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FEDERAL UNIVERSITY OF PERNAMBUCO

CENTER FOR ARTS AND COMMUNICATION

POSTGRADUATE PROGRAM IN INFORMATION SCIENCE

STRATEGIC PLANNING

2021-2024

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SUMMARY

1. INTRODUCTION

At PPGCI, strategic planning is the process of establishing a desired future situation and outlining the effective means of turning it into reality. This future situation is the strategic objective, this is where the Program intends to go. The means to make this objective a reality are the strategies, that is, what we should do, or which aspects of the PPGCI we should pay more attention to.

Mintzberg (1994) explains that, due to its characteristic of a rational, systematic and structured process, strategic planning is much more a strategic programming, or an articulation of strategies and visions that already exist, apprehended from the insights of managers' personal experiences, observed environmental changes, guidelines and rules imposed by regulatory bodies. Therefore, planning processes of a Post-Graduation Program refer us to the National graduate System (SNPG) and, more specifically, to the core of the assessment processes that characterize the regulation exercised by the Coordination for the Improvement of Higher Education Personnel (CAPES) in the Program Graduate Program in Information Science at the Federal University of Pernambuco (PGCI / UFPE).

In Brazil, becoming a program of excellence in teaching, research and extension means reaching the quality levels established by the SNPG's regulatory and normative bodies. CAPES is responsible for establishing the standards and quality benchmarks of graduate programs (PPGs) and their communication vehicles, as well as recognizing and recommending those that meet the standards in relation to the requirements and indicators established in the Area Document and in the respective Evaluation Form, for a given period. In the 2017-2020 quadrennium, the quality levels were structured with respect to the Program, Training and Impact on Society. Currently, PPGs are distributed in grades 3 (regular), 4 (good) and 5 (very good), and of the latter, excellent programs stand out, with grades 6 and 7, that constitute references for the areas. These concepts are made public in the form of quality profiles from PPG, the University Department and the University itself, as a means of accountability to society.

In 2019, a general evaluation by PPGCI / UFPE found that the Program had little chance of reaching concept 5 in the forthcoming four-year evaluation of 2017-2020. On the other hand, this would be his third quadrennial evaluation with grade 4. Therefore, it was a *sine qua non* condition for maintaining the PPGCI accreditation to achieve grade 5 in the 2021-2024 quadrennial evaluation.

Therefore, in order to achieve concept 5 in the next quadrennial evaluation 2021-2024, this set of strategic planning was based on the set of documents[1] following, as they express CAPES policies and guidelines for the area of Communication and Information:

a. Qualis Periodicals report of the year 2019;

b. Evaluation report for the 2014-2016 triennium;

c. Area Document, Year 2019;

d. Evaluation Form and Attachments for Academic and Professional Programs, for the 2017-2020 quadrennium;

e. Midterm Seminar Report[2], carried out in the 2017-2020 quadrennium.

These documents establish results, criteria, indicators and the weights of the items that make up the set of assessment items in the three dimensions to be assessed: Program, Training and Impact on Society.

In addition, the Institutional Plan and the Strategic Plan for the Graduate Studies at UFPE were considered, constituting Part 1 of the PPGCI Strategic Planning.

In these terms, in addition to a brief summary of the PPGCI's history, Part 2 of this proposal consists of the PPGCI's strategic vision and the identification of nine strategies, extracted from the referred documents, mainly from the Communication and Information Area Assessment Form adopted by CAPES. Each strategy is duly detailed in assessment items. The nine strategies were distributed among the PPGCI / UFPE professors to carry out a Strategic Diagnosis, a circumstance in which the items of the strategies are the object of analysis.

With all the information collected during the strategic diagnosis, the next step begins, Contextual Analysis. The SWOT technique is the most traditional for this type of analysis. The term SWOT is an acronym for Strengths and Weaknesses in the internal environment and Opportunities and Threats in the external environment of the organization.

The weaknesses of the PPGCI will be translated as the problems of the Program and, therefore, for the main ones, Action Plans for improvements will be elaborated.

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[1] https://www.capes.gov.br/avaliacao/sobre-as-areas-de-avaliacao/74-dav/caa2/4662-ciencias-sociais-aplicadas-i

[2] CAPES Middle Term Seminar, an event in which graduate program coordinators (PPG) from different areas meet with their area coordinators for a diagnosis of PPGs after half (a little more) of the four-year evaluation period. The objectives of the seminar are to make a diagnosis of the programs and outline guidelines and recommendations; propose notes on the evaluation form and discuss indicators; conduct a diagnostic evaluation that induces adjustments until the end of the period.

Then, for each strategy, monitoring actions will be established. Monitoring the Strategic Planning, characterized as one more step, refers to the monitoring of activities, in order to guarantee the execution of the planned and the correction of possible deviations. This process will have the effective participation of the PPGCI/UFPE Self-Assessment Committee.

Therefore, this document is structured as follows:

I. UFPE Graduate Institutional and Strategic Plan

II. PPGCI Strategic Planning:

Step 1 - PPGCI History

Step 2 - Strategic Vision

Step 3 - Defining the Strategies

Step 4 - Strategic Diagnosis

Step 5 - Contextual Analysis

Step 6 - Improvement Action Plan

Step 7 - Monitoring

Step 8 - Correction of deviations.

In the following, the context of the UFPE Post-Graduation is presented and then, each step of the Strategic Planning of the PPGCI is explained.

2 INSTITUTIONAL AND STRATEGIC PLAN FOR GRADUATE

UFPE's graduate program consists of 95 *Stricto Sensu* Graduate Programs: 84 operating on the Recife *campus*, eight in Caruaru and three in Vitória. These Graduate Programs (PPGs) are divided into 145 courses: 74 of Academic Master's degrees (one in association); 54 PhD (three in a network); 18 Professional Masters (eight in a network); three in Professional Doctorate. In the 2013-2016 three-year evaluation, most courses that make up the *Stricto Sensu* Graduate Programs received grades 3 and 4: grade 3 (26%); 4 (38%); 5 (26%); 6 (6%); 7 (3%). Three of the courses were recently approved, therefore, without a grade. Graph 1 shows the greatest asymmetries in the areas of Health and Applied Social Sciences.

Graphic 1 - Distribution of grades by large areas
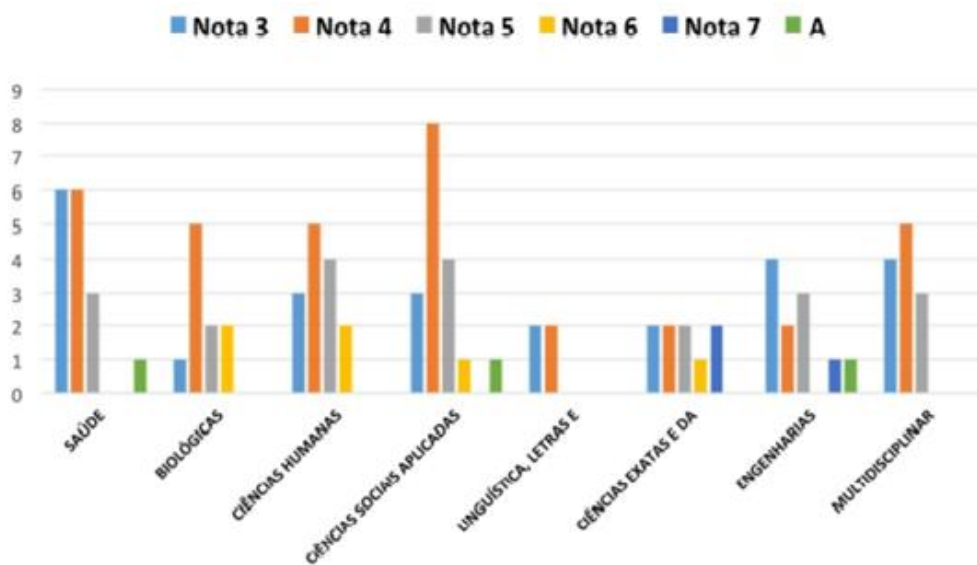
Source: Propg (2021).

