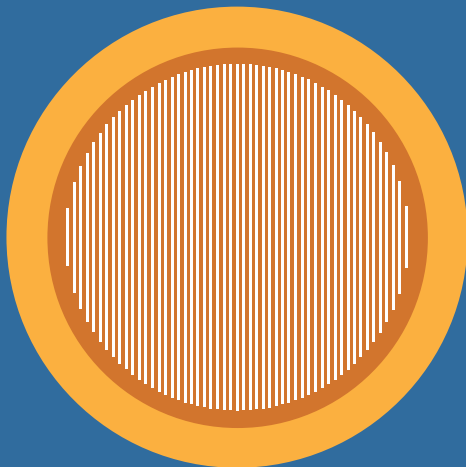
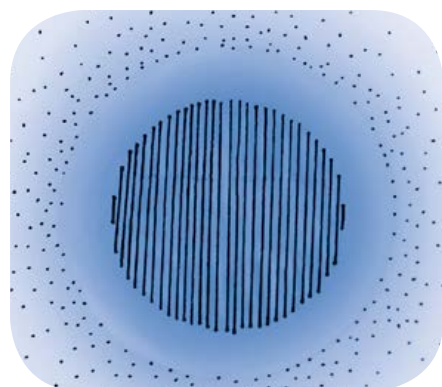
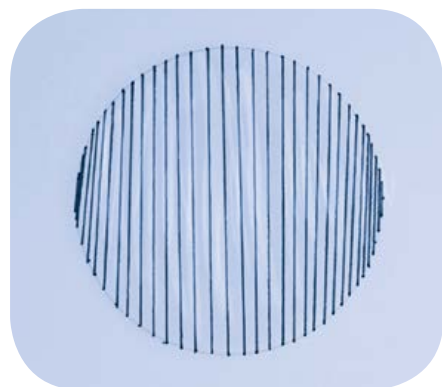


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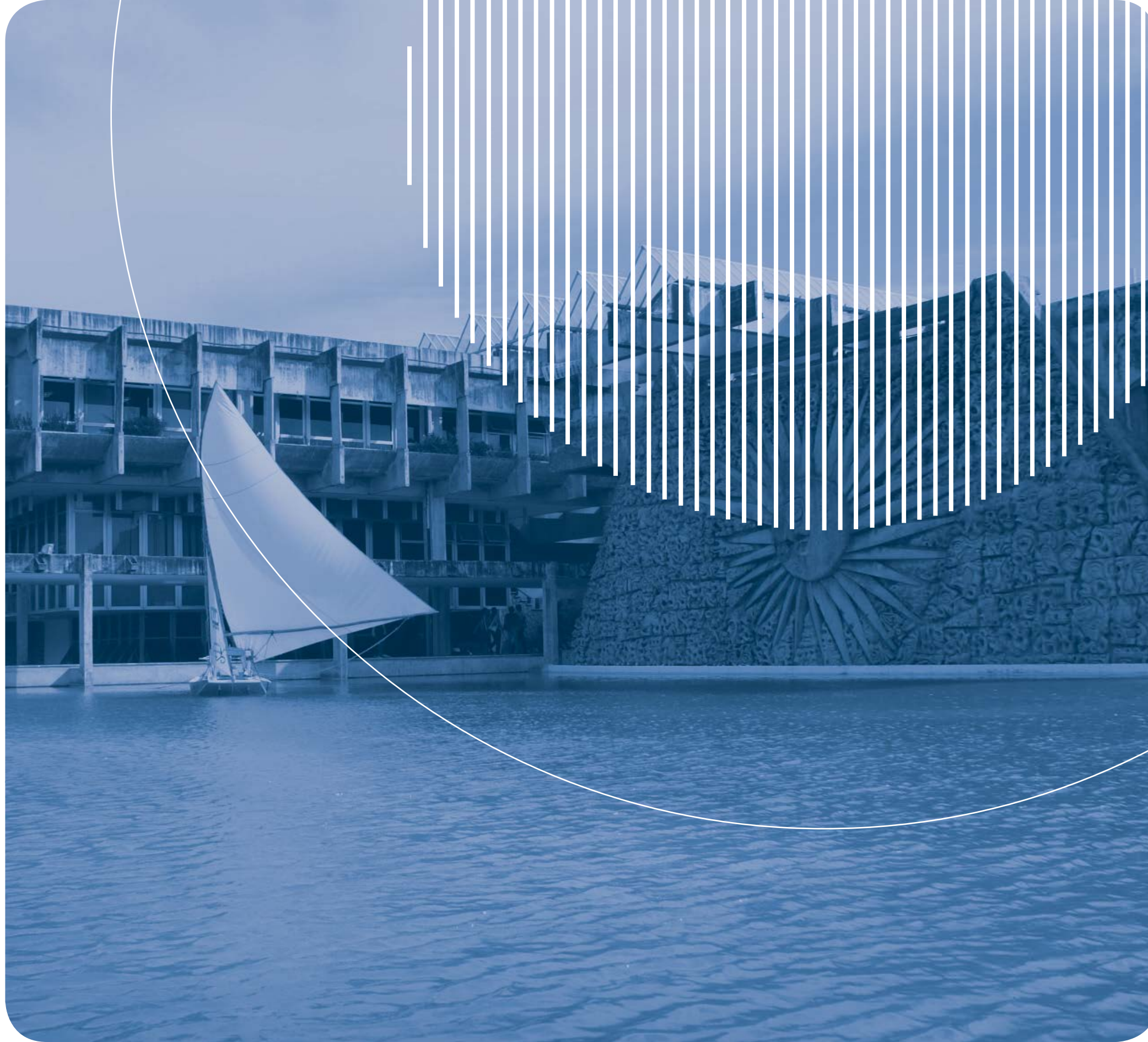
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The design of this Institutional Development Plan (IDP) seeks to reflect the ideas contained in UFRN's vision for the future. As in the 2010-2019 IDP, the main graphic element used in this document is a representation of the sun.

However, each image reflects a specific moment experienced by UFRN. In the previous plan, focused on the university's expansion, we have a more literal interpretation of the iconic sun sculpted on the office of the provost building, with its rays radiating from its center. In the current plan, the representation of the sun was inspired by paintings by the artist from Rio Grande do Norte, Newton Navarro. The parallel lines contained within the circle that forms the current sun refer to the moment of consolidation of the advances achieved by UFRN.





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Giuseppi da Costa

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Francisco Ricardo Lins Vieira de Melo

## Coordination, Preparation and Systematization Team

### Vice Provost for Planning

Josué Vitor de Medeiros Junior

### Self-Assessment Committee

Alexandre Flávio Silva de Queiroz

### Advisor

Evane Lopes Tavares

### Institutional Attorney

Fabiano do Espirito Santo Gomes

### Advisor

Heloíza Henê Marinho da Silva

### Planning Office

Inauro Mano Evas

### Advisor

Márcio José Capriglione

### Advisor

Maria Pepita Vasconcelos de Andrade

### Advisor

Tarcisio Gurgel Dos Santos

### Press Department

Wilson Galvão de Freitas Teixeira

## Editing and Publishing Team – UFRN's Publishing House (EDUFRN)

### Editing

Helton Rubiano de Macedo

### Proofreaders

Wildson Confessor

Renata Coutinho

### Editorial Design

Rafael Campos

Marcos Paulo Pereira

### Photographs

Cícero Oliveira

### English version

Raniery de Oliveira Souza

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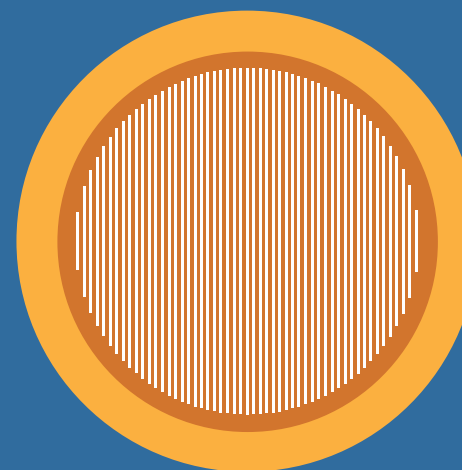
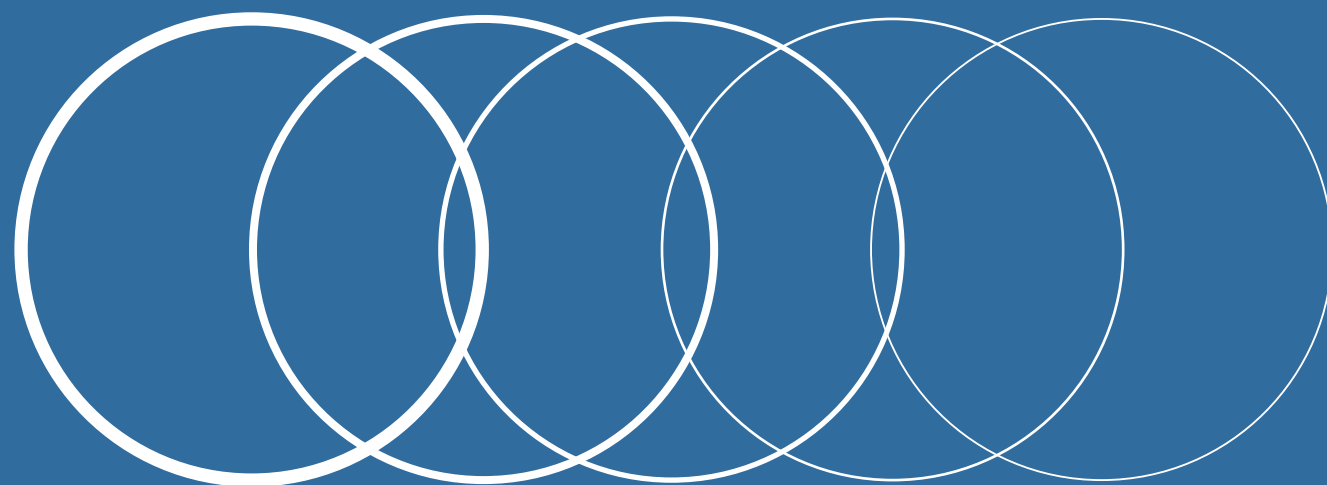
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FEDERAL UNIVERSITY  
OF RIO GRANDE DO NORTE



Institutional  
**Development  
Plan**  
2020-2029

**UFERN**

# Presentation

The 2020-2029 Institutional Development Plan (IDP) of the Federal University of Rio Grande do Norte, presented here, is the result of a collective effort undertaken by representatives of the different sectors of the academic community. It reflects, in its essence, the spirit of unity and responsibility that drove its construction. And, while proving flexible in its development, it is committed to the achievement of the institutional mission, therefore able to adapt to the needs of society.

Taking as a reference the contributions which have been given by the University to the state in which it was created, since 1958, it contains the academic policies and global goals rigorously focused on academic quality, aiming to produce transformative impacts at all levels. With it, the institutional

commitment of ensuring equal opportunities and promoting citizenship in the education of students engaged in local and global challenges, while projecting the future, is therefore reaffirmed.

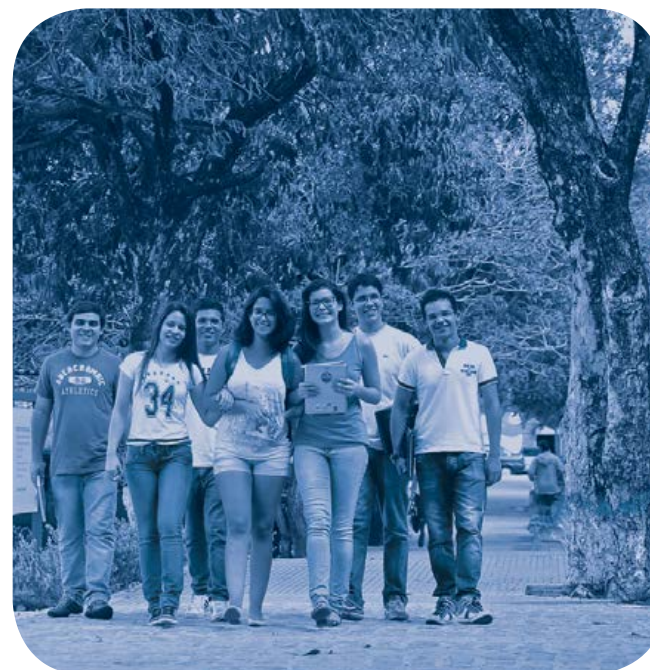
It is with a spirit of unity and collective responsibility that we make public this commitment to continue expanding our status as an innovative, inclusive, sustainable, socially referenced public university, acknowledged nationally and internationally for its academic and administrative activity.

**José Daniel Diniz Melo**  
Provost of UFRN

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# 1. Introduction



UFRN's Institutional Development Plan (IDP) is a document that defines the direction of the University, contemplating its mission, vision for the future, and institutional pedagogical project, with policies and respective strategies aimed at achieving its objectives and goals. It is valid for a period of ten years (2020-2029) and was prepared based on Decree No. 9,235, of December 15, 2017.

It results from a systematic and participatory construction process, initiated with the technical evaluation of the 2010-2019 plan, carried out by the Internal Assessment Committee (CPA), which provided a diagnosis of the conditions of institutional development of UFRN.

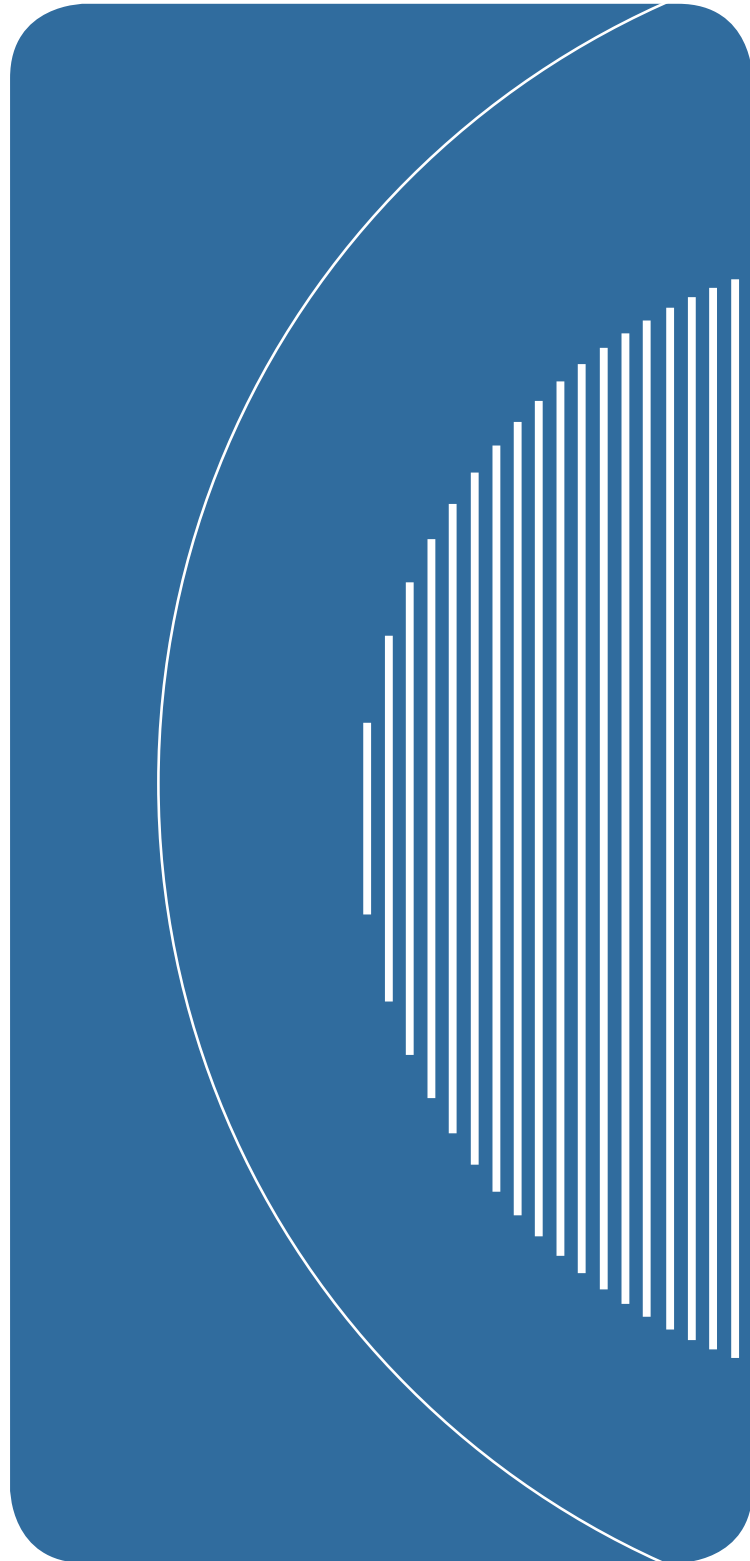
In August 2019, a commission was established (Electronic Ordinance No. 1,120/2019 – Office of the Provost), chaired by the Vice Provost for Planning, with the purpose of coordinating the process of

drafting the new Institutional Development Plan of UFRN. This Commission was responsible for proposing a draft for discussion in the various instances of the university community and with society, to receive suggestions.

Specific meetings were held to gather criticism and proposals from the managers of the central administration, the councils of the academic centers and specialized academic units, as well as the representative bodies of the segments that make up the University, while the document remained available on UFRN's public portal for consultation with the community. Finally, a public hearing was held with representatives of society. After analysis, systematization and consolidation of the suggestions and proposals, the text was finalized and submitted to the analysis of the University Higher Council (CONSUNI), which approved it through Resolution No. 005/2020, of November 27, 2020.

It should be noted that the process of drafting this Plan was surprised, during the stage of discussion and specific meetings with the councils of academic centers, specialized academic units, representative bodies of the categories of the academic community, and the holding of a public hearing, by the pandemic spread of COVID-19. This shook societies in several countries and significantly impacted Brazil, causing losses and paralysis of various types of activities, even altering the academic calendars and educational activities. With the necessary sanitary measures adopted, such as quarantine and social isolation, higher education began, during the pandemic, to be offered in a non-face-to-face format (remote learning) and at a distance.

Finally, it is important to highlight that the content of this Institutional Development Plan was conceived taking into consideration the current scenario of the University's operation: in recent years, Federal Higher Education Institutions have been operating within a context of budgetary constraints. For this reason, meeting the characteristic objectives of public universities becomes challenging. Nevertheless, it is evident that there is a need to seek the consolidation of the expansion carried out in the last decade, focusing on improving academic quality.



## 2. Mission

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The mission of the Federal University of Rio Grande do Norte, as a public institution, is to educate, produce and disseminate universal knowledge, preserve and spread the arts and culture, and contribute to human development, committing itself to social justice, socio-environmental sustainability, democracy and citizenship.



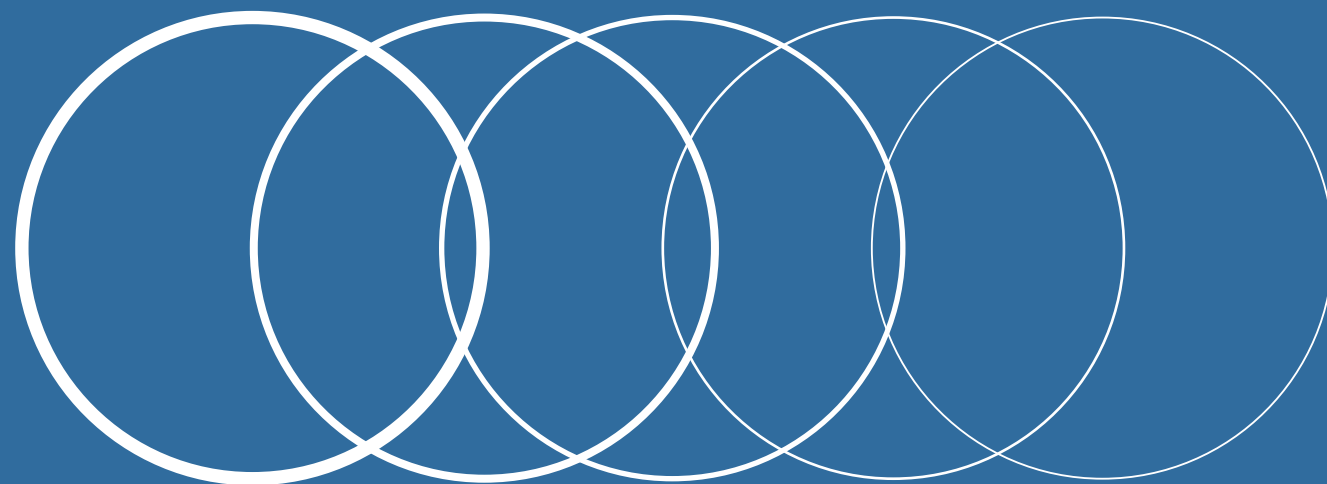
### 3. Vision for the future

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Connected to the reality of this new decade and taking into account what has already been achieved in its sixty years of operation, UFRN assumes as its vision for the future its consolidation as an innovative and inclusive University, socially referenced, acknowledged nationally and internationally for its academic and management excellence.

# 4. Institutional principles

UFRN should consolidate itself as a center of academic excellence in the local and global context, contributing to human development, social justice, socio-environmental sustainability and democracy, taking as parameters the principles defined in its charter, namely:



I. ethics;	II. democratic management;	III. the public and free nature of education, under the responsibility of the Federal Government;	IV. freedom of teaching, research and extension, and the dissemination and socialization of knowledge;
V. the inseparability between teaching, research and extension;	VI. the universality of knowledge and promotion of interdisciplinarity;	VII. administrative and academic decentralization;	VIII. social, cultural, political and economic democracy, with the exercise of justice and the well-being of the human being;
IX. the democratization of education with respect to management, equal opportunity of access and the socialization of its benefits;	X. the cultural, artistic, technological and socioeconomic development of the state, the region and the country;	XI. commitment to peace, defense of human rights, and preservation of the environment;	XII. publicity of acts and information;
XIII. planning and periodic evaluation of activities;	XIV. academic and financial accountability;	XV. minimum quorum for the functioning of collegiate bodies and for the election of leaders and representatives;	XVI. conditions for maintaining and losing the right of representation.

