



NATIONAL FORUM OF RESEARCH AND GRADUATE EDUCATION PRO-RECTORS

Graduate Studies in Brazil

**"Evaluation practices of research,
and how responsibility is included"**

Laerte Ferreira



April 14, 2021

The Super MoRRI Americas Webinar



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Brazilian System of Graduate Education



Master: 4559 (867)

Doctorate: 2502 (58)

Students: ~122k

~60k masters and ~20k doctors...

Brazilian System of Graduate Education



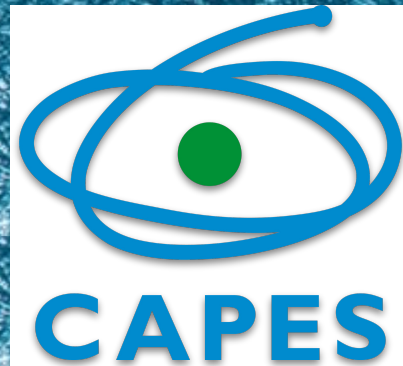
4638 programs

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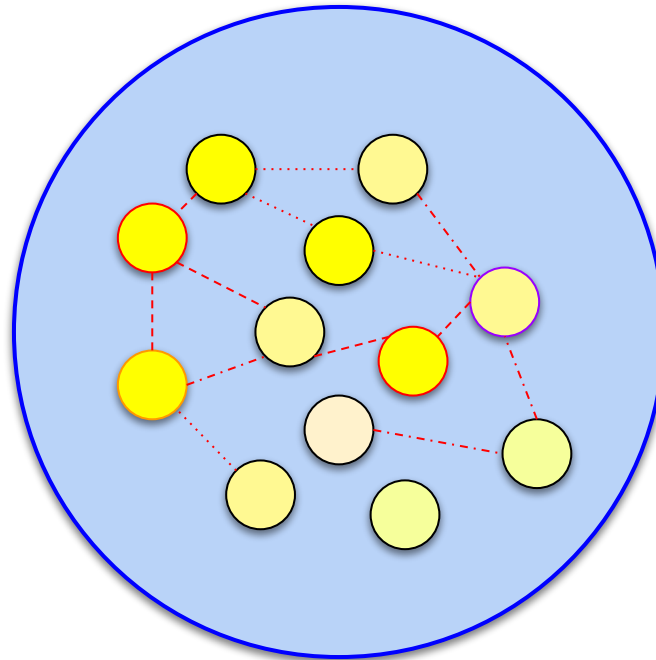
Graduate studies centered on programs

e.g. GP in Physics

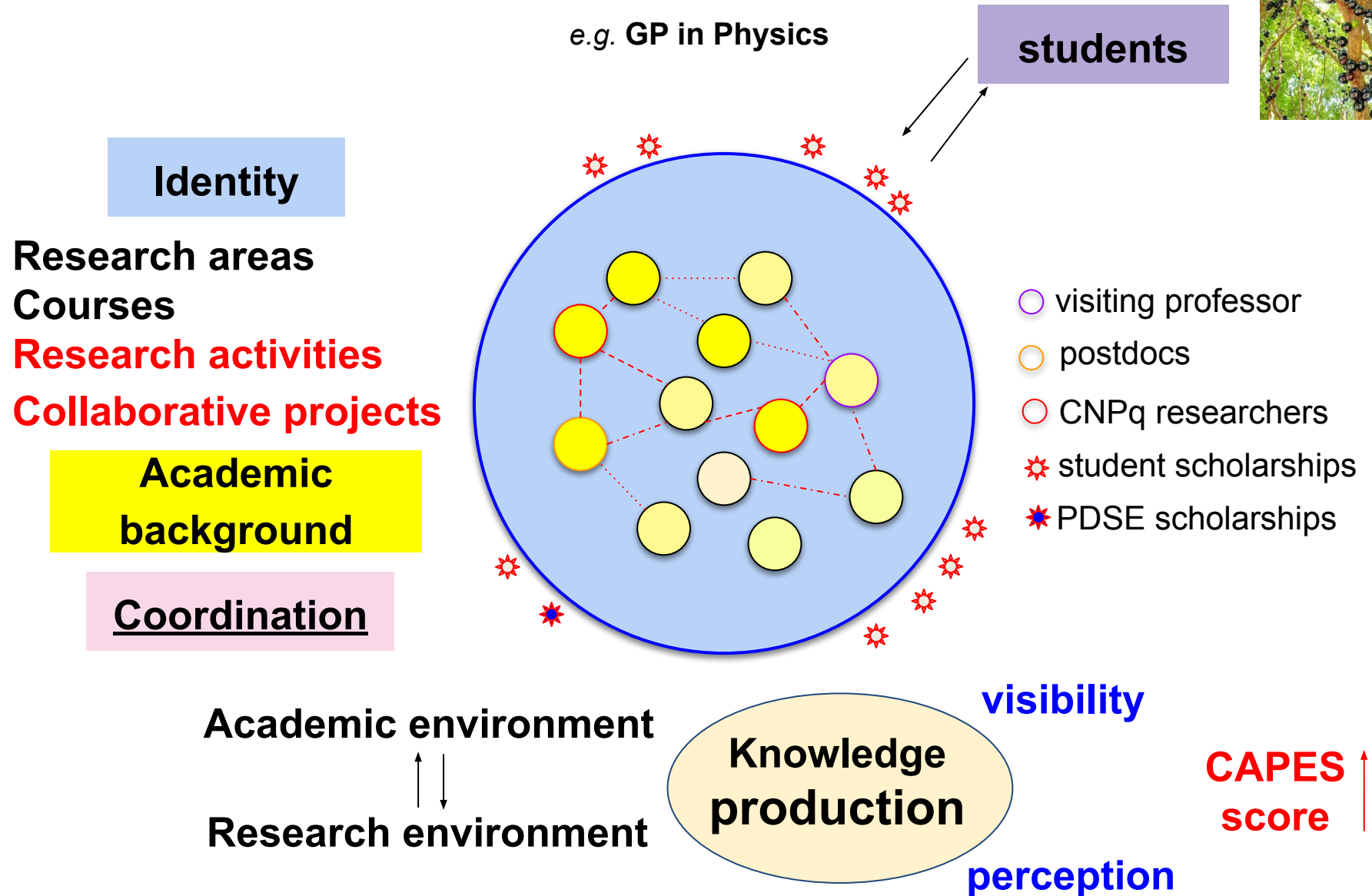
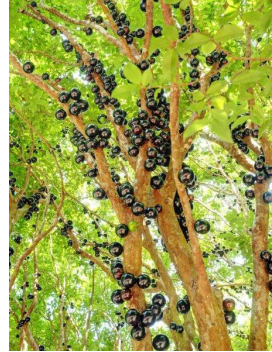
Identity