In 2020, the total number of professors working at UFPE was 2,575, and of these, 1,470 (57.1%) were integrated into the *Stricto Sensu* Graduate Programs. The total number of active students enrolled in PPGs (master's and doctorate) was 8,244, of which 45 were foreign students.

The graduate guidelines for the 2021-2024 quadrennium are:

I.   The functioning of the Graduate Program must consider the assumptions: multidimensional, interdisciplinary, transdisciplinary and integration with society;

II. Graduate courses must have autonomy, continuity and social responsibility, oriented to the development of scientific, artistic and technological production committed to human formation, culture, inclusion, social well-being and sustainable development;

III. The functional organization must contain instances of planning, evaluation and systematic monitoring;

IV. The production and transfer of knowledge and technologies to society must prioritize local, regional, national and international human development;

V.   Internationalization actions for Graduate Studies must be institutionalized.

The UFPE Graduate Strategic Planning was prepared in accordance with the Institutional Development Plan (PDI). The axes of the UFPE Graduate Institutional Plan revolve around:

I.   Reduction of asymmetries;

II.   Basic education;

III.   Multi and Interdisciplinarity;

IV.   Institutional sustainability agenda;

V.   Internationalization.

Taking into account the axes identified above, actions were planned for the growth of Graduate Studies, whose relationship and description can be seen in Table 1.

Table 1 - Actions planned by Propg / UFPE

At the.	Shares	Description
1	Qualified Faculty Production	Impact Magazines; Books; Patent Production; Technical production.
two	Program of Studies (Thematic)	Sustainability (SDG); Inter and multidisciplinarity; Social insertion (transfer of knowledge and technology); Innovation.
3	Internationalization	Expansion of CAPES / Print; Foreign students; Double and multiple titration; Foreign professors; Academic mobility.
4	Interaction with Basic Education	professor Training (Municipalities in the Interior of PE); Inter and multidisciplinarity; Knowledge and technology transfer.
5	Staff training	Human Resources for the public and private sectors; Direct Doctorate; Human Resources for the third sector.
6	Self-evaluation	Institutionalize the Self-Assessment process.
7	Merger of PPGs	Encourage the PPG Merger process.
8	Reduction of asymmetries	Support for PPGs 3 and 4; Support for PPGs for campuses in the interior (CAV and CAA).
9	Creation of new Specialization courses	Regional, national, international partnerships; Distance Education (DE); Technological Residence.
10	Creation of new Professional Masters and Doctorate courses	Interaction with municipalities (AMUPE); Interaction with companies and industry; Interaction with public agencies.
11	Creation of an International Multicentric Doctorate	Institutionalize international partnerships (south-south axis).
12	Expand Medical and Multiprofessional Residency courses	*Campi* inland (CAV and CAA) Hospital das Clínicas.

Source: UFPE institutional and strategic planning period 2021-2024.

In the Strategic Graduate Plan, for the period 2021-2024, UFPE defined six objectives and eight actions, which, in turn, were divided into activities, indicators, goals and budgetary needs. The strategic objectives are as follows:

I. Expand and consolidate internationalization;
II. Expand and consolidate undergraduate, graduate and basic education courses;
III. Promote actions that promote purposeful policies for research and graduate studies;
IV. Consolidate and expand interiorization;
V. Promote a policy of sustainability and social responsibility;
VI. Expand digital open education.

The objectives, actions and goals are monitored through a set of activities, with the definition of a responsible person and a forecast for the beginning and end. In the event of activities not implemented or goals not achieved, the process provides for an investigation of the problem and, from there, a plan and the implementation of corrective actions.

3 PPGCI HISTORY AND BACKGROUND

Text prepared by Prof. Dr. Marcos Galindo

The Graduate Program in Information Science (PPGCI) of the Department of Information Science (DCI), linked to the Arts and Communication Center (CAC) of the Federal University of Pernambuco (UFPE), was created in 2008 and authorized by the Coordination for the Improvement of Higher Education Personnel (CAPES) in 2009. It started its activities in the second semester of that same year as an Academic Master, with concept 3.

But the history of the creation and consolidation of PPGCI / UFPE cannot be separated from its role at the regional, national and international levels, from the justification for the existence of the concentration area in the State of Pernambuco, from the relevance of cultural issues, museums, collections, the historical background of the state's memorial tradition, the elements that differentiate it on the national scene and that justify the PPGCI's area of concentration: Information, Memory and Technologies.

The first facilities of the sugar agroindustry, between the 16th and 17th centuries, made the State of Pernambuco dependent on the exploitation of sugar and left important marks in the bureaucracy of urban centers and in social memory, circumstances that

invoke for this heritage the condition of a collection of interest universal. With the end of the sugar cycle in the 19th century, the condition of the center of economic power disappeared and the engine of the development of the nascent republic transmigrated to the center-south of Brazil. Plagued by a rigid drought regime and successive crises, the Northeast entered a state of economic difficulty that weakened the services provided by the State, including those for the preservation and custody of the memorial heritage.

This circumstance, however, did not diminish the value of the massive stock of information in the form of records accumulated and preserved by memory institutions, nor did it erase the tradition of respect and curation of its heritage that has historically settled in Pernambuco. However, located on the coastal strip, the capital Recife suffers the most from the effects of the Brazilian humid tropics, a condition that constitutes a perennial threat to cultural goods, especially those susceptible to the action of chemical and biological degrading agents, enhanced in the presence of high temperature and humidity. This condition requires managers to permanently search for strategies capable of enabling the continued permanence of heritage records for use by future generations.

However, in the absence of initiatives for sustainable actions to preserve the common memory and cultural heritage, the group of people, organizations, initiatives involved in the work of reconstruction, preservation and access to the assets of the memorial heritage in Pernambuco gradually lost prestige and ability to attract public investment. At the same time, victorious consortium experiences were registered that were consolidated, both in the South of Brazil and abroad, showing the relevance of public memory equipment, which emerged in the 21st century as devices of citizenship and socialization, towards accessibility and informational democracy.

The most backward initiatives for systemic preservation of the memorial heritage date back to the creation of the Pernambuco Archaeological, Historical and Geographic Institute (IAHGPE), in 1862, which was celebrated for its militancy in favor of the preservation of documentary sources, guided by the public struggle for the identification, study and preservation of historic sites and documentary heritage assets of interest to history. Wrapped in the preservationist spirit that emerged from this memorial identity, professionals and intellectuals joined in a web of initiatives and debates that led to the formation of state-sponsored devices for the protection of historical heritage and memory in Pernambuco. Highlight for the documentary monument that allowed the historiographical reconstruction related to the period of Dutch occupation in Pernambuco.

