaching spaces, using simulators, and other teaching and investment platforms to access programs and applications requested by the market and assistive technology resources; and
- Promotion of the integration of Virtual Learning Environments (VLEs – Moodle) with the Teaching Information System (SIE).

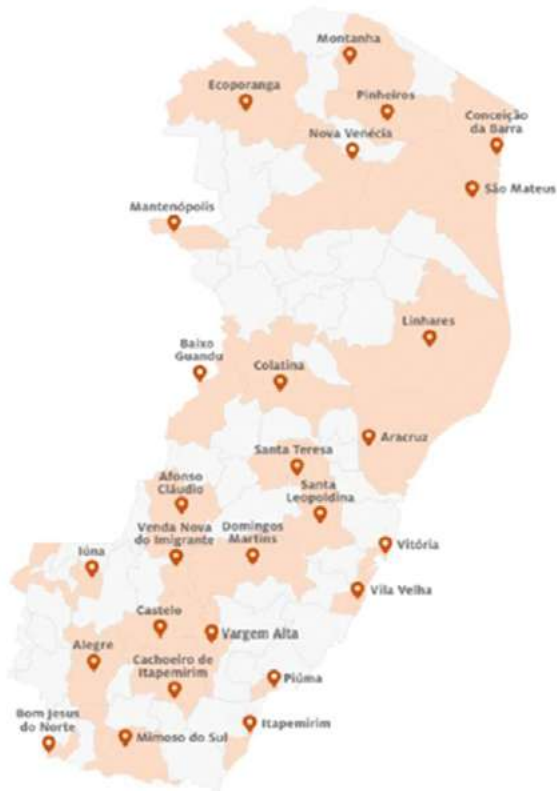
### **2.6.5 Distance learning offer**

The Distance Education Superintendence (SEAD) monitors, supervises, and supports distance education activities at the University, enabling teaching and learning processes mediated by information and communication technology in its courses, acting as follows:

- Management and support for distance undergraduate and graduate courses (UAB).
- Support for on-site undergraduate courses that use distance learning tools.
- Support for projects and distance and blended graduate courses (*lato* and *stricto sensu*), research, extension (updates and improvement) and training; in addition to support for face-to-face courses of same nature which use distance learning tools; and

- Coordination of educational offers that reach health workers on a large scale and support to institutions' network of the Open University of the Unified Health System (UNA-SUS), providing educational resources for UNA-SUS Collection and contributing to the offer of specialization courses, improvement, and other types of qualification aimed at SUS workers.

Distance undergraduate and graduate courses offered by UFES in partnership with Open University of Brazil (UAB) are present in all Espírito Santo macro-regions. In them, UFES actively works offering vacancies in blended courses, developed in UAB centers installed in municipalities, as shown in Picture 2.



Picture 2 – EaD hubs/UFES – Espírito Santo



Regarding on-site support centers, parameters of physical infrastructure and personnel are established by CAPES, being that institution responsible for the entire accreditation process for creating a center and verifying infrastructure requirements for final approval. For general and support rooms of UAB system hubs, the following physical infrastructure parameters are considered:

General spaces of a UAB hub:

- Room for coordinating the hub (mandatory).
- Room for the UAB hub secretary (mandatory).
- Meeting room (optional); and
- Bathrooms (at least one female and one male) with accessibility, as required by Law No. 10.098, of December 19, 2000.

Support spaces of a UAB hub (mandatory):

- Computer lab with adequate electrical installations (stabilized network). and
- Physical library, with room for studies.

Academic spaces:

- Multipurpose room – for class(es), tutoring, exam(s), video/web conference(s) etc. and
- Pedagogical laboratory (when applicable).

The opening plan of centers during the PDI 2021-2030 term is presented in Table 8:

Planning macro-regions of Espírito Santo	Municipalities
Metropolitan	Cariacica, Guarapari, Serra, Viana, UFES-Goiabeiras Campus, UFES- Maruípe, Sooretama, Anchieta, Marataízes e Santa Maria de Jetibá
North	Jaguapé
Northwest	Barra de São Francisco e São Gabriel da Palha
South	Guaçuí e Ibatiba

**Table 8** – Macro-region and municipalities

Source: : Sead/Ufes.

## 2.7 SUPPORT STRUCTURE FOR TEACHING, RESEARCH, EXTENSION, AND INSTITUTIONAL ACTIVITIES

UFES also has a series of instruments, mechanisms and support structures for teaching, research, extension, and institutional activities, in addition to offering services related to these activities for society in general. Among the main ones, we can highlight the Oceanographic Base, communication and culture instruments, experimental farms, the University Hospital, the Veterinary Hospital, the Technological Innovation Board (DIT), the Odontology Institute (IOUFES), UFES's Technological Institute (ITUFES), the Language Center, the Astronomical Observatory, Vitória Planetarium, the Early Childhood Education Center (CEI) *Criarte*, and MUSES, which are presented below.

### 2.7.1 Oceanographic Base

Located in Santa Cruz, in Aracruz/ES municipality, the Oceanographic Base has a 3,900 square meter building area, housing the course office, an auditorium with capacity for 125 people, two classrooms of 20 square meters each and the following laboratories: Environmental Geochemistry, Geological Oceanography, Nectology, Benthic Ecology, Ichthyology, Zooplankton, Ecotoxicology and Cultivation of Marine Organisms.

### 2.7.2 Communication and culture

Communication and culture activities at UFES are coordinated by the Superintendence of Communication and the Secretary of Culture respectively.

As for communication vehicles, UFES has:

- UFES TV - founded in August 2000, its principle is production of audiovisual content of educational, scientific, and cultural nature, in different formats, seeking experimentation and dialogue with UFES's teaching, research and extension activities;
- University Radio - on air since 1989, the University FM Radio Station (104.7) was founded with objective of serving university community, publicizing campus production, narrating UFES's facts, in addition to responding to speeches and thoughts presented by the academic community;
- **Informa** Newspaper - intended for dissemination of activities developed by areas of teaching, research, and extension, in addition to facts and decisions related to the Central Administration. It circulates every 2 weeks, during the academic year;

- **Universidade** Magazine - aims to publicize, via scientific journalism, the production of knowledge generated by its researchers as well as publicizing actions in areas of teaching and extension; and
- Social media - seeking interaction and dissemination of relevant information to community, UFES maintains University institutional profiles on the following social media: Facebook, Instagram, Twitter, YouTube, and LinkedIn.

As for the cultural set, UFES has:

- University Theater - opened in 2002, it aims to meet cultural (theater, music, and dance) and academic (conferences, congresses, seminars, graduations etc.) demands of the university and external communities. With 615 seats, including room for wheelchair users and obese people, UFES University Theater is still the largest in the state and its infrastructure places it among the best equipped in the country. It receives, on average, 110,000 visitors per year and offers a diversified and quality program, from February to December, with regional, national, and international theatrical, musical and dance shows;
- **Cine Metrópolis** - installed in Goiabeiras campus' Living Center, the history of Cine Metrópolis begins back in 1974 with **Cineclube Universitário** movement. In 1994, the movie theater opened, with 240 seats. The focus of action is alternative programming, based on diversity of styles, languages, and nationalities. **Cine Metrópolis** is a consolidated site for premieres of short, medium and feature films produced in Espírito Santo, and audiovisual productions for TV;
- Art Gallery (Gaeu) - is one of the most important cultural facilities at both UFES and Espírito Santo. Located in Goiabeiras campus, Vitória, it is an environment for projection of local artistic production and those from other states and countries. Gaeu preserves the University's fine arts collection and promotes art popularization, with an annual average of 10,000 visitors. It operates in three areas: rotating and permanent exhibitions, productions in different languages, and preservation, enhancement, custody, and maintenance of UFES's artistic collection;
- UFES's choir - founded in 1976, it had Adolfo Alves as its first conductor. Formed by members of the university community – students mainly – the choir performs throughout Brazil and its differentiated repertoire is characterized by variations in style and the joy of its choristers; and

- University Publishing House (EDUFES) and UFES's bookstore - EDUFES works in the publication of technical and scientific books produced by the academic community, providing dissemination of academic production and dissemination of knowledge. Created in 1995, its production is defined by an editorial board made up of representatives from all University's Teaching Centers. UFES's bookstore sells all titles published by EDUFES and books of 103 university publishers in Brazil. UFES's students, staff, professors and private educational institutions have a 20% discount.

### **2.7.3 Experimental farms**

#### *2.7.3.1 Experimental farm in CEUNES*

The Experimental Farm is a complementary organ of the University Center North of Espírito Santo (CEUNES) and has a physical area of 196.3741 hectares located East of São Mateus/ES campus. As a national reference in agricultural research, the farm supports and collaborates with CEUNES courses in its didactic-scientific activities, and in institutional development, assists in training professionals through courses, internships, seminars, and visits, in addition to contributing to production and dissemination of knowledge and technology transfer activities. It also advises the Center's management in planning, evaluation, control, and decision-making.

The Experimental Farm physical structure is made up of three buildings, which comprise: administrative headquarters, where the administration room, the technical team room, two classrooms and the warehouse are located; and two buildings attached to the administrative building, where the mechanization and pesticide application laboratory, the hydraulics laboratory, and the sample and seed preparation laboratory are located. It also has three agricultural greenhouses and a shed to house machines and implements.

The main teaching, research and extension activities currently developed by the Experimental Farm are monitoring, installation and conducting of experiments, and support for practical field classes, as well as related activities.

### 2.7.3.2 *Experimental farms of the Center for Agricultural Sciences and Engineering*

Experimental areas of the Center for Agricultural Sciences and Engineering (CCAIE) have 215.29 hectares total extension and are in three municipalities: Alegre (88.57 ha), São José do Calçado (121.22 ha), and Jerônimo Monteiro (5.50 ha), in Espírito Santo State.

Numerous activities are carried out in these sites, which aim to support and collaborate with undergraduate and graduate courses in the area of Agricultural Sciences, contributing to the development of institution and community; serve as a basis for production and conservation of knowledge, and use of new technologies; develop agricultural, livestock, and forestry production in systems or modules that can serve as demonstration areas.

### 2.7.4 **University Hospital**

The ***Cassiano Antônio Moraes*** University Hospital (HUCAM) is a healthcare institution that develops activities of teaching, research, extension, and assistance.

It is in Vitória/ES, in a strategic geographical position, which facilitates the access of its users, being a reference for the state capital, for the neighboring municipalities of Serra, Cariacica, Viana, Guarapari, Vila Velha and Fundão, and for other regions of Espírito Santo, also receiving patients from Bahia, Minas Gerais, Rio de Janeiro and other states.

HUCAM is in a strategic position in the Unified Health System network, being a reference in medium and high complexity procedures, standing out for quality of care offered to population and as a reference center for diagnosis and treatment for HIV, multidrug-resistant tuberculosis, kidney transplantation, general and cardiac surgery, high-risk maternity, neonatal and adult intensive care, hemodynamics, and other highly complex care. It also has different nationwide top-rated programs and projects, such as Women's Health Care, Human Milk Bank, HIV treatment for drug addicts and victims of sexual violence, as well as bariatric and sex reassignment or gender affirmation surgeries.

Fundamental for training professionals in the health area, HUCAM is a field of practice for undergraduate students in Medicine, Nursing, Dentistry, Pharmacy, Nutrition, Physiotherapy, Occupational Therapy and Speech Therapy, for students of ***stricto sensu*** graduate programs, Medical Residency, and Multiprofessional Residency in Health at UFES's Health Sciences Center (CCS), becoming the main place for learning and research in these areas. The University Hospital is also an

internship hub for students from other UFES's courses such as Computer Science, Administration, Physical Education, Accounting, Engineering and Psychology, which makes it the largest internship field of the University.

Through a contract signed in April 2013, HUCAM is now managed by the Brazilian Company for Hospital Services (EBSERH), a public company linked to the Ministry of Education, created by the federal government to manage the country's university hospitals.

### **2.7.5 Veterinary Hospital**

The Veterinary Hospital (HOVET) of the UFES's Center for Agricultural Sciences and Engineering is located at Rive experimental area, a district of Alegre, Km 77, BR 482, a road that connects Alegre and Jerônimo Monteiro municipalities. It is the only public veterinary hospital in Espírito Santo and serves as the main professional training laboratory for students of Veterinary Medicine course and the graduate course in Veterinary Sciences, as it is the place where teaching, research and extension activities are carried out. It offers veterinary services to pets, production, wild and exotic animals, with clinical and surgical medical care, laboratory diagnosis, imaging and anatomopathological examinations. Consultations are scheduled during opening hours, being an option at affordable and reference costs.

Services are accompanied by professionals and qualified professors in different activity areas. HOVET offers all Alegre owners and region a personalized, specialized and quality assistance, serving population in various services, clinical and surgical care of pets and large animals, laboratory, parasitological, pathological, microbiological tests, complementary imaging tests, such as x-ray, ultrasound and electrocardiogram are included.

HOVET has several projects aimed at serving Alegre and the regional community, including rural programs. It has several projects and technical-scientific programs of professors and veterinarians together with students of Veterinary Medicine course to provide practical and scientific knowledge to students. Research carried out there contributes to medical effectiveness and animals' quality of life, both in clinical and prophylactic terms.

### **2.7.6 Technological Innovation Board (DIT)**

DIT, former Institute of Technological Innovation (INIT), is the body responsible for managing intellectual property generated at the university. Therefore, UFES's researchers rely on this sector to protect their research and inventions. The Board of Directors is linked to the Pro-Rectorate for Research and Graduate Studies (PRPPG) and is formed by a multidisciplinary team, qualified to carry out activities related to intellectual property and technological innovation.

Technical and confidential information from activities and projects developed at UFES submitted to the DIT must be kept confidential and must be subject of a Secrecy and Confidentiality Agreement. As a result, all members of the Board of Executive Officers sign the aforementioned Term regarding the information to which they have access.

### **2.7.7 Institute of Odontology (IOUFES)**

IOUFES is a supplementary body to support UFES's Odontology course and is directly subordinated to the University's Central Administration. Located in Maruípe campus, in Vitória, the Institute collaborates with the teaching of Dentistry, promoting and stimulating development of teaching and scientific research, as well as providing assistance services to community through agreements.

### **2.7.8 UFES's Technological Institute (ITUFES)**

ITUFES is located in Goiabeiras campus, in Vitória, and was created through an agreement signed between UFES and the State Government on January 26, 1967. It absorbed attributions of Espírito Santo State Institute of Technology (ITES) and the laboratories of UFES's Polytechnic School. In 1980, it became a UFES supplementary body through an official ordinance.

Among ITUFES's objectives are: to collaborate with Engineering practical teaching; to carry out scientific and technological research aimed at meeting conditions and characteristics of the region, with a view to its development; to act in perfect harmony with the Technological Center, cooperating for Engineering development through laboratory classes, tests and research of interest to the Center; to collaborate effectively with public authorities and companies in general, in examination, study and solution of technical, economic and scientific issues, as well as in quality control of materials; to encourage training and improvement of researchers and technicians, promoting courses, publications, internships and scientific meetings; to collaborate with ABNT, of which it is a member, for establishing standards, norms, methods, tests, terminology and other matters;

to act under conditions provided for the country's metrological legislation, as a control and measurement body, maintaining standards and performing functions in accordance with delegations of powers that it receives to do so; to promote laboratory studies and, on a semi-industrial scale, of raw materials, including processes for their manufacture and use.

### **2.7.9 Language Center**

The Language Center is located in Goiabeiras campus, linked to the Center for Human and Natural Sciences (CCHN). Among many initiatives, they offer language courses for the community: German, Spanish, French, English and Italian, with activities in three shifts; from 2020 onwards the Center started offering online courses. They also carry out foreign language proficiency tests and research on foreign language teaching and learning, promote cultural activities and teacher training. The Center covers approximately 5,000 students, 10% of which are awarded scholarships.

### **2.7.10 Astronomical Observatory**

Beginning in the 1980s, UFES's Astronomical Observatory offers visits to basic education schools as a complementary teaching resource for teaching Science, Geography, Physics and Biology. It contributes to improving quality of science education and promotes astronomy education in communities. It makes available to visitors telescopes for stargazing, and a collection of pedagogical material with international publications, photographs, and presentations with audiovisual resources. It lectures in schools and offers external visits to organized groups. The service provided by the Observatory at the school or institution concerned (visit-external assistance) includes lectures, sky observation (day or night) with a Meade ETX 125 portable telescope and other Astronomy teaching activities, carried out by prior appointment according to availability.

### **2.7.11 Vitória Planetarium**

Inaugurated in 1995, Vitória Planetarium is the result of a partnership between UFES and Vitória City Hall (PMV). It also had articulation and support of *Galileu Galilei* Astronomical Association (AAGG), responsible for the original project to create the Planetarium, and from the State Government.

Within UFES's scope, Vitória Planetarium is linked to the Center for Exact Sciences (CCE) and the Department of Physics. Within PMV's scope, it is linked to the Municipal Department of Education (SEME), incorporated into the "Schools of Science" project.



Among its activities, the Planetarium promotes elaboration, adaptation and improvement of methodologies and activities for the teaching of Astronomy and Science; it encourages and supports formation of regional centers for dissemination and popularization of science and technology, especially Astronomy, in municipalities in Espírito Santo; and supports teachers' continuing education. It also promotes planetarium sessions, monitored visits to schools, workshops, mini-courses and lectures; it offers online pedagogical consultancy, distance learning and material for consultation and support for teachers of basic education in on-site and blended courses. In addition to astronomical observation sessions, other sessions are held dealing with various subjects and are open to public questions. Exhibitions and scientific-cultural events related to the area also take place in the Planetarium.

#### **2.7.12 CEI Criarte**

The Early Childhood Education Center *Criarte*, institutionalized by Resolution No. 48/2012-CUn, has its creation history started back in the mid-1970s. With its own site, located in Goiabeiras campus, CEI *Criarte* provides equal care to children of UFES's students, staff, and professors, as well as children from external communities (25% for each segment), with nine professors in its teaching staff of basic, technical, and technological education, also contributing to university student training through internships, research and extension projects.