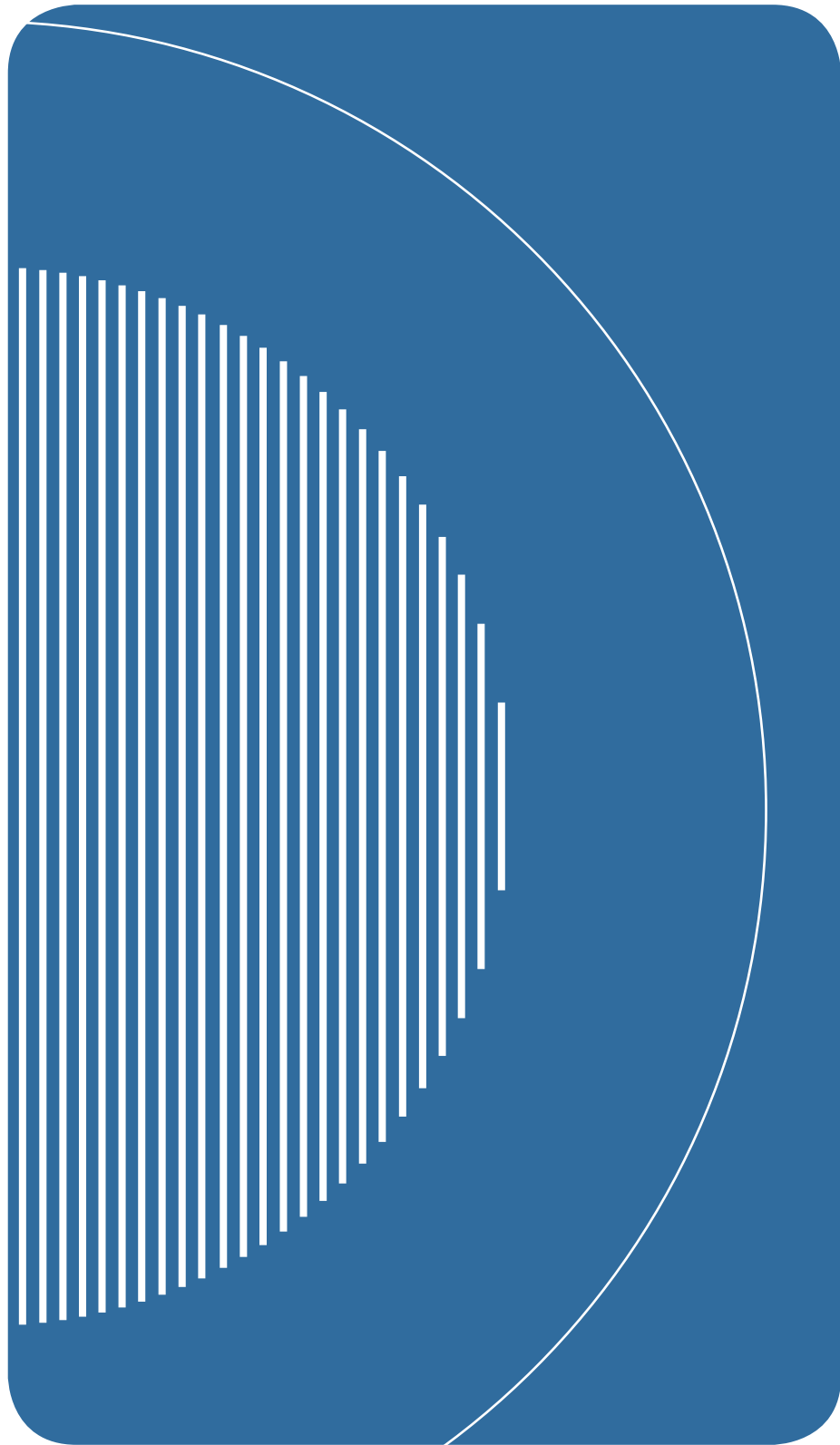
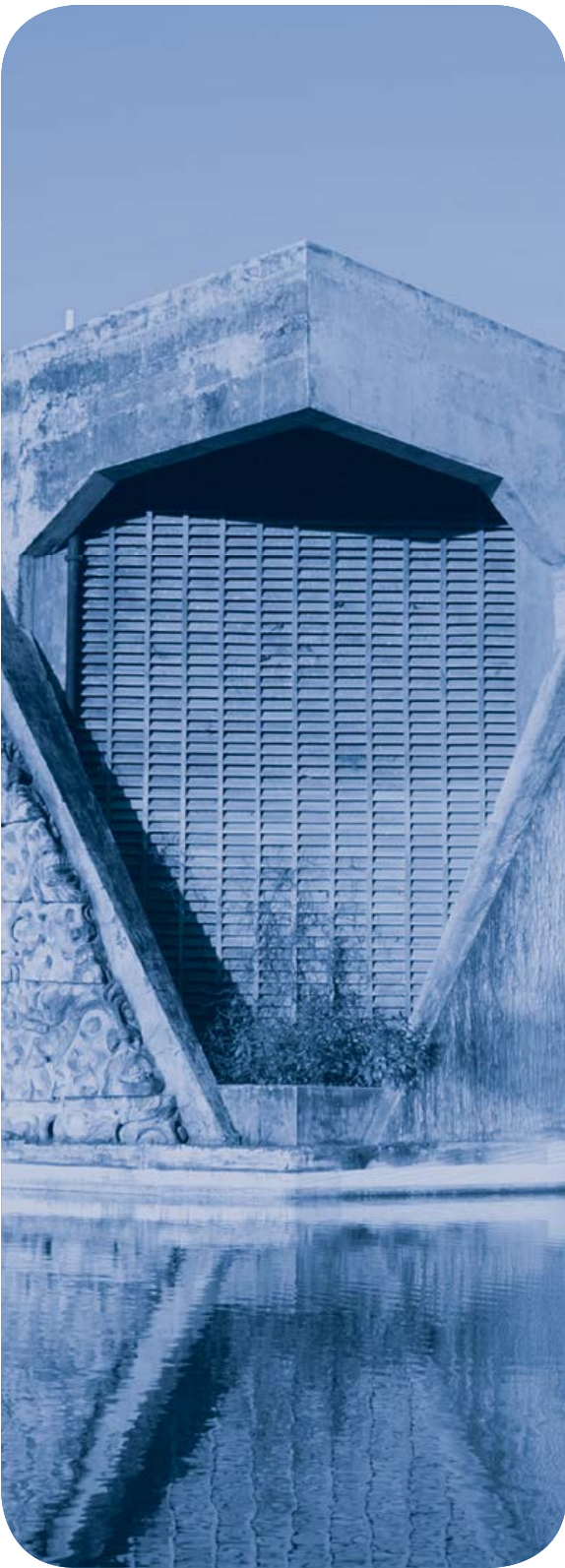
# 5. Institutional objectives

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I.  
To ensure the civic education of students with equal opportunities and engagement with local, regional, national and global challenges

II.  
To raise academic quality in pursuit of excellence in teaching, research, extension, innovation, and management

III.  
To contribute to the socioeconomic development of Rio Grande do Norte, the region, and the country, responding to the needs of Brazilian society



# 6. Institutional profile

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This section covers a history and characterization of the Institution, its administrative organization, a demonstration of its budgetary and financial sustainability, as well as a situational analysis of the University in the last ten years.

## 6.1 History and characterization

The Federal University of Rio Grande do Norte (UFRN) originates from the University of Rio Grande do Norte, created by State Law No. 2,307, of June 25, 1958, and federalized by Law No. 3,849, of December 18, 1960. It was established on March 21, 1959, and constituted from faculties and higher education schools already existing in Natal, such as the Faculty of Pharmacy and Dentistry, the Faculty of Law, the Faculty of Medicine, the Faculty of Philosophy, and the School of Social Work.

Starting in 1968, with the university reform, UFRN underwent a reorganization process, replacing the old faculties and schools with the current organizational structure.

According to its Charter, updated by Resolution No. 013/2008-CONSUNI, UFRN is a public university institution, linked to the Ministry of Education (MEC), and governed by the following normative instruments:

1. **Charter;**
2. **General Bylaws;**
3. **Internal Bylaws of the Office of the Provost;**
4. **Bylaws of the Academic Centers and of the bodies of its organizational structure;**
5. **other norms emanating from the Higher Councils.**

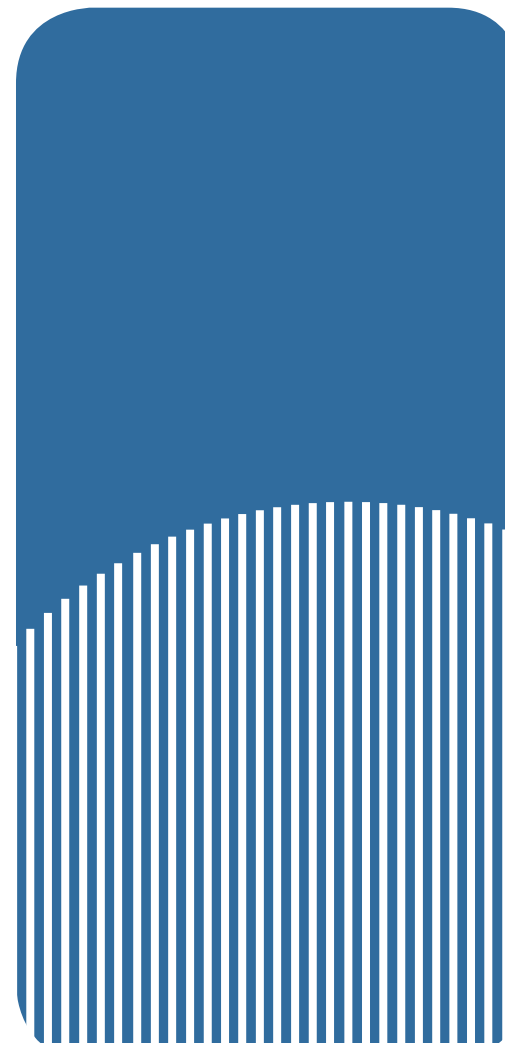
UFRN's Charter establishes the following institutional objectives:

1. to provide education at the university level, focused on the commitment to all the principles proclaimed in Article 3rd of the Charter;
2. to develop, in a pluralistic manner, a formative process in different fields of knowledge necessary for the understanding of nature and culture;
3. to contribute to progress in the various branches of knowledge through teaching, research and extension;
4. to develop and disseminate knowledge, with a view to preparing the individual for the exercise of critical reflection and participation in the production, systematization and development of knowledge;
5. To develop and disseminate scientific research, aiming at the advancement of theoretical and practical knowledge, in its universal and autonomous nature, contributing to the solution of social, economic and political problems, both national and regional, and to raising the standard of living of the Brazilian people.

In 2019, UFRN offered 111 undergraduate programs, of which 10 were offered in the distance learning modality, totaling 29,288 students enrolled in both modalities. In the graduate studies' context, 132 stricto sensu (Masters and PhDs) programs were offered, with 6,454 students enrolled; while in the lato sensu (specialization) modality, there were 66 specialization programs, 38 medical residencies, and 9 multiprofessional residencies, with 7,352 students in the specialization and 440 in the residencies.

In the same year of 2019, UFRN also offered 21 secondary-level technical vocational education programs, with 2,290 students enrolled in four schools: Jundiaí Agricultural School (EAJ), School of Health (ESUFRN), Music School (EMUFRN), and the Digital Metropolis Institute (IMD), in addition to early childhood education and fundamental education for 359 children at the Childhood Education Center – Application College (NEI-CAP), totaling 2,649 students enrolled in basic education.

In the context of research, in 2019, there were 507 groups registered with the National Council for Scientific and Technological Development (CNPq), with the development of 1,745 projects. That year, the University reached the mark of 20 patents granted and about 220





patent applications filed with the National Institute of Industrial Property (INPI). In the area of entrepreneurship, UFRN had 5 incubators and 30 junior companies.

Regarding research and graduate studies, it is important to highlight that UFRN has the largest number of research projects and graduate programs in the entire state of Rio Grande do Norte, with 92% of enrollments in stricto sensu graduate programs. Regarding extension activities, in 2019, 2,169 actions were carried out in the form of programs, projects, courses and events.

The University's faculty is composed of 2,385 professors, of which 2,173 are in higher education and 212 in basic education; of these, 1,953 hold a PhD degree (81%), and 2,075 (87%) carry out their activities on an exclusive dedication work regime. The technical-administrative staff consists of 3,018 employees distributed according to the classification level (66 in Class A, 74 in Class B, 462 in Class C, 1,401 in Class D, and 1,015 in Class E); there is a predominance of 92% of the technical-administrative staff working on a 40-hour weekly schedule, with 90% having higher education.



The Federal University of Rio Grande do Norte is present in 5 campuses, one in Natal – the Central Campus – and four in the countryside: Caicó Campus, Currais Novos Campus, Macaíba Campus, and Santa Cruz Campus.

Regarding distance education, the Institution operates in 15 centers located in various municipalities of the state. Research, teaching, and extension activities are developed by 8 academic centers through their 82 academic departments and 10 of their specialized academic units.

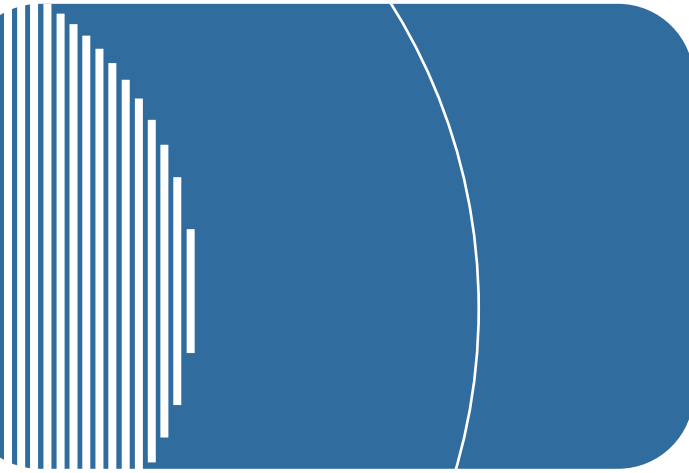




It is also clear the fundamental role of UFRN with respect to the initial and continuing training of basic education teachers through teaching, research, and extension activities. In recent years, the institutional effort in offering initial and continuing education courses/programs, both in-person and in the distance learning modality, stands out, aiming to meet the demands of the educational systems of Rio Grande do Norte, focused on offering at campuses in the countryside and at distance learning centers. Furthermore, it should be noted UFRN's participation in working groups, commissions, and councils regarding the proposal and monitoring of public policies for teacher training, taking into account, among other things, the goals expressed in the National and State Education Plans.

In the area of health, UFRN has endorsed the third Sustainable Development Goal (Health and Well-being) advocated by the United Nations (UN), responsible for ensuring healthy lives and promoting well-being for all. The three university hospitals – Januário Cicco Maternity School Hospital (MEJC), Onofre Lopes University Hospital (HUOL), in Natal, and the Ana Bezerra Maternity Hospital (HUAB), located in the municipality of Santa Cruz – are references in medium and high complexity care for the population of Rio Grande do Norte, through the Unified Health System (SUS). Since 2013, the University has joined the Brazilian Hospital Services Company (EBSERH),

which has taken over the management of the three hospitals, offering medical-hospital and outpatient care, in addition to diagnostic and therapeutic support within the scope of the SUS (Brazilian Public Health System). UFRN has been thus guaranteeing support for teaching, research, and extension for the academic community, in addition to training people in the field of public health. The Research Center for Food and Pharmaceuticals (NUPLAM) develops pharmaceutical production activities, which are made available to all states in the country through the Unified Health System. In addition, in the context of the expansion to the countryside, UFRN relies on the Faculty of Health Sciences of Trairi (FACISA), in Santa Cruz, and the Multicampus School of Medical Sciences (EMCM), in Caicó. Furthermore, the Institute of Tropical Medicine (IMT-RN) is a supplementary unit of UFRN dedicated to basic and applied research in infectious diseases, focused on epidemiology and pathogenesis, including the study of factors related to the mechanisms of susceptibility and resistance to diseases.



The Institution's communication with society is conducted by the Communication Agency (AGECOM), the University TV of Rio Grande do Norte (TVU), the University FM Radio (FMU), and the University Publishing House (EDUFRN). UFRN's Ombudsman's Office also constitutes an important communication channel between the Institution and the internal and external community, contributing to institutional development and the defense of users' rights.

The Zila Mamede Central Library (BCZM) is the central executive body of UFRN's Library System (SISBI), responsible for the coordination, standardization, and technical assistance to the 22 departmental libraries that are part of it, five of which are located on the campuses in the countryside. In this direction, it acts as informational support for teaching, research, and extension, contributing to the scientific production of the Institution.

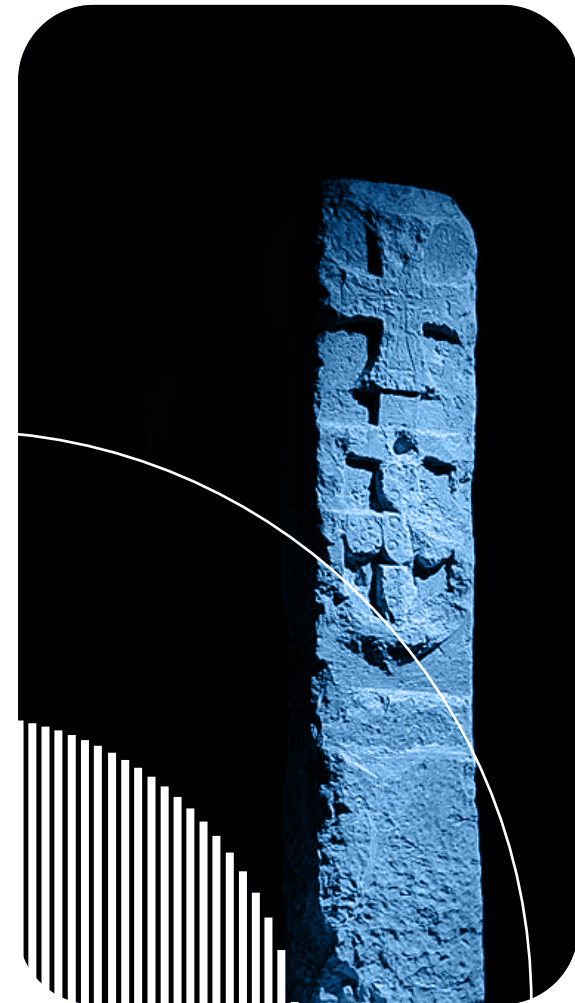
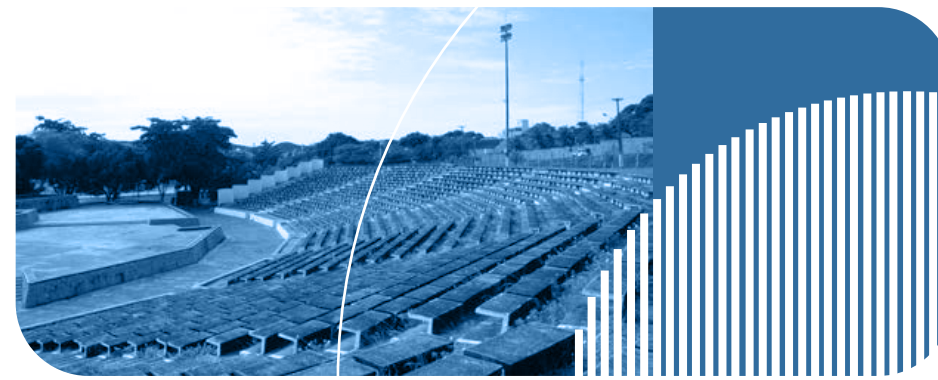
UFRN also has a University Network of Museums (RUMUS), coordinated by the Office of the Vice Provost for Extension, which seeks to integrate science, education and culture through research, teaching and art, and the offering of exhibitions and courses for society.

The Institution has a large open-air amphitheater, located in the Civic Square of the Central Campus, with a multi-purpose arena-style theater that can be used for performances and other events. Furthermore, it has a Sports and Events Complex, allowing it to offer society opportunities to practice sports in different modalities, within the scope of promoting art and culture.

To ensure the retention and success of enrolled students, the University has adequate physical infrastructure, consisting of laboratories and classrooms, university residences, a Convenience Center that offers various services to the community, among other spaces. Each center and specialized academic unit has classroom sectors, auditoriums, laboratories, research centers and departmental libraries, as well as university cafeterias and restaurants, canteens, snack bars and common areas for faculty, students and technical-administrative staff.

There are approximately 670 laboratories available for the development of teaching, research, and extension activities; among them, specific laboratories (by area or discipline) and multidisciplinary laboratories, with space and equipment suitable for the activities to be developed.

All these sectors, with the respective activities conducted in them, confirm the physical and organizational potential of UFRN to fulfill its mission and institutional objectives with excellence.



## 6.2 Administrative organization

University administration is carried out with the cooperation of its deliberative collegiate bodies, executive bodies – at the central, academic and supplementary administration levels – and by advisory committees, aiming at the integration and articulation of the various bodies located at each level of its organizational structure.

There are four Higher Councils at UFRN: University Higher Council (CONSUNI); Higher Council for Teaching, Research and Extension (CONSEPE); Higher Council for Administration (CONSAD); and Board of Trustees (CONCURA). Their members include teaching and technical-administrative staff, as well as representatives of the students.

CONSUNI is the highest body of the University, with normative, deliberative and planning functions. CONSEPE is the higher body with deliberative, normative and consultative functions on academic, didactic-pedagogical, scientific, cultural and artistic matters, being the final instance of deliberation for appeals in these areas. CONSAD is the higher body with deliberative, normative, and consultative functions on administrative, budgetary, financial, assets-related, and human resources policy matters. Except for the competence of the Board of Trustees, it is the final instance of deliberation for appeals

in these areas. CONCURA is the higher body for monitoring and overseeing the economic, financial, accounting, and assets-related activities of the University.

The central administration is composed of the Office of the Provost, 8 offices of the vice provosts, 6 secretariats, 2 superintendencies, 16 supplementary units, an ombudsman's office, internal audit, and 2 advisory offices. The academic area includes 8 academic centers with 82 linked departments, 10 specialized academic units, 3 technical education schools, and 1 fundamental education school.<sup>1</sup>

The administration also counts on special advisory committees such as the Internal Assessment Committee (CPA), which is independent of the administration and is responsible for coordinating the Institution's self-assessment processes, for monitoring external evaluations, and for systematizing data, producing diagnoses that support management.

The Permanent Committee for Institutional Development (CPDI) is an advisory committee and is responsible for preparing proposals for the distribution of teaching positions, proposing calls for applications for the hiring of substitute professors, analyzing processes of redistribution, transfer, utilization, and changes in the work regime of higher education faculty members.

The Permanent Committee for Teaching Staff (CPPD) is responsible for analyzing processes related to the evaluation of faculty progression and promotion. The Permanent Committee for Technical-Administrative Staff in the field of Education (CPPTAE) is responsible for analyzing the needs for technical personnel, requests for transfer, redistribution, and exchange of job codes within the category. The Permanent Committee for Inclusion and Accessibility (CPIA) aims to identify, plan, execute, monitor, and evaluate actions aimed at promoting inclusion and accessibility in academic and administrative units

## 6.3 Budgetary and financial sustainability

Teaching, research, and extension activities, which reinforce the University's commitment to society, require that they be maintained by a budgetary and financial cycle aligned with effective planning and execution.

Therefore, when encompassing the forecast of revenues and expenses, the budget must adhere to the basic principles of annuality, covering the period of one fiscal year, which corresponds to the fiscal year; and of balance, so that the revenues and expenses of a period are equivalent.

This is a permanent responsibility, as the Institution's revenues come primarily from the Federal Government's budget, structured by budgetary programs and actions. A large part of this corresponds to the personnel budget, considered by UFRN as the main asset so that it can fulfill its daily mission of educating with social responsibility. In addition, part of the funds comes from the budgetary distribution of capital and operating expenses.

<sup>1</sup> Appendix 2 depicts UFRN's organizational chart.