Under the direct influence of Gilberto Freyre, the design and creation of one of the most vigorous social research institutions in Latin America, the Joaquim Nabuco Social Research Institute, later, Joaquim Nabuco Foundation, is also registered in Recife. The Institute was born with an explicit vocation for the preservation of the cultural values of the man of the Northeast and, in this context, the conservation of memory occupied a generous space in the functions of the Foundation.

The creation of the University, and in turn that of the librarianship course, constituted the first initiative to systematize the professional training of memory asset management agents in Pernambuco. At the turn of the 20th century to the 21st, societies began to demand more knowledge, in such a way and with such an impact, that the historical period that was beginning to be called Information Society.

The demands of this new era have come to demand significant changes from the organizations that take care of the promotion, preservation and access to the memorial heritage, especially with regard to the ways of accessing and preserving knowledge for future generations. As a result of these changes, leaders of governments and administrators in decision-making positions, as well as the community of memory operators, were urged to implement the principles expressed in UNESCO's Memory of the World Program, with a view to institutional strengthening and the establishment of worldwide cooperation networks of memorial mission organizations.

The new cycle of technological changes, the intensification of the use of information in its various forms and the production of new knowledge made possible by access to information are some of the factors that have awakened humanity to a new category of problems: the management of information stocks.

It is for this reason that, in the years that followed the intensification of the use of digital products, the problems related to the tasks of reconstruction, treatment, memory preservation and the provision of access to these stocks of information increased. From this context, new needs and challenges emerged that specifically concern custody and guaranteeing the preservation of knowledge records for future generations.

While for some, computer technology threatened to dominate the ancient universe of libraries, a group of professors in Recife, led by Professor Dr. Marcos Galindo, motivated by the concept of cybercertarians by Eloy Rodrigues (1995), decided to develop research and practical activities that approached the librarianship of technology - virtual libraries - and of studies on the preservation of memory. It should be considered that in 2002, based on research on the development of bibliographic databases, carried

out by DCI researchers in a project called "Virtus", studies for the development of a content management system had already started. in digital media. Thus, the idea was immediately accepted by students, technicians and professors.

Likewise, based on the 20th century philosopher Ortega y Gasset, especially in his essay "The Librarian's Mission" (who, although speaking to a specialist audience, also spoke, indirectly, to an entire biome formed by memory professionals in 2006), the group of professors from the Department of Information Science, led by prof. Marcos Galindo, formalized the Knowledge Technology Laboratory (LIBER), with the objective of investigating digital libraries, electronic information management technologies and researching new forms of content management in digital media with a focus on the field of memory, preservation and access to knowledge.

In the political context, the General Coordination of Studies of Brazilian History (CEHIBRA) of the Joaquim Nabuco Foundation (FUNDAJ) played an important role with the memory community of Pernambuco. In addition to the mandate to produce and transmit knowledge in the field of History, Conservation of Cultural Heritage, Information Science and Memory. Interested in the study of memorial identity and experimentation with digital technology. In 2005, CEHIBRA and the UFPE Liber Laboratory signed an agreement with a pioneering objective in Brazil: digitization and dissemination on the Virtual Library platform of Joaquim Nabuco's work. The project, financed by the Ministry of Culture, in addition to publishing Nabuco's work on the Public Domain Portal, enabled the development of Software Clio, a pioneering initiative in Open Archives in Brazil.

The agreement enabled the formation of a working group that later became a research project that aimed to study the precariousness of memory institutions in Pernambuco (Public Library of the State, the Public Archive Jordão Emerenciano, the Hemeroteca of the Faculty of Law and the Museum of the City of Recife). The research project, for the first time in Brazil, designed a systemic model for the memory institutions of Pernambuco. Finally, the debates promoted by the researchers of that project led to the articulation of the Memorial Network of Pernambuco in 2008 and the formation of the Consortium of the Memorial Network in the following year.

As an objective result of the research program, in 2008, the granting of financial aid to the project "Expanding the Capacity of the Multi-User Laboratory LIBER" was approved by the Foundation for the Support of Science and Technology of the State of Pernambuco (FACEPE), which made the investment feasible. initially necessary for the

establishment of a network that united, in common initiatives, collections and researchers integrated in an interoperable and interinstitutional logical structure, for the benefit of the common cultural heritage.

The network did not act directly in these institutions, but it sparked the debate that, in turn, found in its leaders the social operators of memory, committed to the ideal of defending the historical and cultural heritage, and the understanding that there is no modernity possible without be backed by tradition.

However, the Memorial System worked well while it was sponsored by intellectuals sensitized by the debates of memory. Gilberto Freyre, Jordão Emerenciano, Mauro Mota, Aníbal Fernandes, José Cézio Regueira Costa, Olímpio Costa Júnior were literate managers who managed to maintain dialogue with politicians and protect memory. Since the problem of memorial institutions in Pernambuco was serious, it began to guide the interests of Laboratory Liber, giving rise to the Digital Memory Preservation project, which traditionally maintained the study of the preservation practices of memorial heritage assets. As a result of this initiative, started jointly with FUNDAJ's CEHIBRA, a working group was formed composed of the directors of the State Public Library, Public Archives, Museum of the City of Recife,

In 2009, after FACEPE's approval of a Liber proposal in the first multi-user notice, the group launched the manifest that created the "Pernambuco Memorial Interinstitutional Cooperation Network", an articulation designed with the objective of "promoting interinstitutional cooperation through programs strategies for the promotion, preservation and access to memorial heritage and information of historical interest, held by Pernambuco memorial mission institutions". The support of FACEPE made it possible to structure a digitization program that remains active, and which until today is one of the best referenced programs for digitizing collections in Latin America. With resources from this multi-user project, the Memorial Denis Bernardes was created at the UFPE's Main Library.

Among the developments of the Memorial Network of Pernambuco, the creation of the Conference on Technology and Memory stands out. The conference evolved from the AWAD Brazil Seminar, held in conjunction with the Netherlands Ministry of Foreign Affairs to discuss problems related to the shared memory between Brazil and the Netherlands. In 2011, participants in the Conference on Technology, Culture and Memory endorsed a motion that made Foreign Affairs of the Netherlands a national articulation. After that, affiliation to the network became a reference for approval of projects at the

Ministry of Culture (MinC) and the National Bank for Economic and Social Development (BNDES).

3.1 The creation of the Information Science Graduate Program

In 2006, the Department of Information Science (DCI) and the Department of Communication at UFPE started the design of a joint graduate project in Communication and Information (PPGCI) which should support a Master's course in Communication and Information Sciences. Information Science, at this time, did not have enough professors trained at the doctoral level to keep the program running. For this reason, the Communication Department decided to dismember the project and submit an individual one to CAPES. The Communication Project was recommended by Coordination for the Improvement of Higher Education Personnel (CAPES) and started to function later that year.