#### **2.7.13 MUSES**

The Museum of Natural History of South the State of Espírito Santo (MUSES) is in the municipality of Jerônimo Monteiro, South of the state of Espírito Santo, a complementary body linked to the Center for Exact, Natural and Health Sciences (CCENS) from the Federal University of Espírito Santo. The entity is currently in application process with the Brazilian Institute of Museums (IBRAM), an autarchy of the Ministry of Culture (MinC). Its origin dates to 2010, when a team of UFES's professors wrote an implementation project entitled "Implementation of the Museum of Natural History of South the State of Espírito Santo", obtaining funding from CNPq and FAPES. The Museum started its activities on March 26, 2013 and is an UFES extension program with due registration in SIEX. MUSES bylaws were approved by resolution No. 48/2017 of UFES's University Council, recognizing MUSES as a UFES's complementary body.

## 2.8 UFES's student assistance

### 2.8.1 UFES's Student Assistance Program

UFES's Student Assistance Program (PROAES-UFES) brings together a set of actions that provide on-site undergraduate students with conditions that favor their permanence at university and completion of their higher education course, without retention or evasion, under the terms and limits of Ordinance No. 1.831/2017-R and Resolution No. 3/2009-CUn. Resources come from the National Student Assistance Program (PNAES), and benefits are intended only for registered students. Registration calls from PROAES-UFES are released every six months, allowing new students to register when they arrive at the university.

The objectives of UFES's Student Assistance Program are: to contribute to access to essential rights to food, housing and transportation; to promote psychosocial actions; to provide conditions for access and permanence in perspective of social inclusion and democratization of education; and to analyze, plan and promote actions aimed at reducing university dropout and retention rates, resulting from socioeconomic factors.

PROAES-UFES comprises the following grants:

- I. Housing allowance: financial support for eligible students to help them with housing expenses.
- II. Transport allowance: financial support for bus ticket purchase, aimed at helping in the transfer between the student's residence and the university.
- III. Meal allowance: 100% discount on meal price at University Restaurants.
- IV. Learning material aid: financial support for purchase of learning materials required in undergraduate course; and
- V. Child education aid: financial resource intended to cover part of expenses with daycare, preschool or caregiver, of student registered in PROAES who has a child or child under custody/guardianship, under their care, aged 0 to 5 years, 11 months, and 29 days, with priority being given to those aged 0 to 2 years, 11 months and 29 days.

### **2.8.2 Foreign Student Assistance Program (PAEE-UFES)**

PAEE-UFES is responsible for actions that provide foreign students enrolled in a face-to-face undergraduate courses with conditions for their permanence at university and completion of their higher education course without retention or evasion, under the terms and limits of Ordinance No. 1972/2015-R. Every foreign student regularly enrolled in a UFES's face-to-face undergraduate course who does not receive a PROMISAES scholarship may apply for registration in the Foreign Student Support Program, from the 1<sup>st</sup> to 10<sup>th</sup> of each month, during the academic term, and can be entitled to the following assistance: meal allowance, extended loan of books and access to language courses.

## **2.9 GOVERNANCE**

### **2.9.1 Organizational structure and decision instances**

In 2019, UFES's organizational structure underwent a review to adapt it to present and future demands, in addition to enabling greater responsiveness from the institution, through rationalization and effectiveness of its teaching, research and extension. This restructuring also made it possible to readjust the means-area, in the sense of providing agility to meet demands of areas linked to UFES end-processes.

Thus, the University has its administration distributed in the following levels, according to article 11 of the Statute:

- I. Higher Administration; and
- II. Centers' Administration.

Higher Administration will be exerted by the following bodies:

- I. University Council.
- II. Teaching, Research and Extension Council.
- III. Council of Trustees; and
- IV. Rectorate.

The University Council is the highest deliberative and consultative UFES's body in matters of university, administrative, financial, student and planning policy. In total, it has 30 members distributed as follows: rector (president), vice-rector, directors of the 11 teaching centers, rector of the immediately preceding period, pro-rectors of Administration, People Management, Planning and Institutional Development, and Student Affairs and Citizenship, superintendent of the University Hospital, three representatives of professors, three representatives of technical-administrative staff and five student representatives.

The Teaching, Research and Extension Council is the UFES's central body in terms of teaching, research, and extension supervision, with deliberative and consultive functions. In total, it has 35 members, distributed as follows: rector (president), vice-rector, two representatives from each of the 11 teaching centers, pro-rectors of Extension, Undergraduate, Research and Graduate Studies, two representatives of technical-administrative staff and six student representatives.

The Council of Trustees is the deliberative and advisory body in matters of economic and financial supervision. It monitors and supervises UFES's budget execution through documentation sent to it by the Superintendence of Accounting and Finance and by decentralized units. It is responsible for approving the university's monthly financial balance sheets and annual rendering of accounts, presented by the rector, to be sent to the Federal Control Office of the General Controller of the Nation (CGU). It has ten members, who choose its president and vice-president among its members, formed by three representatives from the University and Teaching, Research and Extension Councils, one representative from the Ministry of Education, one from the local community, one from technical-administrative staff and one from students.

The Rectorate is the Higher Administration executive body of the Federal University of Espírito Santo in charge of supervising, coordinating, and inspecting university activities. The Rectorate is exercised by the Rector, chosen through consultation with the university community and appointed by the President of the Republic. According to the University statutes, the rector defines, with the approval of the University Council, the competences, attributions, and responsibilities of all bodies subordinated to the Rectorate.

The Teaching Centers are academic-administrative units that bring together courses and departments in the same field of knowledge. It is up to the Centers to develop teaching, research, and extension activities, in conjunction with undergraduate courses and the coordination of graduate programs.

The Centers' direction and administration are exercised by the following bodies:

- Departmental Council.
- Board of Directors.
- Departments; and
- Secretary Office.

The Department Council is the Center's highest deliberative and consultive body, in administrative, financial, didactic-curricular, scientific, and disciplinary matters, in the opening of undergraduate and graduate courses. The Department Council comprises the Center director (president), the vice-director, department heads, in addition to the following representatives: collegiate bodies, undergraduate courses, graduate programs, the Center at CEPE, technical staff and students.

The Center's Board of Directors is the executive body that coordinates, supervises and superintend the Center's activities. The positions of director and vice-director of a university unit will be held by professors appointed for a period of four years. It is incumbent upon the director to represent, manage and supervise the Center activities.

The Department brings together professors for common objectives of teaching, research, and extension, being responsible for organization of its programs, distribution of teaching, research and extension work to harmonize their interests and the dominant scientific-cultural concerns of their teaching staff. The Department head is a professor working in the career of Higher Education Teaching.

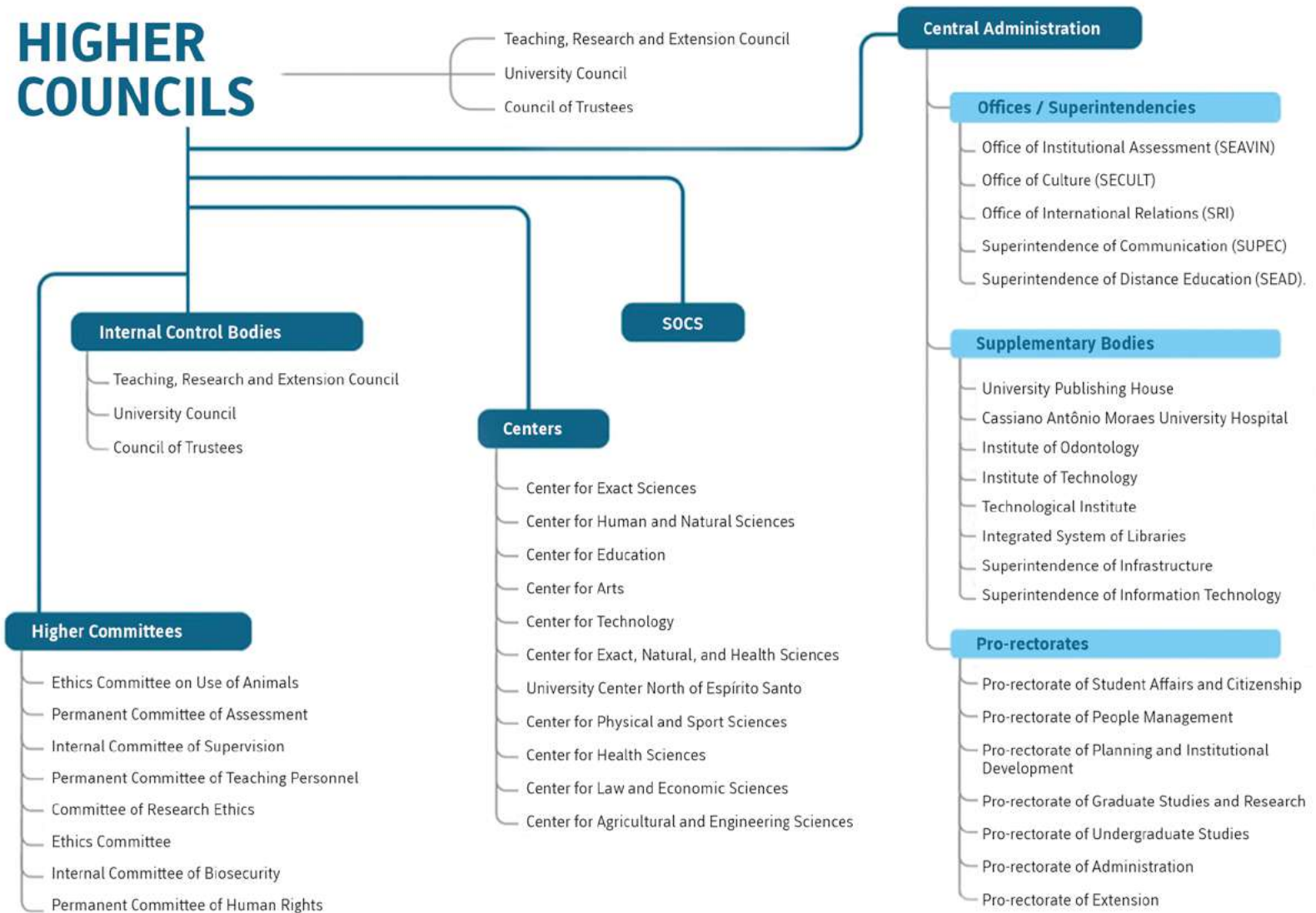
The Center Secretary Office, through its sections, is responsible for execution of all the Center's administrative services. The Center Secretary Office will be exercised by a head of Office.

For didactic coordination of each undergraduate course there is a Collegiate, and another for coordination of each graduate program. The Course Collegiate coordinates the teaching-learning process, promotes teacher-student interaction, interdisciplinary and interdepartmental integration, with a view to adequate professional training.

UFES has a Permanent Committee of Teaching Personnel to act in advising the Higher Collegiate Bodies of the University and in formulating and monitoring implementation of policies regarding teaching personnel.

Picture 3 presents the organizational chart of UFES's organizational structure. Organizational structure details can be found in resolution (22/2019) approved by the University Council.

Picture 3 – UFES's organizational structure



### 2.9.2 Administrative structure and organization

The university organization and functioning are set out in the following regulations: Statute, General Regulations and Regulations of Teaching Centers. Administratively, UFES is constituted by the Rectorate, which has seven pro-rectorates: Administration (PROAD); Extension (PROEX); People Management (PROGEP); Student Affairs and Citizenship (PROAECI); Undergraduate Studies (PROGRAD); Research and Graduate Studies (PRPPG); and Institutional Planning and Development (PROPLAN).

It is also made up of 11 Teaching Centers, which are academic-administrative units:

- Center for Arts (CAr) - Goiabeiras campus
- Center for Agricultural and Engineering Sciences (CCAe) - Alegre campus
- Center for Exact Sciences (CCE) - campus Goiabeiras
- Center for Exact, Natural, and Health Sciences (CCENS) - Alegre campus
- Center for Human and Natural Sciences (CCHN) - Goiabeiras campus
- Center for Law and Economic Sciences (CCJE) - Goiabeiras campus
- Center for Health Sciences (CCS) - Maruípe campus
- Center for Education (CE) - Goiabeiras campus
- Center for Physical Education and Sports (CEFD) - Goiabeiras campus
- Center for Technology (CT) - Goiabeiras campus
- University Center North of Espírito Santo (CEUNES) - São Mateus campus

The following supplementary bodies linked to the Central Administration are part of UFES's organizational structure: University Publishing House (EDUFES), **Cassiano Antônio Moraes** University Hospital (HUCAM), Institute of Odontology (IOUFES), Technological Institute (ITUFES), Integrated Library System (SIB), Superintendence of Infrastructure (SI), and Superintendence of Information Technology (STI).

The Central Administration has offices and superintendencies linked to it, distributed in academic and administrative areas: Office of Institutional Assessment (SEAVIN), Office of Culture (SECULT), Office of Higher Collegiate Bodies (SOCs), Office of International Relations (SRI), Superintendence of Communication (SUPEC), Superintendence of Accounting and Finance (SCF) and Superintendence of Distance Education (SEAD).

The Administration is also constituted by advisories and Superior Councils: CCUR, CUn and CEPE.







# Institutional Pedagogical Project

UFES's Institutional Pedagogical Project (IPP) is a structuring element of the IDP 2021-2030, as established by Decree No. 9,235/2017, as it defines teaching, research, and extension policies, and must be analyzed and appreciated by CEPE. The IPP content and formatting can be modified based on changes in legislation and institutional needs.

The IPP is the main document for general guidelines for teaching, research, extension and other pedagogical and student support actions and services developed at the institution. It should guide the organization of pedagogical work in its different times and spaces, with aim of qualifying training and professional processes. It emphasizes principles of democratic work, valuing all those involved in the educational process, democratization, student access and permanence, as well as social inclusion.

It also highlights the commitment to socially referenced training, continuing education of professionals and teachers to work in basic education and in different professional areas, and the necessary articulation between teaching and bachelor's degrees, research, and extension.

This document therefore presents, based on a broad and dialogic process of construction, the guidelines that should support the formulation of actions, projects, practices, and services in the scope of teaching, research, and extension at the Federal University of Espírito Santo.

### **3.1 REGIONAL INSERTION**

UFES's main mechanisms of regional insertion are undergraduate and graduate education (in-person and distance learning); scientific and technological research, development, and innovation; university extension; and assistance to the population.

In addition to campuses located in Vitória, the process of in-person and distance interiorization of the university constitutes a strong mechanism of regional insertion of fundamental importance and highly relevant for the society of Espírito Santo, mainly for communities that are directly influenced by this process.

UFES has other important mechanisms for regional insertion, such as scientific research, technological development, and innovation, constantly aligned with regional demands and university

extension, its inseparable pillars. UFES's regional insertion in areas of research and development has, as essential assumptions, the existence of a structured system of science and technology, and of a support system for scientific-technological development and innovation, crucial for developing Espírito Santo and Brazil.

### **3.2 PHILOSOPHICAL AND TECHNICAL-METHODOLOGICAL PRINCIPLES THAT GUIDE THE INSTITUTION'S ACADEMIC PRACTICES**

As defined by the Federal Constitution of 1988, federal public universities have didactic-scientific, administrative, financial, and patrimonial management autonomy, obeying the essential principle of inseparability between teaching, research, and extension. The exercise of the didactic-scientific autonomy foreseen in the Constitutional Charter allows the Federal University of Espírito Santo to consider absolute priority the principle of inseparability among teaching, research and extension, in planning and execution of its core activities.

Thus, guidelines are established below, understood as general lines that will support these activities, also including student assistance, as a policy that crosscuts the commitment and effort for democratization of access and permanence in higher education, for accessibility and inclusion of groups and populations (the indigenous, the *quilombolas*, black people, women, LGBTQIA+, people with disabilities and rural population) who, historically, were excluded from educational processes developed/carried out by public and free universities. Also noteworthy is the commitment to valuing popular and traditional knowledge, to be established in constant dialogic movement with academic community and society.

#### **3.2.1 Teaching**

Brazilian higher education has been object of study and intense discussions by the university and academic community and by organized civil society regarding democratization, internationalization, and quality, as well as issues of political and epistemological reflections in different areas of knowledge about the daily life of universities, about curriculum, teaching and learning practices at undergraduate and graduate levels (CUNHA, 2016).

These studies increasingly indicate a need to build pedagogical projects – particularly professional training curricula of undergraduate and graduate courses, pedagogical practices and teaching

policies – in a social and emancipatory perspective, committed to social equity, humanized and transformative, pluri-ethnic, socially referenced, non-reproductive of gender discrimination and sexual diversity, anti-racist and inclusive professional training, capable of developing in students the ability to think critically and problematize reality.

In that sense, UFES's pedagogical project, the only public university in Espírito Santo, advocates undergraduate and graduate education as an expression of process and mediation, assuming the commitment to break with merely technical, instrumental know-how. From that perspective, the institution seeks to fulfill its social responsibility, to promote higher education for citizenship and to train professionals who are aware of their diverse and different social and professional responsibilities.

- In summary, UFES strives for the following principles for undergraduate and graduate education:
- Education with social and professional responsibility.
- Education for an autonomous and critical citizenship of the subjects, articulated to society.
- Teaching with construction and systematization of own knowledge.
- Teaching based on exchange of academic areas, disciplinary areas, and teaching-learning modalities.
- Teaching and critical learning of knowledge of areas.
- Teaching focused on an inclusive perspective, guaranteeing full right of people with disabilities to carry out their educational career.
- Teaching as a tool for social transformation and for confronting inequalities and discriminatory processes.
- Teaching with an appreciation of sociocultural diversities and with non-epistemicide curriculum and knowledge production.
- Teaching that facilitates exchanges between scientific and traditional peoples' knowledge.
- Teaching articulated to research and extension as a real possibility of learning.

- Teaching that encourages meaningful learning and attitudes to create, transform and overcome contemporary educational/professional challenges.
- Education with and for respect for ethnic-racial, gender and sexual, and linguistic diversity and plurality; and
- Teaching that is kept up-to-date and considers aspects of innovation and technological development.
- In dialogue with historical demands of different social groups, such as indigenous peoples and rural populations, to promote the indigenous, intercultural, and rural education as good institutional practices to be strengthened and expanded.

### **3.2.2 Research**

Research is one of the University's fundamental activities and intends to produce scientific, technological, educational, cultural, and social knowledge, based on dialogue with varied types of knowledge and knowledge produced in society, particularly indigenous and traditional knowledge.