The University's budget proposal for a fiscal year is prepared in the previous year, based on the limits stipulated by the Ministry of Education (MEC) for each budget item. To this end, the Institution makes revenue projections and adjustments between items, with limited discretion to propose modifications. Subsequently, the proposals from the Federal Institutions of Higher Education are consolidated by the MEC for later consideration by the National Congress.

In the following year, during the execution of the Annual Budget Law (LOA), specific periods are opened for budget amendments, when it is permitted to propose modifications to the volume of resources among some budget items, which are then evaluated by the MEC and may or may not be approved. After the submission of the Annual Budget Law Project (PLOA) to the National Congress, UFRN's budget proposal is forwarded for consideration by the Institution's Higher Council for Administration (CONSAD). The allocation of the budget to the academic and administrative units of UFRN is carried out through internal distribution criteria, established in a resolution.

In addition to the Federal Treasury funding sources, UFRN also has its own revenue, mainly related to revenue from research, extension, teaching, and development projects, administrative revenue, indirect cost charges, rental of real estate, among other forms of fundraising inherent to the University's area of operation. Budgetary credits transferred through Parliamentary Amendments are also part of the University's budget. Revenue from agreements generally refers to the decentralization of credits with the purpose of funding the advancement of academic projects involving mutual cooperation and reciprocal objectives.

Given the complexity and dynamics of the budgetary and financial cycle, UFRN has a process for preparing and executing the annual budget aligned with institutional objectives, seeking the sustainability of its core activities in order to ensure the fulfillment of its institutional mission.



## 6.4 Situational analysis

The first experience of an Institutional Development Plan (IDP) at UFRN, with the designing of a plan for a period of 10 years, involving broad participation from the university community, occurred with the construction of the 1999-2008 IDP. During the period of the University's second IDP (2010-2019), it is possible to observe the evolution and improvement of institutional planning, which has been consolidating and structuring itself at all its hierarchical levels. In this same period, the approval of 17 specific policies at UFRN contributed to the interconnection between the three levels of planning. Notable policies include those for improving the Quality of Teaching, Quality of Life, Risk Management, among others.

The diagnosis of UFRN's last ten years is anchored in the 2010-2019 Institutional Development Plan, which serves as the foundation for the definition of the current IDP (2020-2029). The methodology for preparing this situational analysis took into consideration, therefore, the ten years of the completed IDP and was supported by institutional assessment reports, management reports, faculty evaluation reports, information from the Higher Education Census (Ministry of Education - MEC), as well as interviews with managers

and faculty members, aiming to gather testimonies and perceptions about the results achieved in relation to the completed IDP.

From this set of data and information, it is possible to present the achievements, the challenges and the capabilities, in order to propose policies and actions aimed at institutional development in the next decade.

In the last 10 years, 19 new undergraduate programs were created, and several existing programs began to offer places in the evening. As a result of this expansion, the number of places in in-person programs jumped from 6,307 in 2010 to 8,129 in 2019, a 36% increase in the period. Simultaneously, the annual number of students enrolled in undergraduate programs went from 25,562 in 2010 to 29,291 in 2019, representing an increase of 14.6%; the number of graduates rose from 2,776 to 3,599 in the same period, corresponding to a 30% increase. In 10 years, around 35,000 students graduated from UFRN in the most diverse areas of knowledge

Regarding lato sensu (specialization) graduate programs, UFRN currently offers 47 medical and multiprofessional residency programs, more than doubling its 2010 number, which was 21. It is noteworthy that, at that time, multiprofessional residencies

did not exist, which broadened the field of activity and the education of professionals beyond the medical area.

From 2010 to 2019, UFRN also expanded the number of stricto sensu (masters and PhDs) graduate programs, from 74 to 132, which corresponded to a 78% increase. .

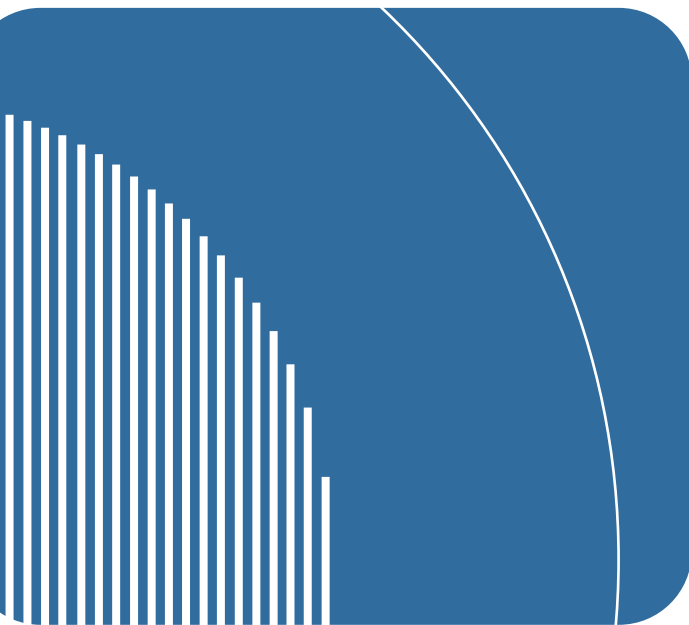
The expansion to the countryside is a prominent aspect of the period mentioned, which saw the implementation of three new undergraduate programs, totaling 216 (two hundred and sixteen) new places, in addition to the creation of seven stricto sensu graduate programs.

To keep up with this expansion, the period from 2011 to 2019 was marked by the expansion and improvement of facilities, and by several new buildings, renovations, and infrastructure adaptations, which increased UFRN's built area by approximately 55%, expanding the Institution's capacity to offer adequate physical conditions for carrying out academic activities, which should continue to occur in order to achieve equity of these conditions on all campuses of the University.

It is noteworthy that these actions were carried out sustainably and with due concern for the environment.

In addition to physical expansion, UFRN stresses during this period the advancement in the area of personnel management, with significant progress in its policies. Decision-making in a collegial manner and based on internal regulatory norms provides robustness and transparency to the processes, increasingly aligning its actions with institutional objectives and needs.

The implementation of a model for calculating the necessary number of technical-administrative employees has allowed for a better definition of the professional profile and their distribution within the Institution, taking into account their skills and the needs of the position. The calculation of the necessary teaching staff has been carried out in a collegial and robust manner among the administrative spheres, based on profiles capable of occupying the career, taking into consideration the domains of teaching, research, extension and management. The Institution has also implemented a Personnel Development Plan (PDP), a Training and Qualification Program (PCQ), and a Quality of Life at Work Policy.



Despite all the University's efforts to consolidate its expansion, in recent years, a reduction in institutional performance has been observed in some national quality indicators. Around 44% of programs obtained a score of 3 in the National Assessment of Student Achievement (ENADE), a quality indicator for undergraduate programs from the Anísio Teixeira National Institute for Educational Studies and Research (INEP) / Ministry of Education (MEC) that measures scores ranging from 1 to 5. In addition, from 2015 to 2019, the number of enrollment in undergraduate programs fell by 9.3%. In the same period, about 41% of the programs obtained a success rate below 50%, which represented a 10% drop in the last 5 years.

Nevertheless, since the creation of the General Programs Index by the Ministry of Education, in 2010, as an indicator of institutional quality, UFRN has obtained results that place it among the best evaluated higher education institutions in the Northeast region. However, these indicators remained stable until the publication of the General Programs Index in 2018, whereas the General Programs Index of other federal universities of the Northeast raised during the same period. With the release of the ENADE 2019 results in October 2020, the University obtained better results than those of the previous cycle, which will likely put it back in the spotlight among the best-evaluated institutions in the Northeast

region. 27 programs were evaluated in the areas of Health, Engineering, and Agriculture & Animal Farming, with 78% of them obtaining scores of 4 or 5. The results of the 2019 General Programs Index had not yet been released by INEP/MEC until the approval of this Plan.

Other challenges that also require action stem from the low demand for some programs. In 2018, in 48% of undergraduate programs not all places being offered were actually taken, which points to the need to evaluate the relevance of some programs.

This scenario indicates that it is inevitable to reorganize this expansion in the next ten years, focusing on improving the quality of the programs. In this respect, some measures have already been taken, such as, for example, the actions resulting from the publication of Resolution No. 181/2017-CONSEPE (updated by Resolution No. 048/2020-CONSEPE), which establishes the policy for improving the quality of undergraduate and graduate programs at UFRN. This policy was organized taking into consideration the relevance of program evaluation and with a view to improving academic quality indicators, but in isolation it cannot resolve all the weaknesses identified in the programs. Actions that promote the incorporation of innovative methodologies in the teaching-learning process, as well as the implementation of distance learning hours

in face-to-face programs, are still necessary strategies that can contribute to improving the quality of education at UFRN.

In recent years, the University has been offering 10 undergraduate programs in the distance learning modality, of which 9 are licentiate degrees. The allocation of places for these programs is conditional on specific calls for applications prepared by the Coordination for the Improvement of Higher Education Personnel (CAPES). Through the Distance Learning Office (SEDIS), UFRN provides support structure for these programs, with the development of methodologies, training courses and production of teaching materials. The challenge for the future in the context of distance learning programs is to guarantee this offer with the same evaluation results obtained in face-to-face programs

The approval of the university extension policy at the Institution, in 2008, provided for a quantitative leap in this type of academic activity. In 2010, 1,260 extension actions were conducted, while in 2019, 2,688 were carried out, which represents an increase of 113%. It should be noted that the current extension policy is defined in Resolution No. 77/2017-CONSEPE. Furthermore, this policy triggered important measures to involve more students and professors in its activities. In the last 5 years, the proportion of professors involved in extension activities increased from 67% to 76% and that of

students went from 23% to 32.6%. All this increase in the involvement of the university community expands the institutional academic work which, in turn, intensifies dialogue and the exchange of knowledge with a view to providing a process of citizen-oriented professional education. However, it is still necessary to increase the percentage of students in extension activities and to make these activities an intrinsic part of the programs' pedagogical projects, with the involvement and problematization of the social reality of the communities involved..

Scientific research at UFRN has also experienced significant growth in recent years. When comparing the number of projects carried out in 2015 with those completed in 2019, an increase from 1,167 to 1,745 projects is observed, which represents an increase of 67%. During the same period, the proportion of professors engaged in research rose from 61.5% to 88.7%, and the number of undergraduate research students rose from 1,830 to 2,563. Meanwhile, the number of registered research groups rose from 371 to 507 in the same period, representing a 37% increase. Despite the indicators presented, the University still has a limited percentage of researchers of excellence (8% in 2019). Another challenge is the need to expand research initiatives focused on topics of global interest and developed through international partnerships.

The goals of the 2010-2019 Institutional Development Plan (IDP) had been designed for two periods, the first from 2010 to 2014 and the second from 2015 to 2019. The latter foresaw a total of 17 goals, 5 of which related to the expansion and improvement of undergraduate and graduate education; 1 of which related to the expansion of basic, technical and technological education; 6 goals related to expanding research, innovation, and entrepreneurship activities; 4 related to the expansion of extension activities; and 1 was about expanding UFRN's internationalization. Of the 17 proposed goals, 65% were achieved. Among the most successful achievements, the following stand out: the improvement of graduate programs' quality and the expansion of research, innovation and extension activities. Among those not achieved are the expansion of enrollments, the increase in the success rate, the improvement of undergraduate programs' quality, and the expansion of internationalization.

In addition to the global goals, the 2010-2019 Institutional Development Plan established a set of 14 strategic programs that prioritized structural actions to advance the pursuit of quality and internationalization, with the development of science, technological innovation, social inclusion, and strengthening of the interaction with society and with governments. These initiatives aimed to

create academically structuring scenarios that would involve interaction between the major areas of knowledge and would open up numerous possibilities for future action. The strategic programs broke with the traditional demands for isolated projects, were organized into themes that brought together interdisciplinary knowledge, and were structured into programs with innovative capacity, impacting teaching, research, and extension, as well as products for society. Most of these programs consolidated as units in the organizational structure of the University.

Currently, Innovation and Entrepreneurship are essential themes for the advancement of any society, especially in a society that is increasingly connected through the use of information technology and suffering the impacts of a new industrial revolution stemming from Industry 4.0. These themes have been present in UFRN documents in recent years and addressed by the organizational units that work more directly with this area. The advancement of Innovation and Entrepreneurship at the Institution can be seen in the impressive numbers in this area. In a 10-year period, from 2004 to 2014, UFRN had filed 105 patent applications with the National Institute of Industrial Property (INPI); in the period from 2015 to 2019 alone, there were 138 applications. Regarding the patents granted, until 2014, UFRN had only one grant; in the period from 2015 to 2019,

20 new patents were granted, 12 of them in 2019. Given this significant progress, UFRN's Innovation Agency (AGIR) was created in 2019, whose purposes are focused on expanding the transformation of technological knowledge into innovation, generating value for the University and for society in general; stimulating university entrepreneurship; facilitating the registration of intellectual property of products resulting from research and innovation activities; and assisting in the process of transferring technologies generated at UFRN itself.

Another major achievement was the creation, in 2017, of the Digital Metropolis Technology Park, which promotes synergy between academia, government, and companies through activities geared towards the generation and/or intensive use of science as well as of information and communication technology.

In the field of internationalization, an important initiative of this period was the creation of the *Ágora* Institute, which offers knowledge of foreign languages and cultures to UFRN's community and of Portuguese language and Brazilian culture to foreigners.

In this context, it is worth highlighting the creation, in 2010, of the International Institute of Physics (IIF), focused on the development of cutting-edge research in Theoretical Physics, with international recognition, which currently plays a leading role nationally with a strong positive impact

on the country's scientific development. In addition, the Brain Institute (ICeUFRN), inaugurated in 2011, constitutes an important international reference center, focused on the development of research on the brain, seeking scientific excellence and the education of qualified human resources

The approval of UFRN's communication policy and the subsequent installation of a Management Committee were initiatives to enhance the Institution's communication, in order to allow for greater appreciation of its image before the society. Some actions were recently adopted, in 2019, such as the expansion of programming and reach and the improvement of TVU's and FMU's signal quality.

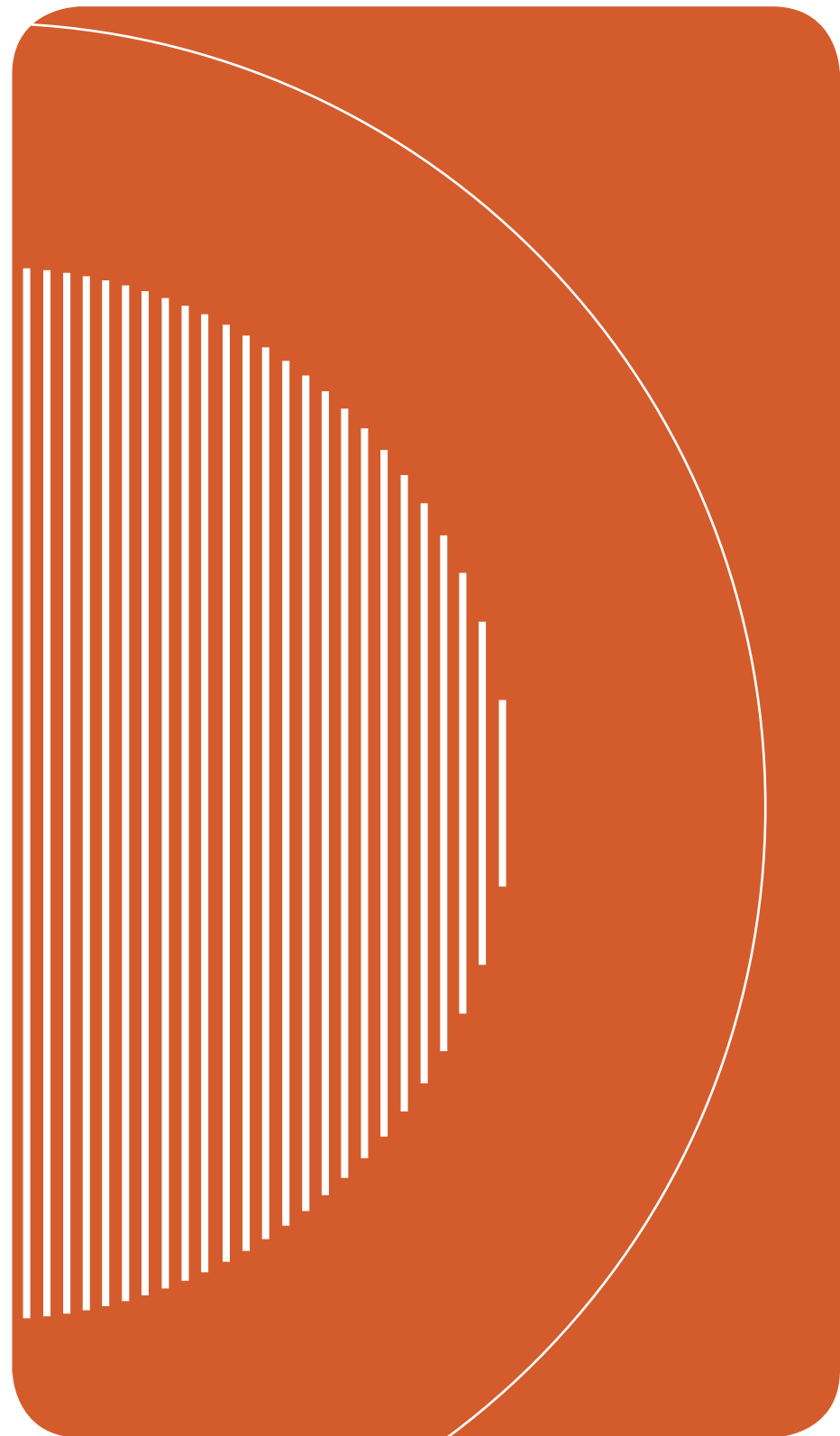
Other actions will also be implemented: intensifying the dissemination of teaching, research, and extension activities carried out by UFRN, publicizing the Institution's open data portal, and listening to public opinion as a reference for the reorientation of its actions. Improving internal and external communication can also strengthen the relationship and interaction with its different audiences, as well as provide greater dissemination of scientific production, enhancing the University's image. Despite all the advances and efforts undertaken by the Institution and the challenges in the academic area, there are still other issues to be faced by the University, which should be perceived as driving forces for institutional development.

As part of the evolution of administrative planning, it is being contemplated the strengthening of strategic planning, extending this process to all units, beyond the central administration. One also envisions the challenge of seeking efficient and effective university management, developing sustainability actions in all its spheres (environmental, social and economic) and achieving objectives, while, at the same time, promoting quality of life and contributing to the future of the Institution and the country.

Managing staff in the face of an external scenario of rapid changes and technological needs, and an internal scenario of budgetary constraints and constant changes in human resource management standards, requiring an improvement in management processes, constitutes another challenge. Keeping up with these changes and providing healthy working conditions demands efforts at all levels of the Institution: thinking about new models of work processes, with collaborative environments and flexibility in employee's work; calculation and balancing of the necessary number of teaching and technical-administrative staff; Implementation of institutional policies for recognition and appreciation of employees with and without management roles; building a support network between existing projects and actions within the Institution.

A permanent challenge for the University lies in the relentless pursuit of inclusion and academic excellence. From this perspective, for the coming years, it is essential to guarantee the welcoming, retention, and accessibility of every one in the university environment and to invest in innovative and inclusive teaching methodologies. From this angle, the Vision for the Future defined in this Institutional Development Plan highlights the consolidation of the Institution as an innovative and inclusive university, socially referenced, recognized nationally and internationally for its academic and management excellence, contributing to the education of people with a global vision, but also focused on local, regional, and national problems.





# 7. Social responsibility

Social Responsibility is one of the pillars upon which the Federal University of Rio Grande do Norte is built in the regional context in which it is situated, considering the humanistic education of students, the relationship of the production of its knowledge at the local and global levels, sustainability as a transversal factor, and culture as an inherent property for promoting structural changes in society.

It therefore comprises the set of actions in which the community and society act as subjects, with full rights to access information and knowledge produced in the academic environment. From this perspective, UFRN has a Charter of Services, which aims to inform society about the ways of accessing and obtaining these services, as well as the established service commitments.

An inseparable part of UFRN's institutional mission, Social Responsibility contributes to human development, social justice, democracy, and citizenship; therefore, it leads the University to design knowledge production strategies aligned with the recognition of demands arising from the sociocultural context where the Federal University of Rio Grande do Norte operates.

Thus, UFRN expresses its institutional commitment to assuming it as part of its mission, across all actions it develops, which includes actions aimed at those indicators that the National System for the Evaluation of Higher Education (SINAES) defines for the fulfillment of Social Responsibility in a university institution: social inclusion, economic, social and cultural development, artistic production and defense of the environment and cultural heritage.

It is possible, therefore, to observe that institutional Social Responsibility decisively contributes to the achievement of the Sustainable Development Goals of the UN's 2030 Agenda, especially numbers 4, 8 and 10, which seek, respectively, to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" and "reduce inequality within and among countries".

Thus, in its institutional mission, UFRN adopts a policy of social inclusion, which ends up contemplating a strong relationship with organized sectors of society, thus expanding the ties of cooperation and partnership with civil society and the various instances of the public sector and the productive system.

The Secretariat for Inclusion and Accessibility (SIA) and the UFRN Committee with Diversity develop actions aimed at providing equal opportunities for access and permanence in public higher education.

UFRN has, therefore, significantly expanded its participation in major issues aimed at providing sustainability and conditions for the exercise of citizenship, implementing policies that guarantee the provision of its services to different sectors and groups

of society and to its internal stakeholders: professors, technical-administrative staff, and students. This is what is being developed in specific policies:

**i) Access Policy;**

**ii) Retention Policy;**

**iii) Inclusion and accessibility policy for people with specific needs.**

The **Access Policy** includes the Inclusion Argument and the Quota Policy. The Inclusion Argument (IA) was designed for students of the public school system of the state of Rio Grande do Norte and implemented since the 2006 selection process. It consisted of an additional, differentiated scoring system, which took as a reference socioeconomic and performance criteria of candidates from the public school system in the selection process. This constituted, at that occasion, a transitional action, aiming to expand access to the University for students from the public school system. This system remained in place until 2012. Subsequently, and considering the Institution's policy of expanding higher education to the countryside, the Federal University of Rio Grande do Norte created the regional inclusion argument, which is being applied to this day, with the purpose of encouraging access to the University for students who reside in the vicinity of the locations where

the University's programs in the countryside are offered, through the issuance of Resolution No. 177/2013-CONSEPE, of November 12, 2013.