The low number of professors trained at the doctoral level did not allow DCI to propose an individual project, but in 2006 a new opportunity arose. Colleagues from the Federal University of Paraíba, who in 2001 had lost CAPES accreditation, sought out DCI to help with the construction of an Application for New Course Proposals (APCN). Thus, it would be possible to create two programs in the Northeast. The articulations provided for joint action in research projects and publications in order to establish a basis for cooperation that would strengthen projects with CAPES.

Also in 2006, the Program of the Federal University of Paraíba (UFPB) was accredited and then, studies, discussions and meetings were started for the elaboration of the project of the Graduate Program in Information Science at UFPE. Its original configuration had four professors from the house, and two external colleagues (Professor Carlos Xavier de Azevedo Netto and Professor Joana Coeli Ribeiro Garcia), both from UFPB. Due to a natural configuration, the most significant part of the professors of the Information Science Department, with experience in research and guidance, and the possibility, by degree, of joining the Post-Graduation in Information Science project, was made up of researchers from themes in the field of memory.

In 2008, with the support of UFPB and with the help of new hires from the Program to Support Federal University Restructuring and Expansion Plans (REUNI) created in Lula's government, it was already possible to submit a new course proposal to CAPES. Thus, in March 2008, APCN was presented to the CAPES Applied Social

Sciences I area committee with the proposal to create the Master's Course in Information Science at UFPE.

Anchored in the most evident competences of the DCI, the project was analyzed by a CAPES consultant, who issued a negative opinion, advising against forming a new program in Pernambuco. The DCI collegiate, constituted to prepare and monitor the process with CAPES, decided to immediately request the reconsideration of the project, basing the defense of the project on the argument raised by CAPES itself of the need to develop the graduate system in the North and Northeast of Brazil. Brazil, as a way of reducing regional asymmetries, in addition to highlighting the potential of the course in Pernambuco and its contribution to the area. As a result of this reconsideration request, the Area Coordination at CAPES sent two consultants to Recife to assess on the spot the conditions offered by UFPE to carry out the said course.

During this visit, the observers were able to attest to the effort and qualification of the faculty and the technical conditions for the shelter of the course, as well as the research groups working in the DCI, and the projects developed at the LIBER Laboratory, in the field of technology and memory, with local, national and international articulation. Based on this assessment, the consultants drew up a new technical report that recommended the installation of the Graduate Program in Information Science at UFPE.

The CAPES area Committee evaluated the consultants' opinion and, on October 16, 2008, authorized the operation of the *stricto sensu* Graduate Program in Information Science at the UFPE Department of Information Science, with the objective of training professors, researchers and human resources specialized in the area of Information Science, as well as incite scientific and technological development, organizing a master's course in the academic modality.

Immediately, the Program Coordination initiated the negotiations for the launch of the selection notice. A decision by the Public Ministry, however, forced UFPE to adapt the selection processes for admission to graduate courses to the Brazilian legislation that regulates admission to the federal public service. The adaptation process took more than six months, so that the first selection for the PPGCI was only carried out in September 2009. In order not to delay the calendar, in December of the same year, the second selection was made for that Program. In December 2010, the PPGCI already had two classes selected and the course in progress.

The mission was to develop advanced research and train qualified human resources in order to meet the demands of scientific and technological reflection on the

phenomena that involve the processes of production, custody, selection, protection, preservation and access to the memory of public and private institutions. To this end, the Course's proposal encompasses the training aspects focused on teaching, as well as the performance in different professional fields, for the benefit of the social, economic and cultural affirmation of the Program in favor of the country's development, particularly in the Brazilian Northeast.

The PPGCI adopted the "Information, Memory and Technologies" Area of Concentration, thus highlighting the general outlines of the Information Science specialty.

Initially constituted of only one research areas, Memory of Scientific and Technological Information, this area was divided into two aspects: a) the production, organization and social use of information as cultural heritage in different institutional contexts; and b) information communication processes as a collective memory in different socio-cultural contexts. The Program then had ten professors, eight of which were permanent professors and two collaborating professors.

As of 2011, the Program was strengthened with the incorporation of new professors. This growth led to the development of the program of studies "Information, Memory and Technologies" in two research lines: Line 1, entitled "Memory of Scientific and Technological Information", more focused on the production, organization and social use of information, as cultural heritage; and research line 2, entitled "Communication and Visualization of Memory", dedicated to studies on information communication processes. In this way, the priority research objects are delimited, as well as the methodologies related to them, making a new specific section of the program of studies effective, adequate to the dimension of the faculty and to the configuration of the proposal related to the Program's program of studies. Thus, the objectives corresponding to the lines and the program of studies were strengthened.

As a consequence of this orientation and efforts to expand its critical mass, the PPGCI, although started in 2009, stood out for its performance in the academic landscape, receiving grade 4 in the 2013 CAPES triennial evaluation, at the time coordinated by professor Raimundo Nonato Macedo dos Santos. Given this scenario, in 2016, under the coordination of professor Fábio Assis Pinho, the permanent faculty of PPGCI at UFPE, through its working group, prepared and submitted to CAPES a proposal (APCN) for a Doctorate in Information Science course. This proposal was approved by Technical-Scientific Council of Higher Education (CTC-ES) with grade 4 and released on

01/05/2017 on the CAPES website. Thus, with the authorization for its operation, the PhD in Information Science at UFPE started on 08/01/2017.

Thus, in addition to its formative vocation, the PPGCI has been projecting itself on the regional and national scene, especially by the productions of professors and students presented in formal media, as well as by the recurring contributions of its professors, in other programs, in national events. and international and in internal and external representations to UFPE, such as agreements, national and international scientific cooperation and collaboration programs.

3.2 Program of Studies

For a long time, the study of memory was considered a dilettante form, derived from history and the sciences of heritage. In fact, modern studies of memory are indebted to the contributions of history, architecture, anthropology and other important disciplines, however, this common sense ends up eclipsing other important contributions to the studies of memory as an emerging subdomain in the field of Science of Information.

The human being is the only being that produces meanings and stores them for the benefit of generations. Memory is the dimension of knowledge - mediated by technology - that connects today's monologues with humans from the past and that speaks eloquently to those of the future through our records. Memory, for Information Science, is defined with the idea of registration, an active resource that gives materiality and meaning to the abstract notion of information.

The Post-Graduation in Information Science results from a conjuncture in the context of a tradition. In this sense, the choice of the area of concentration results from the evolution of the skills historically developed in the academic environment whose host, the Department of Information Science at UFPE, was the catalyst and promoter of the experiences. It results from a collective, multiplex and multi-user effort accelerated by REUNI action, the emergence of digital technology and the possibilities that have emerged with the connection of the articulated memory assets in a society mediated by networks and digital technology.

Information it is the cornerstone, the great field in which the phenomena of intelligence are demarcated and studied at the frontiers of our science. Memory is the thematic and theoretical field where researchers investigate the social dimension of information. Technology accommodates the contemporary vector of change, in which

disruptive innovation processes take place, the crease that imposes the pace of change and adaptation of societies to renewed ways of being human. From the tension between technology and memory, from the imperative of change and also from the need to preserve and provide access, there are the privileged objects of interest for research that are produced in the Graduate Program in Information Science at the Federal University of Pernambuco.