In recent years, UFES has significantly expanded the number of its graduate programs, which has led to a growth in research in areas of natural sciences, health, human sciences, exact sciences, legal and economic sciences, arts, and technologies. This growth, in view of the public character of the University, requires the affirmation of general guidelines for research:

- Research autonomy.
- Integration with society for the production and socialization of knowledge.
- Constant renewal of training programs, to provide a continuous dialogue with current issues.
- Internationalization of research, including the integration of actions with other countries, in particular with Latin American countries and Portuguese-speaking countries.
- Regionalization of research, seeking solutions for local, regional, and national development.
- Integration with undergraduate and basic education.
- Reaffirmation of ethical principles in the production and dissemination of scientific knowledge.



- Pluralisms of ideas and methodological concepts.
- Adoption of socially referenced assessment indicators.
- Adoption of affirmative policies that promote equity for access to graduate studies; and
- Encouraging production of knowledge on ethnic-racial, gender, and sexuality topics; on people with disabilities, indigenous and **quilombola** communities, sharing diverse knowledge.

### 3.2.3 Extension

Extension is an academic activity connected with the university's purposes, developing educational, artistic, cultural, and scientific processes articulated with teaching and research. Its purpose is to contribute to the promotion of interaction between university and society, favoring the emergence of innovative responses to local, regional, and national challenges, promoting dialogue between academic and traditional knowledge.

Extension activities must meet academic guidelines, have social relevance, promote multilateral relationships, and contribute to student training. These are extension guidelines:

- Inseparability between extension, teaching, and research.
- Interdisciplinarity and transdisciplinarity.
- Comprehensive education of students, articulating technical-scientific aspects with personal and social aspects.
- Democratization of access to knowledge, contributing to inclusion of vulnerable social groups.
- Dialogical relationship with society in the interaction between knowledge and experience produced in academy with popular knowledge, in close articulation with social organizations.
- Valuing dialogic spaces and coexistence of different types of knowledge.
- Planning and valuing extension activities in the Pedagogical Projects of Courses (PPCs).
- Partnerships with civil society organizations.
- Adoption of affirmative action policies for including poor, black, indigenous, LGBTQIA+ and **quilombola** students in extension programs, considering socioeconomic income criteria.

- Promotion of projects and extension programs that provide opportunities for strengthening ethnic-racial diversity, gender, sexual diversity, and indigenous and *quilombola* communities, as well as inclusion of people with disabilities; and
- Promotion of dialogue between academic and traditional knowledge, making efforts to recognize knowledge of traditional and popular communities.

### 3.2.4 Assistance

Student assistance is a policy that aims to provide response to expressions of the social issue in the university environment, through services to poor students and other excluded members of society, who have been historically excluded from access to Brazilian public university.

Student assistance actions (that aim to make it possible for that part of the population to remain at university) need to focus their efforts on a broader student assistance perspective that addresses the most diverse issues that impact student retention. To this end, we highlight the following principles:

- Commitment to strengthening and complying with the student assistance policy that meets real needs of students' permanence.
- Commitment to eliminating all forms of prejudice and discrimination of any nature in all instances of the University.
- Strengthening policy in all its principles and guidelines, as well as budgetary guarantee for its expansion and permanent qualification.
- Permanent defense of a democratic, secular, public and socially referenced university project; and
- Commitment to collectiveness, plurality, accessibility, affirmative actions and democratization of student access and permanence.

### 3.2.5 Affirmative actions and diversity

Considering the dimensions of teaching, research, and extension, as well as student assistance policy, the assistance guidelines tend to contribute to confronting material and symbolic barriers that impact access and permanence of the indigenous, black males and females, women, the *quilombolas*, people with disabilities, rural people and LGBTQIA+ population, and contribute to strengthening affirmative actions as a guiding principle of practices at the university.

In that sense, UFES's First Conference of Affirmative Actions was held in 2018, which resulted in a report and an agenda of notes and proposals in sense of strengthening affirmative actions through and within the scope of teaching, research, extension, permanence policies, curriculum and knowledge production at UFES.

### **3.3 POLICIES OF TEACHING, RESEARCH, EXTENSION, ACCESSIBILITY AND AFFIRMATIVE ACTIONS, AND ASSISTANCE**

UFES understands that, in the Institutional Pedagogical Project (IPP), it is necessary to present organizing principles and axes of academic policies, to explain its source of inspiration for institutional actions, pedagogical activities and diverse training practices that teachers, students and administrative staff produce and develop, intentionally.

Thinking and planning philosophical principles and institutional policies for the institution's key pillars – teaching, research, extension, and assistance – imposes a difficult task to face the challenge of establishing intrinsic and necessary articulations for the development of university practices, whether in undergraduate or graduate studies.

#### **3.3.1 Teaching Policy**

UFES's teaching modalities, in the form of undergraduate, graduate and extension courses or programs, are geared towards search, production, socialization, and democratization of access to knowledge.

The institution offers 101 undergraduate courses in all areas of knowledge, in bachelor's and teaching-degrees, in face-to-face and distance modalities. It offers graduate courses, also in different areas of knowledge, at *lato sensu* level, in formats of specialization and improvement courses, and at *stricto sensu* level, academic and professional master's, and academic doctoral courses. The university extension courses constitute a pedagogical action of a theoretical and/or practical nature, planned and organized in a systematic way, and can be developed at a higher education level or not.

The Teaching Policy is conceived and developed in synergy between the Teaching, Research and Extension Council and Pro-rectors of Undergraduate, Research and Graduate Studies, and Extension. In that sense, the following organizing axes are indicated:



- I. Promotion of higher education for citizenship and training of professionals aware of their social and professional responsibilities.
- II. Promotion of insertion of curricular contents that contemplate ethnic-racial, gender, sexuality, and accessibility diversity.
- III. Promotion of insertion of theoretical references that expand the epistemological matrix of academic and scientific knowledge; from an ethnic-racial, gender, sexuality, and accessibility perspective.
- IV. Investment in democratization of access and successful student permanence, through humanized teaching-learning actions, welcoming students during the course development and monitoring their insertion in the world of work.
- V. Investment in valuing and improving qualification of teaching work and other professionals working in infrastructure and management of courses, especially undergraduate ones.
- VI. Investment in infrastructure that impacts conditions of teaching, study, and coexistence at university, in terms of accessibility and affirmative actions.
- VII. Dissemination of knowledge produced through the offer of extension courses to internal and external communities, with purpose of disseminating and creating knowledge, meeting the needs of initial training, training updates or scientific and technical improvement.
- VIII. Promotion of the inclusion of people with respect to differences, diversities and singularities, of university members enrolled in various on-site and distance undergraduate, graduate, and extension courses, and of those who work at the university.
- IX. Initial and continuing education of teachers for working in basic education, through its 19 teaching-degree courses, as well as articulation of these courses with research, extension, and graduate courses.
- X. Promotion of the insertion of theoretical references that expand the epistemological matrix of academic and scientific knowledge; from ethnic-racial, gender, sexuality, and accessibility perspectives.

- XI. Promotion of the insertion of updated curricular contents that include aspects of innovation and technological development.
- XII. Construction of dialogues and approximations between academic and traditional knowledge.

### **3.3.2 Research Policy**

Research activities are understood as efforts to expand current knowledge and pursuit of technical and artistic innovation, which generate new knowledge and promote higher education. Research at the university has as its primary objective the production of knowledge, which provides scientific, technological, artistic, and cultural development locally, nationally, and internationally. This objective is strongly linked to the education of high-level professionals.

In this context, research activities act as an articulation between undergraduate and graduate education, stimulating the development of scientific thinking and creativity, resulting from conditions created by direct confrontation with methodologies and research problems, at all levels of higher education.

The Pro-rector of Research and Graduate Studies is responsible for managing the Research Policy, within the scope of the Federal University of Espírito Santo, and its Research Chamber is an important ally for advising the University in the definition and implementation of policies.

In this direction, UFES's Research Policy comprises the following axes:

- I. Investigation of technical, scientific, and cultural issues or problems, in search for innovative answers.
- II. Dissemination of investigations, cultural and technical innovations, through publications, meetings, conferences, and others.
- III. Education of future researchers through scientific initial training and more advanced training in graduate programs.
- IV. Establishment of agreements, cooperation terms, contracts and other legal instruments and associations, aiming at scientific, technological, and artistic advancement.
- V. Development of infrastructure to support research activities.

- VI. Promotion of research that contributes to dealing with social inequalities, exclusion, and discrimination processes, and that strengthen affirmative actions as a guiding principle of society.
- VII. Defense and promotion of the strengthening of research at the university, as a public policy to produce knowledge.
- VIII. Recognition of the importance of indigenous presence in research activities, making efforts to ensure their permanence in research projects, as well as the appreciation of traditional knowledge.

### **3.3.3 Extension Policy**

Extension constitutes a systematic interaction between university and society and aims to socialize and develop production of knowledge and technologies, contributing to social, cultural, scientific, and economic state development. UFES's Extension Policy, as recommended by the Federal Constitution of 1988, in its article 207, considers extension as one of the constitutive elements of the tripod on which academic activities are based. At UFES extension is organized around the following axes:

- I. Variation of means of carrying out extension activities, with possibility of extension actions being organized in form of programs, projects, courses, events, provision of services and publications originated from academic production.
- II. Promotion of dialogical interaction of the University itself with other sectors of society, favoring emergence of innovative responses to local, regional, and national challenges.
- III. Democratization of knowledge and offer of extension in a way that professors, students, technical-administrative staff in education and external collaborators can propose extension actions.
- IV. Valuing professors and administrative staff in Education at the institution, enabling them to coordinate extension actions.
- V. Development of infrastructure to support extension actions.
- VI. Promoting dialogue between academic and traditional knowledge and, by doing so, making efforts to recognize knowledge of traditional and popular communities.

### **3.3.4 Policy of Accessibility and Affirmative Actions**

The implementation of the Accessibility and Affirmative Action's Policy at the Federal University of Espírito Santo is not only contingent on rights guaranteed in legislation. It is, rather, contingent on breaking paradigms and prejudices in different academic and/or social spaces. That is because these are areas that require commitment and involvement from everyone in our institution.

Therefore, implantation and implementation of the Accessibility and Affirmative Action's Policy is not restricted to tactical and/or operational level, but also essentially comprises the strategic level, which was highlighted in the institutional challenges proposed for the Institutional Development Plan 2021-2030.

Inclusion in higher education presupposes a new way of conceiving education, providing opportunities for equality, and attention to diversity. Thus, it implies incorporating accessibility, inclusion, and diversity actions not only in relation to students, but also in the training of professionals, from an inclusive perspective. That said, it is relevant to state that the commitment to affirmative action and accessibility, to qualify student permanence, presents itself as a work perspective that needs to crosscut different sectors and dimensions for action at the university. The laws are in place, it is up to all of us, the internal academic community, to make them effective and, thus, contribute to fully achieve our mission.

### **3.3.5 Assistance Policy**

The development of the Student Assistance Policy, in a broader perspective, requires diversification of actions beyond provisions of the National Student Assistance Plan, understanding it as a part, but not limited to it. It is therefore necessary to expand PROAECI's actions in various university spaces that impact student life.

That way, a transversal articulation of Pro-Rectorate's actions becomes essential, in addition to those already carried out (execution of housing, material, transport, food, social and psychological assistance, as well as academic support). Challenges include qualification and expansion of actions already carried out – as well as development of work in the scope of daycare and student housing aid, pedagogical and extension and research activities –, all in line with demands of affirmative actions and accessibility.

### 3.3.6 Monitoring Policy of Graduates

An alumnus is “any student who has attended a course at a higher education institution, whether or not they have completed their studies” (INEP, 2017). However, it is essential to evaluate successful graduates, in order to follow their journey and their contributions to society. Monitoring of graduates is required by control and evaluation bodies such as INEP and CAPES. The axes for the Monitoring Policy of within UFES’s scope are:

- I. Ensure mechanisms for monitoring graduates that allow for systematic, integrated update at all levels of education and institutionalized information, and comparative studies regarding training received, continuity of academic life and/or professional insertion.
- II. Stimulate actions to improve UFES’s courses related to society demands and world of work.
- III. Develop mechanisms to expand relationship between the university and its graduates through services, benefits, advantages, and opportunities.
- IV. Promote a culture of integrated monitoring of graduates.

## 3.4 MANAGEMENT POLICIES: TEACHING, RESEARCH, EXTENSION AND ASSISTANCE

In the history of Brazilian educational policy, the struggle for construction of pedagogical, infra-structural, and normative conditions that value a democratic management of education at its various levels and stages, that is, from early childhood education to higher education, stands out. Thus, participation, transparency, deconcentration, and decentralization are principles enshrined in Law No. 9,394/1996 (Law on National Education Guidelines and Bases - LDB). In its articles 12 to 14, there are some indications of democratic management, which pass through autonomy of composing the pedagogical project and teaching/learning.

In higher education in particular, this nature is expanded with responsibility for professional training that is peculiar to it. This teaching and learning, in UFES’s pedagogical project, takes on specific formats to guide the construction of a complex process of significant learning, through teaching, research and extension, that could educate citizens with social commitment, to transform and face contemporary challenges of Brazilian society, through professional performance.

It is important to remember that democratic management, its principles, and practices are so important to Brazilian society that LDB itself provides, in its article 56, that “Public higher education institutions shall obey the principle of democratic management, ensuring the existence of deliberative collegiate bodies, in which the segments of institutional, local and regional community will participate”.

University management and organization, in this model, establish expanded decision-making practices, with participation of a broader public, of collective interest, which integrate the educational process and recognize their subjects – professors, administrative technicians in Education and students – co-responsible for their actions and decisions. In this perspective, aware of the difficulties in implementing this management, UFES’s reaffirms its political interest in perpetuating and consolidating this democratic practice in its management of teaching, research, extension, and assistance.

In general terms, as explained in the Institutional Development Plan 2021-2030, UFES’s is regimentally organized by collegiate decisions throughout its structure, from the superior councils to the collegiate bodies of undergraduate and graduate courses. With regard specifically to the IPP, direct bodies responsible for planning and executing political and organizational guidelines for teaching, research, extension, and assistance are, respectively, the Pro-rectors of Undergraduate, Research and Graduate Studies, Extension and Student Affairs and Citizenship. The latter, recent and under organizational construction, created the Student Assistance Forum with purpose of providing students with participation in actions developed.

The pro-rectorates also put into effect the logic of decentralization of power and decision, through their chambers, in which members discuss and deliberate, among their peers, matters based on ordinary and extraordinary meetings. They work in a collegiate way, with representations of professors, administrative staff in Education and students, as follows:

- a. Pro-Rectorate of Undergraduate Studies: it has local chambers and the Central Chamber. The former meets ordinarily and extraordinarily, with participation of all course coordinators, offered by UFES’s 11 teaching centers under the presidency of their directors or vice directors, as well as student representations. The second also meets ordinarily and extraordinarily, with representation of coordinators of undergraduate courses, with three representative coordinators

for each Center with more than 14 undergraduate courses, two representative coordinators for Centers that offer up to seven courses, as well as representation of the three PROGRAD directors, under presidency of the Pro-rector of Undergraduate Studies. The updated regulation of this Chamber of Undergraduate Studies was approved by CEPE Resolution No. 51/2015.

- b. Pro-Rectorate of Research and Graduate Studies: has the Research and Graduate Chamber, made up of the following members: Pro-rector of Research and Graduate Studies, as president; Director of Graduate Studies at PRPPG; Director of Research at PRPPG; coordinators of *stricto sensu* graduate programs; three representatives of *lato sensu* graduate courses; director of Technological Innovation; and three representatives of UFES's student body. These representatives are appointed by the Chamber of Graduate Studies at the beginning of each academic year, among coordinators of these courses active at the time of appointment, to exercise a one-year term. Student representatives are appointed by DCE, among regular students enrolled in a UFES's graduate course, to serve a one-year term.
- c. Pro-Rectorate of Extension: has the Chamber of Extension, as a deliberative, consultative and supervisory body of university extension activities. The Chamber, chaired by the Pro-rector of Extension, is composed of an extension coordinator from each Teaching Center, appointed by the unit director and approved by the respective department council for a two-year term, and may be reappointed for same period. The Chamber of Extension has student representation in proportion of one fifth of its members, indicated by DCE. The representation of technical-administrative staff is in proportion of one fifth of its members, indicated by SINTUFES. In the absence of the presidency, the director of Extension Policy or the director of Extension Management may replace the pro-rector. It is responsibility of the Extension Chamber: (i) to analyze and issue an opinion on proposals for extension activities, as well as on their respective reports; (ii) analyze and deliberate on proposal for the distribution of budgetary resources from the Extension Support Fund; (iii) select projects to be financed by the Extension Support Fund; (iv) analyze and issue an opinion on relevant matters to university extension; and (v) formulate guidelines for UFES's extension policies.
- d. Pro-Rectorate of Student Affairs and Citizenship: regarding democratization of student participation, PROAECI still does not have a specific chamber for decision-making, but since 2016 it has created and developed the Student Assistance Forum, of permanent nature, with

equal participation of students and administrative staff and managers, to think about and debate the Student Assistance Policy developed at UFES. Currently, the Forum is developing its bylaws and, thus, will be able to advance towards becoming increasingly democratic and consolidating itself as a room for participatory management, with the objective of expanding and strengthening student participation in decision-making power.

- e. Superintendence of Distance Learning: SEAD is part of UFES's Rectorate, and its policy of democratic management is established through Ordinance No. 1439-R, of December 7, 2007, which created the Collegiate Forum of Coordinators of Distance Learning Courses. This instance meets ordinarily every 15 days and has the character of analyzing, deciding, and proposing to the Rectorate actions that reconfigure the distance education policy and courses offered. The Forum meetings are chaired by the Superintendent of Distance Learning and, in his/her absence or impediment, by SEAD's Academic Director. This sphere also comprises the coordination of collegiate bodies of undergraduate and graduate distance education courses on offer, titular and assistant coordinators of UAB Program at UFES, in addition to a representative of SEAD's technical-administrative staff.