Research areas
Courses

**Academic
background**



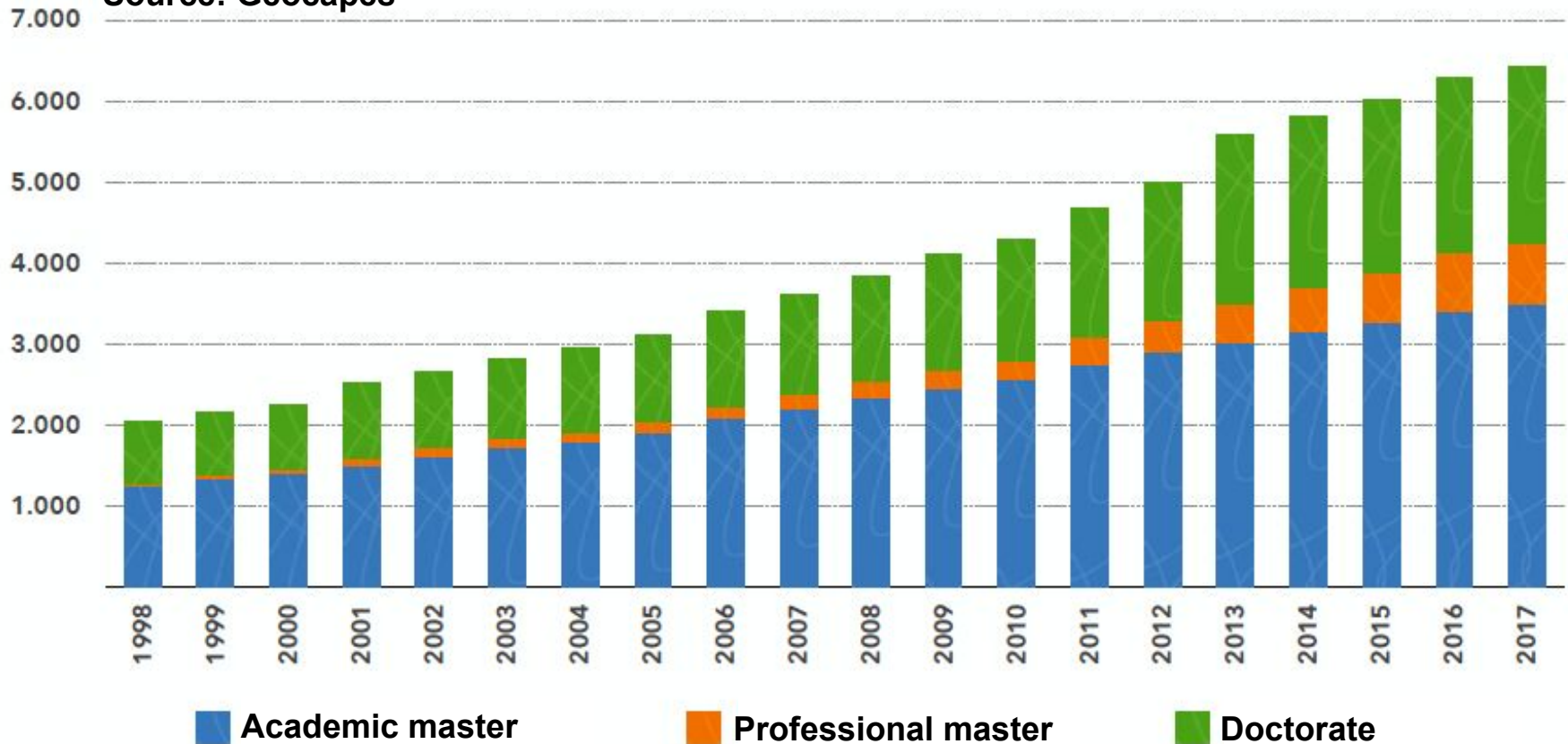
Graduate studies centered on programs



Post-graduation in Brazil:

a **fast** trajectory of success, in number and in quality

Source: Geocapes



responsible for the scientific and technological outcomes in the country...