It is reiterated, the choice of the area of concentration in Information, Memory and Technologies is, therefore, more an imperative evolution of the historical activities of the group, than properly an arbitrary choice of locus and status. This choice should not be confused, however, as an accommodation in the comfort zone. The tensions in the group's training are, in themselves, testimony to the internal strains that led to the stabilization of the field. Nor should "apparent" stability be confused with a lack of dynamics. The opposite is verifiable in the diversity of the topics covered, and in the academic development and maturation of the group, verifiable also by the presence of the PPGCI, through its members, in academic discussions at national and international level.

Memory, in common sense, traditionally refers to meanings stuck in the past tense. Time when retired records fall asleep, I would even say invalid, of human achievements. Before that, memory represents, for the PPGCI, the vigorous, current and living field where relevant social processes of mandatory presence in the debates of the Information Society unfold.

3.2 Research Lines

The area of concentration "Information, Memory and Technologies" is linked to the research lines "Memory of Scientific and Technological Information" and "Communication and Visualization of Memory". These lines promote reflections on the production of knowledge, a characteristic problem of contemporary society, taking into account two dimensions: a) reflection on the organization and production of knowledge on the social use of cultural heritage in different institutional contexts; and b) reflection on collective memory communication processes in different economic, technological and socio-cultural contexts.

3.2.1 Research line 1 - Memory of Scientific and Technological Information

Program of studies - "Memory of Scientific and Technological Information", presents as subjects of study: The production of knowledge about the social use of cultural heritage. Emphasis on the use of knowledge stocks produced in institutions of regional and national development and their flow for socio-political, economic, technological and cultural purposes.

Objectives of line 1- focus on the production of knowledge as a phenomenon of construction, preservation, conservation and protection of the memory of scientific culture as a socioeconomic asset, the engine of society's cultural progress. This production is conceived as a result of the systematic use of collective memory stocks, generating reflections on theoretical, conceptual and reflective issues related to the production of knowledge for economic, technological and sociocultural use. It is characterized by the emphasis on the analysis of knowledge stocks produced in regional and national development institutions and their flow for socio-political and economic purposes. Considering the contemporary experience, marked by the intensive use of information technologies, this area is also concerned with preservation,

3.2.2 Research line 2 - Memory Communication and Visualization

Program of studies - "Communication and Visualization of Memory", presents the following subjects of study: Investigations on the processes of communication of collective memory in different socio-cultural segments. It includes theoretical, methodological and technical aspects applied to the production, management, organization, retrieval and use of information. This area comprises communication and the visualization of memory as a phenomenon of socialization and valorization of the scientific knowledge produced, mediated by information and communication technologies. It turns to practical and applied aspects, contemplated in methodologies and techniques related to the production, organization, retrieval and dissemination of information.

Objective research line 2: metric studies of information, such as studies of production and evaluation of scientific and technical communication, supported by bibliometric, scientometric and infometric theories and methods; information retrieval methods, techniques and tools; accessibility, usability, findability and information architecture;

technologies and techniques for the representation and visualization of information; information Technology; information management; uses and users of information; management of informational processes and services; studies of virtual environments for the production, circulation and access to information, with an emphasis on understanding the processes mediated by information and communication technologies.

Based on this configuration, the priority research objects are defined, as well as the methodologies related to them, making a specific cut of the program of studies, appropriate to the dimension of the faculty, in order to make them compatible with the proposal and the research lines of the Program and to strengthen the objectives related to them.

3.3 Objectives of the PPGCI

To comply with its proposal, the PPGCI aims to train professors, researchers and specialized human resources able to promote reflection and knowledge production in the area, granting their graduates the degrees of Master and Doctor, respectively, in the Master's and Doctorate's degrees.

This proposal stems from the demands for scientific and technological reflection on the phenomena that involve the processes of production, custody, selection, protection, preservation and access to the memory of public and private institutions, and unfolds in the following specific objectives:

I.   Favor the epistemological construction of the area, especially with regard to issues related to the universe of memory, with an emphasis on scientific and technological information and in the academic, governmental and business segments;

II.   Contribute to the academic training and performance of studentes in different fields of knowledge, for the benefit of the social, economic, technological and cultural affirmation of the Program in favor of the development of the country, in particular the Northeast Region.

III. Encourage the creation of knowledge in the area of Information Science, considering the issues arising from reality and the possibilities arising from technological innovations and their impact on society, and on the processes, products and tools for organizing information;

IV. Collaborate with the process of analysis and critical interpretation of national and international theoretical and methodological references relevant to scientific studies and projects carried out in the Program.

3.4 Graduate Profile

The PPGCI aims to train professors, researchers and specialized resources able to promote reflection and production of knowledge in the area of Information Science, granting its graduates the degrees of Master and Doctor, respectively, in the modalities of Academic Master and Doctorate. The aim is to provide master's and doctoral students with training articulated with the Program's area and research areas, encouraging them to reflect on the relationships between information, memory, technology, science, culture and society, giving rise to theoretical, methodological and educational exchanges. experience, through disciplines, research projects and complementary activities.

The training of faculty for higher education has been carried out in line with research practice and commitment to scientific and technological development in the field of Information Science and complementary domains. An analysis of this profile, focused on the production of graduates and their critical incursions, made it explicit that Information Science goes beyond the scope of the university institution, thanks to the concrete possibilities of configuring interdomains developed during academic activities or not, transcending borders and institutional structures, age groups, methods and themes, in order to configure a complex profile of graduates. Such perception is expressed in dissertations, since the first years of the scientific production of the Program,

4 ESTABLISHMENT OF THE PPGCI STRATEGIC VISION

Valadares (2003) defines vision as a target or a point that the organization wants to achieve in the future. It must be quantified and have a deadline for its realization. Therefore, the strategic vision of PPGCI / UFPE is to achieve grade 5 in the 2021-2024 quadrennial evaluation.

5 DEFINITION OF STRATEGIES

Due to its regulatory matrix and its evaluation agenda, the PPGCI extracted its strategies from documents that express CAPES policies and guidelines for the area of Communication and Information and from the Strategic Plan for the Graduate Program at UFPE. In these terms, the proposal consists of nine strategies, as shown below:

Strategy 1 - Program;

Strategy 2 - Internationalization;

Strategy 3 - Program visibility;

Strategy 4 - Self-assessment;

Strategy 5 - Graduates;

Strategy 6 - Impact on Society;

Strategy 7 - Innovation and Knowledge Transfer;

Strategy 8 - Professors;

Strategy 9 - Students.

6 STRATEGIC DIAGNOSIS

The nine strategies were distributed among the professors to elaborate a diagnosis of the current situation of the PPGCI / UFPE in relation to each one of them. A good diagnosis, first of all, identifies what information needs to be collected to place the PPGCI in concept 5 in the next quadrennium and what are the sources of this information related to each of the strategies.

In view of this, the Strategic Diagnosis seeks to know the real situation of the PPGCI in relation to the Communication and Information Area Document for the 2017-2020 quadrennium and the respective Evaluation Form. Therefore, it aims to highlight the deficiencies and qualities of the Program, in the aspects that are being analyzed. Some analyses may take as a perspective the comparison of the same strategy with other programs with concept 5. For example, the strategy "professors" can use the Platform Stela Expert to make this comparison with other programs.

As follows, for each strategy, several assessment items have been listed in the appendices. That is, each strategy has already been duly detailed in aspects to be considered, and the items characterize the actors and the variables that must be monitored.