### **3.5 TEACHING-PEDAGOGICAL ORGANIZATION OF THE INSTITUTION**

The Federal University of Espírito Santo takes as reference, for its didactic-pedagogical organization, its mission, which is: "To guarantee human, academic and professional training with excellence, through teaching, research and extension, with production of scientific, technological, educational, cultural, social and innovation advances, and promotion of rights and social inclusion".

In view of its relevance in Espírito Santo's educational scenario, as it is the only public university in Espírito Santo, it must seek mechanisms to guarantee equality of conditions, especially for students in undergraduate courses, through adoption of inclusion policies, access, and permanence, in its various pro-rectorates and other academic and administrative units.

The curricula of undergraduate and graduate courses must be organized through collective construction of their pedagogical projects, respecting national curriculum guidelines of the National Council of Education and principles of curriculum flexibility and academic mobility.



Gradually, all undergraduate and graduate courses should include in their curricula and subjects the teaching of ethnic-racial relations, diversity, human rights, fundamentals of Brazilian sign language and accessibility, contributing to professional training, based on respect and appreciation of religious, ethnic-racial and gender differences, and an inclusive perspective of people with disabilities.

The Affirmative Agenda of the *I UFES's Affirmative Action's Conference*, held in 2018, systematized in a report available on PROAECI website, brings notes and proposals to strengthen affirmative actions through and within the scope of teaching, research, and extension policies at UFES.

The curricula of undergraduate and graduate courses consider the constitutional freedom to learn, teach, research, and disseminate culture, art and knowledge produced within them and in society, in order to encourage pluralism of ideas and pedagogical approaches, opening room for students, among various possibilities, to make choices that lead them safely to the world of work.

As a way of guaranteeing articulation between teaching and research, the fundamental pedagogical principle of its didactic-pedagogical organization, the University maintains a system of scholarships for initial scientific training, but also requires, in pedagogical projects of undergraduate courses, provision for research by undergraduates, which leads them to professional improvement and promotion of reflections on issues of social, economic, political, cultural and scientific reality, locally and nationally. Considering assessment requirements at national level and, therefore, quality parameters established nationally, the University includes specific national curriculum guidelines issued by the Ministry of Education in pedagogical projects of courses.

In this direction, curricula of undergraduate and graduate courses are thought “[...] as the conducive set of values to production and socialization of meanings in social space and that contributes to construction of students' sociocultural identity, rights and duties of citizens, respect for common good and democracy” (Resolution No. 2/2015-MEC/CNE/CP). Furthermore, course curricula must be organized through collective construction of their pedagogical projects, curricular guidelines of the National Education Council and principles of curricular flexibility and academic mobility.

### 3.6 COMPLIANCE PLAN TO THE PEDAGOGIC GUIDELINES

The Central Administration, through its pro-rectorates, superintendencies, and offices, in an integrated and integrative way, should monitor and guide course coordinators regarding daily pedagogical work and implementation of the guidelines indicated in the Institutional Pedagogical Project (IPP), including technical advice and follow-up to pedagogical projects.

It is about the commitment to face material and symbolic barriers that impact access and permanence of poor, indigenous, black students, *quilombolas*, women, rural population, LGBTQIA+ and people with disabilities.

It is relevant to consider the indicated political guidelines and other fundamental elements that can guarantee curricular coherence, such as: seeking flexibility in curricular components; to stimulate complementary activities and independent, transversal, and optional studies, allowing the permanent and contextualized specific professional update; propose new learning methodologies; articulate theory and practice, teaching, and research.

The mandatory and non-mandatory internship and/or professional practice is considered an opportunity for learning and an integral component of pedagogical projects of undergraduate courses, of articulating nature between teaching, research, extension, and assistance, aiming to guarantee to undergraduates the improvement of social, professional, and cultural learning. The internship and/or professional practice will be managed by the Coordination of Internships of the Pro-Rectorate of Undergraduate Studies and by internship coordinators linked to course collegiate bodies. The mandatory curricular internship is characterized by a mandatory subject to be completed by the student, with workload established in the pedagogical project of each course, in accordance with legislation in force. A non-mandatory internship is considered to be a complementary activity of practical-pedagogical nature to be developed under supervision of a professor and a professional linked to the course areas of knowledge, indicated in the pedagogical project of the undergraduate course in which the student is enrolled, being compatible with the student's academic activities in addition to teaching and learning.

The mandatory supervised internship for undergraduate courses, teacher-degree courses to work in basic education, works as a link between curricular components inherent to the training of basic education teachers and those of specific training, to guarantee insertion of graduates in the school reality.

Reinforcing its role regarding important social issues, the IPP highlights engagement and institutional choice with the curricular approach, in all its courses, of themes such as: human rights, ethnic-racial relations, inclusion of people with disabilities, diversity, differences and environment.





4

# Institutional Development Assessment

## 4.1 UFES'S INSTITUTIONAL ASSESSMENT

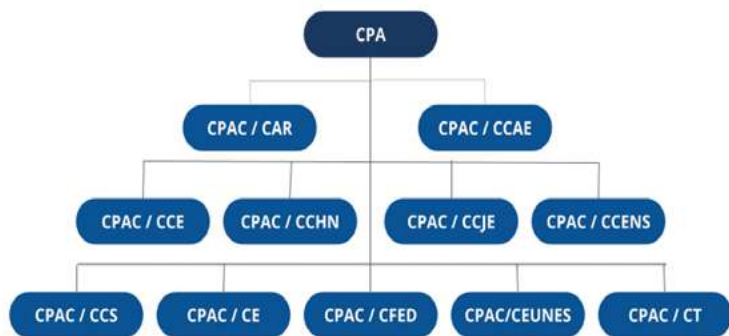
Carrying out the planning of an institution as complex as a public university is an exercise of continuous reflection and full autonomy. UFES has been improving this process over time, with adoption of appropriate methodologies for monitoring strategic objectives, which (once achieved) could drive institutional development. Understanding how we achieved the results achieved in institutional assessment so far, even in face of adversities along the way, can guide our short, medium, and long-term actions for the next decade. The 2020 year, due to the different circumstances caused by COVID-19 pandemic, was characterized above all by being an atypical period. If in "normal" circumstances envisioning the future is already a challenging practice, analyzing possible post-pandemic scenarios in an institution like UFES requires even more commitment. From this analysis, the strategic objectives for the University development and assessment will be defined in the period from 2021 to 2030.

Institutional assessment is a research and communication process that aims to provide continuous reflection and permanently review the institution's performance, with a view to achieving its mission, objectives and improving its quality. It is a fundamental tool that makes it possible to perceive weaknesses and overcome obstacles, thus promoting institutional growth, and an involved academic community. Linked to planning, it can be an effective action that ensures its development. UFES's great challenge is to consolidate the assessment culture as an efficient and effective process, ensuring higher quality in teaching, research, extension, assistance, and university management.

The first UFES's Institutional Development Plan, prepared in 2010, valid until 2014, already had premises for evaluation that last until today, namely: "[...] to develop actions that contribute to the strengthening, at the university, of the institutional evaluation culture; to systematize results of self-assessment so that they can be considered in planning and institutional management process; to train staff for the institutionalization of continuous and permanent assessment process that is intended at UFES; to offer the university community subsidies for the dynamics of the reflection process and transformation of its own institutional academic project; and, consolidate assessment culture at UFES" (PDI 2010-2014, p. 68). Its frame of reference was the provisions contained in Law No. 10,861/2004, which establishes SINAES until today, and Resolution No. formation of Course Evaluation Committees (CPACs).

The second IDP, in force between 2015 and 2019, amended for 2020 due to the pandemic, brought a broader view of institutional assessment, advocating also based on the SINAES Law that “institutional assessment is related to: improving quality of higher education; guiding the expansion of its offer; increasing (continuously) its institutional and academic and social effectiveness; deepening the commitments and social responsibilities of higher education institutions, through valorization of their public mission, promotion of democratic values, respect for difference and diversity, affirmation of autonomy and institutional identity” (PDI 2015-2019, p. 68).

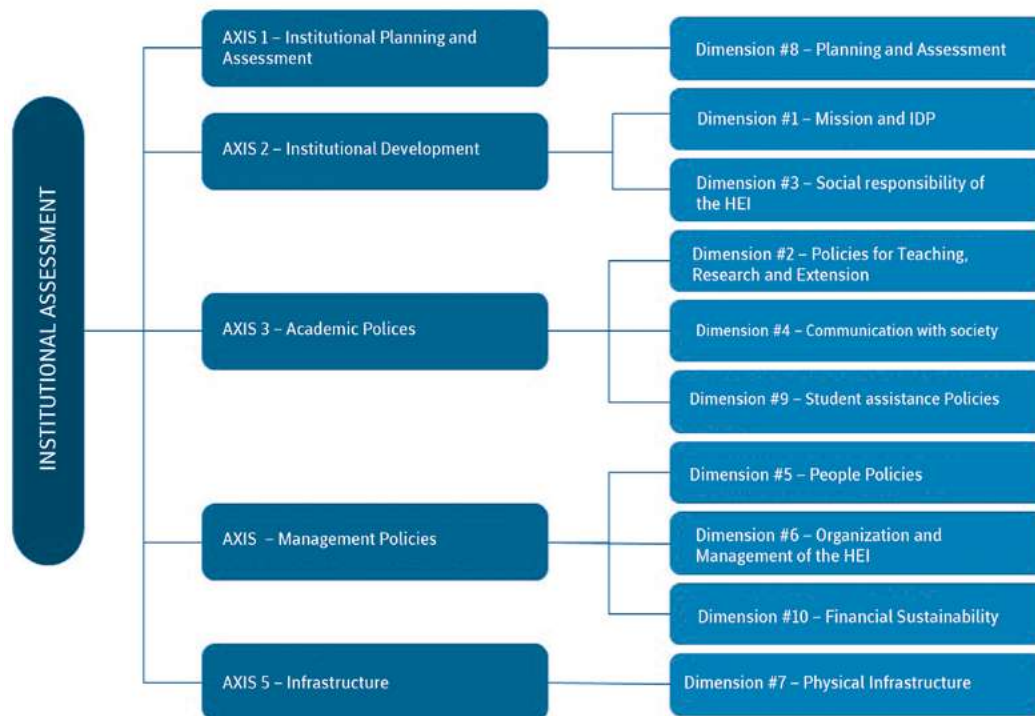
About self-assessment, there is a new regulation (Resolution No. 49/2016-CUn) that establishes the Permanent Process of Institutional Assessment and restructures CPA, establishing general provisions for its operation and creating the Center Assessment Committees (CPACs) at UFES (replacing the Course Assessment Committees). In this sense, we found that the university community has been remodeling the political role of assessment, its actors, its instruments, and its impacts on management. The CPACs are drivers of the self-assessment process in each of UFES’s 11 Teaching Centers and must make the academic community aware of the need to participate in research carried out by the CPA, whose results are presented in the Institutional Self-Assessment Report (RAI) and, subsequently, appropriated by the Centers. The work of committees is carried out in an integrated manner with the Institutional Assessment Project and the IDP in force.



**Picture 4** – CPA/UFES Composition

Source: Didactic material produced by SEAVIN/UFES.

Dimensions considered in UFES’s institutional assessment process were established by Law No. 10.861/2004, which established SINAES. Thus, according to assessment instruments of National Institute for Educational Studies and Research *Anísio Teixeira* (INEP), these dimensions should be organized into five topics, corresponding to five axes (Technical Note INEP/Daes/Conae No. 65/2014), as listed below.



**Picture 5** – Institutional Assessment: axes and dimensions

Source: Learning material produced by SEAVIN/UFES.

#### 4.1.1 Methodology and instruments used by the CPA

The Own Assessment Committee (CPA) has autonomy to act at the University under the terms of current legislation. Following guidelines contained in the Institutional Assessment Project (PAI), the CPA proposes a research methodology that includes actions over a three-year period. In the first year, questionnaires are sent to all segments of university community (professors, administra-



tive staff in Education, undergraduate and graduate students). In the second year, questionnaires are sent to managers of administrative and academic units. In the third year, again questionnaires for the university community. The instruments are created by a committee composed by members of CPA and CPACs, respecting the guidelines recommended in the following INEP assessment instruments: On-site and Distance External Institutional Assessment Instrument (re-accreditation and transformation of academic organization) and Assessment Instrument for On-site and Distance Undergraduate Courses (recognition and renewal of recognition). We present below the annual work process of the Own Evaluation Committee.



**Picture 6** – CPA annual work process

Source: Didactic material produced by SEAVIN/UFES.

The CPA works in conjunction with SEAVIN and the Institutional Educational Attorney (PI). The PI is responsible for the University's information at INEP/MEC, within the scope of institutional assessment (internal and external) and other regulatory acts provided for in SINAES' Law. It is also the one who carries out permanent dialogue with various instances of the institution to systematize data referring to the Higher Education Census, the e-MEC register, and necessary information for carrying out the National Student Performance Exam (ENADE).

#### 4.1.2 The Institutional Assessment Office (SEAVIN)

Influenced by the Institutional Self-Assessment Report - Base Year 2013, the university management understood the need for greater investment in evaluation. So, through Resolution No. 9-C/2014 of the University Council, the Institutional Assessment Office (SAI) was created, whose acronym was changed to SEAVIN with Resolution No. 44/2014-CUn. SEAVIN, according to 2015-2020 IDP, "is the responsible body for coordinating and articulating the various assessment actions developed in the institution, [...] with main objective of working within the assumptions of a Participatory Institutional Assessment (AIP), understanding that the reflection of all those involved in the educational process will contribute to improvement and qualification of activities and courses at UFES".

The Institutional Assessment Office works in coordination with the Institutional Attorney (PI) in external assessment processes, in addition to supporting actions of the system formed by the CPA and the CPACs in internal assessment. SEAVIN's work processes are presented below.



Picture 7 – SEAVIN's work processes

Source: Didactic material produced by SEAVIN/UFES.

In accordance with legislation proposed by SINAES and consistent with the mission and the current IDP, SEAVIN was assigned the following functions:

- Promote participation of academic community in processes of institutional and course assessment; and
- Guide and coordinate activities to prepare the University for internal and external actions within the scope of institutional and course assessment and regulation, in coordination with the Institutional Attorney.

Since 2016, SEAVIN has held the AvaliaUFES Seminar annually in partnership with CPA to make the academic community aware of the importance of the Participatory Institutional Assessment Process. It also gives lectures to students of courses that participate in ENADE and offers courses in virtual learning environments (AVA/SEAVIN) for course coordinators and students, to guide them on external assessments and procedures related to ENADE.

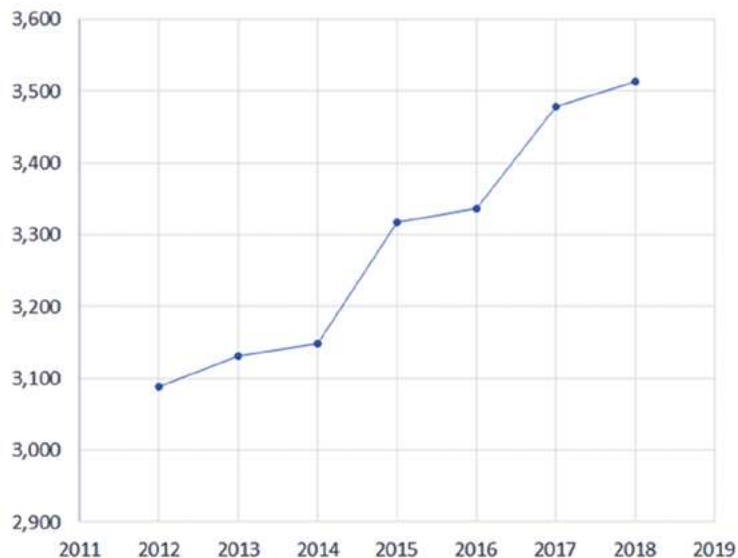
Implementing an assessment culture at UFES must observe some aspects, such as:

- The need to involve the entire academic community, to ensure broad participation, bringing to the discussion the reality of institutional daily life; and
- Allowing institutional planning, with actions aimed at the continuous improvement of its academic quality.

In this sense, assessment must be a systematic, permanent, continuous, and integrative process, as it involves multiple and complex tasks, constituting an instrument for improving institutional quality in all its aspects, in line with the guidelines established in the Institutional Development Plan. Thus, the integration of planning actions with assessment (external and internal) will make it possible to verify the effectiveness of higher education quality indicators in the three segments: UFES's teaching, research, and extension.

## 4.2 MONITORING INSTITUTIONAL DEVELOPMENT AT UFES

Promoting institutional assessment was a strategy listed in the Management area in the Strategic Map of the 2015-2020 IDP. This Plan was aligned with the National Education Plan (PNE, established by Law No. 13.005/2015), especially with Goal No. 13, which includes “raising the quality of higher education”. One of SINAES’ indicators used to monitor the quality of institutional assessment is the General Course Index (IGC), calculated from inputs of assessments of undergraduate and graduate courses, ENADE, and the level of qualification/degrees of our faculty. Since 2012, UFES has achieved positive results. In 2018, this index grew by more than 12% (INEP/MEC), compared to 2014, when the Institutional Assessment Office was created. This growth is mainly due to improvement of students’ performance in ENADE’s tests and interventions carried out with students by course collegiate bodies, Center directors and by SEAVIN itself.



**Chart 9** –2012-2018 IGC Evolution

Source: INEP. Available at: <http://portal.inep.gov.br/>.

It is important to emphasize that the measurement of the IGC refers to the last three years and, among the criteria for undergraduate courses, the indicator uses the Preliminary Grade of Courses (CPC) from the year of calculation and from the two previous years. It also considers the qualification of teaching staff, physical facilities, pedagogical projects for courses and students' performance at ENADE. Among the criteria for evaluating graduate studies are the grades attributed by CAPES to master's and doctoral courses and the number of student enrollments in these courses, which, at UFES, has increased by about 25% since 2015. It also considers the distribution of students between undergraduate, master's and doctoral courses.

In addition to these indicators, the Central Administration has monitored, through institutional assessment and internationalization bodies, UFES's performance in national and international rankings. In *Folha de São Paulo* University Ranking (RUF), for example, which measures quality of universities in aspects such as teaching, research, innovation, and market performance, UFES has been ranked among the 30 best in the country since 2015, having reached the 27<sup>th</sup> placement in 2019, with emphasis on the "Innovation" indicator, in which it ranked 12<sup>th</sup> among the 197 participating universities (RUF, 2019).