Brazil ranks **14th** and **24th** in global academic **production** and **impact**

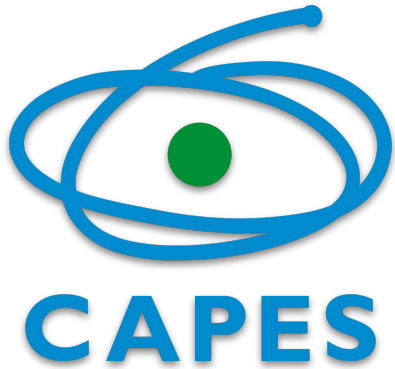
A system too big for quick maneuvers...





Post-graduation in Brazil: an example of a successful public policy

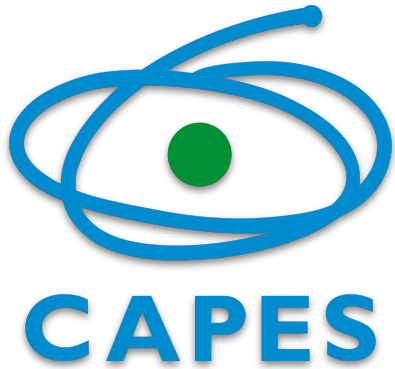
July 11, 1951 - “Campanha Nacional de Aperfeiçoamento de Pessoal de Nível Superior”, under the leadership of Anísio Teixeira (beginning of the second Vargas government, whose motto was the building of a developed and independent nation...)





Post-graduation in Brazil: an example of a successful public policy

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Post-graduation in Brazil: an example of a successful public policy

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In 1953, the University Program was implemented, Capes' main line with universities and institutes of higher education. Teixeira hires foreign visiting professors, stimulates interchange and cooperation activities among institutions, grants scholarships and supports events of a scientific nature.

In 1965: 27 courses are classified at the master's level and 11 at the doctoral level.



Post-graduation assessment: a successful and continuous strategy

In the 70's - **peer committees** are created.

In the 80's, **the evaluation determines the distribution of grants and resources ...** (despite the "ideological" vetoes ...); annual evaluation, classes A through E

→ **reason for the success of postgraduate studies in Brazil!!**

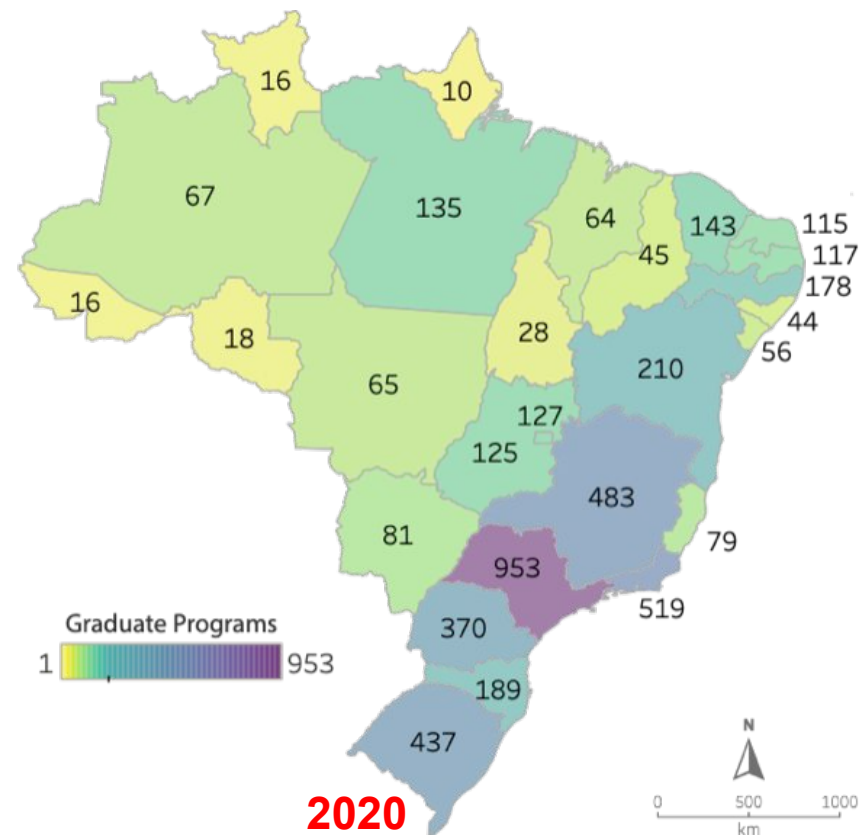
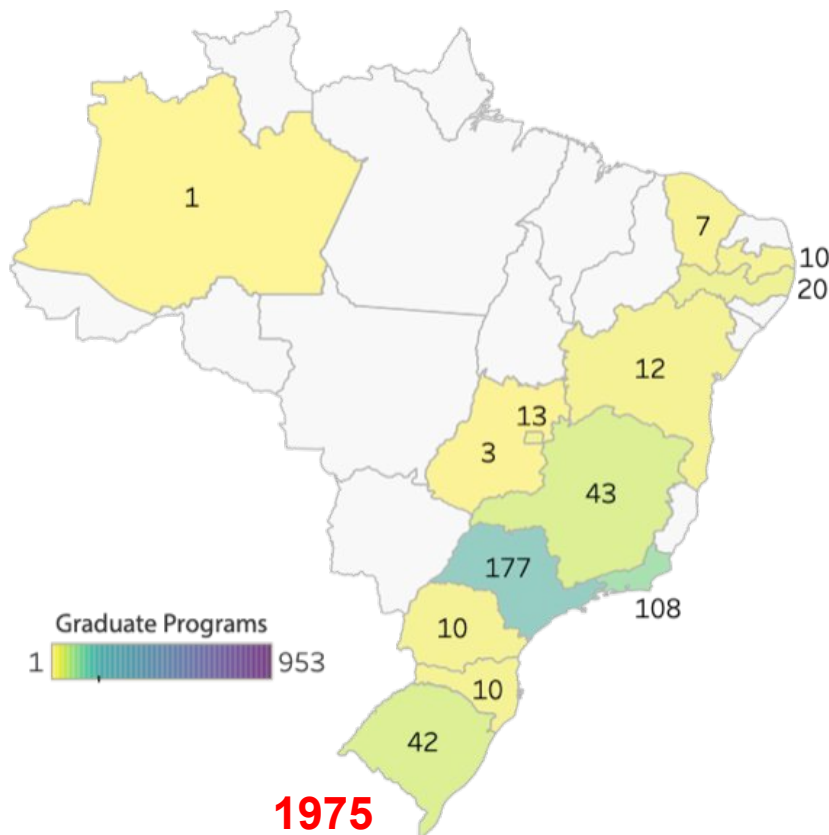
1998 - triennial evaluation, with grades from 1 to 7 (with reference to the area documents)