Strategy 1 - Program (APPENDIX 1)

Strategy 2 - Internationalization (APPENDIX 2)

Strategy 3 - Program Visibility (APPENDIX 3)

Strategy 4 - Self-Assessment (APPENDIX 4 - see the Self-Assessment Project on the PPGCI website)

Strategy 5 - Graduates (APPENDIX 5)

Strategy 6 - Impact on Society (APPENDIX 6)

Strategy 7 - Innovation and Knowledge Transfer (APPENDIX 7)

Strategy 8 - professors (APPENDIX 8)

Strategy 9 - Students (APPENDIX 9).

It is in the Strategic Diagnosis stage that PPGCI's Strategic Planning and Self-Assessment meet: the strategies listed above also characterize the scope of the Program's Self-Assessment process.

7 CONTEXTUAL ANALYSIS

Once the PPGCI Strategic Diagnosis has been carried out, the analysis process itself begins, which corresponds to the study of the various variables and forces of the environment and the relationships between them, identifying opportunities and threats, arising from the external environment, and the strengths and weaknesses collected the Program's internal environment, relating to each of the nine strategies.

The SWOT technique is inserted as the most traditional analysis of the environment to assess the competitive capacity of an organization. The term SWOT is an acronym for Strengths and Weaknesses of the internal environment and Opportunities and Threats of the external environment, contributing to the formulation of the competitive strategy. (VALADARES, 2003).

The external environment has a relevant role in the context of the PPGCI, since the federal universities are inserted in an environment and their strategic vision depends on the objectives of the government, the available resources, the industrial, technological, cultural and educational policies of the country. In the analysis of the PPGCI, as shown in Figure 1, opportunities are variables or situations external to the Program and, therefore, must be leveraged, as they can favor it, as long as they are identified and used in time. Threats, on the other hand, are external variables or situations adverse to PPGCI/ UFPE, creating obstacles to their performance and, therefore, must be neutralized.

Figure 1 - Analysis of the PPGCI environment

Strategy: [insert the name of the strategy under evaluation]

HELP	DRAWING
Strong points S	Weaknesses W
Opportunities O	Threats T

(Left side labels: Internal environment — top row; External environment — bottom row)

Source: based on Valadares (2003).

Forces, or large points, are characteristics or differentiations of PPGCI/UFPE that provide or cause an operational advantage. The strong point favors the Program when faced with threats and opportunities from the external environment. Weaknesses are inadequate characteristics or situations that cause an operational disadvantage in PPGCI/ UFPE. The weak point limits the Program when faced with threats and opportunities from the external environment.

The practical use of SWOT analysis is simple, what is really more challenging is to correctly identify the real strengths and weaknesses, as well as the most valuable opportunities and the most dangerous threats.

Depending on the result of the environmental analysis, action plans will be drawn up in situations where the concentration of internal or external aspects are more dangerous, or in circumstances where a particular aspect of the environment has a great influence positive on achieve for grade 5 in the 2021-2024 quadrennium.

8 ACTION PLANS

Vasconcelos and Pagnoncelli (2001) bring the view that the bridge between strategy as intention and achievement is action. The strategy means nothing until it becomes action, and this, results. The deployment of strategies is made operational through action plans.

The elaboration of the action plans will be made using the 5W2H technique, as it allows the basic and more fundamental information to be clearly defined and the proposed actions to be thorough, but simplified (FNQ, 2020). The acronym 5W2H is formed by the initials, in English, which are characterized by seven questions that, when well established, eliminate doubts that may arise during a process or an activity:

What- What improvement actions should be planned? - Refers to the description of the activities that are necessary to solve the problem.

Why- Why should these actions be implemented? - Justifies the implementation of the solution.

Who- Who will be responsible for putting them into practice? - Establishes the person responsible for implementing the solution.

When- When will the actions be carried out, that is, in how long? It is suggested to plan the actions to be carried out in the period 2021-2024.

Onde- Where, in what location or department will they be held? - Defines the physical location or area where the solution will be deployed.

How- How will the actions be carried out? - Establishes the steps to be followed, or the method to be adopted.

How much - It concerns the quantity, that is, it is the goal to be reached.

Based on the responses, there is a specific and detailed map of the improvement actions required by the PPGCI.

Table 2 - Action plans

		Data da realização						
		Plano de Ações de Melhoria						
Estratégia:		Professor responsável:						
		Discentes responsáveis:						
No.	Ação	O quê	Por que?	Quem	Quando	Onde	Qaunto	Como
1								
2								
3								
4								
5								

Source: Prepared based on FNQ (2020).

Important guidelines:

I. Prioritize action plans for indicators that present internal weaknesses in the Program or external threats.

II. Align deadlines with other activities - Some activities already have specific dates to occur, such as sucupira collection, among others. It is important to verify that the plans will take place in a timely manner so that there is alignment between them.

III. Defining the goals - It is important to define the goal and date for each activity, so it is easier to check if the established deadlines are feasible.

IV. Define only one person responsible for an activity - It is important to define a person's name, not an area or department.

9 CONTROL OF ACTION PLANS

This step will be the responsibility of the PPGCI/UFPE Self-Assessment Committee. It is the process of collecting information about the results and recording them according to the model in Table 3. It is a process of planning control and evaluation and is related to comparisons between planned and performed actions, to ensure that the results are achieved. The monitoring also has the purpose of providing feedback to the person in charge of the PPGCI for the strategy, so that he can make corrections, when necessary.

Table 3 - Control of Action Plans

Data da realização do controle   Membro da Comissão de Autoavaliação

Controle da Implementação das Ações de Melhoria							
Estratégia:	Professor responsável:						
	Discentes responsáveis:						
Ação de melhoria	Responsável	Previsto		Realizado		Status	Justificativa
		Início	Fim	Início	Fim		
1							
2							
3							
4							
5							
6							

Source: Prepared based on FNQ (2020).

In Table 3, the team responsible for the strategy registers the actions, the person responsible for the actions and the expected date for carrying them out, as planned and recorded in Table 2. It will be up to the Self-Assessment Committee to control the implementation of the actions, filling in the other fields of the Table 3: check if the actions were or are being carried out. In the status field, the Self-Assessment Committee registers one of the four options:

I.   **starting** (when it is not expected to take place until the date of the control);
II. **In progress** (when it is already in progress, that is, being implemented);
III. **late** (when it should have been started, but it was not);
IV. **finished** (when the action has already been taken).

The justification (see the last field of Table 3) will be elaborated only when the status is late. In these situations, the person responsible for the action justifies it to the Self-Assessment Committee, which records it in the respective field in Table 3.

10 MONITORING RESULTS AND CORRECTION OF DEVIATIONS

This step, coordinated by the Evaluation Committee, should be carried out with the participation of the person responsible for the Strategy and the person responsible for implementing the action. The results of each action evaluated, that is, the results of each goal, will be compared with the desired situation - the one that was planned. In situations where the results have not been achieved, the situation will be understood as a problem (Figure 2) and, consequently, will be the object of analysis. Problem is any difference between the current situation found (gap) and the desired situation.