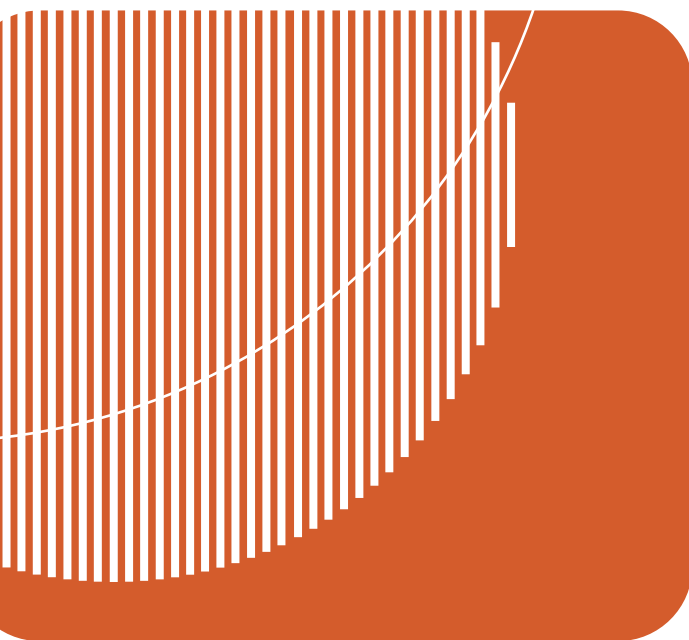
The **Quota Policy** stems from Law No. 12,711/2012, the Quota Law, and since 2013 has allocated 12.5% of its places to students from public schools. In 2014, this percentage rose to 37.5%, and in 2015, it was expanded to 50%, a percentage that was kept in 2017 and 2018. In 2016, UFRN complies with Law No. 13,409/2016, which amends Law No. 12,711/2012, to provide for the reservation of places for people with specific needs in secondary-level technical programs and higher education programs of Federal Educational Institutions, making available a quota for people with specific needs.

It should be noted that, in addition to the basic prerequisite – "public school", other criteria were considered: "public school and family income"; "public school, family income and ethnicity"; "public school and ethnicity"; and "public school and municipalities in the countryside". As can be seen, the growth of quota students at UFRN occurred due to the increase in the percentage of places between the years 2013 and 2015, which was maintained in 2017, 2018 and 2019.

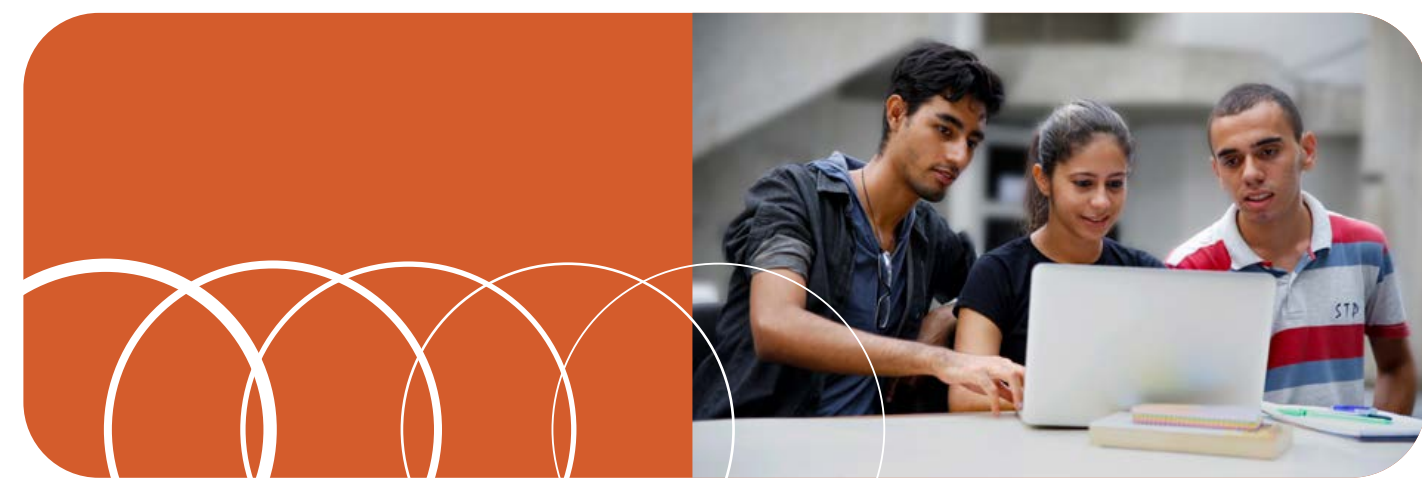




Within the scope of the **Student Retention Policy**, student assistance is included, which involves actions of a socioeconomic, pedagogical, and academic nature aimed at promoting equal opportunities, the expansion and democratization of the conditions for young people to remain in federal public higher education, aiming at the well-being, good performance, and participation of everyone in university life. It stems from services, programs, projects, and allowances, and is based on the constitutional principles of “equal conditions for access to and permanence in school” and the “freedom to learn, teach, research, and disseminate thought, art, and knowledge,” as per Article 206 of the 1988 Federal Constitution. The student assistance actions implemented by UFRN in recent years were developed with funds from the National Student Assistance Program (PNAES) and with budgetary funds from the Institution itself. With the funds from PNAES (National Student Assistance Program), established according to current legislation, priority is given to students from the public basic education network or with a per capita family income of up to one and a half minimum wages and who meet the criteria to be characterized as socioeconomically vulnerable.



The Student Assistance Scholarship Program, with regulations for granting, monitoring, and evaluating the impact of these scholarships on the academic performance of beneficiary students, in addition to favoring the institutional success rate, can encourage potential talents among students, contribute to awakening vocations, favor education based on service to the community and the sharing of knowledge acquired in their respective program, contributing to the student’s education and the improvement of educational practice. It is also worth highlighting the Accessibility Scholarship to assist students with disabilities and in situations of socioeconomic vulnerability, in accordance with Resolution 163/2014-CONSEPE, with the aim of facilitating accessibility, student retention, and completion of the program with quality academic education.





The Social Work of the Office of the Vice Provost for Student Affairs (PROAE), within the Coordination of Pedagogical Support and Student Retention Actions, operationalizes a large part of UFRN's student assistance programs and actions, seeking to encompass the lines of action provided for in the National Student Assistance Program (PNAES) through the following allowances/scholarships: Food Allowance, Housing Allowance, Commuting Allowance, Daycare Allowance, Technical Support Scholarship, Accessibility Scholarship, Special Student Retention Scholarship, among others. In addition to these supports, UFRN also offers a set of continuous programs and actions, among which the following stand out: Student Mental Health Care Program, Psychological Support Service, Therapeutic Support Groups, supervision meetings with faculty, Health Counseling Program, and the Study Habits Extension Project (PHE).

Also in the context of social inclusion, UFRN seeks to value and respect diversity and difference, contemporary issues that, even considering the ongoing social achievements, stand as an institutional commitment, not only because they express the current moment, but also because they embody the University's commitment to the formation of a democratic society, based on respect and the dignification of the person.

Thus, among other actions, UFRN addresses content related to Education in Human Rights, Ethnic-Racial Relations, Teaching of Afro-Brazilian, African and Indigenous History and Culture, in a cross-cutting manner, through courses in its programs. In addition, specific courses are offered, such as Human Rights, Cultural Diversity and Ethnic-Racial Relations (DAN0024), which is an elective course, taught by the Department of Anthropology. Gender issues are also addressed in certain courses. In graduate studies, the quota policy is contemplated through criteria defined by each program's collegiate body. Panels to assess students' race self-reporting statements were recently created, through Resolution No. 47/2020-CONSEPE, with the purpose of validating the race self-reporting declaration in the admission process to UFRN. The Brazilian Sign Language (Libras) is a mandatory course in Licenciature degrees and in the Speech, Language and Hearing Sciences program, and optional for other programs. In addition, since 2013, the Institution has been offering the undergraduate program in Letters – Portuguese Language and Brazilian Sign Language (Libras), with the purpose of educating competent professionals to work in the teaching of Brazilian sign language in fundamental and secondary education.



Affirmative actions that consolidate the inclusion policy constitute challenges for the period of this Plan, aiming at guaranteeing equal opportunities, conditions, and recognition of groups of people historically discriminated against and/or in conditions of socioeconomic, cultural, and political disadvantage.

To this end, the University aims to build the necessary conditions to foster different possibilities for academic action within the scope of affirmative action, involving the academic community and society in spaces of education and information, seeking to promote a dialogue on diversities, prejudices, discrimination, and violence, developing new skills and promoting changes in behavior and attitudes in relation to these issues.

The **Policy for students with Special Educational Needs (SEN)** stems from social, political, and academic demands, as well as from the commitment of institutional management to promoting social inclusion. The following programs and services offered by the University, which are aimed at the retention and successful learning of students with special educational needs, can be highlighted:



» interdisciplinary educational support and didactic-pedagogical guidance by the Secretariat for Inclusion and Accessibility (SIA);

» the Inclusive Tutoring Program (PTI), responsible for developing academic support and social mediation activities with this specific group;

» the Brazilian Sign Language (Libras) Translation and Interpretation Committee, ensuring linguistic mediation services, serving the internal academic community that uses Libras/Portuguese and, as an extension program, the external community;

» the consolidation of the Institution's web portal, which integrated the translation into Libras; the Accessibility Laboratory (LA) with a Braille proofreader and the production of informational materials in different accessible formats;

» the creation of the Accessible Information Repository (RIA), which provides a collection of adapted scientific texts, edited by the Accessibility Laboratory (LA) team and the Music School (EMUFRN);

» the dissemination of the Brazilian Network of Adapted Studies and Content (REBECA), which brings together manuals and catalogs of collections adapted by Brazilian Higher Education Institutions (HEIs);

» the creation of the Braille Music Notation and Inclusion Support Department by the Music School, ensuring the production of scores in Braille for the academic community;

» the Talento Metr pole Program, which offers education in Information Technology (IT) for young people with high abilities/giftedness, implemented by the Digital Metropolis Institute (IMD);

» the insertion of a "closed captioning" system, which adapted UFRN's University TV to the Brazilian regulations on accessibility in Digital TV, implemented by the Superintendency of Communication.



Out of respect for specific needs, UFRN promotes digital inclusion through the management and provision of accessible information products to meet the demands of users with special educational needs, aiming at their academic and social inclusion.

The actions culminated in 2019 with the creation of the SIA (Resolution No. 016/2019-CONSUNI), mentioned earlier, the implementation of the inclusion and accessibility policy (Resolution No. 026/2019-CONSUNI), as well as the regulation of a support network for the implementation of the inclusion and accessibility policy (Resolution No. 027/2019-CONSUNI), called the Permanent Committee for Inclusion and Accessibility (CPIA) in the academic units, aiming at promoting an inclusive culture and guaranteeing adequate conditions for access and permanence of people with specific needs in the academic and professional activities of UFRN.

Taking into account that economic and social development is not restricted to the positive variation of indicators, such as gross domestic product or increases in per capita income, but intertwined with advances in education, infrastructure, and health, which can be evidenced by human development indices, an effective response from the Federal University of Rio Grande do Norte to the aforementioned constitutional principles is evident.

In this context, it is worth highlighting that UFRN houses the largest business incubator in Rio Grande do Norte, Inova Metr pole, which expanded with the emergence of the Digital Metropolis Technology Park in 2017, responsible for attracting millions of reais in annual investments in the state. The University's relationship with the productive sector, in addition to the education of highly qualified professionals, also contributes to fostering entrepreneurship through the 5 incubators and 30 junior companies linked to the University, in a successful activity that dates back to the Institution's Incubation Program, dating from 2011.

Furthermore, the Pedagogical Residency Program, the Institutional Program for Teaching Initiation Scholarships, the School of Basic Education, and the "Giga Metr pole" optical internet access network, which benefits nearly 400 public schools in the state, directly influence the level of teacher qualification and basic education indicators.

The implementation of a pilot project in the area of offshore wind energy in Brazil, the research network in renewable energies, and the training of technicians and managers for the development of sanitation projects in more than half of the municipalities of Rio Grande do Norte contribute to changes in the infrastructure of the region where the Institution is located. Furthermore, UFRN has a network of three university hospitals which

provide services to the community through the Unified Health System (SUS) and almost three million annual appointments; the Multicampus School of Medical Sciences in Caic ; the Integrated Clinic in Santa Cruz; and the Clinic School in Caic , benefiting the population of more than 30 municipalities in the Trairi and Serid  regions with the provision of care in the areas of human nutrition, physical therapy, nursing, psychology, and various medical specialties. In addition, through the clinical unit of the Institute of Tropical Medicine, UFRN contributes to the public health network, assisting SUS users and, consequently, helping to improve public health conditions in the state.

Furthermore, the training of researchers and the creation of new programs, based on the diagnosis of the needs of the state, such as Meteorology and the Environmental, Biomedical, Telecommunications, Mechatronics, Agronomic, and Aquaculture Engineering fields, foster the creation of productive arrangements with the existence of specialized labor, educated according to regional needs, with links of articulation, interaction and cooperation with other teaching and research institutions, governmental and business entities, as well as associations.



It is known that Education for Sustainable Development (ESD) disseminates pedagogical processes aimed at balancing human and economic well-being with cultural traditions and respect for the planet's natural resources. Based on this perspective, UFRN is inspired by the model advocated by UNESCO, convinced that "individuals must become agents of change directed towards sustainability, endowed with knowledge, skills, values and attitudes that allow them to contribute to sustainable development"<sup>2</sup>.

Based on this premise, the Federal University of Rio Grande do Norte has a well-established and constantly improving Environmental Sustainability Policy. In addition, for the development of activities essential to environmental management, the Institution has, within its organizational structure, an Environment Office linked to the Superintendency of Infrastructure. Through this Policy, activities such as monitoring the quality and rational use of water, control of zoonoses and insect vectors, public cleaning and integrated management of solid domestic, hazardous and civil construction waste, urban and ornamental tree planting, wastewater treatment and reuse of treated sewage for irrigation and soil compaction, energy efficiency, sustainable procurement, and environmental education applied transversely to all activities.

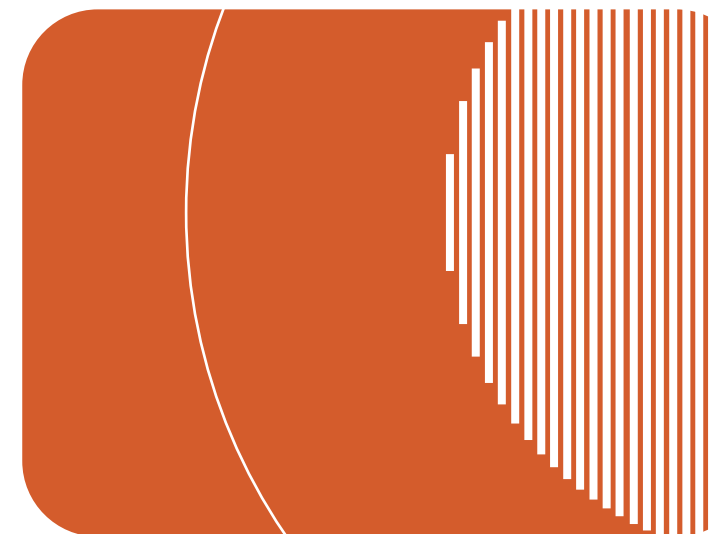
<sup>2</sup> <https://unesdoc.unesco.org/>

For each of these actions, with professionals involved in planning, development, and evaluation, appropriate protocols and technologies were established, which are improved in a process of seeking continuous improvement in a multidisciplinary and multisectoral manner.

Based on the principle that education is crucial to achieving sustainable development, it is necessary for members of the university community to incorporate the principle of sustainability into academic practices and administrative actions: environmentally correct, economically viable, socially just, and culturally accepted. This is a challenge for the institution in the coming years. Therefore, in addition to the care of green areas and energy and water management, sustainability must be approached from a holistic perspective, capable of contemplating reflections on the relationship between individuals and nature, leisure, and food, as well as working conditions. That said, as a tool to ensure that proposals and actions are not restricted to a specific group of scholars of the subject, it is important to emphasize the role of administrative organization and participatory management as fundamental factors in enabling sustainability actions.

University extension actions clearly reflect the institution's social commitment. Programs, projects, courses, workshops, events, and services are conducted in various parts of the capital and in municipalities in the countryside, covering areas such as legal sciences, health, the environment, culture, education, human rights, technology, as well as others established in accordance with the Guidelines for Extension in Brazilian Higher Education.

In this context, the Trilhas Potiguaras [Rio Grande do Norte Trails] Program stands out, promoting effective interaction between the University and the communities of small municipalities in Rio Grande do Norte with up to 15,000 inhabitants. After 25 years of its implementation, more than half of these municipalities (out of a total of 132) have already been served with the contribution of knowledge that help improve the quality of life of the population. It is also worth highlighting UFRN's Science, Technology, and Culture Week (CIENTEC), held annually, which showcases the main fundamentals of the University's scientific, technological, and cultural activities, thus seeking to establish an interface with society.



The Training and Technical Support Project for the Development of Municipal Basic Sanitation Plans of municipalities in the state of Rio Grande do Norte, in addition to providing specialized technical assistance for their preparation, also trains technicians and managers from 86 municipalities in the state. Through its implementation, UFRN contributes to the operationalization of the National Policy on Basic Sanitation, established by Law No. 11,445 of 2007, which universalizes basic sanitation in Brazil, establishing the responsibilities of each federated entity to ensure the provision of these services to the population.

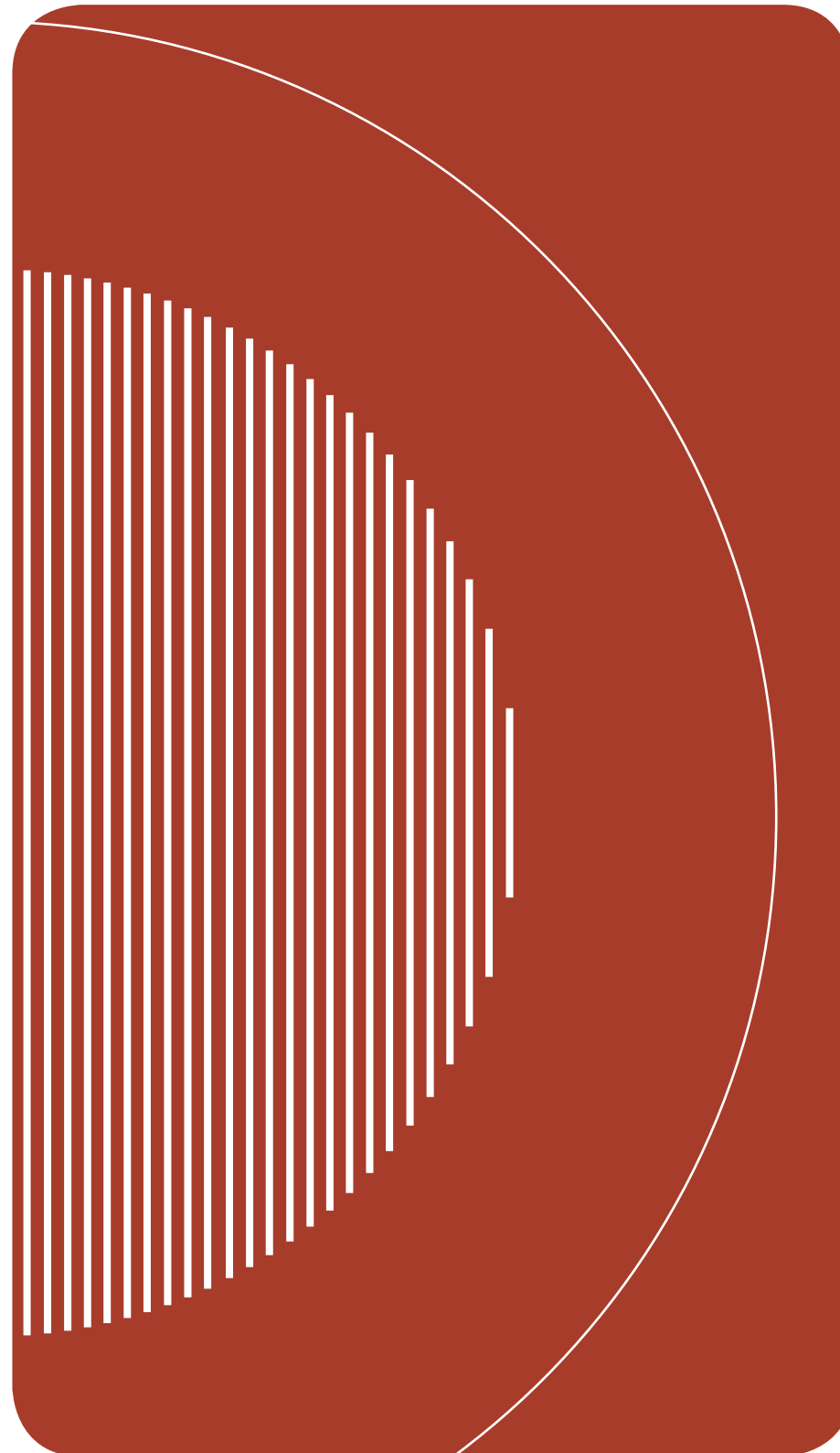
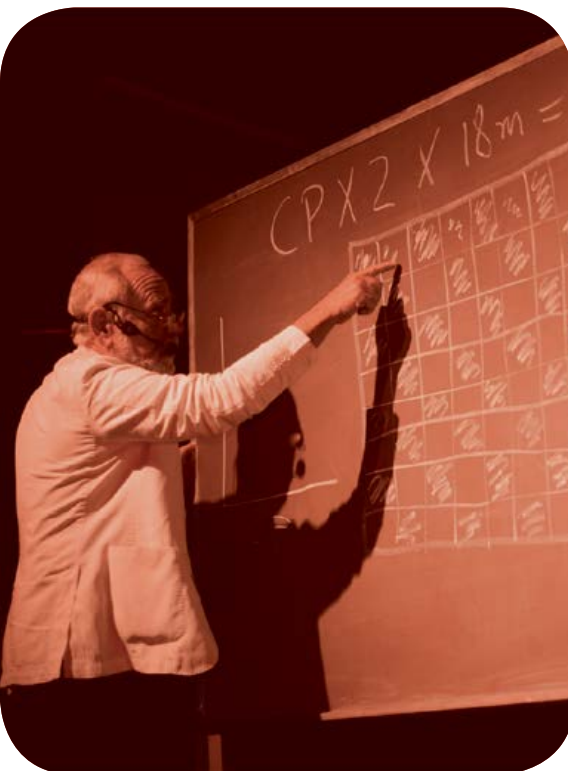
In the field of actions focused on cultural and artistic production activities, UFRN has a cultural policy developed through academic projects involving the Office of the Vice Provost for Extension (PROEX), the Center for Art and Culture (NAC), academic centers and units, involving the participation of staff, students and the external community. Recognizing and valuing the cultural diversity produced in the context of UFRN in dialogue with the Brazilian society and other cultures, valuing and disseminating the artistic creations and cultural assets of UFRN and of society, fostering constant dialogue, the exchange of knowledge, and the establishment of partnerships with the cultural productions of Rio Grande do Norte and its diverse groups are some of the objectives of UFRN's cultural policy that attest to its social commitment.

Within the institution itself, support for various permanent dance, music, and other artistic groups stands out as social values. Another highlight is the NAC's Conviv'Art Gallery, which promotes exhibitions and fosters the production and visibility of the visual arts, expanding the academic community's and the external audience's access to UFRN's cultural facilities. UFRN's Philharmonic has also established itself as an important institutional initiative for the dissemination of musical knowledge and practice. The group, which has already performed internationally in countries such as Germany and Italy, is made up primarily of UFRN students and has an annual schedule of open concerts held in cities in Rio Grande do Norte and other states.