→ distribution of resources, identification of regional asymmetries and strategic areas

- single standardized sheet, with seven categories and 28 items:
 - program proposal
 - faculty body
 - research activity
 - “training” activity
 - student body
 - theses and dissertations
 - intellectual products

a successful and continuous strategy

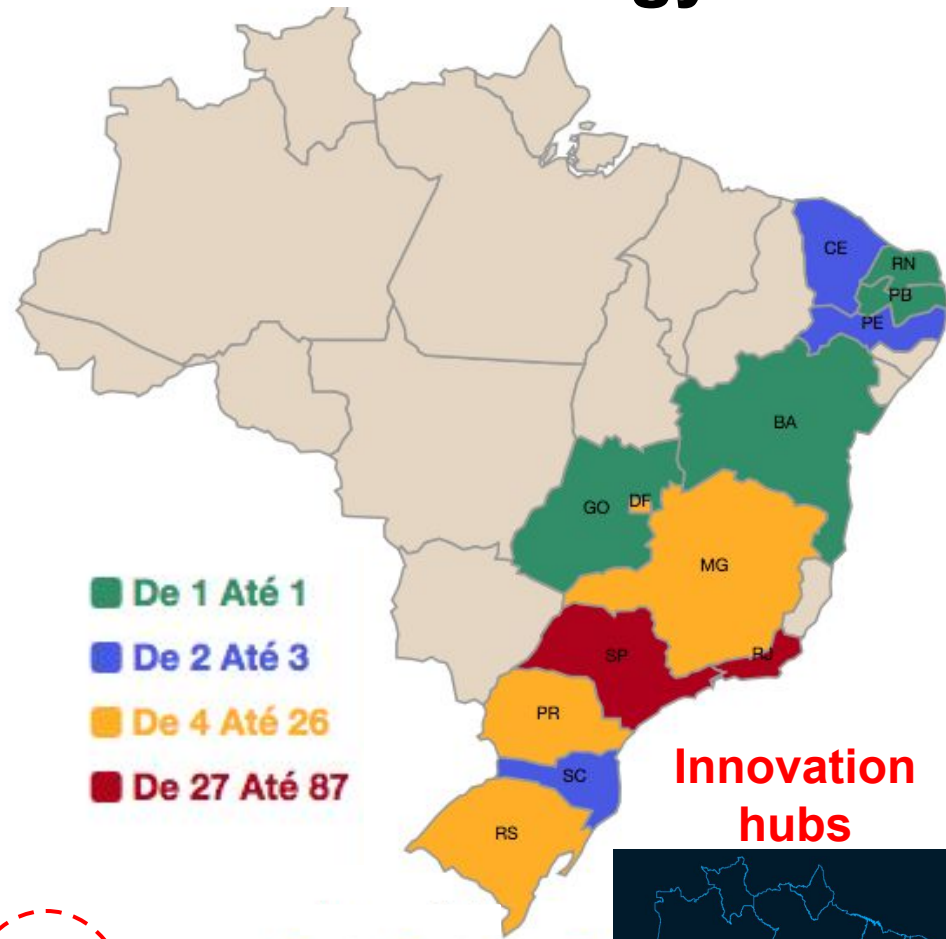
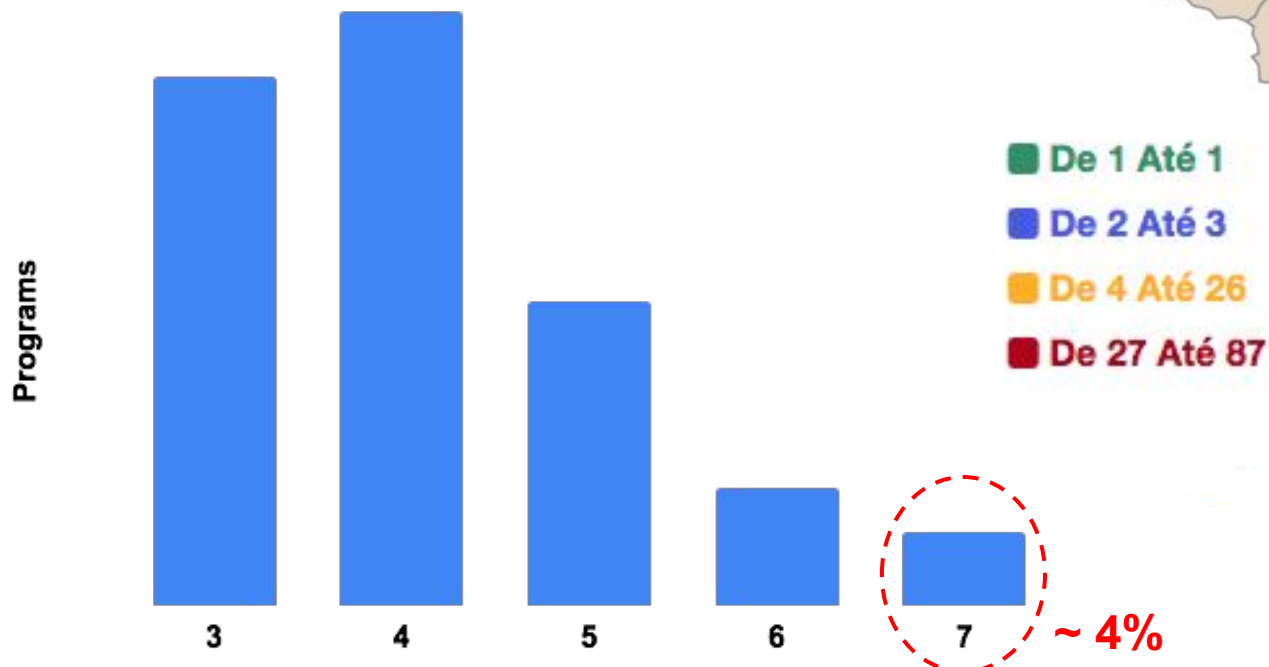
...slowly, regional asymmetries are being reduced...