Figure 2 - Identification of a problem
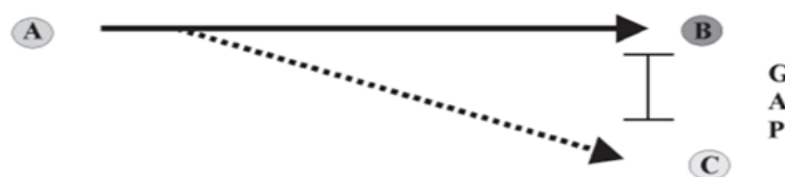
Source: Adapted from Mello et al. (2002).

In these situations, the causes of the problems will be identified, and new improvement action plans will be proposed to solve them. At this stage, the Ishikawa diagram (Figure 3) and the Gravity, Urgency and Tendency Matrix (GUT) will constitute the analysis techniques.

The Ishikawa diagram (or Diagram of Cause and Effect or Fishbone Diagram) (Figure 3) makes it possible to structure hierarchically the causes of a given problem, as well as its effects on the quality of services (MELLO et al., 2002).

Figure 3 - Cause and effect diagram
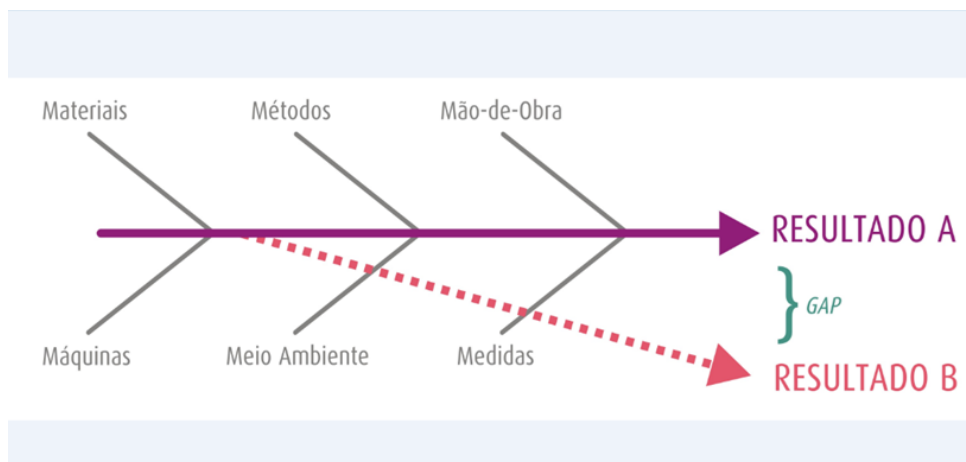
Source: Adapted from Mello et al. (2002).

Ishikawa proposed a method to analyse the problems in six categories of causes, the 6M: Method, Materials/Raw Material, Labor/Human Resources, Machines, Measures and Environment. These categories classify the potential causes of a given problem and, thus, it will be possible to clearly identify the main causes.

When many causes are identified, the GUT Matrix, technique proposed by Kepner and Tregoe (1981), is used to prioritize the causes of problems, taking into account their severity, urgency and tendency:

G - Severity refers to the impact of the problem on operations or people in the organization;

U - Urgency is the time needed to solve the problem;

T - Trend is the potential to worsen the problem.

Table 4 presents the scale to be used and Table 5, how to prioritize the causes.

Table 4 - Scale of the GUT matrix

Grade	Gravity	Urgency	Trend ("If nothing is done ...")
5	extremely serious	need immediate action	... will get worse quickly
4	very serious	is urgent	... it will get worse in a short time
3	serious	as fast as possible	... will get worse
2	not serious	little urgent	... will get worse in the long run
1	weightless	it can wait	... will not change

Source: Based on Kepner and Tregoe (1981).

Therefore, a form registers the cause of the problem and distributes the evaluation in the columns, assigning scores from 1 to 5 for each listed cause, as shown in Table 5.

Table 5 - Analysis and prioritization of the causes of the problem

N.	List of causes	G	U	T	G x U x T	Prioritization of causes
1						
2						
3						
4 ...						

Source: Based on Kepner and Tregoe (1981).

As shown in Table 5, initially all causes are recorded in the specific column. Posteriorly:

a. Column G is intended to receive a score for severity,

b. Column U is intended to receive the score for urgency,

c. Column T is intended to receive the score for the trend,

d. Another column contains the product of the G x U x T evaluations,

e. The last column is used to prioritize the causes, resulting from the evaluation result, that is, the attribution of grades and their multiplication (GXUXT).

The main causes identified, usually the first three, should receive attention, preferably through a new action to correct the problem, as shown in Table 6.

Table 6 - Monitoring of results

		Data da realizaç			Comissão de Autoavaliação		
		Monitoramento dos resultados					
Estratégia:		Professor responsável:					
		Discentes responsáveis:					
No.	Ações	Metas planejadas		Metas realizadas		Causa do Problema	Ação corretiva
		2021 2022 2023 2024		2021 2022 2023 2024			
1							
2							
3							
4							
5							

Source: Based on FNQ (2020).

The proposed new actions must be presented by those responsible for the strategies for collegiate approval of the PPGCI. Subsequently they enter the monitoring cycle like the others.

11 REVIEW OF STRATEGIC PLANNING

Even though they preserve some independence in the academic sphere, higher education institutions and graduate programs are not immune to the actions of the external environment, especially with regard to administrative decisions by regulatory agents, due to the change in the evaluation model as well as for the redefinition of the financing policy priorities. Whether due to legislation or seeking to optimize management, graduate programs adopt strategic planning because they consider it to be a resource in the development of programs, in their present and in their future.

However, strategic planning must be understood as a dynamic process, as are the changes that are introduced by CAPES in the process of evaluating graduate programs. Therefore, in the event of changes in the evaluation processes, such as the implementation of the multidimensional, as discussed, the scope of evaluation of this planning may also undergo changes.

12 STRATEGIC PLANNING SCHEDULE

Drawing up a schedule is one of the best ways to separate the stages of execution, obtaining a clearer picture of all activities (Table 7).

Table 7 - Strategic Planning Schedule

Phases	Responsible	Date
Establishment of the Strategic Vision	PPGCI Collegiate	February / 2020
Defining Strategies	Coordination (with collegiate approval)	February / 2020
Strategic Diagnosis (Data Collection)	Teams responsible for strategies	July and August / 2020 to April / 2021
Contextual Analysis (SWOT Analysis)	Teams responsible for strategies	May / 2021
Elaboration of action plans	Teams responsible for the strategies (later collegiate approval)	May / 2021

Source: PPGCI Self-Assessment Commission (2020).

If necessary, you will not hesitate to adjust any planning stage to ensure its effectiveness.

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APPENDIX 1

Responsible: Professors Leilah Santiago Bufrem and Raimundo Nonato Macedo dos Santos; student Marcela Lino

1 DIAGNOSTIC PROGRAM

1.1 Articulation, adherence and updating of the areas of concentration, research areas, ongoing projects, curricular structure and available infrastructure, in relation to the objectives, mission and modality of the Program.