As can be seen, the actions conducted by UFRN in the context of social responsibility, acknowledgedly successful, are in line with the institutional objectives defined in this Plan. Nevertheless, different possibilities for academic action must be permanently fostered in order to strengthen the exchange of knowledge and practices between the academic community and society.



# 8. Faculty



The management of teaching staff includes the higher education teaching career, the basic, technical, and technological education teaching career, and the isolated positions of full professor (regulated and institutionalized by Law No. 12,772/2012). It involves the appropriate hiring, distribution, evaluation, and progression, which is of great importance to the Institution, given the need for continuous improvement in the quality of academic activities.

The model of public competitive selection processes adopted by the institution seeks to select candidates with the necessary skills for institutional development, based on a combination of the following elements: technical and teaching knowledge, curriculum vitae, memorial, and professional action project. In this process, 20% of the positions are reserved for people with specific needs.

The distribution of teaching staff positions is based on changes in the Equivalent Professor Bank (BPEq) and is decided by the Higher Council for Teaching, Research, and Extension (CONSEPE), in accordance with the analyses of the Permanent Committee for Institutional Development (CPDI). The use of BPEq resources is managed according to the guidelines established in a specific resolution, and its management is based on collegial decisions, the result of an advance in internal regulations that govern the processes of distribution of positions, appointment and hiring, allocation, evaluation, and progression. It takes into account documents such as plans for requesting vacancies by the academic departments and specialized academic units, approved in the relevant plenary sessions.

The admission and consequent permanence of the faculty member in the Institution are mediated by the process of organizational socialization that occurs, encompassing introductory training, pedagogical workshops that are part of the Pedagogical Update Program, and tutored monitoring with a view to the preparation and execution of the work plan.

The qualification of the teaching staff is a permanent policy of the Institution directly associated with the improvement of the quality of academic services, through updates and improvements. It contributes not only to professional development, but also to career progression and promotion and, above all, to the strengthening and innovation of teaching, research, and extension. Given the significant number of faculty members at the institution who hold a PhD degree, opportunities for continuous qualification and updating are offered to its faculty, with incentives for postdoctoral internships, providing opportunities for institutional exchanges at the national and international level, for the benefit of research groups and graduate programs.

The hiring of Brazilian or foreign visiting professors aims to support the execution of stricto sensu graduate programs and to contribute to the improvement of teaching, research, and extension programs, faculty training programs, and scientific and technological exchange. The higher education teaching career is structured into classes, and transition within a single class or between classes occurs through progression and promotion.

Career development in teaching is achieved through favorable results in a performance evaluation process, analyzed by the Permanent Committee for Teaching Staff (CPPD). Thus, the management of the teaching staff requires continuous improvement, starting with collegial decision-making, based on situational indicators and regulatory standards, establishing a more appropriate match between the professional's profile and the institutional needs.





## 9. Technical-administrative staff

The management of technical-administrative staff, whose career is regulated by Law No. 11,091/2005, is the result of internal regulations approved over the last ten years. It is a process of collegial decision-making based on situational indicators, bringing greater robustness to the processes of selection, distribution, evaluation, and progression of the technical-administrative staff.

Public competitive selection processes for the hiring of technical-administrative staff seek to select candidates with the skills required for institutional development. In this process, 20% of positions are reserved for people with specific needs.

The distribution of vacancies aims to meet the needs of the institution and is coordinated by the Permanent Committee

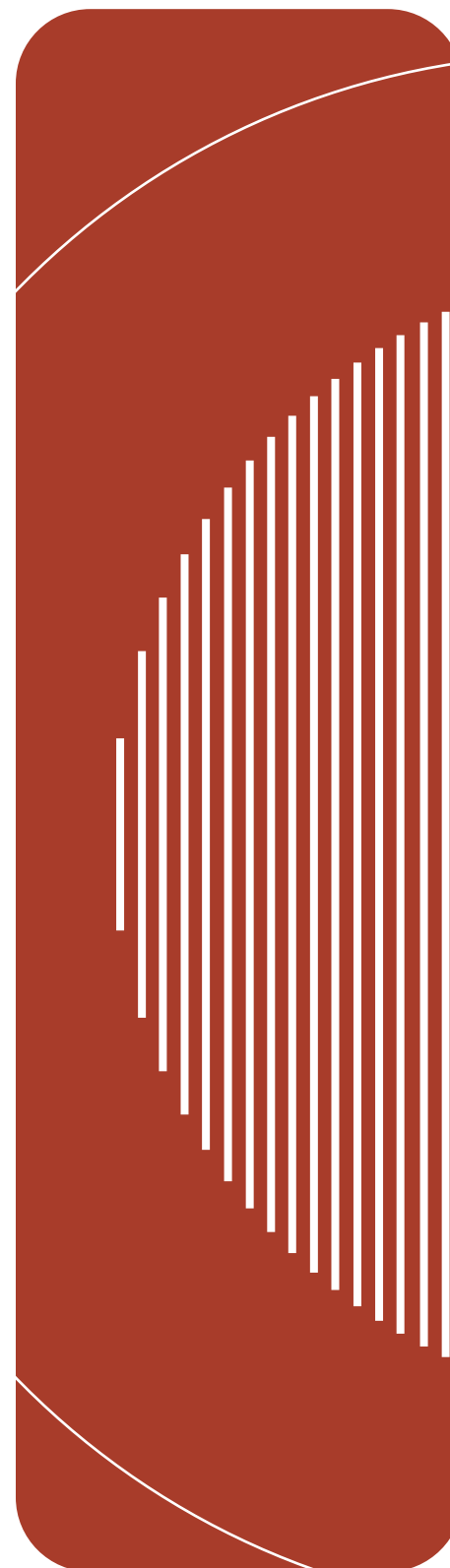
for Technical-Administrative Staff in the field of Education (CPPTAE). This process is managed through the Reference Table of Technical-Administrative Staff in the field of Education (QRSTA). CPPTAE's decisions take into consideration staffing needs in view of leaves of absence and assignments, in combination with the characteristics of the positions and workloads of relevant employees, as well as the results of performance evaluations of employees already assigned to the units (determination of the number of staff available); the organizational environment; strategic actions for institutional development; resource limitations; and the priority of institutional interests. The CPPTAE's distribution proposal is submitted for approval of the Higher Council for Administration (CONSAD)'s Personnel Management Chamber.

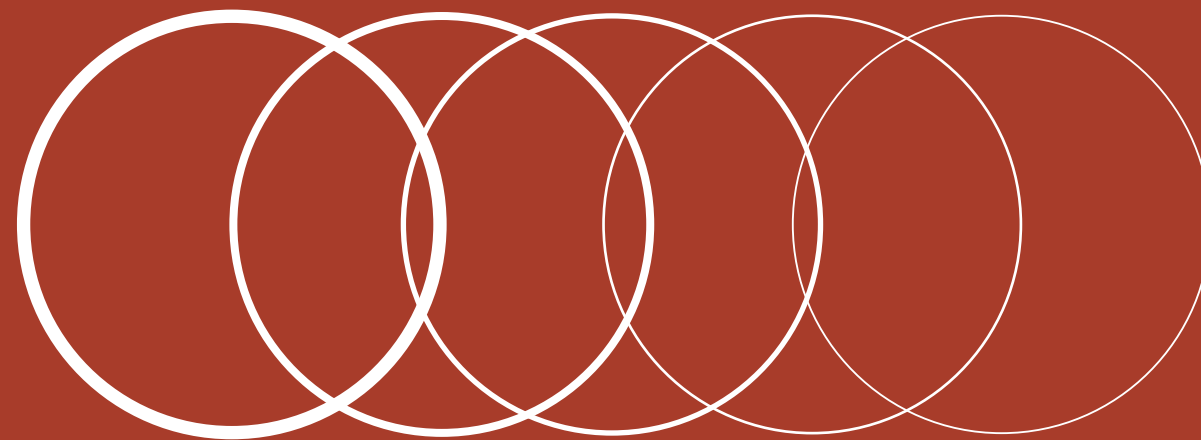
The integration of technical-administrative staff occurs through participation in the Public Service Integration Program for Technical-Administrative Staff in the field of Education, whose purpose is to provide access to key institutional information, socialization and acclimatization of staff, and initial career development planning (art. 1st of Ordinance No. 102/2016-PROGESP). This program consists of the Integration Seminar, which seeks to enable socialization and integration into the public sector; and the Training Tracks, which aims to promote the development of skills geared toward the beginning of the career of employees joining UFRN.

Professional career development occurs through progression by professional qualification, through certification in a training program, or by professional merit, through performance evaluation. UFRN's capacity building program is structured in the Personnel Development Plan (PDP), whose purpose is to develop institutional skills through the development of individual skills, and encompasses face-to-face, blended, and distance learning training actions. It also presents the skills that guide the institutional qualification program in the context of formal education.

Performance evaluation is a tool that measures, through the evaluation of employees' skills, their performance in the relevant period of analysis. It is a continuous process that involves planning, monitoring, recording, and evaluation.

The technical-administrative staff has a schooling level higher than that required for admission to the position (90% of the staff has at least higher education, regardless of the level of education required for the position). This evolution reflects the policy of promoting the qualification of specialized personnel and contributes significantly to the modernization of university management and the achievement of institutional objectives.





# 10. Student body

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In 2019, the Federal University of Rio Grande do Norte offered:

» 111 undergraduate programs at five campuses located in the capital and other parts of the state,

» The number of students enrolled in undergraduate programs is 29,288 (in-person and distance learning),

» 6,454 students are enrolled in stricto sensu (masters and PhDs) graduate programs,

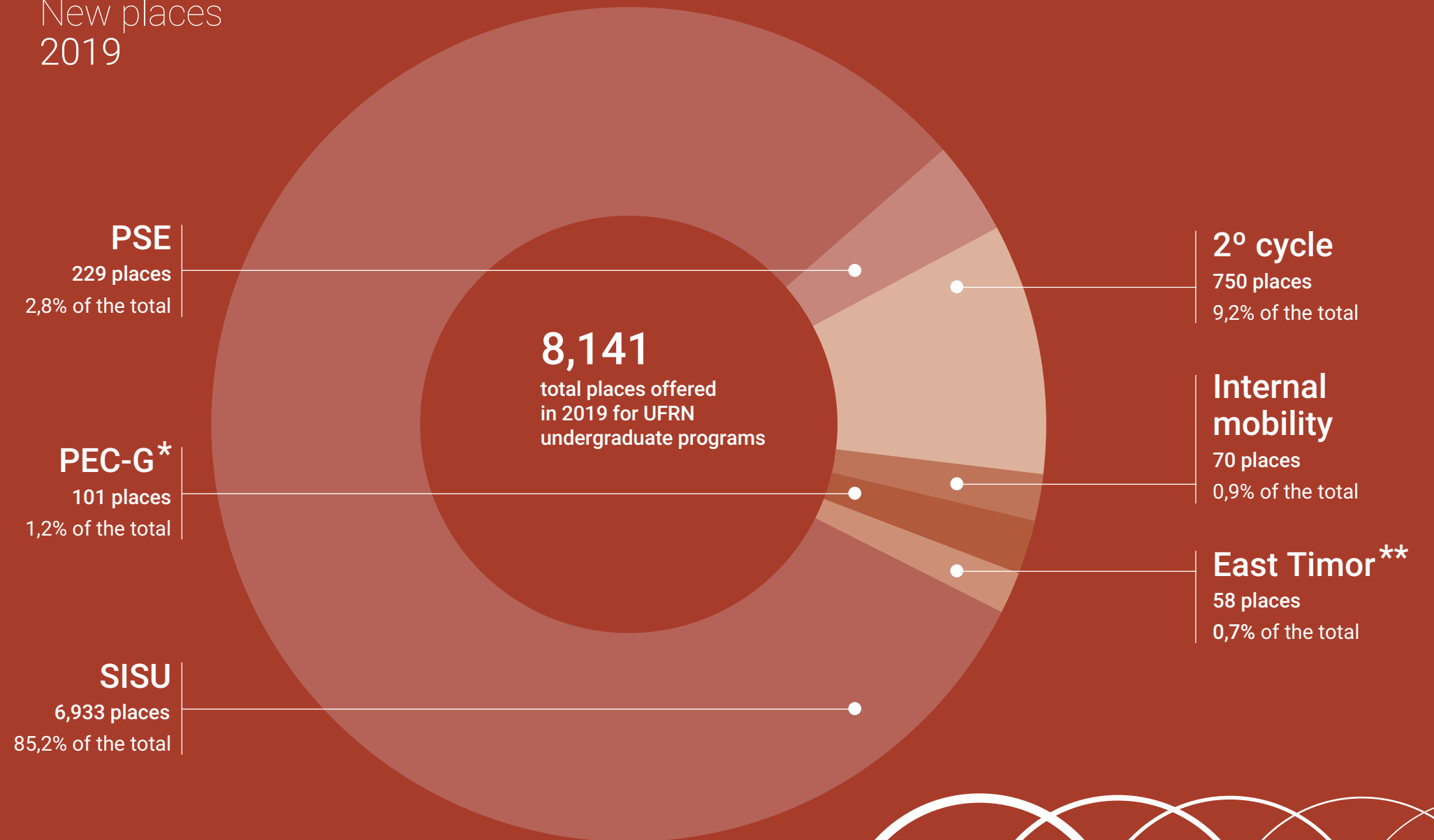
» 2,649 students are enrolled in secondary-level technical, qualification programs,

» and 359 students are enrolled in early childhood education.

Students are primarily admitted to undergraduate studies at UFRN through the Unified Selection System (SiSU), through which more than 85% of the total new annual places to the University's undergraduate programs are offered to candidates participating in the National High School Exam (ENEM). Admission to the bachelor's and licentiate degree in Music, licentiate degree in Theater and licentiate degree in Dance, the selection of candidates is carried out through a specific two-stage selection process. In the first stage, a Specific Ability Test is applied on an eliminatory basis, and the second stage consists of the ranking of candidates based on the scores obtained in ENEM.

For the Letters program – Portuguese Language and Brazilian Sign Language (Libras), in addition to the Specific Ability Test, the second stage consists of an essay writing test, which is eliminatory and classificatory in nature. For all selection processes for new vacancies, UFRN adopts a quota system, in accordance with federal laws No. 12,711/12 and No. 13,409/16, in which 50% of the new vacancies offered by the institution are reserved for students from the public school system, and within this 50% percentage, part of the vacancies is reserved for black, mixed-race, and indigenous candidates, candidates with a per capita gross family income of up to 1.5 minimum wages, and candidates with specific needs. The figure on the right shows the distribution of new places in 2019. UFRN also offers two interdisciplinary bachelor's degree programs – Science and Technology and Information Technology – which allow students, upon completion, to enter second-cycle undergraduate programs in the fields of engineering or computer science, through a selective re-entry process into the second cycle.

## UFRN: New places 2019



Source: Resolution No. 164/2018-CONSEPE

\*PEC-G: Brazilian Program which offers foreign students free places for attending a full undergraduate program in Brazil.

\*\*East Timor: Agreement with East Timor institutions

## UFRN's 2nd Cycle programs

### BACHELOR IN SCIENCE AND TECHNOLOGY (BCT)

» Environmental Engineering

» Biomedical Engineering

» Computer Engineering

» Materials Engineering

» Petroleum Engineering

» Telecommunications Engineering

» Mechanical Engineering

» Mechatronics Engineering

### BACHELOR IN INFORMATION TECHNOLOGY (BTI)

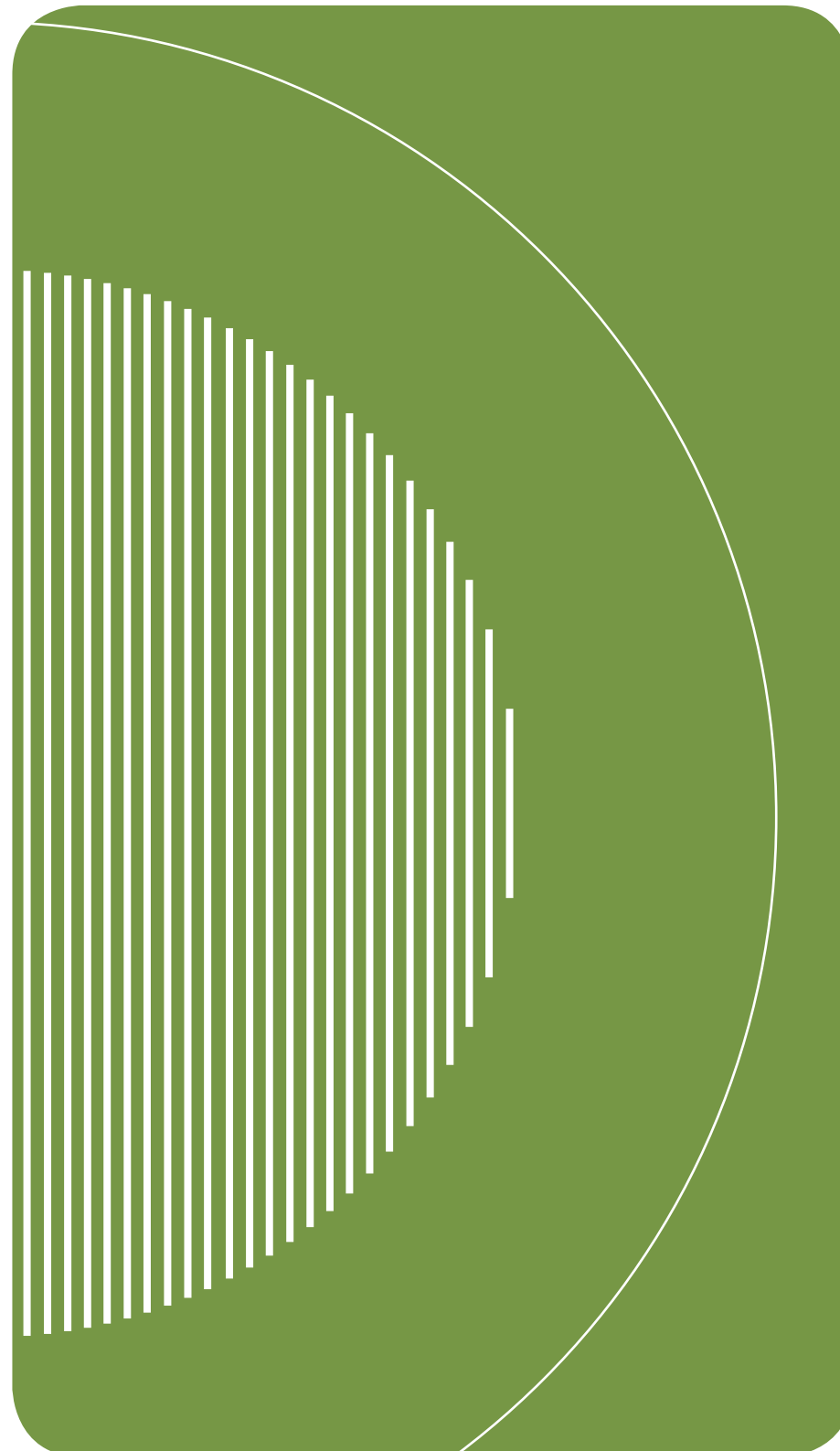
» Computer Science

» Software Engineering

To fill vacant places, UFRN holds an annual selection process aimed at filling residual places, consisting of a first stage based on the score obtained by the student in one of the last three editions of the National High School Exam (ENEM) and a final stage based on a qualifications exam, both of which are qualifying. This selection process offers up to 10% of the new initial vacancies planned for each undergraduate program that were left vacant due to program cancellation. These vacancies are intended for students with an active status in the University or in another institution, holders of a bachelor's or licentiate degree, and former undergraduate students of UFRN. Specifically in the pedagogical sphere, UFRN offers four programs with the aim of strengthening and qualifying the initial education of students: Support Program for the Improvement of the Quality of Undergraduate Education (PAMQEG), Monitoring Program, Tutoring Program, and Complementary High School Studies Program (PROCEEM). All of these programs are regulated by Resolution No. 162/2018-CONSEPE (updated by Resolution No. 048/2020-CONSEPE) and are funded by the institution's own budget. The monitoring of students who completed an undergraduate program is carried out by the Internal Assessment Committee every two years, through an online form sent by email to students who completed their undergraduate studies at least 24 months prior to the date of the survey.

The results are used by the programs to prepare their Three-Year Action Plans (PATCG), with the goal of improving the quality of the program, in accordance with Resolution No. 181/2017-CONSEPE. Admission to graduate programs (lato sensu and stricto sensu) is through specific calls for applications published by graduate programs, lato sensu programs, and health residency commission, all of them supervised by the Office of the Vice Provost for Graduate Education. In general, the selection process consists of at least two of the following phases: a general and/or specific knowledge test, evaluation and defense of the research project, interview and analysis of the candidate's curriculum vitae. In 2019, 2,672 places were offered for master's and doctoral programs, with more than 7,345 applications. The number of places in graduate programs is heavily dependent on the size of the faculty accredited to the programs, the laboratory infrastructure, and the raising of external funds for the execution of research projects. In 2019, health residencies (medical, multiprofessional, and uniprofessional) offered 251 places, which were contested by 2,803 candidates from all regions of the country. UFRN's graduate system accepts students from the state of Rio Grande do Norte and various regions of Brazil. It also attracts students from abroad through specific agreements for programs developed entirely at UFRN or through a joint supervision agreement with foreign

universities, mainly in Europe. At the basic education level, the admission of new students occurs through an annual public call for applications in the context of early childhood education and fundamental education. The available places are distributed through a public draw held at a location and time defined in each call for applications. For technical education, the admission of new students occurs through specific calls for applications published for each program.



# 11. The institutional pedagogical project

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UFRN's Institutional Pedagogical Project is an institutional reference document for the implementation of: the academic policy that guides the restructuring of the undergraduate programs' pedagogical projects; the graduate studies policy that leads to the improvement of the programs taught; the research policy that enables the effective integration of the University into the socioeconomic and cultural reality of the State; the extension policy that reflects the Institution's real social commitment to the local and regional community; and the innovation policy that contributes to the strengthening of academic activities.

## 11.1 TEACHING POLICY

The teaching policy covers teaching at undergraduate programs in both in-person and distance learning modalities, teaching at graduate programs, basic education, and secondary-level technical, vocational education.

### 11.1.1 Teaching policy for undergraduate programs

Undergraduate teaching at UFRN is based on pedagogical, political, and philosophical concepts aimed at offering a qualified, ethical, and civic education.

In this direction, the University has sought to organize its curricular proposals by associating the determinations of the National Curricular Guidelines specific to the programs to the demands of the society to which the graduates are directed, observing the regulatory framework of the mentioned educational system. Over the last 10 years, UFRN has sought to redefine the strategies of the teaching-learning process by developing new educational pathways, incorporating principles such as flexibility, student mobility, and interdisciplinarity in order to provide students with various opportunities to complete the curriculum.