Andre Brasil (NUPEM, 2020)

Post-graduation assessment: a successful and continuous strategy

...although investment /
quality asymmetries
are still high...



Post-graduation assessment:

current criteria

Dimensions	Assessment items	Weights (%)
Program	Articulation, adherence and "currentness"	12
	Faculty	12
	Strategic planning	5
	Self-evaluation	4,33
Academic "training"	Quality and adequacy of the thesis	7,11
	Quality of student and graduate intellectual production	8,44
	Egress destination	4,44
	Research and faculty intellectual production	8,67
	Faculty involvement with teaching and training	4,67
Impact on society	Impact and innovative character of the intellectual production	13,11
	Economic, social, and cultural impact	9,44
	Internationalization	10,78

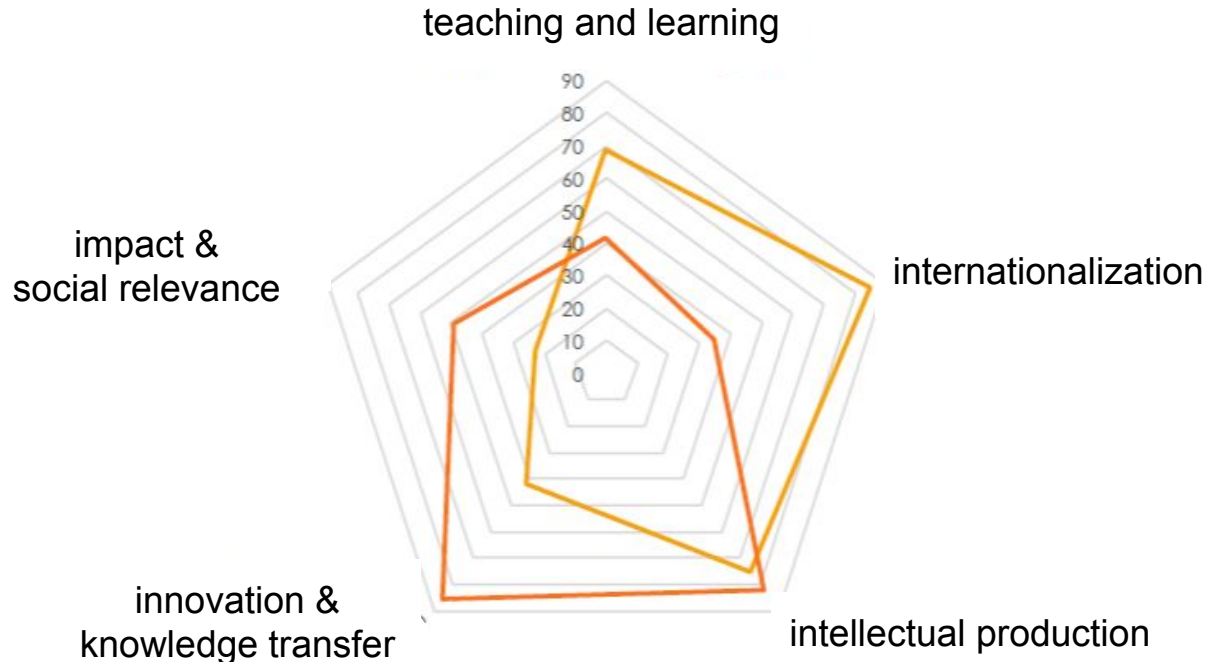
CTC approach (courtesy of Connie McManus)