As for international rankings, UFES joined the Times Higher Education (THE) list in 2019. In 2020, the University ranked between 401<sup>st</sup> and 500<sup>th</sup>, along with 14 other Brazilian institutions (46 Brazilian universities were ranked in this ranking). It is one of the main university rankings in the world, which uses criteria of teaching, research, citations, international vision, and knowledge transfer as indicators of university performance. In 2020, UFES maintained its position in the THE ranking, with a significant improvement in citations, which indicates that the research carried out at the University achieved greater visibility in the international scientific community. Also in 2020, UFES was included in the THE Golden Age, which evaluates institutions founded between 1950 and 1967, in indicators in teaching, research and academic citations (THE, 2019).

Another thematic ranking by THE is the Emerging Economies University Rankings, which uses criteria such as teaching, research, citations, internationalization, and knowledge transfer to industry. In this last indicator, UFES ranked 20<sup>th</sup> among Brazilian companies. Still within the scope of THE, it ranked third among Brazilian universities in the United Nations (UN) Impact Ranking for Sustainable Development Goals (SDGs).

It is worth noting here that the management of internal and external institutional assessment, guided by performance indicators, has been consolidated at UFES. This perspective recognizes the “real picture” in the monitoring of information generated the University – it monitors the performance and makes evaluative propositions that will lead to improving quality of university management. The actions to monitor institutional performance in external assessments and rankings are carried out in an articulated way by the evaluation, internationalization and institutional planning and development sectors, demonstrating integration of these areas in search for the University better performance in the national and international scenario.

Achieving excellence in provision of teaching, research and extension is an institution commitment for the next decade, and therefore requires qualified performance monitoring through indicators and attributes (calculation formula, measurement frequency, baseline, and goals). In addition to SINAES indicators, which evaluate the institution and its courses according to its Institutional Pedagogical Project, UFES will use other groups of indicators to assess the performance achieved.

#### **4.2.1 Strategies for appropriation and use of the results of external evaluations**

In 2010, UFES obtained its institutional re-accreditation of the face-to-face modality with institutional grade 4, which is valid for a maximum of ten years. To comply with all legal and evaluative requirements in the next evaluation, scheduled to take place from 2021, the university prepared a work plan for collecting information, which involves all administrative and academic units. It is important to point out that UFES, aware of the weaknesses pointed out in the last in-person Assessment Report for Institutional Re-accreditation, has invested efforts to remedy them and at the same time strengthen its potential. In that sense, some examples of actions taken are:

- In the area of student service policies, UFES, through the Accessibility Committee, created the Short, Medium and Long-term Accessibility Action Plan, with actions completed and others in progress. The Plan includes actions for architectural, instrumental, attitudinal, methodological, programmatic, transport, communication, and digital accessibility, which are constantly monitored for compliance by responsible units.
- In the area of planning and development, UFES’s Governance Policy (Ordinance No. 1071/2017) was implemented, with creation of a Governance sector to monitor compliance with established performance goals, building its relevant indicators.

- During the decade from 2010 to 2019, UFES heavily invested in training faculty, with pedagogical training actions and granting leave for doctoral and postdoctoral studies. In 2015, 71.8% of UFES's professors had a doctoral degree. In 2019, this rate increased to 85.8%, about 20% higher. The University also increased training of technical staff, with 2,110 actions carried out in 2019, an increase of 70% compared to 2015, when 1,135 trainings were carried out. This evolution could positively impact the next institutional assessment process; and
- The institutional assessment area was consolidated with the creation of SEAVIN, articulated with the Teaching Centers, becoming strategic for preparatory processes for UFES's external assessment. Students' awareness-raising actions combined with training and support actions for course coordinators for ENADE had a positive impact on results obtained. With this, the institutional image is strengthened, making UFES known for offering quality public education.

Finally, there was an evolution in grades attributed by external evaluators appointed by INEP to undergraduate courses, suggesting that UFES is appropriating results of external evaluation, using them as a university management tool. Based on actions implemented by SEAVIN and PROGRAD in 2015, for the first time, since the beginning of ENADE application, UFES achieved a CPC greater than or equal to 3 in all its undergraduate courses. Among these actions are seminars for students aimed at raising awareness about ENADE, offer of courses, and guidance to course coordinators, in person and virtually. The institution started to guide the process of planning and execution of actions to improve its undergraduate courses based on results of on-site evaluations, which demonstrate strengths and weaknesses at home, one of the evaluation axes of INEP/MEC.

#### **4.2.2 Strategies for appropriation and use of the results of internal evaluations**

During the term of the last IDP, the CPA produced the Institutional Self-Assessment Reports (RAIs) for 2016, 2017, 2018 and 2019, which, in addition to the information available in the university management systems and that provided by internal bodies, contain the university community opinion poll and the poll on the management of the main university environments, in addition to an action plan to remedy weaknesses identified by assessment instruments.

The RAI base year 2016 aimed to analyze weaknesses identified in various external and internal evaluation processes that took place at UFES, as well as to point out actions that were carried out and planned to correct them. In addition to surveying weaknesses and actions taken, the

University various management bodies – both within the scope of the collegiate/course coordination and in the directorates of the Teaching Centers and other organizational units that make up the structure of the institution's Central Administration – also indicated possible proposals for corrective actions to be developed.

The 2017 base year RAI brought a discussion of the content related to the three previous partial reports, explaining a global analysis in relation to the IDP and all axes of the evaluation instrument, according to academic and management activities. In addition, it presented an improvement action plan. The CPA took the Institutional Self-Assessment Reports from the previous three years as a reference and correlated them with external evaluation reports of undergraduate courses. In 2018, the Strategic Action Plan was prepared by CPA, an integral part of the 2017 RAI, covering the following actions: restructuring of the laboratory facilities, pedagogical projects of undergraduate courses and internship areas; Accessibility Action Plan; Training Plan on SINAES' requirements; Integration Plan for Undergraduate and Graduate Studies; Environmental Sustainability Policy and Security Policy.

The RAI base year 2018 showed data from a survey carried out with UFES's university community (professors, administrative technicians in Education, undergraduate and graduate students). In RAI 2019 base year, data from research carried out with UFES's managers (Rectorate, pro-rectorates, offices, superintendencies, Library, City Hall, Education Center directions, coordination of undergraduate and postgraduate courses were presented). The feedbacks from these reports were discussed by the CPACs with academic community.

The meta-evaluation is the last step that completes the cycle of an evaluation process. It is characterized by bringing reflections on the CPA propositions of assessment and if the proposed objectives were achieved. Therefore, it is of fundamental importance to analyze whether the assessment result was appropriated by the community, and in what way. Therefore, we must be aware that the assessment and self-assessment stress and drive UFES to overcome past bureaucratic models, to incorporate management tools that allow public service to act based on notions of planning, quality and responsibility, among others.

In Brazil, we have experienced economic and political crises, in addition to the critical public health situation caused by the pandemic. And it is in this scenario that the 2021-2030 Institutional



Development Plan is built, in which it is necessary to intensify assertive actions in strategic areas, adjusting management models. We are preparing for the future, but we cannot rule out how far UFES has come until now. Thus, the following strategic actions are proposed which, although implemented, are in the consolidation phase:

- Integrate internal and external assessment processes into UFES's management plan.
- Articulate processes of courses' external assessment to the actors involved: management, professors, and directors of Centers.
- Make the academic community aware of the internal self-assessment processes; and
- Articulate assessment processes of student performance with actors involved: management, students, and faculty.

UFES's institutional assessment is the result of work developed over years, seeking to increasingly involve academic community, understanding that the reflection of all those involved in this process will contribute to the improvement and qualification of activities and courses. By consolidating the evaluation as a management tool, UFES produces knowledge, identifies weaknesses and potentialities and, thus, expands its activities before internal and external communities, with social commitment, scientific relevance, and accountability to society.





# Guidelines

## 5.1 PEOPLE MANAGEMENT

UFES's staff is composed by technical-administrative civil servants in Education and teaching staff. These actors' commitment is essential for achieving institutional goals. The Pro-Rectorate of People Management (PROGEP) is the unit responsible for management, development, and healthcare processes of civil servants through its boards. Activities corresponding to registration and payment of civil servants, retirements and pensions, and execution of tenders are carried out by the People Management Board (DGP). The People Development Board (DDP) is responsible for all actions related to performance evaluation, training, and qualification of civil servants. Healthcare services and promotion of quality of life for civil servants, in turn, are managed by the Healthcare Board (DAS).

### 5.1.1 Faculty profile and guidelines

The minimum degree required for admission to the University as a professor is a doctorate, as recommended in §1 of art. 8 of Law No. 12.772, of December 28, 2012. The dismissal of doctorate title and its replacement by a lesser degree can only occur with decision of the Superior Council, in accordance with §3 of the aforementioned article.

The Federal Higher Education Career and Position Plan is composed of an isolated position, full-time professor of higher education, structured in a single class and salary level, and the following career classes:

- I. Class A denominated as
  - a) Adjunct Professor A if holder of a doctoral title.
  - b) Assistant Professor A if holder of a master's title; or
  - c) Auxiliary Professor, if graduate or holder of a specialist title.
- II. Class B denominated assistant professor.
- III. Class C denominated adjunct professor.
- IV. Class D denominated associate professor.
- V. Class E denominated full professor.

Teaching staff at UFES must:

- Interact with internal and external community with respect, ethics, and effectiveness, promoting citizenship and social inclusion.
- Have full mastery of knowledge, keeping up-to-date on advances in the areas of knowledge in which they operate.
- Permanently commit to the production of new knowledge.
- Disseminate knowledge through teaching, research, and extension.
- Stimulate cultural creation, and development of a scientific and critical spirit and reflective thinking in students.
- Seek to meet the needs of different sectors of society and establish a reciprocity relationship.
- Discuss contemporary issues with students, particularly national and regional ones.
- Contribute to University management.
- Contribute to sustainable human development; and
- Permanently invest in their didactic-pedagogical training.

Selection and admission of teaching staff comply with the criteria established in Laws No. 8.112/1990, No. 8.745/1993, No. 9.394/1996, No. 12.772/2012 and No. 12.863/2013, Presidential Decree No. 6.944/2009, and Ordinance No. 243/2011-MEC, in addition to other norms and guidelines established in ordinances issued by MEC and by the Public Management Office of the Ministry of Planning, Budget and Management (MPOG); in the MPOG/MEC inter-ministerial ordinances, which deal with release of vacancies and hiring of professors; in Resolution No. 52/2009-CEPE and subsequent amendments, which establish criteria for public contest of tests and titles to fill positions of auxiliary, assistant, adjunct and full professor; in Resolution No. 41/2011-CEPE and subsequent amendments, which establish rules for hiring substitute professors; and in Resolution No. 38/2005, amended by Resolution No. 58/2005, both from CEPE, which establish rules for hiring visiting professors.

Teaching staff qualification and career plan policies obey principles contemplated in the Federal Constitution; in laws No. 12.772/2012 and No. 9.394/1996 (LDB); in Ordinance No. 554/2013-MEC; in norms established by CAPES; and in CEPE resolutions No. 15/1989, which establish criteria for evaluating performance in teaching profession by title and by merit; 44/2004, which establishes criteria for evaluation of professors in probationary training; No. 45/1998, which establishes

criteria for evaluation of teachers at the Early Childhood Education Center *Criarte*; 45/2006 and its amendments, which establish criteria for job progression from the class of adjunct professor, level IV, to the class of associate professor.

The Permanent Committee of Teaching Staff, constituted by Decree No. 94.664/1987 and regulated by Ordinance No. 475/1987-MEC, is responsible for advising the Central Deliberative Bodies in formulation, improvement, and modification of teaching staff policies of the Federal Institutions of Higher Education (IFES).

The work regime within UFES's scope is guided by Law No. 12.772/2012, by Provisional Measure No. 614/2013, by Ordinance No. 554/2013-MEC, by Resolution No. 59/92-CEPE, amended by Resolution No. 66/2000, which establish: "Any change in work regime will be proposed to the Departmental Council by the Department in which the professor is assigned, based on justification, and must be submitted to the Permanent Committee of Teaching Staff for a final opinion, except for changes for 40 hours that must be considered by the Teaching, Research and Extension Council for judgment of exceptionality"; by Resolution No. 60/92-CEPE, amended by Resolutions No. 24/1996, 36/2004 and 61/2010, which assign teaching hours; and by Resolution No. 44/1994-CEPE, amended by Resolution No. 66/2000, which establish criteria for granting 40 hours per week for UFES's professors.

Substitutions are indicated in CEPE resolutions No. 41/2011, which establishes rules for hiring substitute teachers; and No. 38/2005, which establishes norms for hiring visiting professors.

Education	20h	40h	ED*	Total
<b>Professors of higher education - effective</b>				
Higher education	5	1	4	10
Specialization	4	13	9	26
Master's degree	27	13	106	146
Doctoral degree	51	38	1,500	1,589
<b>Subtotal</b>	<b>87</b>	<b>65</b>	<b>1,619</b>	<b>1,771</b>
<b>Professors of elementary, technical, and technological education - effective</b>				
Specialization	0	1	0	1
Master's degree	0	0	7	7
Doctoral degree	0	0	3	3
<b>Subtotal</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>11</b>
<b>Professors of higher education – temporary contracts</b>				
Higher education	3	11	0	14
Specialization	0	8	0	8
Master's degree	4	104	0	108
Doctoral degree	0	9	5	14
<b>Subtotal</b>	<b>7</b>	<b>132</b>	<b>5</b>	<b>144</b>
<b>Total</b>	<b>94</b>	<b>198</b>	<b>1,634</b>	<b>1,926</b>

**Table 9** – Profile of the teaching staff by work regime and education

Source: PROGEP, 2020. Note: situation in December 2019.

\*Sole occupation.

According to data from December 2019, UFES has 1,771 permanent professors in higher education and 11 professors in elementary, technical, and technological education, in addition to 144 professors in higher education on temporary contracts, totaling 1,926 professors. Of this total, 47.1% are female and 52.9% are male.



98.0% of the teaching staff of the effective superior teaching staff has degrees in *stricto sensu* graduate courses; of these, 89.7% are doctors. As for the work regime, 91.4% work exclusively; 3.7%, full-time 40 hours per week; and 4.9% work 20 hours per week.

In elementary, technical, and technological education, of the 11 professors, 90.9% have degrees in *stricto sensu* graduate courses; of these, 27.3% correspond to doctors. Regarding work regime, 90.9% of the teachers work on a full-time basis.

### **5.1.2 Profile and guidelines of the technical-administrative staff**

The technical-administrative servant is the agent responsible for technical-administrative activities/functions related to development of teaching, research, and extension.

- Technical-administrative servants must:
- Interact with internal and external community with respect, ethics, and effectiveness.
- Contribute to University management.
- Have full mastery of knowledge, keeping up-to-date on advances in areas in which they operate.
- Contribute to dissemination of knowledge through teaching, research, and extension.
- Contribute to cultural creation, development of scientific and critical spirit and reflective thinking in students.
- Seek to meet the needs of different sectors of society and establish a reciprocity relationship.
- Permanently seek cultural and professional improvement.
- Contribute to research activities, development of science and technology, creation and dissemination of culture and science.
- Contribute to extension actions, aiming at dissemination of achievements and benefits resulting from cultural creation, scientific and technological research generated in the institution; and
- Contribute to actions aimed at permanent cultural and professional improvement of all members of university community.



The selection of personnel and the structuring of the positions of technical-administrative servants in Education obey the criteria established in laws and presidential decrees that regulate the matter (Law No. 8.112/1990 and Law No. 11.091/2005). Law No. 11,091/2005 structures the Plan for Positions and Career for Technical-Administrative Servants in Education, and Decrees No. 5.824/2006 and 5.825/2006 regulated the aforementioned Plan. The selection is also guided by the norms and guidelines established in the ordinances edited by SIPEC Central Body and by MEC, which deal with releasing vacancies and hiring of civil servants.

Internally, Resolution No. 22/2009-CUn approves the Development Plan for Members of the Career in Technical-Administrative Positions in Education (PDIC); Resolution No. 18/1997-CUn regulates granting of licenses for training of UFES's teaching and technical-administrative staff. CUn resolutions 08/2007 and 30/2010 establish, respectively, the probationary stage rules and general guidelines for the Performance Assessment Plan for administrative technicians. Resolution No. 01/2019-CUn, on the other hand, establishes rules for removal and granting of hours, aiming at participation of technicians in training courses in modalities of qualification and improvement.

The Internal Supervision Committee (CIS), created by Law No. 11.091/2005, and established by MEC Ordinance No. 2.519/2005 and No. 2.562/2005, aims to monitor, guide, supervise and evaluate execution of the Career Plan and propose to the National Supervision Committee the necessary changes to improve the Plan.

According to data from December 2019, UFES has 2,036 effective technical-administrative servants. Of this total, 53.8% are female and 46.2% are male.

Education	Work regime					
	20h	24h	25h	30h	40h	Total
Literate without regular course	0	0	0	0	2	2
Incomplete elementary school	0	0	0	0	14	14
Elementary School	0	0	0	0	21	21
High school	1	1	0	5	225	232
University education	18	2	1	7	289	317
Specialization	49	8	3	27	782	869
Master's degree	21	0	5	33	443	502
Doctorate degree	9	0	0	3	67	79
<b>Total geral</b>	<b>98</b>	<b>11</b>	<b>9</b>	<b>75</b>	<b>1.843</b>	<b>2.036</b>

**Table 10** – Profile of the technical-administrative staff by work regime and education

Source: PROGEP, 2020. Note: situation in December 2019.

Of the technical-administrative staff, 86.8% have degrees at an undergraduate or graduate level, 3.9% with a PhD; 24.7% master's; 42.7% specialists and 15.1% undergraduates. As for the work regime, 90.5% work full-time, 40 hours per week.

### 5.1.3 Profile and guidelines of managers

To manage its personnel and its material, financial, and physical resources efficiently and effectively, UFES must be concerned with selection and development of its managers, always looking for those who best fit ethical, innovative, motivating and leadership, necessary qualities for good development and management of teaching, research, extension, and assistance activities.