Policies to improve the quality of teaching, the accessibility and inclusion conditions, as well as teacher training, have been developed and are considered essential to achieving an innovative, inclusive, socially referenced university, acknowledged nationally and internationally for its academic and management excellence. Therefore, this core activity of UFRN should revolve around the development of a teaching and learning process based on the active construction of knowledge, which occurs through innovative pedagogical practices capable of enabling collaborative learning and the comprehensive development of the student.

These premises should guide the educational act, directing didactic mediation in the process of knowledge acquisition, establishing interactions and exchanges between professors and students in an interdisciplinary and multi-referenced curricular dynamics. It is also necessary to consider the various intelligences, versatility, creativity, and capacity for reflection, the ability to work in groups, and the mobilization of skills that are established by the current educational legislation.

The education provided must therefore seek academic excellence, observing the dynamics of society, the demands of the labor market, and the need to exchange knowledge between national and international institutions, contemplating the implementation of innovative curriculum models. UFRN has relentlessly pursued excellence at the undergraduate level, undertaking, to this end, the reconfiguration of pedagogical projects aimed at curricular flexibility, adjustment of program workloads, connection with extension and research, the provision of courses that incorporate the integrated use of information and communication technologies to achieve pedagogical objectives, incorporation of innovative methodologies and the possibility of offering content in the distance learning modality in face-to-face programs.

The institutional actions developed for distance learning are also guided by the mission, vision for the future, and objectives of UFRN, which aim to contribute to expanding access to higher education, student retention, and the qualification and expansion of the use of Information and Communication Technologies (ICT).

This pedagogical practice is considered part of a permanent policy of offering undergraduate, graduate, and extension programs, and should be integrated into the in-person offering of programs at different levels and areas of knowledge, as well as into the national policy for teacher training.

In this regard, in 2017, the Policy for Improving the Quality of UFRN's Undergraduate and Graduate Programs (Resolution No. 181/2017–CONSEPE) was approved, updated by Resolution No. 048/2020-CONSEPE, taking into consideration the relevance of program assessment and aiming to improve academic quality indicators. The undergraduate programs prepare a Three-Year Action Plan for the Undergraduate Program (PATCG), in which effective proposals are formulated to address weaknesses and guide actions to improve quality indicators, based on the results of evaluations, whose preparation and

execution are guided and monitored by an Undergraduate Studies Commission.

**Thus, the undergraduate teaching policy for the 2020-2029 period should encompass pedagogical practices aligned with the current student profile, taking into account, by the way, which content is no longer essential due to new technologies.**

During the learning period, students need to experience practice from the beginning of the program, teamwork, and internships, in order to acquire the necessary experience to become responsible, critical, and proactive citizens. The policy should, thus, encompass the following pillars and relevant actions:

## 1. Improvement of undergraduate programs' quality

I. Reconfiguration of the programs' pedagogical projects based on flexibility and continuous revision of the undergraduate programs' Three-Year Action Plan, as provided for in internal resolutions.

II. Improvement of academic guidance, in order to contribute to the retention of students at the institution, with quality.

III. Implementation of extension activities in the curricula of UFRN's undergraduate programs.

IV. Encouragement of coordination between the licentiate degrees' pedagogical projects, in order to strengthen the links between UFRN and the state and municipal education systems.

V. Continuous improvement of programs, based on the use of their various assessments.

VI. Constant updating of pedagogical projects and distance learning infrastructure, aimed at improving the quality of programs.

VII. Support for the presentation of proposals for new programs, especially for campuses in the state's interior.

## 2. Adoption of innovative practices

I. Use of active methodologies that enable the development of the teaching-learning process based on content, procedures, and attitudes capable of fostering a proactive, investigative, and collaborative stance.

II. Use of resources from new technologies to support teaching and learning.

III. Incorporation of entrepreneurship content into the programs' educational projects, in order to contribute to the education of professionals capable of transforming ideas into opportunities, achieving goals, and generating value for society.

### 3. Permanent didactic-pedagogical training for professors

I. Provision of courses on teaching methodologies, with a focus on the use of technological resources, in a blended learning and online format, of a theoretical-practical nature, geared toward improving the teaching practice.

II. Creation of an educational advisory service for the development of assessment tools for the courses and the creation of virtual learning environments.

III. Publication and dissemination of original texts with research results or reports of experiences or essays that address, in higher education teaching, the use of teaching and learning methodologies, the development of teaching materials and pedagogical resources, as well as of assessment strategies in different areas of knowledge.

IV. Promotion of teacher training in the use of distance learning methodologies.

#### 11.1.2 Teaching policy for graduate programs

Over the last 10 years, the Federal University of Rio Grande do Norte has strengthened its graduate studies system, which now offers programs of excellence, enabling it to reach a new scientific level in a wide range of areas, such as Materials, Biodiversity, and Psychobiology. The current institutional challenge is to strengthen the quality of the graduate studies system toward academic excellence, with gradual and continuous improvement in the evaluation of graduate programs, aiming to meet the needs of society in terms of the education of highly qualified human resources and scientific production. Furthermore, it should be considered that the social and economic transformations resulting from technological advances require international integration, greater flexibility in educational models, valorization of interdisciplinarity, and knowledge production associated with the educational process.

The graduate studies' commitment reflects the recognition by its members of the quality of the programs in a comparative evaluation process coordinated by the Brazilian Coordination for the Improvement

of Higher Education Personnel (CAPES). The profile of graduates as a result of the educational process and their actual contribution to society is the guiding principle for the construction of criteria and indicators. In this context, self-evaluation and planning are essential elements for promoting the improvement of the quality of UFRN's graduate programs, resulting in an educational process of high technical and scientific quality and in the permanent expansion of the quality of the scientific production generated.

In its 40 years of existence, UFRN's graduate education has reached a level of maturity that reveals the need for strong international interaction as a basic condition for the continuous improvement of the quality of research and education carried out in its programs. The flexibilization that already exists in the educational model capable of allowing for solid graduate and scientific education shared with other international academic excellence centers, will place the Institution among the best in the country in the coming years.

The internationalization of UFRN's graduate education should be strengthened by the establishment and consolidation of scientific cooperation with established research

groups abroad, aiming to establish research networks on topics of relevant scientific interest, in addition to continuously seeking an international standard in the education of masters and PhDs. In addition, the presence of visiting foreign professors in the institution's graduate programs and the participation of UFRN faculty and students in international research programs and networks are priorities in its implementation, so that the University also becomes attractive to students and researchers from abroad. Institutional actions are in progress, such as the PRINT-UFRN-CAPES Project and the Fulbright Demand for Academic Excellence, aiming at the continuous exchange of researchers to create a globalized educational environment for students and faculty involved in graduate programs.

Another relevant aspect is the integration of the programs into the social and economic development process, linked to the modification of knowledge and the continuous improvement of the educational processes, which become qualifying elements of graduate education, combining teaching, research, extension, and innovation. Although this latter characteristic is essential to professional programs, it should also be an objective of academic programs, given UFRN's mission.

The graduate programs' evaluation system in Higher Education Institutions is moving toward a multidimensional model that takes into consideration factors such as the institution's vocation and potential, as well as its contribution to the country's economic and social development. UFRN's institutional project thus encompasses, for the next 10 years, the following pillars and relevant actions:

## 1. Academic excellence

<p>I. Consolidation of the self-evaluation process, contributing to the evolution of the research and graduate system within an international standard of scientific quality, in line with regional and national needs and supporting the programs' strategic planning.</p>	<p>II. Systematic monitoring of graduates from master's and doctoral programs, with the aim of contributing to the improvement of the programs' pedagogical projects.</p>	<p>III. Valuing interdisciplinarity through the revision of the programs' pedagogical projects.</p>
<p>IV. Submission to CAPES of competitive proposals for PhD programs.</p>	<p>V. Attracting national and foreign visiting researchers with the profile to contribute to the education of people and to increase and improve scientific production.</p>	<p>VI. Improvement and modernization of the infrastructure of teaching and research environments, ensuring the sharing of laboratories and equipment, based on a multi-user approach across all UFRN campuses.</p>

## 2. Internationalization

<p>I. Flexibilization of the graduate education models shared with other internationally acclaimed academic excellence centers.</p>	<p>II. Increase and consolidation of scientific cooperation between graduate programs and research groups abroad.</p>	<p>III. Encouragement of visits by foreign professors to UFRN's graduate programs.</p>	<p>IV. Encouragement of participation by UFRN faculty and students in international research programs and networks.</p>
<p>V. Expanding academic mobility with foreign institutions, making the University more attractive to students and researchers from abroad.</p>	<p>VI. Encouraging the offering of courses taught in foreign languages and the transfer of credits obtained abroad, in addition to double-degree and joint supervision agreements.</p>	<p>VII. Strengthening international partnerships in the areas defined for the PRINT-UFRN-CAPES, a strategic internationalization program approved for the next 5 (five) years, in addition to other existing agreements.</p>	

## 3. Integration into the social and economic development

<p>I. Directing the production of knowledge so that it is capable of contributing to social transformation.</p>	<p>II. Adopting an interdisciplinary approach to scientific production that encompasses the tackling of societal problems and promotes innovation and the globalization of knowledge.</p>	<p>III. Expanding dialogue and dissemination and interaction actions with different sectors and institutions, increasing the visibility of graduate programs, informing society about the relevance of their production.</p>
<p>IV. Support for the submission of proposals for new programs, especially doctoral programs for campuses in the interior of the state.</p>	<p>V. Encouragement of the retention of faculty with high scientific output in the interior of the state.</p>	



### 11.1.3 Teaching policy for basic education and secondary-level technical, vocational education

In addition to higher education, UFRN also provides basic education – early childhood education, early years of fundamental education, and secondary-level technical, vocational education. The Center for Early Childhood Education – College of Application (NEI-CAP) develops academic activities focused on pedagogical innovations for early childhood and fundamental education, as well as on initial and continuing teacher training. It has, thus, simultaneously contributed to society through the provision of increasingly high-quality education at this level, as evidenced by its results in the editions of the National Basic Education Assessment System (SAEB), standing out in the Basic Education Development Index (IDEB) for exceeding the state, regional, and national averages.

In the field of secondary-level technical, vocational education, UFRN offers 21 programs, covering the technological areas of Environment and Health; Industrial Control and Processes; Information and Communication; Food Production; Cultural Production and Design; and Natural Resources, combining education, work, science and technology, with a view to the

continuous comprehensive development of students for social and professional life. There are four specialized academic units that provide vocational education at this level: the Digital Metropolis Institute (IMD), the Jundiá Agricultural School (EAJ), the Health School (ESUFRN), and the Music School (EMUFRN), the latter three having been created in the 1950s and 1960s, and nowadays they are members of the Federal Network for Vocational, Scientific, and Technological Education (RFEPCT), dedicated primarily to the provision of secondary-level technical, professional education, in addition to initial and continuing education (FIC).

Given its commitment to continuously improving the quality of its academic processes at these levels and basic education modalities and to better coordinating the role of specialized academic units in its network activities and processes, UFRN established in 2015 the Secretariat for Basic, Technical, and Technological Education (SEBTT), directly subordinate to the Office of the Provost, as the executive body responsible for planning, monitoring, and evaluating policies, projects, programs, and activities carried out within the scope of these units.

Thus, the provision of basic education and secondary-level technical, professional education by UFRN also constitutes a social responsibility initiative insofar as it promotes the advancement of educational sciences and enables the integration of students into the academia, the civil society representatives, and potential productive sectors. In this perspective, the University seeks the continuous improvement of the quality of basic education and secondary-level technical, vocational education offered, with a view to meeting the needs of society and the labor market, prioritizing the following areas:



## 1. Planning and evaluation

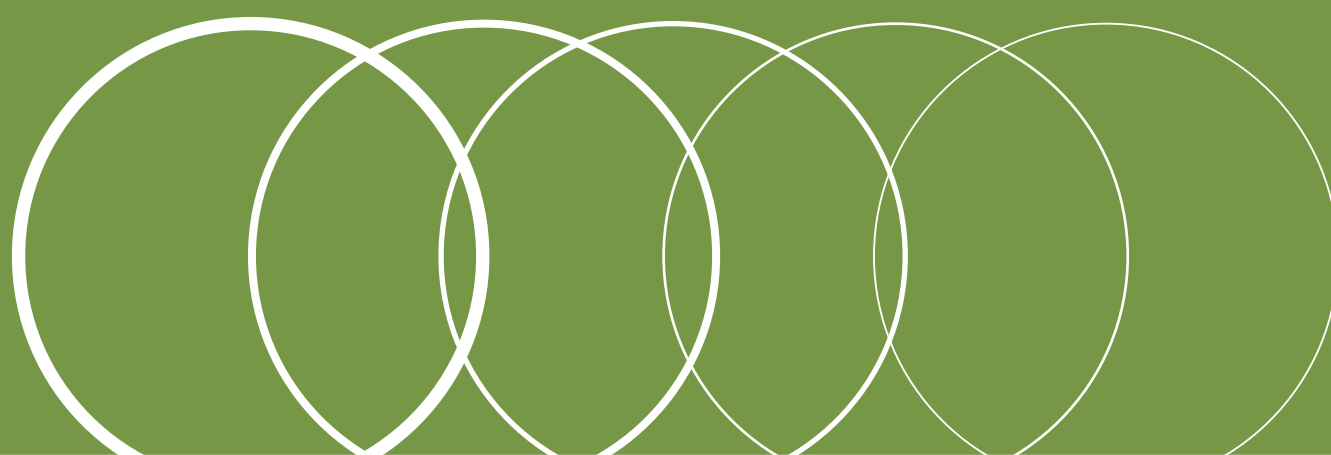
- I. Conducting a diagnosis of the quality of programs based on internal and external evaluations.
- II. Constant survey of graduates from secondary-level technical, vocational education, to provide feedback to the planning of programs, thus improving their quality.
- III. Developing a general plan that standardizes procedures and the construction of four-year plans for all units, based on the diagnoses.
- IV. Continuous updating of the programs' pedagogical projects, aligning them with the labor market and relevant educational legislation.

## 2. Teacher training

- I. Collaboration with the initial training of teachers for basic education offered by licentiate degree programs.
- II. Implementation of pedagogical training programs for the teaching staff of Basic Technical and Technological Education (EBTT).
- III. Adoption of innovative methodologies, including those mediated by technologies in the teaching-learning process of basic as well as technical, vocational education programs.

## 3. Interaction with society

- I. Improving communication with society.
- II. Identifying social and professional training demands of society.
- III. Strengthening inclusion actions focusing on student admission, retention, and success.



## 11.2 RESEARCH POLICY

UFRN constantly strives to incorporate high-quality research that is aligned with the socioeconomic interests of Rio Grande do Norte, without losing sight of its role in developing projects that produce universal knowledge. It is worth remembering that the growth of research at UFRN has occurred at an accelerated pace, especially in the last 10 years, in an integrated and excellent manner across all areas of knowledge, strengthening the link with the pillars of teaching and extension, gaining space on the national scene and international recognition.

In its educational programs, UFRN encourages the development and expansion of basic research as a foundation for the production of applied knowledge and technological development. Similarly, applied research is encouraged by the University to carry out projects aimed at institutional development and that meet external demands, reinforcing the University's relationship with sectors of society. Encouraging collaborative research and the participation of faculty members in interdisciplinary actions are strategies to be employed to strengthen and expand the prominent position achieved by UFRN on the national stage.

Such incentives, in addition to broadening the research scope, both in already consolidated knowledge areas and in interaction with different levels of education and university extension programs, they reinforce internal partnerships, providing space for multidisciplinary actions, and consolidate the use of multi-user environments, under the aegis of efficiency in the use of infrastructure from an integrative perspective.

The considerable growth of institutional research points to the need to strengthen some aspects in this new Plan, namely: increasing internationalization; increasing partnerships to promote research and innovation with agents outside the Institution; expanding laboratories and multi-user research infrastructures; and increasing scientific dissemination. To continue the growth of research at the institution, and with a view to overcoming the identified challenges, the policy for this area seeks to address four specific areas and actions, namely:

### 1. Education of highly qualified human resources for research

- I. Promotion of initiatives that favor the integration of undergraduate and high school students into scientific activities developed in the academic environment, enabling their articulation with graduate studies.
- II. Development of complementary educational actions aimed at promoting ethics and encouraging good research practices, using information and communication technologies.

### 2. Strengthening of the institutional infrastructure geared toward research

- I. Implementation of shared and sustainable structures, favoring multi-user models to support research.
- II. Improvement of conditions for maintaining and modernizing the institutional research infrastructure.

### 3. Promotion of research

- I. Alignment of institutional research funding policies with the National Science and Technology Plan.
- II. Incentives for research aimed at strengthening regional socioeconomic development.
- III. Prioritization of research funding based on results indicators.
- IV. Incentives for the development of assistive and social technologies, creative economy and bioeconomy, in order to contribute directly to improving the quality of life of the population and to social inclusion.

### 4. Scientific dissemination

- I. Promotion of scientific dissemination that allows the diffusion to society of the knowledge produced at the University and the social benefits of research, through the Institution's communication channels.
- II. Encouragement of the development of partnerships with sectors of society, popularizing science and stimulating the community's interest in scientific research.

### 11.3 EXTENSION POLICY

University extension at UFRN is structured as an activity geared toward promoting transformative interaction between the institution, other institutions, and society, mediated by scientific, cultural, educational, and artistic processes. Based on this assumption, it should be guided by intrainstitutional coordination with teaching and research processes, as well as guided by exchange with the complex set of knowledge and practices produced in other social segments. Essentially dialogical, this stance translates into the permanent challenge of maintaining institutional openness with the aim of contributing to transformative interventions in social reality and promoting research and professional training processes based on principles of equity for the construction of a democratic and supportive society.

UFRN's extension policy proposed in this IDP is based on the concept of extension of the National Education Council, which considers that this dimension of higher education "is the activity that is integrated into the curriculum and research organization, constituting an interdisciplinary, political educational,

cultural, scientific, and technological process that promotes transformative interaction between higher education institutions and other sectors of society through the production and application of knowledge, in permanent articulation with teaching and research." (Resolution CNE/CES No. 7 of 2018, Art. 3rd).

The purpose of UFRN's extension policy is, therefore, to reaffirm its social commitment by expanding and improving the quality of its extension activities, based on dialogue and the exchange of knowledge between the academic community and society. The institution contributes, thus, to the academic and civic education of students and to social transformation, thus fulfilling its public duty. To structure this policy, the following areas and relevant actions were defined:

## 1. Dialogical interaction between academia and society

I. Establishment of a strategic position by UFRN regarding the development of the state of Rio Grande do Norte, through the consolidation of extension programs and projects.

II. Promotion of partnerships with different organizations, with a view to meeting the real demands of society.

III. Collaboration with the productive sector for innovation and technological improvement, aimed at social and economic development.

IV. Strengthening the ties with institutions that operate public policies in various governmental spheres.

V. Establishment of teaching-learning fields based on cooperative relationships, relying on the collaboration of professionals from partner institutions in training processes.

VI. Development and articulation of actions in the field of social communication, with a view to disseminating knowledge produced at the University.

VII. Use of participatory methodologies, with a view to the development of social technologies.

## 2. Civic education

I. Development of extension activities integrated into the programs' pedagogical projects, strengthening, in the educational process, the experience of knowledge in an interprofessional and interdisciplinary way.

II. Encouragement of the academic community to contribute to addressing Brazilian society issues, through the appreciation of culture as a right and as a symbolic expression.

III. Encouragement of changes in the Institution itself and in other sectors of society, based on the construction and application of knowledge, with a view to social transformation.

IV. Contribution to the critical and civic education of students based on the experience of their knowledge and the exchange of knowledge with society.

### 3. Articulation between teaching, research and extension activities

<p>I. Adoption of strategies aimed at the true inseparability between teaching, research and extension, educating professionals and intellectuals who promote critical, fruitful, and propositional dialogue on the issues that emerge from historical and social reality.</p>	<p>II. Fostering academic extension actions that connect the technological and social innovation dimension with the problems of society, focusing on the education and qualification of agents aimed at local development in municipalities and communities.</p>	<p>III. Strengthening UFRN's cultural policy with art and culture actions integrated into educational processes, with a view to the preservation, dissemination, and innovation of cultural and artistic assets that can contribute to the development of society.</p>
<p>V. Development of a museum policy within the educational processes of undergraduate and graduate programs, which takes into account the cultural and educational dialogue with the various segments of society.</p>	<p>VI. Strengthening the sports policy through the implementation of sports and leisure activities that serve the internal and external community on all UFRN campuses.</p>	



### 11.4 INNOVATION POLICY

Innovation is a broad and cross-cutting theme; its inclusion as a policy in this IDP embodies a transformative institutional action in the context of the University's activities. This cross-cutting nature should be understood in a broad sense, involving the teaching-research-extension triad, in addition to assisting in the continuous updating of management practices. From this perspective, academic education of global excellence involves the need for continuous reflection on teaching practices in the face of new challenges in an increasingly digital society that also faces various social barriers. Thus, initiatives related to innovative pedagogical practices must be structured and disseminated in order to have an expanded innovation environment in teaching. In addition, the creation and restructuring of programs must be substantiated, guided by a perspective aligned with the global educational challenges of higher education.

In order for university education to be in line with the current demands of society, one must have the convergence of a series of elements involved in the teaching and learning process in this context.

Therefore, it is necessary to encourage creativity and inventiveness, in addition to enabling active, interactive, and autonomous learning, facilitating the exchange of knowledge and collaboration among peers. Furthermore, the incorporation of new technologies into the development of the teaching and learning process becomes imperative, provided that it takes into consideration the socioeconomic contingencies, the cognitive possibilities, and the objective reality of teachers and students, adopting didactic and technological mediation in a qualified and inclusive manner.

The New Legal Framework for Science, Technology, and Innovation (Law No. 13,243/2016), regulated by Decree No. 9,283/2018, changed the legislation in this area and provided for the creation of a more favorable environment for research, development, and innovation in universities. The development of research that can generate new technologies has become a permanent practice, given the potential benefits for society. The protection of these technologies aims to safeguard the property rights of the Institution in relation to the intellectual and financial investments applied in the development

of research, and also to allow that these new products and processes are licensed, generating revenues that will be reinvested in innovation.

The innovation environment at the Institution has been strengthened through the development of entrepreneurship activities, actions involving interaction with companies, and research conducted in close connection with the productive sector, both governmental and non-governmental, expanding UFRN's involvement with society.

In view of the context presented above, the innovation policy should be established by a CONSEPE resolution by July 2021 and will be structured around four guiding principles:

## 1. Innovation in teaching

- I. Structuring a center of excellence in teaching for the training and updating of innovative pedagogical practices, which also provides a space for discussion and encouragement of the development of these practices.
- II. Provision of courses for teachers and students that enable knowledge of tools, products, and processes that assist in the learning of innovative pedagogical practices.
- III. Encouraging the offering of courses in foreign languages and international exchange of professors focused on the exchange of innovative teaching experiences.