Post-graduation assessment: CAPES *PGNP* special commission recommendations

Evaluation criteria should prioritize:

- simplification and operationalization
- “professional training”
- diversification of contexts
- impacts of the program beyond the academic production

→ **transition from a one-dimensional model to a multidimensional evaluation**



Post-graduation assessment: CAPES *PGNP* special commission recommendations

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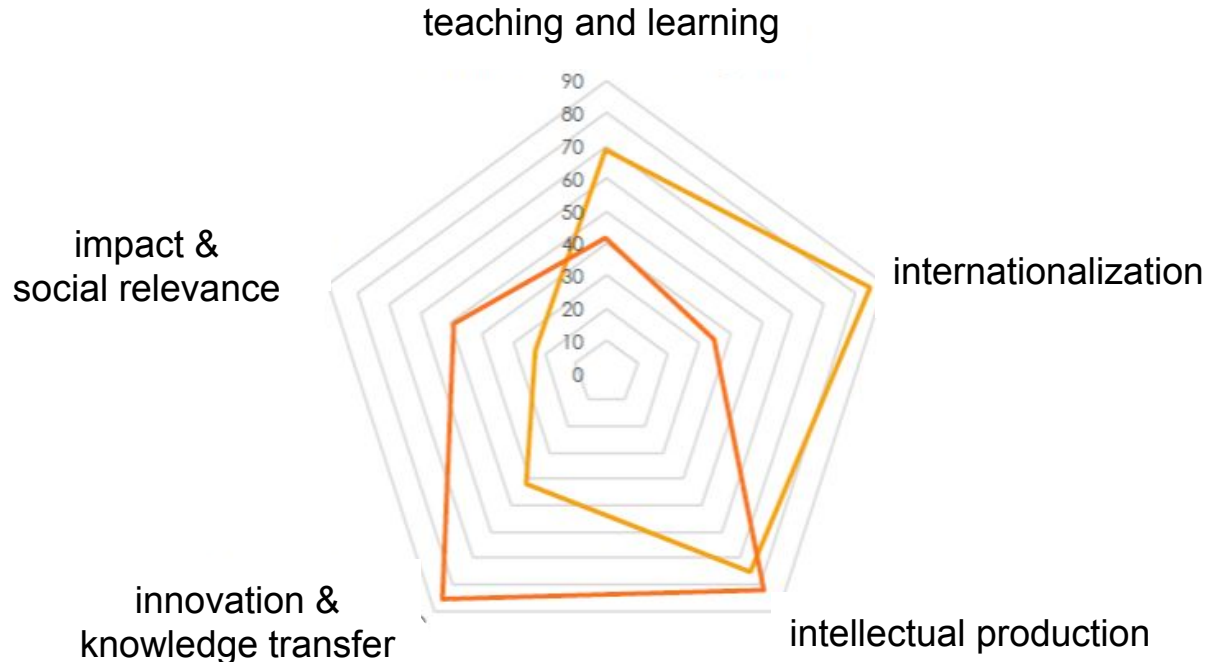
→ **transition from a process-based model to a result-oriented evaluation**

Na hora de definir mudanças na avaliação da pós-graduação brasileira pela Capes há necessidade de discussão ampla sobre os impactos e consequências da avaliação no contexto do desenvolvimento do Sistema Nacional de Pós-Graduação

Contribuição do FOPROP para a discussão sobre a Operacionalização do Modelo Multidimensional de Avaliação da Capes