UFES managers must:

- Interact with internal and external communities with transparency, respect, ethics, and effectiveness, promoting citizenship and social inclusion.
- Have knowledge, skill, and attitude to responsibly manage people, material, and financial resources.
- Permanently seek professional enhancement and improvement.

- Promote teaching, research and extension activities aimed at social, environmental, scientific, technological, artistic, and cultural development.
- Promote dissemination of knowledge and disclosing of cultural, scientific, and technical knowledge.
- Promote permanent cultural and professional improvement of all members of university community; and
- Promote articulation, internal and external dialogue, seeking interdisciplinary, institutional and community partnerships, in order to better fulfill UFES's mission.

#### **5.1.4 Health promotion, development, and appreciation of people**

The health promotion and quality of life policies for teaching and technical-administrative staff are built based on the following guidelines: Decree No. 6,833/2009 which creates the Integrated System for Healthcare of Federal Civil Servants (SIASS); Decree No. 6,856/2009, which regulates Article 206-A of Law No. 8,112/1990, providing for periodic medical examinations for civil servants; Normative Ordinance No. 3/2010-SRH/MP, which establishes basic guidelines on the Operating Standard for Server Health (NOSS) to SIPEC bodies and entities, with objective of defining general guidelines for implementation of surveillance actions in environments and work processes and public health promotion; Ordinance No. 1.261/2010-SRH/MP, which establishes principles, guidelines and actions in mental health for civil servants; Normative Ordinance No. 3/2013-SEGEP/MP, which provides general health promotion guidelines for federal public civil servants; Normative Ordinance No. 7/2016-SEG-RT/MP, which establishes guidelines for promotion of adequate and healthy food in work environments, to be adopted as a reference in actions to promote health and quality of life at work of bodies and entities involved with SIPEC; and Ordinance No. 12/2018-SGP/MP, which establishes general guidelines for promoting education for retirement of federal civil servants.

In view of the perception of importance and need to implement actions aimed at providing greater physical and mental well-being to UFES's teaching and technical-administrative servers, in order to prepare them for challenges imposed by the modern world of work, the Healthcare Department of the Pro-Rectorate of People Management, each year, improves the policy of offering actions in this area, with aim of enabling greater knowledge of health-disease and work relationship, aiming at development of management practices, attitudes and behaviors that contribute to health protection at individual and collective level, all in line with the Policy for Attention to Health and Safety at Work of the Federal Public Servant (PASS).

The management of the number of staff for technical and teaching positions follows the guidelines of Inter-ministerial Normative Ordinance No. 22 of April 30, 2017, Decrees No. 7.232/2010 e 7.485/2011, that provided federal universities with greater autonomy in people management, based on constitution of equivalence banks, both for technical-administrative staff in Education and for professors. To support management of positions, the University will institute a program to measure institutional staff needs in accordance with guidelines of Decree No. 5.825/2006.

It is also worth noting, in the area of people development, that UFES has sought to implement the new National People Development Policy, established by Decree No. 9.991/2019, envisioning to promote development of teaching and technical-administrative staff in necessary skills to achieve excellence in the university's performance through training.

## 5.2 BUDGET AND FINANCIAL MANAGEMENT

### 5.2.1 Budget and financial aspects

The public budget is an instrument for planning and executing public finances, established by the Brazilian Federal Constitution, in its article 165, based on laws and regulations prepared by the Executive Power on budgetary matters, namely: (i) the Multi-Year Plan (PPA); (ii) the Budget Guidelines Law (LDO); and (iii) the Annual Budget Law (LOA). These three instruments are interconnected. The PPA defines guidelines, objectives, and medium-term goals for public administration for capital expenditures and other expenses arising therefrom, and for those relating to programs of continuous duration. PPA is valid for four years, must be prepared and approved in the first year and initiated in the second year of each presidential term. LDO comprehends public administration goals and priorities and guides the elaboration of the Annual Budget Law. Finally, LOA, which is the budget itself, has as main function to preview revenue and establish expenses for the period of a financial year.

The annual budget of federal institutions of higher education is included in the financial and budgetary planning and execution instruments of the Federal Government, respecting budgetary principles, in particular the principle of unity, which establishes a mandatory sole budget for each federative entity; the principle of universality, according to which the budget must contain all State revenue and expenditure; and the principle of *annuality*, which determines that the budget must portray the revenue preview and the establishment of expenditure for a period of time – financial year – which corresponds to a calendar year.

Based on these premises and considering the relevance of planning actions, the budget and financial management of the Federal University of Espírito Santo should seek to implement strategies for the construction of the desired institution through the IDP, expressed here in its mission, its vision, values, and strategic objectives. Such construction requires that budget management be carried out in a transparent, effective, and efficient manner, considering both the national and international economic scenario and the budgetary and financial policy of the Federal Government and the Ministry of Education, as well as the specificities of our institution, which will influence in building the desired university.

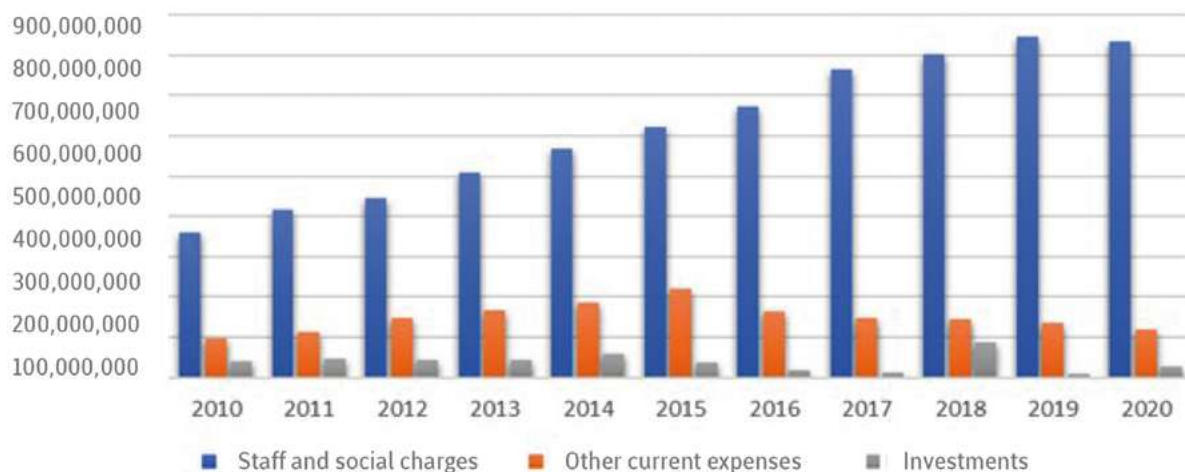
It is known that the institution budget is a fundamental instrument for its functioning and development. Since it is law, legislative authorization for revenue previews and for expenses establishment in a given year is consolidated through that. From that perspective we present below budget values concerning UFES in the last ten years, detailed by expense group:

- Staff and social charges comprise expenses with active staff, retirements, pensions, social charges, and social security contributions.
- Other current expenses comprise other current expenses, such as expenses with consumables, payment of scholarships to students, contracting of services or outsourced labor, among others; and
- Investments comprise capital expenses allocated to planning and execution of works and installations, acquisition of equipment and permanent material, among others.

Expense Group*	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Staff and social charges	360.982.101	415.323.849	445.071.705	509.706.965	567.870.219	622.154.176	671.849.699	764.391.631	803.801.296	846.571.705	833.407.280
Other current expenses	96.251.947	113.839.760	146.454.658	167.894.547	186.957.539	219.977.562	164.630.830	148.752.327	144.121.637	135.508.699	120.734.502
Investments	39.880.140	46.970.925	44.524.441	43.061.060	57.767.803	36.039.718	18.932.184	11.080.350	87.058.220	8.154.254	28.192.799
<b>Total</b>	<b>497.114.188</b>	<b>576.134.534</b>	<b>636.050.804</b>	<b>720.662.572</b>	<b>812.595.561</b>	<b>878.171.456</b>	<b>855.412.713</b>	<b>924.224.308</b>	<b>1.034.981.153</b>	<b>990.234.658</b>	<b>982.334.581</b>

Table 11 – UFES's budget by updated expense group (in R\$)

Source: Managerial Treasure. \*Value referred to updated expense group



**Chart 10** – Evolution of UFES's budget, by updated expense group (in R\$)

Source: PROPLAN, 2020.

### 5.2.2 Guidelines for Economic-financial management

The Federal Constitution, in its article 207, guarantees the autonomy of federal institutions of higher education in terms of administrative, financial, and patrimonial management, ensuring, among other factors, that the institutional budget projects and carries out the necessary revenues and expenses to achieve priorities defined in the IDP. UFES's economic-financial management should be formulated based on principles, strategies and guidelines that make possible, at the end of the decade, the construction of the projected institution.

The need for and importance of continuous identification of external factors that may impact management of budgetary and financial resources dedicated to IFES is also highlighted. In general, it is observed that political and economic scenarios (and the health crisis itself) are some of factors with potential to directly impact the budget management of federal public agencies. As an example, in recent years, the budgets of federal universities have suffered cuts (actual and nominal) in various programs and actions, aligned with the new fiscal regime established by Constitutional Amendment 95 that limits public expenditure, the so-called "Expenditure Ceiling".

However, in addition to all existing legal and technical regulations related to public budget, during the budget execution and the IDP term it should be considered that unexpected demands (adequacy to new legislation, new protocols etc.) may arise after elaboration of policies, making it imperative to contemplate them with investments not defined at the formulation time. Hence the need for continuous identification of intervened factors involved in budget management and execution.

In a scenario increasingly marked by uncertainties and challenges, budgetary and financial management must point to guidelines of transparency, efficiency of public spending, decentralization as a participatory principle, and the essential link between planning and budget.

### 5.3 INFRASTRUCTURE AND ACCESSIBILITY

Physical infrastructure is a fundamental element for UFES to reach its strategic objectives and fulfill the mission established in this IDP. For developing of administrative and academic activities, meeting infrastructure requirements has been given greater attention by the institution, always aiming at the availability of adequate and equipped work, and learning rooms, with special attention to the transformation of the University's facilities into more accessible sites. Guidelines for infrastructure management are as important as guidelines for teaching, research, extension, and assistance, so investing in infrastructure has been important for the institution.

UFES activities are carried out in Goiabeiras, Maruípe, São Mateus and Alegre campuses. Goiabeiras campus, located in Vitória, capital of Espírito Santo, is where most of undergraduate and graduate courses, teaching centers, laboratories and extension projects are concentrated. It also houses the University's main administrative sectors, such as the Rectorate, the Pro-rectorates, and other offices. It houses cultural and leisure areas, such as art galleries, snack bars, libraries, *Cine Metrópolis*, the University Publishing House, the University Theater, UFES's Bookstore, and the University Radio. It has also a sports gym, a water park and other sports equipment, as well as bank branches, the Language Center, the Astronomical Observatory, and the Planetarium. The campus is surrounded by a mangrove area maintained under environmental protection.

In Maruípe campus, also located in Vitória, there is the Center for Health Sciences (CCS), with undergraduate and graduate courses in health area, as well as **Cassiano Antônio Moraes** University Hospital (HUCAM). São Mateus campus is located in the north of the state and houses the University Center North of Espírito Santo (CEUNES). And in Alegre, south of the state, there are two teaching centers: the Center for Agricultural and Engineering Sciences (CCAE) and the Center for Exact, Natural and Health Sciences (CCENS). Both share the same physical site, with teaching, research, and extension activities, in conjunction with undergraduate courses and coordination of graduate programs.

The Superintendence of Infrastructure (SI) is responsible for planning, building, conserving, and maintaining physical areas of UFES's campuses. SI designs, bids, and supervises works at the University. Conservation and maintenance activities of physical areas, as well as provision of transport, pest control, surveillance and cleaning services are other areas of its activity. It is also responsible for supervising construction contracts, granting physical sites, building maintenance, transportation, security and monitoring, outsourced services, installation and maintenance of refrigeration equipment, expansion, and maintenance of electrical/logic/hydraulic and several other services. In addition to Goiabeiras campus (headquarters), SI maintains support offices in the other three UFES's campuses: Maruípe, Alegre, and São Mateus.

Permanent updates are made to physical sites to meet institutional needs, for that purpose SI has a regulation of physical planning and infrastructure management, following a set of rules and procedures consolidated in the Management Guide of Physical Planning. As for regulating the use of campus areas, Physical Master Plans (PDF) for Goiabeiras and Maruípe campuses have already been approved. To advance in managing its physical infrastructure, SI along with Car's Planning and Projects Laboratory are preparing Physical Master Plans for UFES's campuses, instruments that regulate the policy to control land use and occupation. In that way, with a general policy to guide the orderly expansion of building areas, it becomes possible to meet the Urban/Municipal Master Plans of cities where UFES is present. We present in the tables below data referring to UFES's building areas.



Classification	Area (m <sup>2</sup> )
Circulation	25.767,25
Classroom	21.830,31
Specialized Didactic Laboratory	24.012,53
Computer lab	1.411,16
Auditorium	2.905,81
Library	4.662,46
Teacher's room	6.916,86
Administrative offices	16.392,53
Bathrooms	5.092,19
Pantry/kitchen/dining room	1.785,34
Service area	159,07
Deposit	2.498,38
Warehouse	2.907,45
Technical area	1.267,91
Assigned area	1.538,28
Medical-hospital area	145,94
Recreation Area	7.315,35
University Theater	23.451,97
Others	1.601,89
Outros	3.822,22
<b>TOTAL</b>	<b>155.484,90</b>

**Table 12** – Physical Infrastructure, building areas by type – Goiabeiras, Maruípe and Oceanographic Base

Source: Board of Physical Planning/Superintendence of Infrastructure

Classification	Area (m <sup>2</sup> )
Circulation	4.437,20
Classroom	3.455,20
Specialized didactic laboratory	7.281,45
Computer lab	461,96
Auditorium	834,72
Library	801,56
Teacher's room	1.864,02
Administrative office	1.726,00
Bathrooms	1.414,87
Pantry/kitchen/dining room	207,89
Service area	75,67
Deposit	1.650,03
Warehouse	318,07
Technical area	283,02
Medical-hospital area	683,53
Area for didactic sports practice	811,44
<b>TOTAL</b>	<b>26.306,63</b>

**Table 13** – Physical Infrastructure, building areas by type – Alegre campus

Source: Infrastructure Board-South Sector (DIS).

Classification	Area (m <sup>2</sup> )
Auditorium	911
Substation 01	37,63
Classrooms DCAB/DCS 01	1.824,60
Laboratories DCAB/DCS 01	1.824,19
Laboratories do DCAB/DCS 02	1.228,50
Teacher's room DCAB/DCS	568,76
Substation 02	37,63
Annex Wing E	80,22
Sub university town hall	941,44
Anatomy laboratory	807,3
Measuring booth	12,94
University restaurant	1.947,28
Central Administration	1.284,00
Substation 06	37,63
Collegiate bodies/SUGRAD	878,85
Snack bar	422,4
Central Library	2.895,65
Substation 03	37,63
Teacher's room DMA/DCN	568,76
Annex Wing A	80,22
Reservoir/pump house	16,24
Classroom DMA/DCN/DECH/DETEC/DCEL 01	1.715,09
Classroom DMA/DCN/DECH/DETEC/DCEL 02	917,43
Substation 05	37,63

**Table 14** – Physical Infrastructure, building areas by type – São Mateus campus

Source: Infrastructure Board - North Sector (DIN).

Classification	Área (m <sup>2</sup> )
Laboratories DMA/DCN/DECH/DETEC/DCEL 01	924,66
Laboratories DMA/DCN/DECH/DETEC/DCEL 02	1.414,95
Teacher's room DECH/DETEC/DCEL	568,76
Annex Wing G	80,22
Substation 04	37,63
SUPGRAB	775,17
Graduate Program Agronomy	1.135,04
Graduate Program Biology	1.135,04
Substation	37,63
Graduate Program Education	835,77
Graduate Program Energy	959,7
<b>TOTAL</b>	<b>26.377,59</b>

**Table 14 continuation** – Physical Infrastructure, building areas by type – São Mateus campus

Source: Infrastructure Board - North Sector (DIN).

Intervention actions on infrastructure of UFES's campuses are permanent and guided by basic principles: planning, risk analysis, quality, accessibility, sustainability, efficiency, and effectiveness, as follows:

- Acting in planning and development of urban-socio-environmental issues.
- Ensuring integrated planning of urban and building projects.
- Provide quality services to university community.
- Develop plans and projects that promote economic and socio-environmental sustainability in all building and urban sites.
- Act before the Central Administration for promotion of accessibility on campuses, for the feasibility of urban infrastructure works.
- Survey real infrastructure needs, map deficiencies and propose short and long-term solutions, considering current needs and the ones resulting from new planned actions.

- Develop studies focused on energy efficiency for implementation/replacement of existing lighting, implementation of a monitoring/control system for electricity consumption and installation of photovoltaic panels.
- Develop projects aimed at the use of new technologies, including use of alternative energy sources.
- Encourage governmental and non-governmental partnerships to develop actions in areas of public safety, transport, and environment, in all UFES's units.
- Encourage training and qualification of SI's technical team to improve provision of quality service.
- Take advantage of UFES's scientific and technological production in favor of institution itself, integrating students, professors, and administrative staff in construction of projects aimed at improving institution's infrastructure; and
- Improve the Sustainable Management Plan for Buildings, as a sustainability policy.

To fulfill its role of managing physical infrastructure, SI assumes the following guidelines:

- Develop an online tool for building management, such as an individualized record of information about projects, construction process and maintenance.
- Revitalize campuses' infrastructure, farms, and experimental areas, modernizing electrical, water supply and sanitation networks.
- Finalize approval of the Physical Master Plans for campuses.
- Prioritize capital investments to make existing buildings sustainable and accessible in compliance with guidelines of control units, complying with the Sustainable Management Plan for UFES's Buildings.
- Review the plan to promote accessibility and differentiated service for people with special needs, according to decrees 5,296/2004 and 9,235/2017; and
- Complete the process of regularizing UFES's properties and buildings to obtain permits and other licenses from city halls, the Fire Department, and environmental agencies, when necessary.