## 2. Dissemination of the innovation and entrepreneurship practice

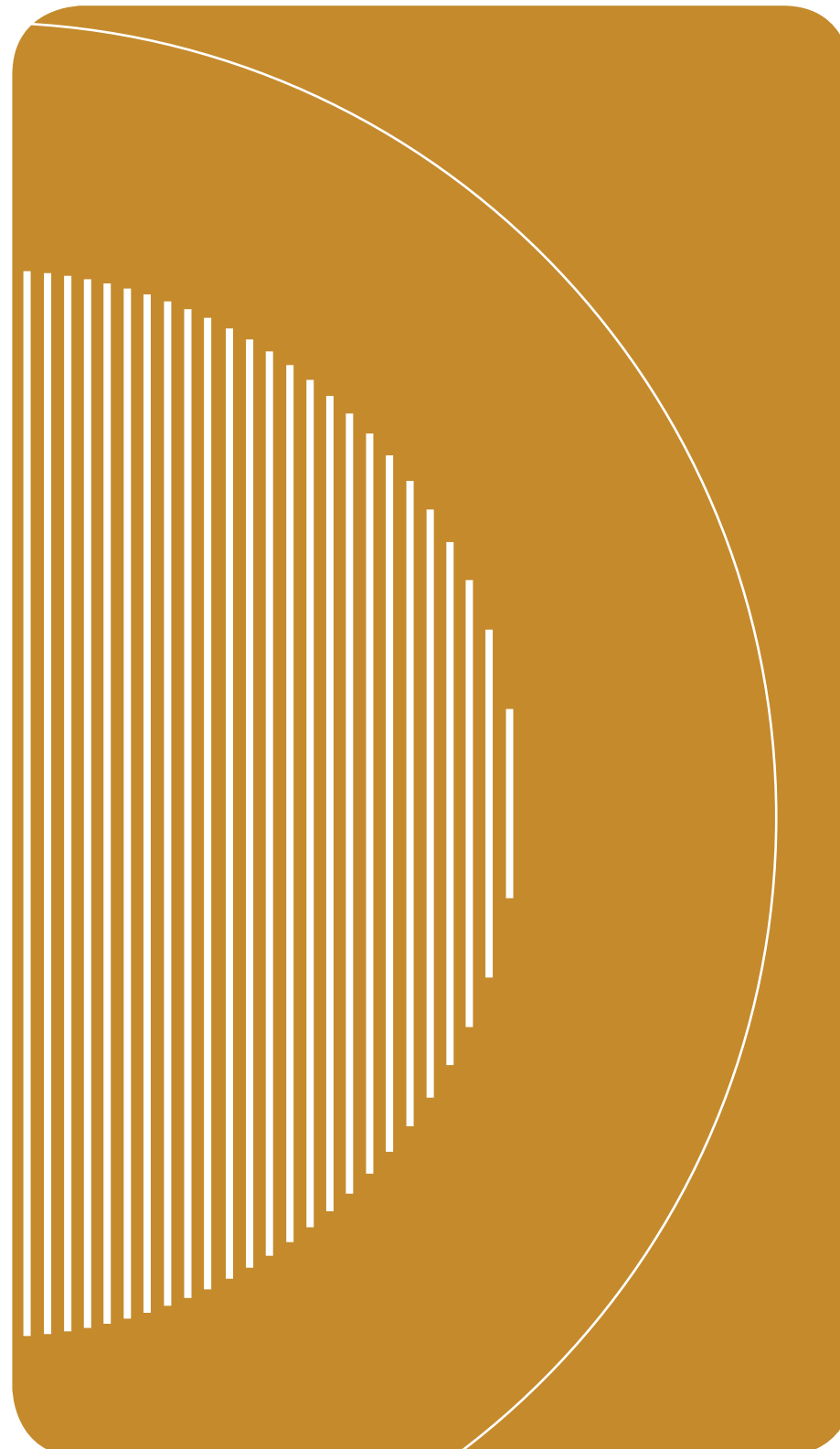
- I. Training for staff in the areas of intellectual property, innovation, and entrepreneurship.
- II. Encouraging the offering of courses that cover intellectual property, innovation, and entrepreneurship.
- III. Expansion of environments that promote innovation within the institution, such as incubators and technology parks.

### 3. Strategies for strengthening intellectual property

- I. Development of technological prospecting and competitive intelligence studies in the field of intellectual property, to support environments that promote innovation.
- II. Strengthening the interaction between researchers, inventors, and organizations, reinforcing the strategic value of knowledge transfer.
- III. Increased communication actions in the scope of promoting entrepreneurial and innovative behavior.
- IV. Establishment of actions in the university community, emphasizing the importance of protecting the assets developed by the Institution.

### 4. Technology transfer

- I. Expanding the visibility of projects and technologies produced at the University, highlighting their capacity to generate intellectual property and transfer solutions in the form of innovation.
- II. Fostering interaction between the University and society, in order to disseminate its technologies and encourage the licensing of products generated at the Institution.
- III. Strengthening public and private partnerships for the development and transfer of technologies, with streamlining of the relevant internal procedures.



## 12. Local, regional, national and international presence

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UFRN is located in the Northeast region, in the state of Rio Grande do Norte (RN), which has a population of 3,534,165 inhabitants (according to 2020 data from the Brazilian Institute of Geography and Statistics – IBGE), with a population density of 60 inhabitants/km<sup>2</sup>, distributed across 167 municipalities. However, there is a significant concentration of the population in only three municipalities – Natal, Mossoró, and Parnamirim – with approximately 40% of the total.

Rio Grande do Norte (RN) is a state with a warm climate, with high temperatures throughout the year and tropical and semi-arid climate. Thus, rainfall is the main determining factor of the climate in Rio Grande do

Norte and causes about 90% of its territory to be located in the Drought Polygon region. These characteristics are among the determinants that define the state's economic potential, its structure, and the spatial distribution of production and income.

Socioeconomic indicators show that a significant part of the state's population is currently considered socioeconomically vulnerable. These indicators are seen as a challenge for the academic community. UFRN plays a strategic role as an institution that drives local and regional development and has a national presence through the education of qualified professionals and the development of research.

With the University's structure comprising five campuses (one in Natal – Central Campus – and four in the interior: Caicó Campus, Currais Novos Campus, Macaíba Campus, and Santa Cruz Campus) and the institutionalization of the offering of undergraduate programs in the distance learning format (operating in 15 centers located in various municipalities of the state), UFRN reaffirms, in an equitable manner among all campuses and centers, the pursuit of academic quality with equal opportunities, strengthening the expansion of higher education into the state's interior.

Several international, national, and regional events impact the management of UFRN, creating opportunities for improving its core activities in undergraduate and graduate education, research, university extension, and innovation. Brazil has been a signatory of the United Nations' 2030 Agenda for Sustainable Development since 2015. This agenda consists of 17 Sustainable Development Goals (SDGs) and 169 targets that should guide national policies and international cooperation activities.

The SDGs and their targets involve “diverse themes, such as poverty eradication, food security and agriculture, health, education, gender equality, reduction of inequalities, energy, water and sanitation, sustainable patterns of production and consumption, climate change, sustainable cities, protection and sustainable use of oceans and terrestrial ecosystems, inclusive

economic growth, infrastructure and industrialization, governance, and means of implementation”<sup>3</sup>.

At the national level, the National Education Plan (PNE 2014-2024)<sup>4</sup> has guided UFRN's institutional actions and policies. Specifically, Goal 12 aims to raise the gross enrollment rate in higher education to 50% (fifty percent) and the net rate to 33% (thirty-three percent) of the population aged 18 to 24, ensuring the quality of the education and expansion to at least 40% of new enrollments in the public sector; Goal 13 aims to raise the quality of higher education and increase the proportion of teaching staff in active service throughout the higher education system who hold a master's or a PhD degree to 75% (seventy-five percent), with at least 35% (thirty-five percent) holding a PhD degree; and Goal 14 seeks to gradually increase the number of enrollments in stricto sensu graduate programs, in order to reach the annual graduation of 60,000 (sixty thousand) masters and 25,000 (twenty-five thousand) PhD students.

3 BRASIL. Ministério das Relações Exteriores. Os Objetivos do Desenvolvimento Sustentável [Sustainable Development Goals]. Available at: <http://www.itamaraty.gov.br/pt-BR/politica-externa/desenvolvimento-sustentavel-e-meio-ambiente/134-objetivos-de-desenvolvimento-sustentavel-ods>. Access on February 1st, 2020

4 BRASIL. Ministério da Educação. Plano Nacional de Educação [National Education Plan]. Available at: <http://pne.mec.gov.br/18-planos-subnacionais-de-educacao/543-plano-nacional-de-educacao-lei-n-13-005-2014>. Access on February 1st, 2020.

According to the 2018 Higher Education Census, released in 2019, the state of Rio Grande do Norte (RN) had 29 higher education institutions (17 in the capital and 12 in the interior), 24 of which were private and five public (three federal and two state). Among these institutions, four are universities (two in the capital and two in the interior), and three of them are public (two in the interior and one in the capital); in addition to one private institution in the capital. This scenario also includes a Federal Institute of Education, Science and Technology. Also in the capital are two private university centers. Regarding the colleges, there are 22 in the state, twelve in the capital and ten in the interior; 21 are private and one is a public state college. In 2018, UFRN accounted for approximately 22% of the total number of undergraduate students about to graduate in the state and 75% of enrollment in graduate programs.

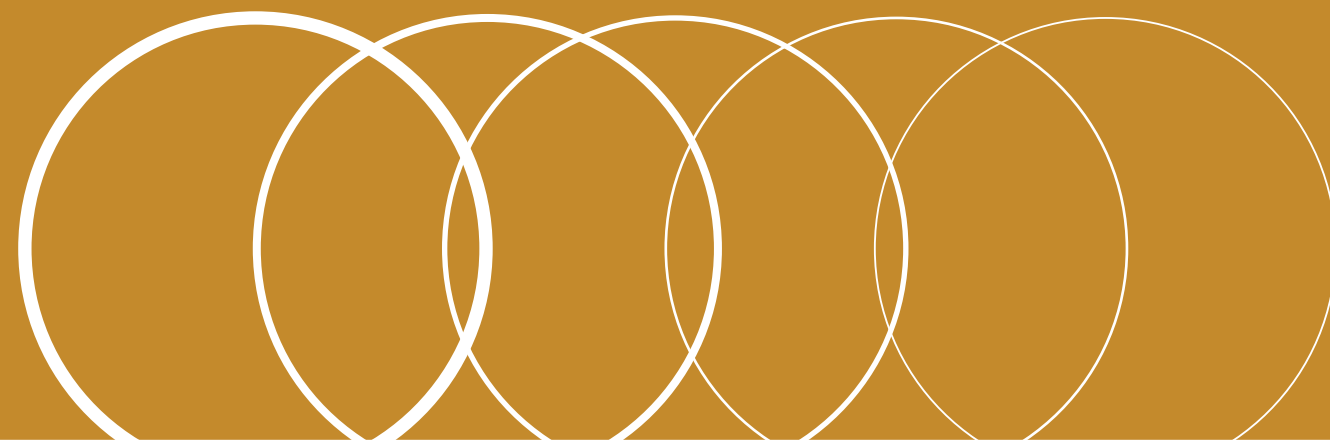
The geographic, population, and socioeconomic data presented show that UFRN contributes directly to the development of the region in which it is located, educating professionals and developing quality research. The University's image before society plays an important role in disseminating knowledge throughout the state of Rio Grande do Norte and the world, with quality programs in different areas of knowledge. Thus, UFRN seeks to strengthen, in its academic

community, an individual and collective engagement in actions of local and global transformation, capable of contributing to a better world.

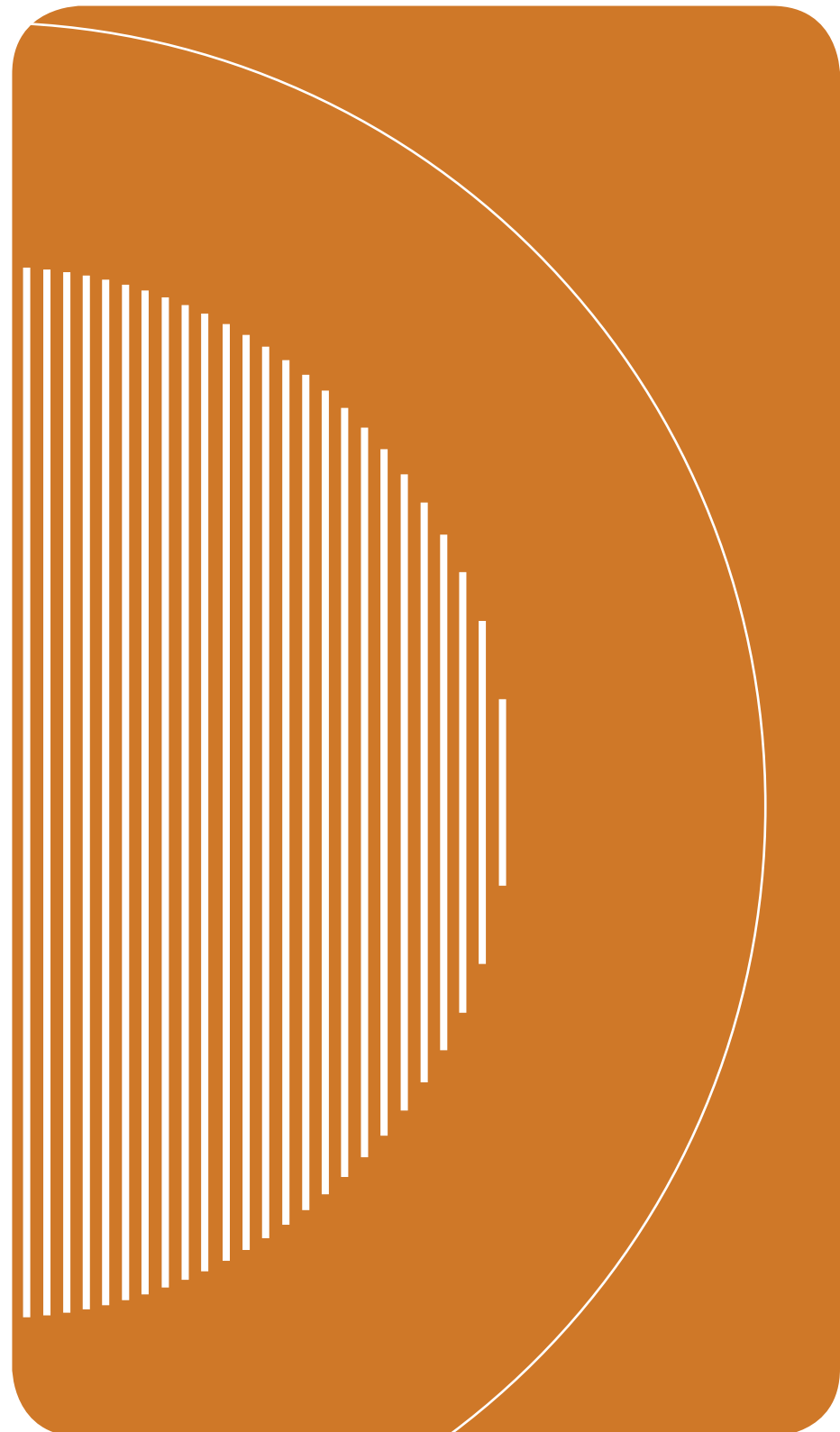
Furthermore, an institution with a global reach needs to be anchored, first and foremost, in a solid regional production, because the capacity to act on local issues is the most important component in building an identity geared towards contributing to addressing the world's main challenges. Based on the impact of its regional role, UFRN will be able to consolidate traditional areas of activity and extend its actions to new frontiers of knowledge, through the establishment of new partnerships.

UFRN, thus, reaffirms its commitment to the various contexts with which it maintains dialogue: the municipalities where its campuses and centers are located; the state of Rio Grande do Norte; the environment and the social and economic development of the Northeast region; the dissemination of knowledge at the national level; and internationalization, a characteristic of a contemporary global university.

In this sense, the strengthening of its regional, national, and international presence will be sought, prioritizing:



<p>I. Cooperation initiatives between researchers and undergraduate and graduate students, valuing those of regional scope and encouraging their national and international expansion, respecting the guidelines established in UFRN's Internationalization Policy;</p>	<p>II. the construction of curricula and teaching proposals that engage with contemporary issues, both regionally and internationally, aiming at the education of students capable of acting on a global scale, based on the principle that the broader the knowledge acquired, the more qualified their actions will be;</p>	<p>III. The improvement of internationalization agents, through exchange programs, partnerships with international institutions, and language training;</p>	<p>IV. The adoption of collaborative activities, through remote and in-person means, among UFRN campuses or with local, national, or foreign institutions;</p>
<p>V. The establishment of international collaboration in the development of research of global interest and partnerships that lead UFRN researchers to cooperate with international research;</p>	<p>VI. Participation in national or international cooperation networks whose purposes and proposals for action can strengthen the Institution's research areas;</p>	<p>VII. the creation of projects connected with local challenges, involving students in a global perspective that allows them to face such challenges with international collaboration, exchange of experiences and mutual growth of knowledge in the international context.</p>	



# 13. Management policy

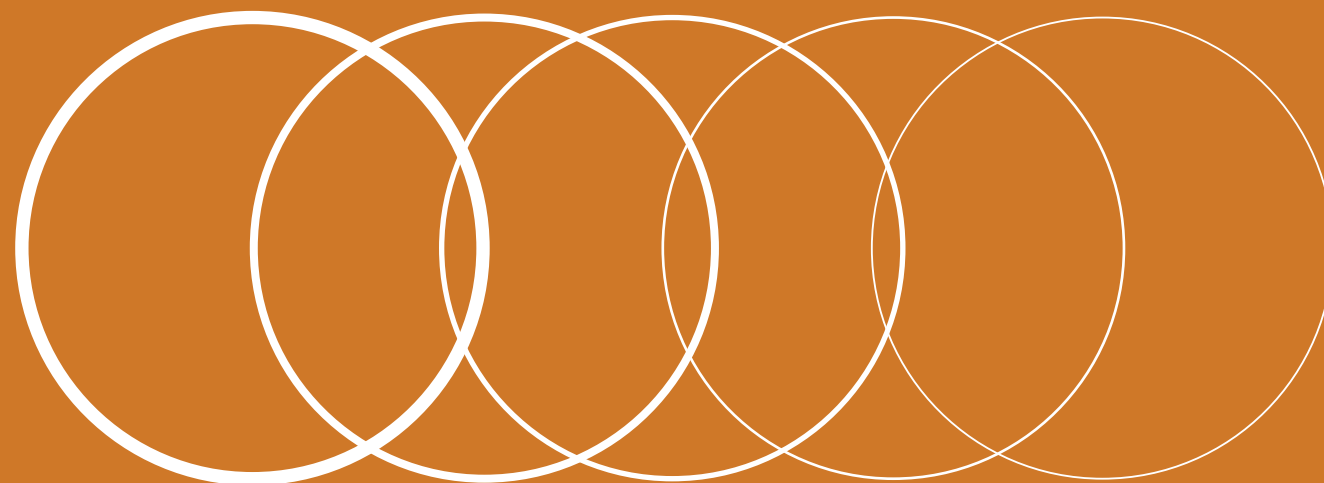
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Institutional management is achieved through policies implemented by its organizational structures and is made possible through the operationalization of a planning process hierarchized into three levels: strategic, tactical, and operational. This process is monitored and evaluated to support decision-making at all levels of the University. The challenges to be faced by UFRN in the coming years can be summarized by the priority of improving efficiency, efficacy, and effectiveness in

management, in order to enable institutional objectives, guided by its vision of the future. These challenges are directly related to the good performance of institutional strategic management, the more effective internal and external communication process, the budget and integrated costs model, advances in new work process models, the quantification of the number of personnel needed and its balancing, and technological innovation in systems and in information technology infrastructure.

Thus, the management policy proposed in this Plan involves improving institutional structures and processes, encompassing inclusive human development and organizational integration, aiming to support the teaching, research, extension, and innovation policies presented in this document.

This policy should be achieved through the following lines of action:



<p>I. Promotion of the planning and evaluation process in the Institution's units, through the connection of this Institutional Development Plan (IDP) with plans, programs, and projects at all levels;</p>	<p>II. Strengthening the use of management practices and tools focused on organizational results;</p>	<p>III. Development of actions geared towards sustainability in all its dimensions;</p>	<p>IV. Promotion of continuous improvement of academic and administrative management through training, in an equitable manner across all campuses;</p>
<p>V. Restructuring of the work process with a recalculation of staffing needs aimed at meeting institutional needs;</p>	<p>VI. Promotion of quality of life, health and safety at work, contributing to the promotion and maintenance of the highest levels of physical, mental and social well-being of employees of the central campus and the campuses in the countryside;</p>	<p>VII. Promotion and integration of communication at UFRN, aiming at constant dialogue with society and incorporating information accessibility;</p>	<p>VIII. Introduction and restructuring of new Information Technology (IT) applications in order to increase the quality of services and improve the analysis, processing and presentation of data as support for the core activities of the University and for accountability to society;</p>
<p>IX. Development of laboratory environments to support teaching and research at the Institution, through improvements in infrastructure and equipment on all UFRN campuses;</p>	<p>X. Promotion of information security practices in institutional processes to minimize risks;</p>	<p>XI. Create a policy for expanding UFRN to the countryside, in order to provide the necessary conditions in terms of infrastructure and personnel for the improvement of the quality of teaching, research and extension activities.</p>	

# 14. Global goals

1. Raising the scores obtained by undergraduate programs in ENADE (National Assessment of Student Achievement), to ensure that the percentage of programs with a score of 4 or 5 exceeds the 58% obtained in 2019, reaching 80% in 2024, and that the remaining programs obtain at least a score of 3.

## Strategies

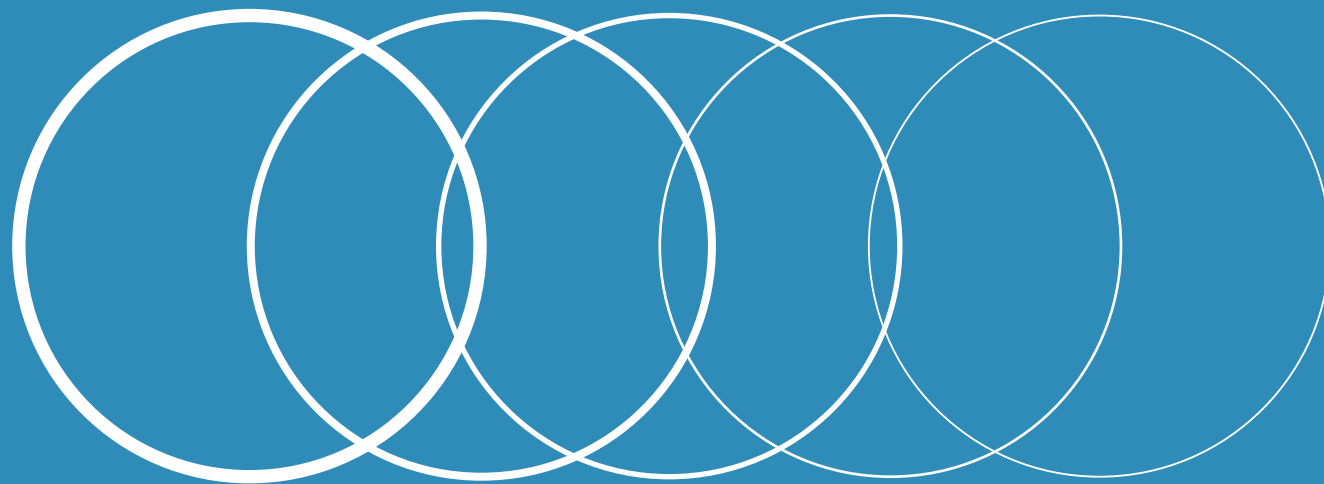
- I. To understand the profile of the students in each program, per shift and modality, in order to identify and meet their pedagogical needs;
- II. To promote teacher training, with updating of pedagogical practices and the efficient use of educational technologies;
- III. To permanently update the programs' pedagogical projects in order to guarantee the content defined in the National Curriculum Guidelines;
- IV. To re-evaluate the learning assessment criteria.