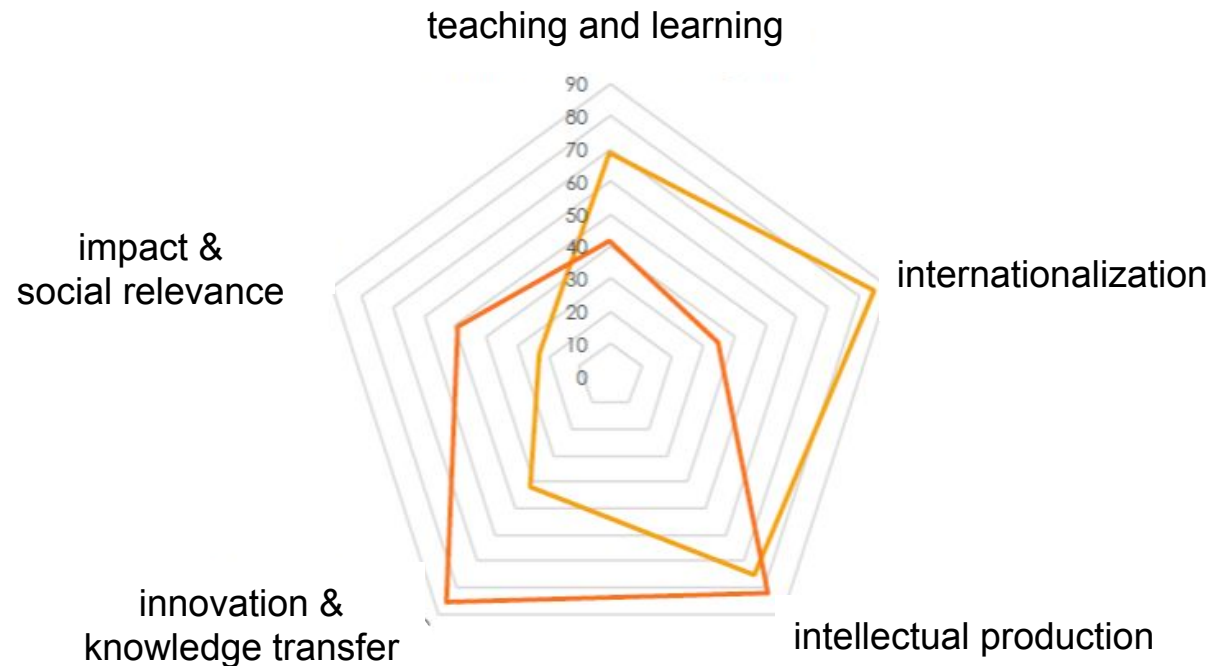
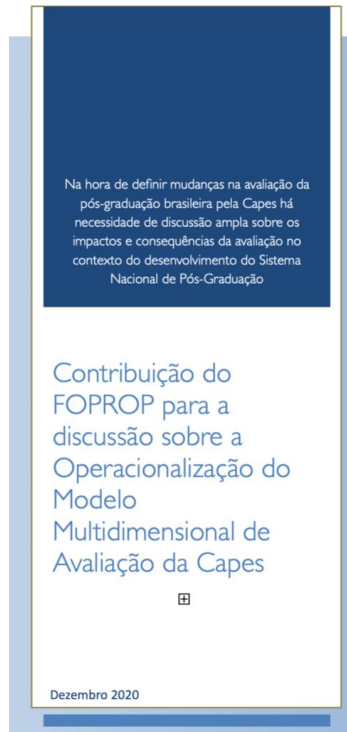


Dezembro 2020



Post-graduation assessment: CAPES *PGNP* special commission recommendations

→ shift in focus: **faculty to program quality**
quantitative to qualitative
"unified" to regional priorities
sensitivity to field specificities and institutional purposes