## 5.4 ACCESSIBILITY

The discussion about accessibility has always been part of our University management policies at, with aim of making UFES an increasingly inclusive and welcoming space, in all its spheres, for people in their diversity.

In this understanding, the inclusion process implies offering all people (with or without disabilities) decent opportunities and conditions for exercising their citizenship. And, undoubtedly, inclusion from perspective of a social phenomenon is directly related to accessibility conditions.

The term accessibility has its application associated with the need to eliminate obstacles/barriers that prevent people from accessing places of private and public use. Accessibility is also associated with quality of life for all people, to generate rapprochement.

Committed to its social role, UFES has as a guideline to promote people integration in all its academic/administrative/sociocultural spaces, promoting actions and seeking to eliminate barriers aimed at accessibility in its different dimensions, namely:

- **Attitudinal accessibility** - refers to perception of others without prejudice, stigma, stereotypes, and discrimination. All other types of accessibility are related to this one, as it is the person's attitude that drives the removal of barriers.
- **Architectural accessibility** - elimination of physical environmental barriers in homes, buildings, sites, and urban equipment.
- **Methodological accessibility** - absence of barriers in methodologies and study techniques. It is directly related to the underlying grade of teaching: the way teachers conceive knowledge, learning, assessment, and educational inclusion will determine, or not, the removal of pedagogical barriers.
- **Programmatic accessibility** - elimination of barriers present in public policies (laws, decrees, ordinances, norms, regulations, among others).
- **Instrumental accessibility** - overcoming barriers in instruments, utensils, and tools for study (school), work (professional), leisure and recreation (community, tourist, sports).

- **Accessibility in transport** - form of accessibility that eliminates barriers not only in vehicles, but also at stopping points, including sidewalks, terminals, stations, and all other equipment that make up transport networks.
- **Accessibility in communications** - it is the accessibility that eliminates barriers in interpersonal (face-to-face, sign language), written (newspaper, magazine, book, letter, handout etc., including texts in Braille, use of laptop) and virtual communication (digital accessibility).
- **Digital accessibility** - right to eliminate barriers in availability of communication, physical access, adequate equipment and programs, content, and presentation of information in alternative formats.

## 5.5 LOGISTICS OF SUSTAINABLE SERVICES

UFES's campuses, farms and experimental areas have a great diversity of ecosystems, ranging from areas of mangroves and sandbanks to areas of Atlantic Forest, so the institution faces many challenges in defining infrastructure services that need to be sustainable, considering all: financial, environmental, and social aspects. As it is present in six cities in the state, in Vitória and Alegre there are separate areas/campuses, logistics of services need to be thought of, in order to equally serve the university community. Engineering services; supply of energy and water, cleaning, sanitization of external areas and buildings; conservation; waste disposal and effluents; pest and vector control; security and transport support teaching, research, and extension activities. Thus, thinking about its logistics and sustainable management is important to ensure excellence in academic performance.

That's why it was necessary to rethink some elements on campuses and their sustainable use, such as electricity supply. Aiming at sustainability, energy efficiency and budgetary savings, UFES invested in photovoltaic solar panels for Goiabeiras and Maruípe campuses. In the testing phase since October 2019, plates have capacity to produce 7,7 million kWh/year of electricity. This represents 45.5% reduction in electricity consumption at Goiabeiras campus (and 30% reduction in the University's general electricity bill). The operation of these plants provides significant savings on energy bill. The estimated annual savings are R\$ 5 million, including replacement of external lighting with LED lamps. The 17 thousand solar energy capture panels were installed in buildings, gathered in 55 sets.

Since electricity is one of the University's major expenses, other measures to reduce its consumption were also adopted. Among them, we highlight savings campaigns by turning off air conditioning devices and investments in adapting substations and energy inputs to buildings on various UFES's campuses, to allow installation of devices for monitoring buildings' electricity consumption. It is worth noting that, in the last two years, UFES invested R\$ 18,124,606.10 in installation of solar plants for energy generation, starting to produce about 7.7 GWh, which represents estimated annually savings of around R\$ 3,670,721.34.

UFES has also been strongly active in solid and animal waste issues, starting solidary selective collection and hiring of a company to prepare the executive project for the works of a collection network and sewage treatment station at Goiabeiras campus. The Sustainable Management Plan for Buildings and the Handbook of Materials and Construction Methods and Standard Operating Procedures (SOP) are documents that support the Sustainability Management of the University's Physical Infrastructure. During 2019, the Solidarity Selective Collection pilot project was consolidated. In 2020, its implementation was expected to be completed in all campuses, however, due to the pandemic and demands placed on SI to guarantee a safe environment for returning of face-to-face activities, a new schedule is in elaboration. In addition, for contracting works and engineering services, compliance with environmental sustainability criteria is required, as established by Normative Instruction No. 1 from January 19, 2010, in cases which the mentioned instruction applies. In addition, contracted companies must only use forest products and by-products from native Brazilian flora origin, from companies that practice sustainable management, duly registered and inspected by IBAMA and/or certified by institutions recognized by that institute.

The following are guidelines for managing the logistics of sustainable services:

- Promote studies to modernize the University's land transport logistics, aiming at expanding its sustainability.
- Develop an environmental management policy for external areas on campuses, farms, and experimental areas, integrating cleaning, conservation, drainage infrastructure, and pest and vector control.



- Develop a policy to reduce production and disposal of solid waste in a sustainable way.
- Expand integration of video surveillance, intelligence, and overt surveillance actions to provide more security for property and university community in all UFES's areas of; and
- Promote studies to provide conditions for sustainable use of existing UFES's environmental conservation areas.

## 5.6 THE INTEGRATED SYSTEM OF LIBRARIES

UFES's Integrated System of Libraries (SIB) has the objective of offering technical supply for demands of information, necessary for UFES's activities of teaching, research, extension, and administration.

SIB activities are guided by conservation and maintenance of informational content of information units, in activities of support to academic community, promoting democratization and dissemination of knowledge. The entire system is in a constant update process, so that current information that is adequate to institutional needs is provided.

The Central Library (BC) is a supplementary body linked to the Rectorate – it technically coordinates the entire SIB. Administratively, sectorial units are linked to their teaching centers and are responsible for execution of their own information services and products. The system is composed of nine units: on Maruípe campus – Maruípe Sector Library; on São Mateus campus – North Sector Library; on Alegre campus – South Sectorial Library and Sectorial Library of the Center for Studies and Diffusion of Technology in Forests, Water Resources and Sustainable Agriculture (NEDTEC, in the city of Jerônimo Monteiro); and on Goiabeiras campus – Central Library, Arts Sectorial Library (CAr), Sectorial Library of the Center for Human and Natural Sciences (CCHN), Sectorial Library of Education (CE), Sectorial Library of Physical Education and Sports (CEFD).

The campuses' bibliographic collections are interconnected through a computer system called *Pergamum*. The SIB seeks to update the collection according to demands for acquisition of bibliographic works, sent by undergraduate and graduate courses and through the collection development policy. Due to technological, social, economic, and cultural changes,

there is a movement of migration from support of bibliographic works, tending to acquisition/ annual subscription of digital resources, such as ebooks and electronic journals that allow multi-user access.

The physical structure of the Central Library building has two auditoriums, one for 90 people and other for 60 people. The rooms have audiovisual and technological resources for holding scientific and cultural events, such as lectures, workshops, training, courses, seminars, among others. Computers with internet connection, air conditioning, projectors and sound system are available. There are also two computer labs, with 30 computers each, for academic community use, one for free use by students to carry out research and digital platforms access, subscribed by the institution, and another laboratory for user training actions, by the Program of Skills Development in a Virtual Environment (PDCIAV).

The concern to adapt spaces and facilities for greater accessibility and inclusion of people with disabilities or special educational needs can be perceived in libraries through acquisitions and investments. The Central Library building has an elevator to access the building's upper floors. All floors have two accessible restrooms with separate entrances from other restrooms. There is a computer room prepared for the purpose of operating an accessibility laboratory, where various teaching and research actions on accessibility are planned, as well as preparation of materials in an accessible format to meet demands of University students and external community. Equipment made available that are part of the process of adaptation and improvement of accessibility: keyboard for people with low vision, portable document reader, scanner and voice reader, electronic handheld magnifier 7", fuser machine for high relief printing, Braille Line display, digital book reader, stationary ball mouse, trigger, screen reader software and voice-assisted screen magnifier software.

In addition to these resources, the University already has ebooks acquired in perpetuity through purchases. There is also an annual subscription contract for access to digital books from Digital Libraries of Cengage Publishing House, the *Minha Biblioteca* platform, Pearson Publishing House and *Revista dos Tribunais* Publishing House, which add up to more than 16,000 titles to the University's bibliographic collection.

Some services provided by SIB are face-to-face service, reception of freshmen, availability of multipurpose spaces, user training, technical services, collection training and treatment (SFTA), information technology services and accessibility resources. Most of services mentioned are provided by the Central Library, but there is an effort to ensure that all libraries have the same physical structure conditions and provide the same services. For that, constant investments are needed to improve rooms and collection.

Table 15 below presents information on SIB.

Integrated System of Libraries (SIB)	Central Library	CAR Sectorial	CCHN Sectorial	CE Sectorial	CEFD Sectorial	Maruípe Sectorial	North Sectorial	South Sectorial	NEDTEC Sectorial
<b>Campus City</b>	Goiabeiras Vitória	Goiabeiras Vitória	Goiabeiras Vitória	Goiabeiras Vitória	Goiabeiras Vitória	Maruípe Vitória	São Mateus	Alegre	Alegre Jerônimo Monteiro
<b>Opening hours</b>	Mon. to Fri.: 07h - 21h Sat.: 07h - 13h	Mon. to Fri.: 07h - 19h	Mon. to Fri.: 07h - 21h	Mon. to Fri.: 07h - 21h	Mon. to Fri.: 07h - 21h	Mon. to Fri.: 07h - 21h	Mon. to Fri.: 07h - 20h45	Mon. to Fri.: 07h - 21h	Mon. to Fri.: 07h30 - 17h30
<b>Technical-administrative staff</b>	50	2	5	3	4	9	8	10	1
<b>Collections</b>	115.238	4.561	3.569	7.132	2.248	11.178	9.145	17.660	2.480
<b>Copies</b>	326.743	6.950	3.969	13.895	6.070	77.809	29.809	51.762	5.469
<b>Seats</b>	812	64	24	34	-	203	273	230	20
<b>Building area (m<sup>2</sup>)</b>	5.550	240	133	112	262	1.055	2.404	1.388	125

**Table 15** – Information on SIB

## 5.7 INFORMATION AND COMMUNICATION TECHNOLOGY

To achieve its goals, UFES understands that Information Technology (IT) is fundamental and decisive for the success of its management, administrative and academic activities (teaching, research, extension, and assistance). It is an essential component for institutional development, ensuring the fulfillment of the mission. To better serve the university community and the external public, IT resources seek to integrate the institution with agility and security, promoting quality, efficiency, and transparency in services provided

The Superintendence of Information Technology (STI) is the supplementary body responsible for planning, defining, implementing, supervising, and executing policies of Information and Communication Technologies (ICTs) within UFES's scope, in accordance with the digital transformation – Decree No. 10.332/2020. Its main activities are: operating and maintaining corporate systems in operation; develop applications for specific demands; operate and maintain the network infrastructure; advise the Central Administration in processes of contracting goods and services; operate and maintain basic services such as electronic mail; operate and maintain the University's web presence and manage necessary services to keep the IT equipment facilities in operation; in addition to directly advising the Higher Administration in elaborating the Information and Communication Technology Policy (PDTIC), proposing guidelines and policies.

The PDTIC is the main document for guiding institutional actions in ICT, it aims to ensure that UFES's administrative, academic, and scientific needs are met in relation to computing resources, information storage and processing, communication, and access to information. The plan is periodically reviewed and STI is the executor of most of its actions.

It should be noted that STI assists UFES's Central Administration in academic and administrative management, focusing on corporate information systems, on development and maintenance of IT infrastructures, on acquisition and installation of equipment and on support to users, in a wide range of services and products. There is also a Digital Governance Committee, which is responsible for strategic and critical decisions, and for managing information security in the institution. STI is responsible for implementing decisions taken by the Committee. In June 2020, the Committee approved UFES's digital transformation plan, which aims to increase transparency, economy, and efficiency in acquisition processes and in handling information.

STI, in addition to all traditional IT guidance (administrative and academic support), increasingly seeks to integrate it into UFES's strategic use, ensuring that the area's actions are aligned with the institution's mission. The evolution of IT role at UFES, moving from a mere productivity improvement tool to a tool aligned with strategic objectives, can be seen in evolution of academic and administrative activities in the last two years, through investments made in new technologies and processes.

Facing new needs emerged in 2020 from the pandemic and the necessary social isolation, the IT Superintendence was one of the sectors responsible for implementing new technologies that supported the Temporary and Emergency Remote Teaching-Learning modality.

To ensure the achievement of 2021-2030 IDP objectives and goals, the STI's role is to enable:

- ICT governance.
- Contracting of ICT goods and services.
- Development of information systems.
- Management of ICT infrastructure; and
- Management of ICT services.

## 5.8 GOVERNANCE

The accelerated changes in the world economic scenario have a direct impact on organizations, imposing transformations and adaptations in organizational practices. In this context, the New Public Management emerges, based on principles such as rationalization of resources, effectiveness, and sustainability. Thus, UFES seek the rational management of resources, economy, new management practices and the effective response to social demands.

From this perspective, adopting governance – which has the function of directing, monitoring, and encouraging relationships between society, higher administration, governance bodies and civil servants – becomes a determining factor for the University survival. Instituting governance has been challenging, however there is a present institutional will to implement and monitor the governance development.

In this sense, UFES seeks to act transparently, with responsibility, ethics, equity, and sustainability, in view of its mission, and, through this IDP, outlines its objectives and defines its operating strategy. Thinking about the future, it intends to successfully respond to internal demands from society and from the control units based on responsible management and committed to necessary adjustments to effectively reach its objectives and results.

The IDP has governance as a guideline for its execution, so all actions are based on UFES's Governance Policy, established by Ordinance No. 1.071/2017-R, which lists a set of principles, guidelines, mechanisms, and responsibilities. UFES's principles are: (i) leadership; (ii) integrity; (iii) responsibility; (iv) commitment; (v) transparency; (vi) legitimacy; (vii) equity; (viii) probity; and (ix) efficiency.

And it assumes as guidelines: (i) focus the organization's purpose on results for users of end activities and for citizens; (ii) make decisions based on quality information; (iii) manage risks; (iv) develop capacity and effectiveness of the governing body of organizations; (v) render accounts and involve stakeholders; (vi) ensure that users receive a high quality service; (vii) define the roles of organizations and the responsibilities of Higher Administration and managers, ensuring compliance with them; (viii) be transparent about how decisions are made; (ix) have quality advice, support and information structures; (x) have an effective risk management system; (xi) ensure that agents assigned to management and advisory positions have the necessary skills, experience and knowledge for a good performance in public management; (xii) balance, in the composition of the governing body, continuity and renewal; (xiii) take active and planned actions to dialogue and render accounts to society; (xiv) ensure that Higher Administration behaves in an exemplary manner, promoting, sustaining and guaranteeing effectiveness of governance; and (xv) putting organizational values into practice.



# Institutional Strategic Map

This PDI was built involving internal and external community of the Federal University of Espírito Santo, in this process approximately 20 thousand participations were collected through polls, online meetings and public consultation. Thus, propositions presented here present the result of actions carried out throughout this process of collective construction, as described above. The IDP aims to ensure coherence and convergence between planning and institutional actions, for effective achievement of UFES's mission, as well as its alignment with governance assumptions defined for public institutions. It should be noted that the entire planning process must always be continuous and systematic, and therefore must require monitoring, control, evaluation, and review steps, so that possible strategic alignments are carried out when necessary.

The propositions that will be systematized below, in maps of the five strategic areas (teaching, research, extension, assistance and management), should be included in UFES's action plan for the next ten years, and in its unfolding at tactical and operational level. It is important to point out that specific strategic objectives, which as we have seen, refer to those directly related to strategic areas, were built from community participation and here they appear related to their appropriate indicators and goals, defined in a dialogic process with related pro-rectorates.

The five strategic areas should not be understood as isolated in achieving their specific objectives. It is important to highlight that objectives defined in one of the areas may have repercussions in others. This is the case, for example, of objectives placed in teaching, research, extension, and assistance that, strictly speaking, pose challenges to management in the sense of guaranteeing support for activities. As an example, we can mention goal number 4 of the Extension Strategic Map: "increase by 30% the number of extension actions articulated with research and assistance", which already poses the challenge of integration with other strategic areas in its own wording.

In addition to the specific strategic objectives, the transversal strategic objectives appear on the maps, those derived from the crossing matrix carried out between strategic areas and institutional challenges, which were duly listed by academic community and consolidated by the Central Committee of 2021-2030 IDP. Such challenges, as we have seen, can be defined as inspiring and necessary causes to be faced by the University in the next decade. They are infrastructure and accessibility; affirmative actions; innovation and social responsibility; health promotion, development, and valorization of people; internationalization; environmental and economic-financial sustainability; and institutional image. It is also noteworthy that strategic objectives and insti-



tutional challenges still adhere to the 2030 Agenda of United Nations (UN) and its Sustainable Development Goals (SDGs).

Precisely because of the multiple competencies involved in its transdisciplinary character, the transversal strategic objectives will be developed later, in the efforts of coordination and alignment of the administrative and/or academic units with UFES's mission, in their respective sectorial plans, at the tactical and operational level. This time, it is possible to observe, in the maps below, how a certain institutional challenge must be faced by teaching, research, extension, assistance and management (such as affirmative action), involving actors from different areas of the University and even of the external community. The institutional challenges and their respective transversal objectives should be developed at a later stage, referring here to the sectorial strategic plans of the academic and administrative units, to be developed in their indicators, goals, and action plans. The IDP, as an eminently strategic document, deals with general formulations expressed in its specific objectives in the five strategic areas, indicators, and goals, thus being a fundamental document for elaboration and subsequent developments at other levels.

Next, we present the strategic map with the proposals for UFES's next ten years, broken down by strategic areas.