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2. Raising the undergraduate programs' success rate, from 53% obtained in 2019 to 62% in 2024.

### Strategies

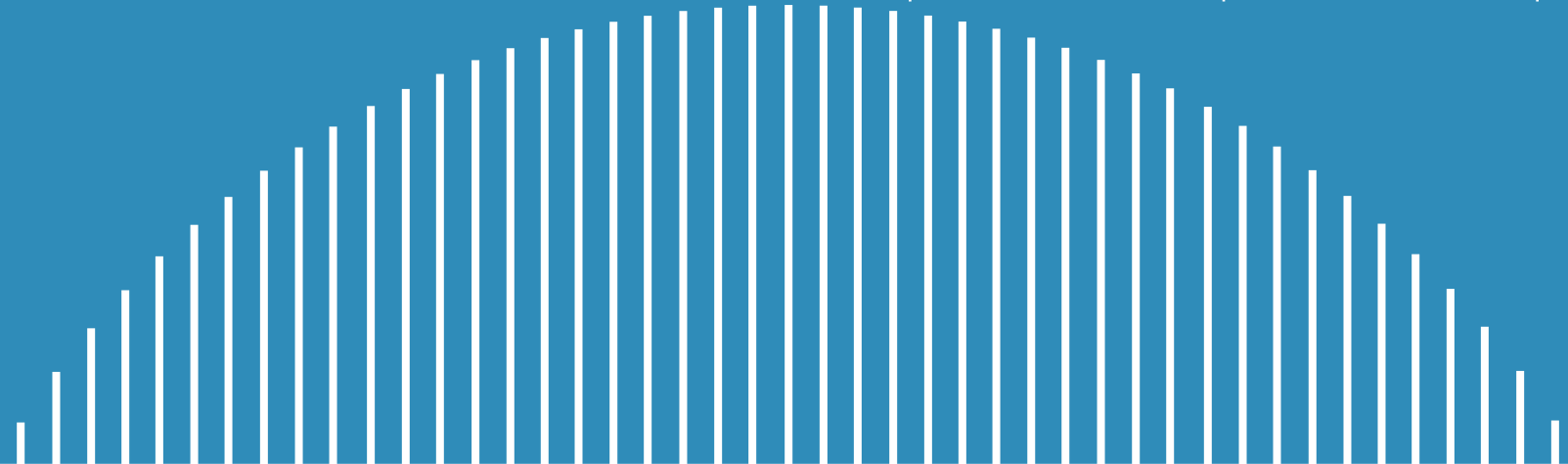
- I. Identify and characterize the programs with the highest dropout rates, in order to seek strategies to improve the success rate;
- II. Restructure academic counseling in undergraduate programs and value this activity in the teaching career;
- III. Evaluate the relevance of program offering, given the low demand and high dropout rates;
- IV. Strengthen the policy for the retention of quota students, taking into account the ethnic-racial and gender diversity of the academic community.



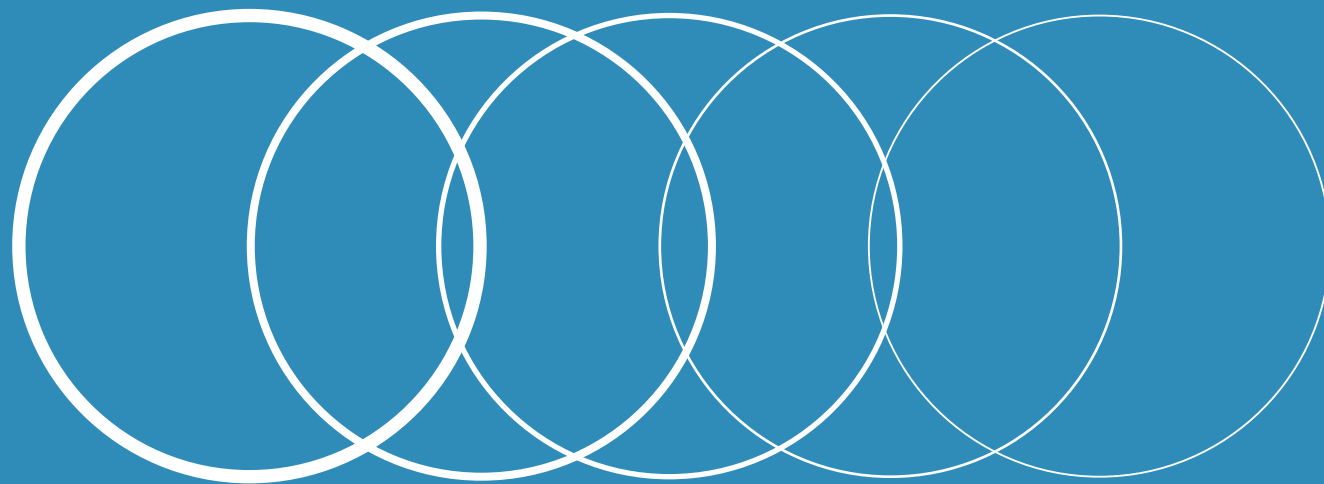
3. Raising the index Number of Full-Time Students enrolled in undergraduate programs, in stricto sensu graduate programs and in medical residency programs, from 35,016 in 2019, to 37,000 in 2024.

### Strategies

- I. Strengthen and improve pedagogical support projects and programs (monitoring, tutoring, Program to Support the Improvement of the Quality of Undergraduate Teaching – PAMQEG), especially for programs with higher dropout and retention rates;
- II. Induce the improvement of the quality of teaching through the reformulation of the programs' pedagogical projects and teacher training;
- III. Strengthen academic counseling in undergraduate programs through training and dissemination of successful practices;
- IV. Evaluate the relevance of offering programs in the face of low demand and high dropout rates.



4. Raising the score of at least 28 (30%) of the 95 stricto sensu graduate programs in the next 2 four-year evaluation periods conducted by CAPES.



## Strategies

- |   |   |   |
|---|---|---|
| <p>I.<br/>To encourage the flexibilization of the teaching and learning model in graduate studies, integrating new educational technologies into student training;</p>          | <p>II.<br/>To create mechanisms for expanding and consolidating international partnerships, with faculty and student mobility, offering courses in foreign languages, and supporting qualified scientific production with international partnerships;</p> | <p>III.<br/>To improve the quality of scientific production with increase of impact factors and expansion of student participation, through internal funding and the formation of research networks in strategic areas;</p> |
| <p>IV.<br/>To encourage the development of studies focused on the demands of society without losing sight of scientific excellence and technological and social innovation;</p> | <p>V.<br/>To strengthen the institutional self-assessment program in graduate studies to support the strategic planning of the programs, observing the demands of graduates and the external community.</p>   |   |

5. Expansion of the number of researchers of excellence at the Institution, from 8% in 2019, to 12% in 2024.

## Strategies

- I. Strengthen actions to support professors with demonstrated effort to become researchers of excellence;
- II. Increase opportunities to support young researchers;
- III. Support the formation of national and international research networks in strategic themes;
- IV. Induce the growth of interdisciplinary research groups and projects, taking into consideration the possibilities of creation on all university campuses.

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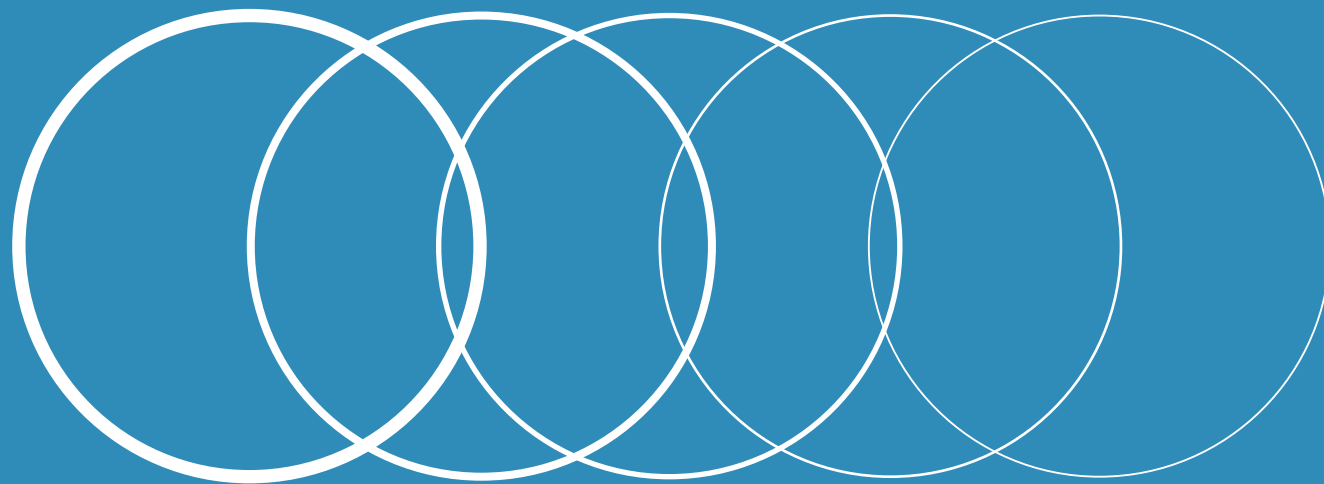
6. Increase by 50% the number of research initiatives on topics of global interest, developed with international partnerships, from 40 in 2019 to 60 in 2024.

## Strategies

I. Facilitate international partnerships, aiming at the development of research on topics of global interest;

II. Encourage participation in international research networks on topics of global interest;

III. Strengthen international partnerships in the priority areas defined for the print.



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7. Creation of four programs  
by 2024, focusing on innovative  
extension and social inclusion.

## Strategy

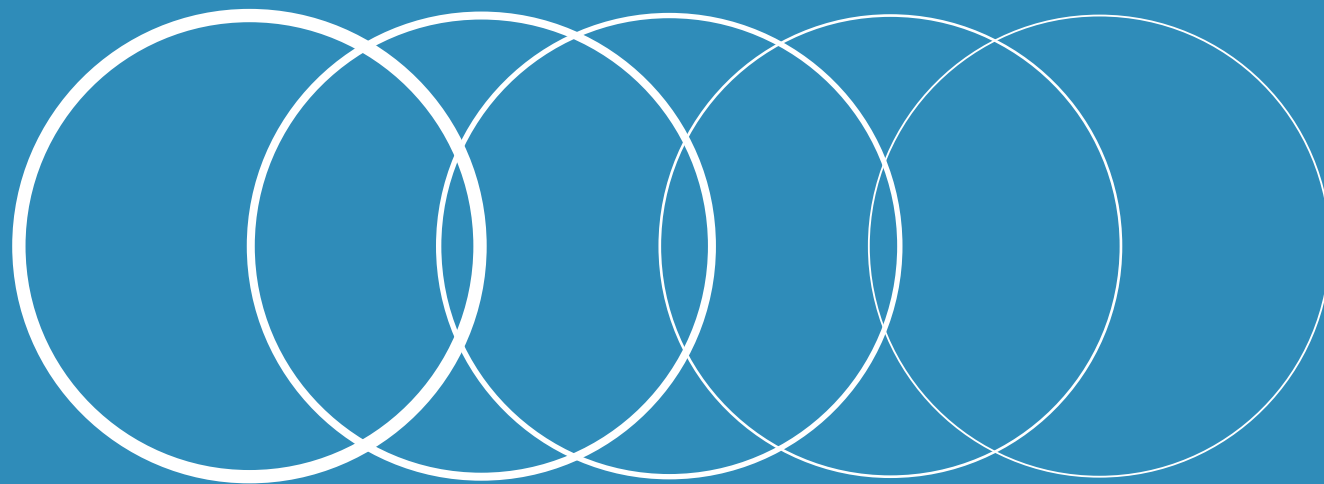
- I.  
To mobilize the  
academic community  
for the submission  
of projects focused  
on the themes of  
improving basic  
education, governance  
capabilities, university  
entrepreneurship and  
social incubation.

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8. A 40% increase in extension actions integrated into the programs' curriculum, aiming at the civic education of students.

## Strategies

- I. Expand extension actions for capacity building in the thematic areas of work, technology, and production;
- II. Encourage extension activities focused on innovation and social technologies and on the solidarity economy.



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9. Expansion of extension activities in social innovation focused on the development of social technologies and on the training and qualification of local agents, increasing from 6 to 12 projects per year.

## Strategies

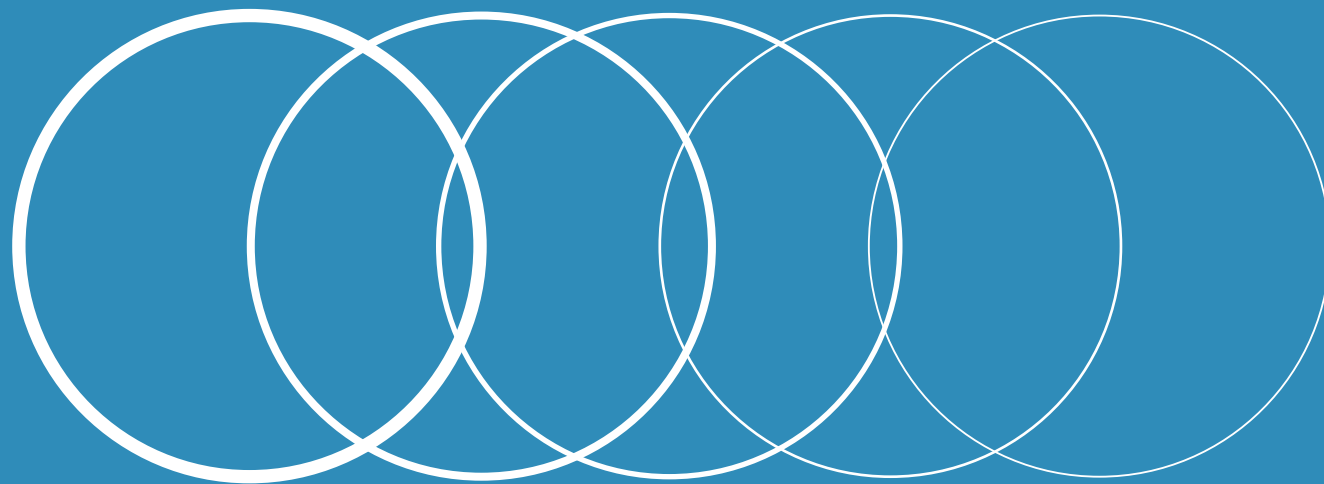
- I. To establish partnerships with different organizations in society in the pedagogical and scientific fields to offer courses or programs of different natures;
- II. To promote social communication actions aimed at disseminating information about the courses/ programs offered by the University, geared toward the training and qualification of local agents.

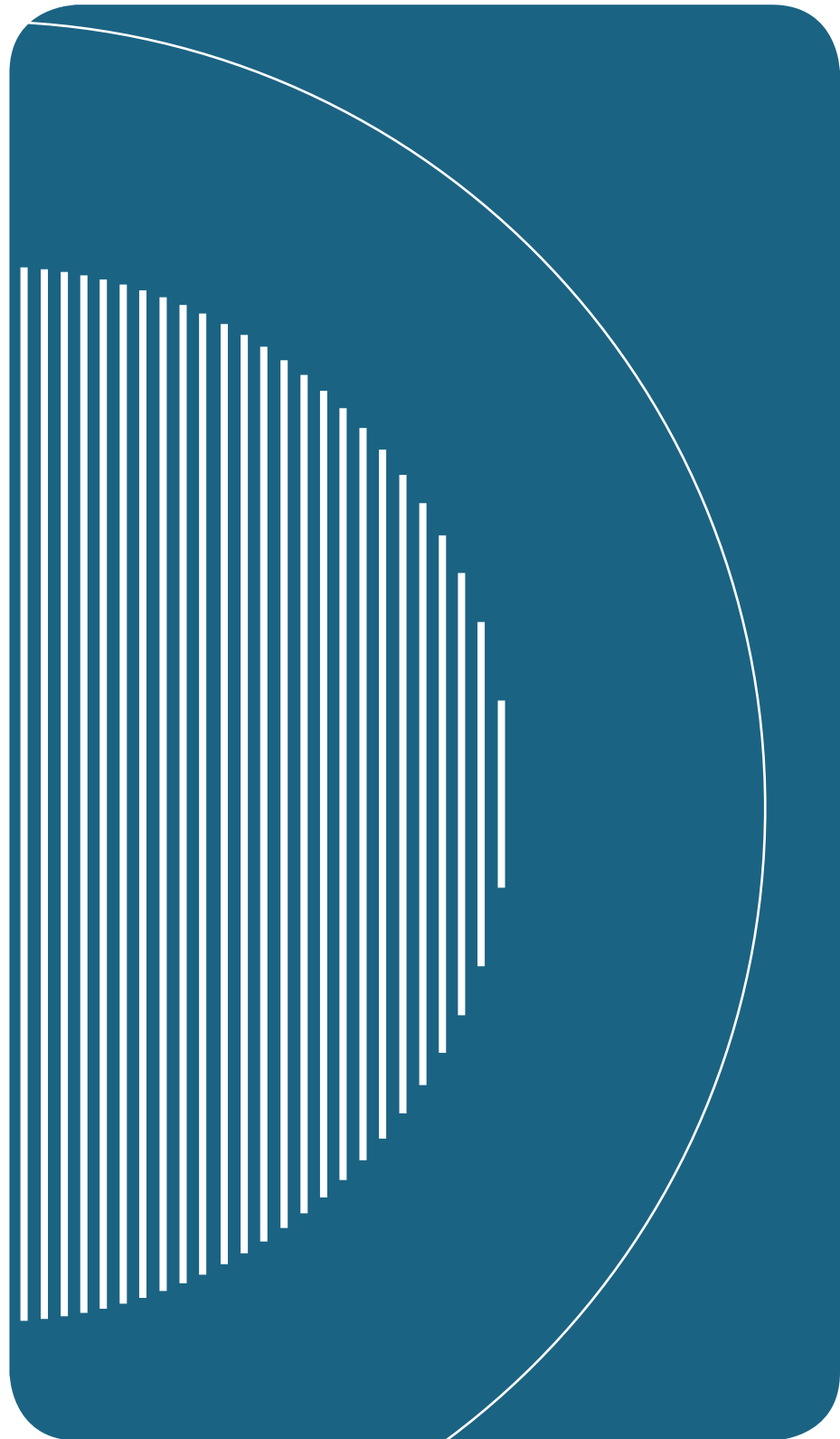
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10. Increase in the total number of patent applications, computer programs and trademarks registration applications, from 486 in 2019 to 602 in 2024.

## Strategies

- I. To carry out actions to publicize the activities of UFRN's Innovation Agency (AGIR);
- II. To promote events and media actions to publicize the strategic importance of patents and of registration of computer programs and trademarks.





# 15. Follow-up and assessment of the institutional development

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The monitoring and evaluation processes of the 2020-2029 Institutional Development Plan seek to demonstrate to the academic community how the teaching, research, extension and innovation policies, components of the institutional pedagogical project, as well as the 10 global goals established in the Plan, are being developed through the activities carried out. With reference to the vision for the future, the objectives of the Plan, and the academic policies, the global goals were established for a five-year period, and their evaluation process will be carried out based on diagnoses from the Institution's internal and external environments and from the

self-evaluation processes, and should produce a deep reflection on the very structure in which the strategies were conducted.

It should be noted that UFRN has a history of more than 25 years of tradition in the institutional self-evaluation process. With the emergence of Law No. 10,861, of April 14, 2004, which instituted the National System for the Evaluation of Higher Education (SINAES Law), UFRN adjusted to the new context through an Institutional Self-Assessment project established in Resolution No. 079/2004-CONSEPE, which guaranteed an internal evaluation process.

This process has been developed with transparency and participation, allowing to constitute a counterpoint between the mission, the objectives, and the actions that the Institution actually conducts in the pursuit of improving academic quality. Based on this experience, the Internal Assessment Committee will be responsible for the process of monitoring and evaluating this Plan.

The institutional evaluation processes at UFRN are based on the Institutional Development Plan (PDI), from which all academic activities developed are analyzed, encompassing the 5 pillars systematized by CONAES/INEP: institutional planning and evaluation; institutional development; academic policies; management policies; and physical infrastructure. The institutional self-assessment is conducted by the Internal Assessment Committee (CPA) and involves all the actors that make up the Institution.

The results and the effectiveness of the internal evaluation are made available in the form of annual reports and used in the process of institutional self-awareness, when the collected information is transformed into knowledge and appropriated by the players involved. Therefore, they are considered in institutional planning and development.

**Self-assessment thus consists of a process for inducing quality in the Institution, taking into consideration that the improvement actions to be implemented depend on its understanding and self-knowledge.**



# 16. Appendices

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16.1 Resolution of the  
University Higher Council that  
approves the 2020-2029 IDP



MINISTRY OF EDUCATION  
FEDERAL UNIVERSITY OF RIO GRANDE DO NORTE

**RESOLUTION no. 005/2020-CONSUNI, of November 27, 2020.**

It approves the Institutional Development  
Plan – IDP, 2020/2029 period, of the Federal  
University of Rio Grande do Norte-UFRN.

The PROVOST OF THE FEDERAL UNIVERSITY OF RIO GRANDE DO NORTE announces that the University Higher Council (CONSUNI), in exercise of the duties bestowed upon it by item I, of article 14, of UFRN's Charter,

TAKING INTO ACCOUNT Decree no. 9,235 from the Presidency of the Republic, of December 15, 2017, which deliberates on the exercise of the functions of regulation, supervision and evaluation of higher education institutions and higher education undergraduate and graduate programs in the federal educational system;

TAKING INTO ACCOUNT the official communication no. 16/2020-Office of the Vice Provost for Planning (PROPLAN), of November 17, 2020;

TAKING INTO ACCOUNT the content of process no. 23077.090161/2020-41,

**DECIDES:**

**Art. 1º** – To approve the Institutional Development Plan – IDP, for the 2020/2029 period, of the Federal University of Rio Grande do Norte – UFRN, which is an integral and inseparable part of this Resolution.

**Art. 2º** – To revoke Resolution no. 015/2010-CONSUNI, of October 27, 2010 and Resolution no. 019/2015-CONSUNI, of November 4, 2015.

**Art. 3º** – This Resolution comes into effect on the date of its publication, thereby revoking the provisions to the contrary.

Office of the Provost, in Natal, November 27, 2020.

**JOSÉ DANIEL DINIZ MELO**  
Provost