Brazilian System of Graduate Education: **challenges...**

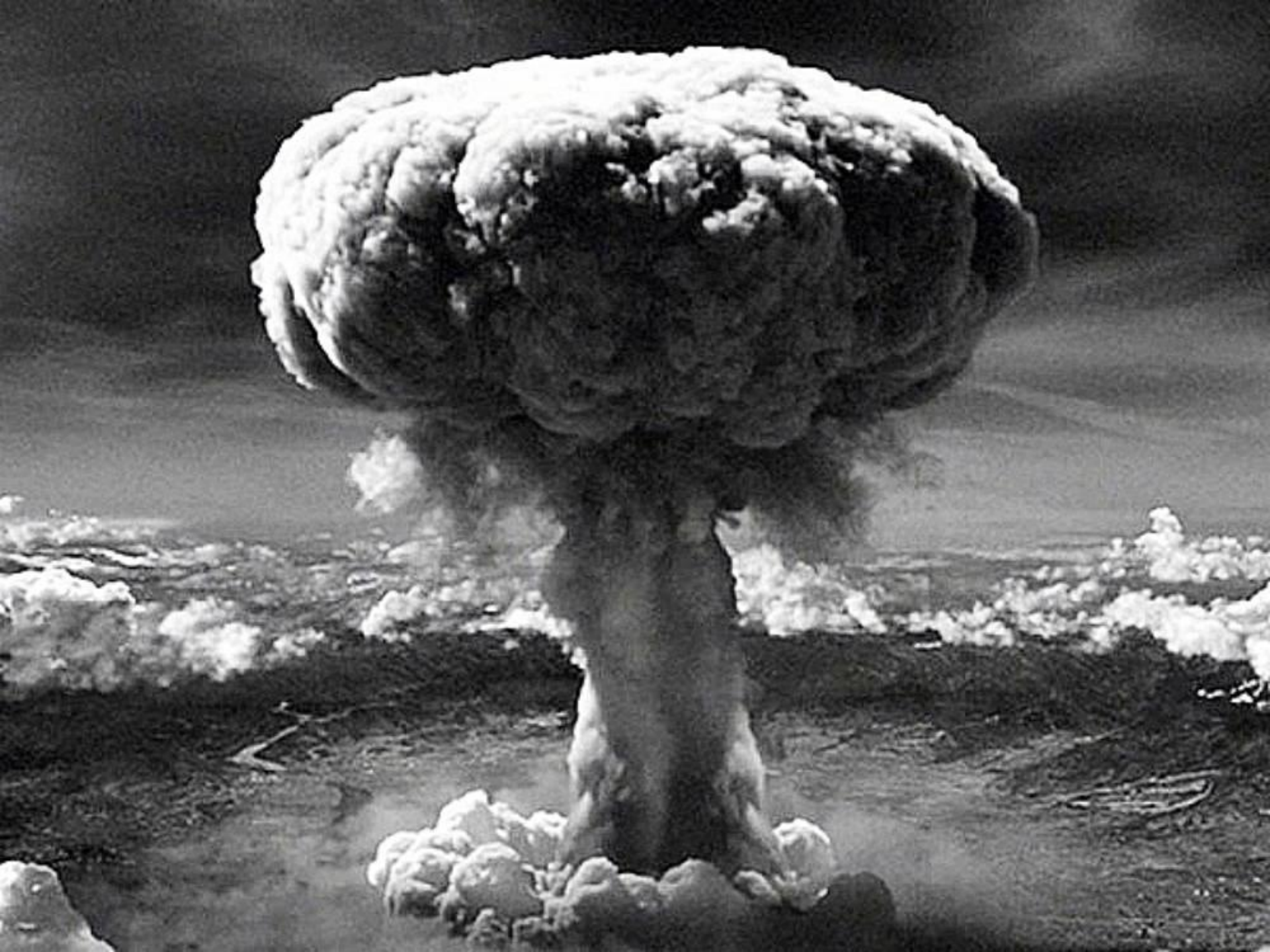


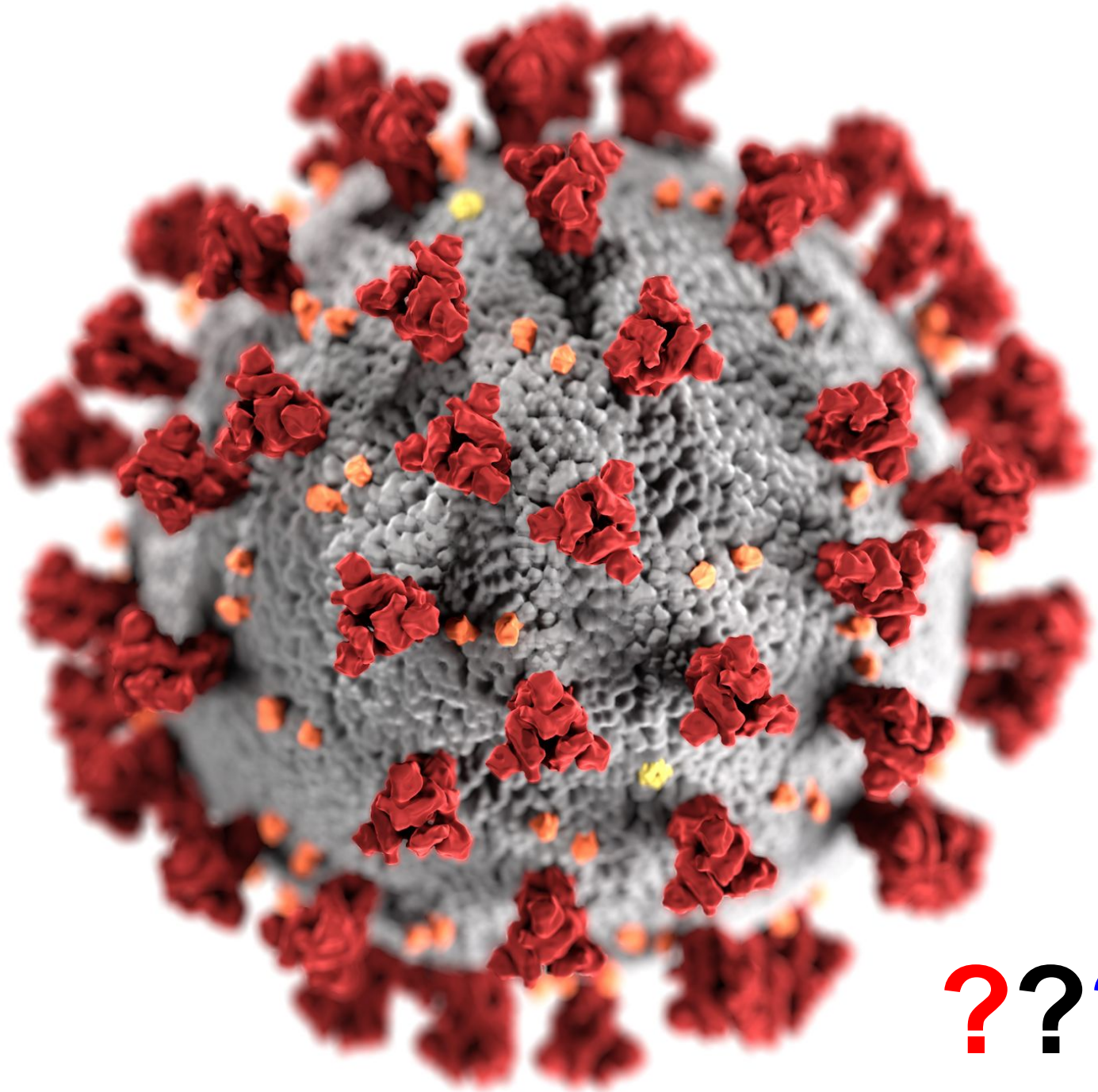
Changes in assessment model ... (2021 a sabbatical year ??)

Brazilian System of Graduate Education: **challenges...**



Changes in CAPES...
Changes in assessment model ... (2021 a sabbatical year ??)
Changes in funding allocation
Severe budget cuts...





???



Thank You!

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