## Strategic Map: TEACHING



### Teaching Strategic Objectives (OEE):

**OEE1.** To offer excellence courses in various levels and existing modalities at the University.

**OEE2.** To strengthen policies of access, permanence and success in courses offered by the University.

### Goals and Indicators

1. Goal: to guarantee that UFES will obtain grade 5 (five) in IGC. Indicator: IGC.
2. Goal: to guarantee that 100% of undergraduate courses have grades equals or superior to 3 (three). Indicator: CPC.
3. Goal: to guarantee that at least 85% of undergraduate courses are assessed with CPC 4 (four) or superior. Indicator: CPC
4. Goal: to guarantee that 20% of undergraduate courses assessed will obtain course grade (CC) equals 5 (five). Indicator: Course concept (CC).
5. Goal: to guarantee that 100% of undergraduate courses will obtain course grade (CC) superior to 3 (three). Indicator: Concept Course (CC).
6. Goal: to guarantee that 20% that undergraduate courses assessed will obtain ENADE grade equals 5 (five). Indicator: ENADE Concept (CE).
7. Goal: to guarantee that 100% of undergraduate courses assessed will obtain ENADE grade equals 3 (three) or superior. Indicator: ENADE Concept (CE).
8. Goal: to guarantee that 100% of offered vacancies in undergraduate courses are filled.

### Institutional Challenges

### Cross-cutting Strategic Objectives of Teaching (OTE)

#### Infrastructure and Accessibility

- OTE1. to ensure adequate infrastructure to teaching.
- OTE2. to guarantee accessibility in its multiple dimensions to academic community.

#### Affirmative Actions

- OTE3. to improve pedagogical and academic policies directed to affirmative actions and respect to diversities.

#### Innovation and social responsibility

- OTE4. to encourage actions of innovation and social responsibility in teaching activities.

- 9. Goal: to guarantee success rate of 85% of enrolled students in undergraduate courses. Indicator: completion rate.
- 10. Goal: to guarantee permanence of 90% of students enrolled in undergraduate studies. Indicator: permanence rate.
- 11. Goal: to guarantee that at least 4 (four) graduate programs in excellence level. (CAPES Grade 6 or 7). Indicator: CAPES Grade.
- 12. Goal: to guarantee that at least 30 (thirty) graduate programs have Capes Grade equals 5 (five) or superior. Indicator: CAPES Grade.
- 13. Goal: to guarantee that at least 95% of consolidated graduate programs have Capes Grade equals 3 (three). Indicator: CAPES Grade.
- 14. Goal: to guarantee that 95% of offered vacancies in graduate programs are completed. Indicator: Vacancies occupation rate.
- 15. Goal: to guarantee a success rate of 85% of enrolled students in graduate studies. Indicator: success rate.
- 16. Goal: to guarantee that 90% of enrolled students in graduate studies. Indicator: permanence rate.

Health promotion, development and people appreciation

OTE5. to ensure and increase actions of health, leisure, sport, culture and art promotion in teaching activities.

Internationalization

OTE6. to extend mobility actions, visits, partnerships and international exchanges.  
OTE7. to establish academic policies aiming to internalization of students' formation.

Environmental and Economical-financial Sustainability

OTE8. to promote a sustainability vision based in the SDGs/UN, in all levels of teaching.

Institutional Image

OTE9. to promote the institutional image and a feeling of belonging regarding students and graduates.

## Strategic Map: RESEARCH



### Research Strategic Objectives (OEP)

**OEP1.** To expand and consolidate research at excellence level in diverse areas of knowledge.

**OEP2.** To encourage production of research integrated to society demands.

### Goals and Indicators

1. Goal: to increase to 100% the number of scientific articles published in indexed journals in Scopus base and Web of Science base. Indicator: Number of articles published in both bases.
2. Goal: to increase to 60% the number of Scientific Initial Training tutoring. Indicator: Number of subprojects approved in the Scientific Initial Training call.
3. Goal: to increase to 20% the number of professors tutoring Scientific Initial Training students. Indicator: Number of professors/tutors.
4. Goal: to increase to 50% the number of registered patents, cultivares, softwares, and intellectual property. Indicator: Number of registered patents, cultivares and intellectual property.

### Institutional Challenges

### Cross-cutting Strategic Objectives of Research (OTP)

#### Infrastructure and Accessibility

- OTP1. to expand and consolidate adequate infrastructure to research activities.
- OTP2. to guarantee accessibility in its multiple dimensions to academic community, in research activities.

#### Affirmative Actions

- OTP3. to expand participation of affirmative actions students in research.

#### Innovation and social responsibility

- OTP4. to encourage research linked to innovation and social responsibility.

Health promotion, development and people appreciation

OTP5. to encourage research in themes of health, leisure, sport, culture and art promotion.

Internationalization

OTP6. to promote and extend insertion of researchers in international technical-scientific partnerships.

Environmental and Economical-financial Sustainability

OTP7. to stimulate implementation of sustainability research.

Institutional Image

OTP8. to promote the institutional image through research.

## Strategic Map: EXTENSION



### Extension Strategic Objectives (OExt)

**OExt1.** To expand and consolidate extension activities developed by the University.

**OExt2.** To strengthen extension projects and actions aiming to greater interaction with the community.

### Goals and Indicators

1. Goal: to increase to 30% the number of servants (professors and administrative technicians) involved in extension actions. Indicator: % of servants involved in extension projects.
2. Goal: to increase to 50% the number of students involved in extension. Indicator: % of students involved in extension projects.
3. Goal: to increase to 30% the number of extension actions. Indicator: Number of extension actions.
4. Goal: to increase to 30% the number of extension actions articulated with research and assistance. Indicator: Number of extension actions articulated with research and assistance.

### Institutional Challenges

### Objetivos Estratégicos Transversais da Extensão (OExt)

#### Infrastructure and Accessibility

OExt1. to expand and consolidate adequate infrastructure for research activities.

OExt2. to guarantee accessibility in its multiple dimensions to academic community, in research activities.

#### Affirmative Actions

OExt3. to expand participation of affirmative actions students in research.

#### Innovation and social responsibility

OExt4. to encourage research linked to innovation and social responsibility.

5. Goal: to increase to 20% the number of extension actions accomplished in partnership with public, private and third sectors. Indicator: Number of extension actions accomplished in partnership with public, private and third sectors

Health promotion, development and people appreciation

OEExt5. to encourage research in themes of health, leisure, sport, culture and art promotion.

Internationalization

OEExt6. to promote and extend insertion of researchers in international technical-scientific partnerships.

Environmental and Economical-financial Sustainability

OEExt7. to stimulate implementation of sustainability research.

Institutional Image

OEExt8. to promote the institutional image through research.

## Strategic Map: ASSISTANCE



### Assistance Strategic Objectives (OEA):

**OEA1.** To promote effective and quality permanence to academic community.

#### Goals and Indicators

1. Goal: to guarantee a success rate to students assisted in permanence programs and actions equals to or superior to 85%. Indicator: Success rate of students assisted in permanence programs and actions.
2. Goal: to guarantee a relative success rate with maximum variation of 5%. Indicator: Relative Success Rate.
3. Goal: to guarantee a relative permanence rate with maximum variation of 5%. Indicator: Relative Permanence Rate.
4. Goal: to guarantee that 100% of PROAES registered students are assisted in programs and actions of student permanence. Indicator: Number of students registered in PROAES and assisted by programs and actions of student permanence.

#### Institutional Challenges

#### Cross-cutting Strategic Objectives of Assistance (OTA)

##### Infrastructure and Accessibility

OTA1. to strengthen accessibility policies in its multiple dimensions for academic community.

##### Affirmative Actions

OTA2. to implement affirmative policies and actions in selection processes of teaching, research and extension incentive programs

##### Innovation and social responsibility

OTA3. to encourage innovation policies related to assistance.



Health promotion, development and people appreciation

OTA4. to stimulate and increase actions of health, leisure, sport, culture and art promotion.

Internationalization

OTA5. to strengthen assistance and welcoming policies for foreign students and researchers.

Environmental and Economical-financial Sustainability

OTA6. to formulate assistance policies aiming at sustainability.

Institutional Image

OTA7. to promote the institutional image before the assisted community.

## Strategic Map: MANAGEMENT



### Management Strategic Objectives (OEG)

**OEG1.** To strengthen governance mechanisms.

**OEG2.** To ensure ethic, democratic, transparent, participative and effective management.

### Goals and Indicators

1. Goal: to reach the intermediate range at the Index of Organizational Public Management (iGovPub). Indicator: iGovPub of the Federal Court of Accounts (TCU).
2. Goal: to reach the intermediate range at the Index of People Management (iGovPess). Indicator: iGovPess of TCU.
3. Goal: to reach the intermediate range at the Index of IT Management (iGovTI). Indicator: iGovTI of TCU.
4. Goal: to reach the intermediate range at the Index of Contracts (iGovContrat). Indicator: iGovContract of TCU.
5. Goal: to fulfill 100% of items of the Active Transparency of the General Controller of the Nation (CGU). Indicator: % of items of Active Transparency.

### Institutional Challenges

#### Objetivos Estratégicos Transversais da Gestão (OTG)

#### Infrastructure and Accessibility

OTG1. to offer support to accessibility policies in its multiple dimensions, designed for the academic community.

OTG2. to provide adequate infrastructure to University's activities.

#### Affirmative Actions

OTG3. to promote affirmative actions concerning University's management.

#### Innovation and social responsibility

OTG4. to consolidate innovation management practices.

- 6. Goal: to solve 100% of control and social participation demands registered in Ombudsman. Indicator: % of Ombudsmans demands solved.
- 7. Goal: to solve 60% of CPA's demands. Indicator: Index of Resolution of the CPA.
- 8. Goal: to ensure that 60% of the University's capital discretionary budget are placed in strategic initiatives. Indicator: % of capital budget placed in strategic initiatives.

Health promotion, development and people appreciation

OTG5. to ensure and implement promotion of actions of health, leisure, sport, culture, art, people development and appreciation.

Internationalization

OTG6. to guarantee University's internationalization initiatives .

Environmental and Economical-financial Sustainability

OTG7. to ensure University's Environmental and Economical-financial Sustainability.

Institutional Image

OTG8. to disclose the institution's image and to broaden its visibility regionally, nationally and internationally.





**Next Steps**

Since the beginning of its elaboration, in 2019, when the respective consultative (Thematic Committees), executive (Executive Committee) and decision-making (Central Committee) bodies were defined, the 2021-2030 IDP considered community collective participation to be fundamental in its construction.

Considering UFES's internal and external communities, referring to class entities, social movements, city halls, educational institutions, and associations, we raised about 20,000 participations in this collective and dialogic construction, either through forms and polls, or through virtual meetings, which supported the definition of our mission and vision, and values, institutional challenges, and specific strategic objectives.

It should be noted that this document is located at a strategic level, with definition of clear objectives, goals that we consider relevant to the institution's horizon and indicators validated in their attributes, namely: usefulness, representativeness, methodological and source reliability, scope, availability, economy, simplicity of communication, stability, timeliness, and sensitivity.

However, through the crossings carried out between the strategic areas and the institutional challenges, the IDP already signals to administrative and academic units the transversal strategic objectives to be developed when preparing their sectorial plans, at tactical and operational level, with direct assistance of the Pro-Rectorate of Planning and Institutional Development. It should also be noted that this document periodicity, of one decade, presupposes as explained discussions and revisions every biennium, to guarantee the IDP a character of permanent consultation and reflection, and direct connection to specificities of each unit.

"To be recognized as a public institution of national and international excellence in teaching, research and extension, committed to social inclusion, interiorization, innovation and sustainable development of Brazilian society, in particular the State of Espírito Santo". This is our vision, built by many hands, and which we hope to achieve by the end of 2030.

With the challenges and objectives in mind and aware of the importance of aligning its strategies to changes that occur in social, political, economic, and technological environment, UFES has invested in its strategic management process. More than idealizing long-term plans, it is necessary to translate them into actions and results, in addition to systematically evaluating them so that they can be aligned with realities presented, both regarding internal and external environment, and even where the most complex variables are found and beyond their control.

In this sense, the University has been working on the construction of instruments and management mechanisms that strengthen this logic. This initiative has contributed to improving planning processes, as well as effectively subsidizing decision-making process in the institution. Thus, it will be up to PROPLAN the interlocutor role and catalyst of planning actions, before different actors, aiming to ensure participation in evaluation and review process of the 2021-2030 IDP, in addition to supporting elaboration and implementation of sectorial and development plans that flow from this document.





A photograph of the Teatro Universitário building at dusk. The building is a large, modern structure with a prominent red frame around the entrance. The text "Teatro Universitário" is written in white on the top of the red frame. A wide set of stairs leads up to the entrance, with several people walking on them. The sky is a mix of blue and orange, and the building's interior lights are visible through the entrance.

Teatro Universitário

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Appendix



## Annex 1

Constitutional Ordinances of the Central Committee 2019-2020.

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Ordinances No. 473-R/2020 and 510-R/2020

*Paulo Sergio de Paula Vargas*  
*Roney Pignaton da Silva*  
*Rogério Naques Faleiros*  
*Valdemar Lacerda Júnior*  
*Cláudia Maria Mendes Gontijo*  
*Renato Rodrigues Neto*  
*Teresa Cristina Janes Carneiro*  
*Gustavo Henrique Araújo Forde*  
*Josiana Binda*  
*Larissa Fabricio Zanin*  
*Eustáquio Vinícius Ribeiro de Castro*  
*Edinete Maria Rosa*  
*Tarek Moyses Moussallem*  
*Rogério Drago*  
*Otávio Guimarães Tavares da Silva*  
*Geraldo Rossoni Sisquini*  
*Gláucia Rodrigues de Abreu*  
*Luiz Antonio Favero Filho*  
*Neuza Maria Brunoro Costa*  
*Louisiane de Carvalho Nunes*  
*Alessandro Mattedi*  
*Luiz Antonio de Araújo Silva*  
*Hilquias Moura Crispim*

Ordinance No. 746-R/2019

*Reinaldo Centoducatte*  
*Ethel Leonor Noia Maciel*  
*Anilton Salles Garcia*  
*Neyval Costa Reis Junior*  
*Zenolia Christina Campos Figueiredo*  
*Tânia Mara Zanotti Guerra Frizzera Delboni*  
*Teresa Cristina Janes Carneiro*  
*Gustavo Henrique Araújo Forde*  
*Cleison Faé*  
*Paulo Sergio de Paula Vargas*  
*Eustaquio Vinicius Ribeiro de Castro*  
*Renato Rodrigues Neto*  
*Rogério Naques Faleiros*  
*Cláudia Maria Mendes Gontijo*  
*Otávio Guimarães Tavares da Silva*  
*Geraldo Rossoni Sisquini*  
*Gláucia Rodrigues de Abreu*  
*Luiz Antonio Favero Filho*  
*Neuza Maria Brunoro Costa*  
*Dirceu Pratissoli*  
*Alessandro Mattedi*  
*Filipe Siqueira Fermino*  
*Hilquias Moura Crispim*

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## 2021-2030 IDP STRUCTURE - Committees

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I. Committees instituted by Act No. 746-R from July 8, 2019, altered by Acts No. 473-R/2020, No. 510-R/2020 and No. 163-R/2021.

### **Central Committee**

*Paulo Sergio de Paula Vargas*  
*Roney Pignaton da Silva*  
*Rogério Naques Faleiros*  
*(coordenador)*  
*Valdemar Lacerda Júnior*  
*Cláudia Maria Mendes Gontijo*  
*Renato Rodrigues Neto*  
*Teresa Cristina Janes Carneiro*  
*Gustavo Henrique Araújo Forde*  
*Josiana Binda*  
*Larissa Fabricio Zanin*  
*Eustáquio Vinícius Ribeiro de Castro*  
*Edinete Maria Rosa*  
*Cenira Andrade de Oliveira*  
*Reginaldo Celio Sobrinho*  
*Otávio Guimarães Tavares da Silva*  
*Geraldo Rossoni Sisquini*  
*Helder Mauad*  
*Luiz Antonio Favero Filho*  
*Tais Cristina Bastos Soares*  
*Louisiane de Carvalho Nunes*  
*Alessandro Mattedi*  
*Luiz Antonio de Araújo Silva*  
*Hilquias Moura Crispim*

### **Executive Committee**

*Aldous Pereira Albuquerque*  
*Deborah Provetti Scardini Nacari*  
*Leila Massaroni*  
*Luciana Silva Araújo Barcellos da Costa*  
*Marcelo Roberto Sarcinelli*  
*Vitor Augusto Rocha Pompermayer*  
*Silas Adolfo Potin*

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## II. Theme Committees instituted by Act No. 530-R from September 28, 2020.

### **Institutional Development and Assessment**

*Deborah Proveti Scardini Nacari*

*Fernando Mota Monteiro*

*Jairo Santos Aquino*

*Josefa Matias Santana*

*Lorena Neves Nobre de Freitas*

*Leila Massaroni (coordenação)*

*Marcos Renato Lourenção*

### **Infrastructure**

*Aline Santos Francisco*

*Carlos Alberto Ceotto*

*Eduardo Vieira Dutra*

*Fabio Massanti Medina*

*Felipe Demuner Magalhães*

*Lizzie de Almeida Chaves*

*Marcelo Rosa Pereira (coordenação)*

*Maria Aparecida da Costa Pereira Akabassi*

*Marilzete de Almeida*

*Renan Teixeira de Souza*

### **Academic Policies**

*Andréia Chiari Lins*

*Cláudia Maria Mendes Gontijo (coordenação)*

*Gustavo Henrique Araújo Forde*

*Valdemar Lacerda Júnior*

### **Management Policies**

*Alexandre Severino Pereira*

*Cassia Gisele de Moraes Rizzo*

*Daniela Simões Freitas Motta*

*Eduardo Ozorio Nunes dos Santos*

*Guilherme Gustavo Holz Peroni*

*Laurimar Wchoa da Silveira e Silva*

*Naiade Nicoli Rosa*

*Silas Adolfo Potin (coordenação)*

*William Gonçalves*



Universidade Federal  
do Espírito Santo

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Note: this book was developed for digital media.  
Some images may have lower quality when printed.