Item	Description	PPGCI score
1.1.1	Consistency and scope of the area (s) of concentration, research areas and curriculum structure and the coherence between these elements;	
Current situation		
1.1.2	Adherence of research projects and intellectual production of permanent professors in relation to the Program's proposal, considering the area of concentration and its research areas.	
Current situation		
1.1.3	Consistency of the curriculum structure and options for the individual composition of the list of subjects and activities by the students.	
Current situation		
1.1.4	Hours, credits and assessment compatible with the training objectives.	
Current situation		
1.1.5	Adequacy of infrastructure to the development of education and research, considering: **a.** computer resources and Internet access; **b.** libraries and bibliographic resources; **c.** access to journals;	

	d. exclusive physical spaces for the development of teaching and research (including specialized laboratories, when necessary); **e.** specific physical spaces and administrative support, comprising secretariats, meeting rooms, videoconferencing rooms, among others (20%).	
Current situation		
	TOTAL	

1.2 Profile of the faculty and its compatibility and adequacy to the Program Proposal.

Item	Description	PPGCI score
1.2.1	Adequacy and training of permanent professors in relation to the Program's proposal.	
Current situation		
1.2.2	Proportion of permanent professors with more than 5 (five) years of doctorate.	
Current situation		
1.2.3	Proportion of professors with research projects financed by a state, national or international and / or private institution and / or public funding agency.	
Current situation		
1.2.4	Proportion of professors with Post-Doctorate in a program different from the one in which they received their doctorate.	
Current situation		
1.2.5	Proportion of CNPq productivity fellows (or similar scholarships) and h-index higher than the median in the area.	
Current situation		
1.2.6	For Programs with activities in the Graduation: proportion of professors who have activities in the Graduation with limit of 30% in the workload.	
Current situation		
	TOTAL	

Obs. 1: Contemplate projects approved on merit, however, without obtaining the funds.

Obs. 2: For the Programs approved in the quadrennium, the doctorate and post-doctoral internship time can be relativized.

1.3 Strategic Program Planning

Also considering links with the institution's strategic planning, with a view to managing its future development, adapting and improving infrastructure and better training its students, linked to intellectual production - bibliographical, technical and / or artistic]

Item	Description	PPGCI score
1.3.1	Alignment with institutional strategic planning, especially that of the Dean of Graduate Studies.	
Current situation Accomplished		
1.3.2	Program planning in relation to future challenges related to student training and the qualification of the knowledge generated.	
Current situation		
1.3.3	Action plans contemplating improvements and / or innovation, in the following aspects: **a.** infrastructure focused on the development of teaching, research **b.** and management; **c.** mechanisms for accreditation, re-accreditation, **d.** disqualification and renewal of the faculty; **e.** process of offering vacancies, selection and student training; **f.** mechanisms for the visibility of scientific production (products, processes and instruments).	
Current situation		
	TOTAL	

APPENDIX 2

Responsible: Prof. Fábio Mascarenhas e Silva and Renato Fernandes Correa

1 INTERNATIONALIZATION DIAGNOSIS

Perform the diagnosis with information from the 2017-2020 period.

1.1 Research projects

Item	Description	PPGCI score
1.1.1	Research projects financed by foreign agencies and bodies;	
Current situation		
1.1.2	Research projects that have members (professors and students) participating in foreign institutions;	
Current situation		
1.1.3	Program research projects based and / or coordinated in foreign and / or international institutions;	
Current situation		
1.1.4	Products involving permanent professors and PPGCI students that result from the development of research projects in partnership with foreign institutions.	
Current situation		
	TOTAL	

1.2 Publication of the results of international partnerships

Item	Description	PPGCI score
1.2.1	Publication in international journals involving participating professors and students;	
Current situation		

1.2.2	Publication in books involving participating professors and students;	
Current situation		
1.2.3	Publication in the IRIS Magazine of research results of foreign researchers who work in partnership with PPGCI / UFPE.	
Current situation		
	TOTAL	

1.3 Internships and studies abroad

Item	Description	PPGCI score
1.3.1	Short, medium and long term internships for professors and students;	
Current situation		
1.3.2	Postdoctoral abroad;	
Current situation		
1.3.3	Doctorate in cotutela and double degree of students abroad;	
Current situation		
1.3.4	Sandwich doctorate for students abroad;	
Current situation		
1.3.5	Foreign visiting professors or researchers received by PPGCI;	
Current situation		
1.3.6	Foreigners received by PPGCI for post-doctoral internship;	
Current situation		
1.3.7	Regular foreign students at PPGCI;	
Current situation		

1.3.8	Foreign professors / researchers who participated as members of thesis defense boards at PPGCI;	
Current situation		
1.3.9	Permanent professors and students of PPGCI who underwent internship / training; technical visits, research meetings and scientific and technological cooperation in a foreign institution;	
Current situation		
1.3.10	Permanent PPGCI professors who have developed academic activities abroad (teaching, seminars, newsstands, commissions, selection processes);	
Current situation		
1.3.11	PPGCI faculty and alumni who have completed a post-doctoral / senior internship abroad;	
Current situation		
1.3.12	PPGCI professors who teach subjects in foreign programs.	
Current situation		
	TOTAL	

1.4 Orientation of students

Item	Description	PPGCI score
1.4.1	Coorientation of PPGCI students by foreign professors;	
Current situation		
1.4.2	Coorientation of foreign students by PPGCI professors.	
Current situation		
	TOTAL	

1.5 Participation in academic events and editorial committees

Item	Description	PPGCI score
1.5.1	Permanent professors and / or students and graduates of PPGCI who participated in the organization of academic and scientific events abroad;	
Current situation		
1.5.2	Permanent PPGCI professors who participated in editorial committees and in the editing of journals from abroad;	
Current situation		
1.5.3	Permanent PPGCI professors who acted as lecturers or speakers at international scientific events relevant to the area.	
Current situation		
	TOTAL	

2 DIAGNOSIS LOCAL, REGIONAL AND NATIONAL INSERTION

2.1 Participation of the PPGCI

Item	Description	PPGCI score
2.1.1	Participation in Cooperation Projects between Institutions for the Qualification of Higher Education Professionals (PCI);	
Current situation		
2.1.2	Participation in the National Academic Cooperation Program (Procad);	
Current situation		
2.1.3	Participation in the National Institute of Science and Technology (INCT);	
Current situation		

Item	Description	PPGCI score
2.1.4	Participation in other projects and programs [quote]	
Current situation		
	TOTAL	

2.2 PPGCI participation in actions, projects and agreements in other sectors

Item	Description	PPGCI score
2.2.1	With the business sector;	
Current situation		
2.2.2	With the public sector;	
Current situation		
2.2.3	With the third sector.	
Current situation		
	TOTAL	

2.3 Participation of professors in academic events and editorial committees

Item	Description	PPGCI score
2.3.1	Participation of permanent professors as members of Committees of Development Agencies and State and National Commissions;	
Current situation		
2.3.2	Participation of permanent professors as Editors and as members of the Editorial Board of journals;	
Current situation		
2.3.3	Participation of permanent professors as organizers of regional and national scientific events;	
Current situation		

2.3.4	Participation of permanent professors in the management of academic-scientific and professional entities (scientific associations, Brazilian academies, councils, national commissions and others);	
Current situation		
2.3.5	Participation of students and permanent professors as speakers at regional and national congresses.	
Current situation		
	TOTAL	

APPENDIX 3

Responsible: Profa. Majory Karoline Fernandes de Oliveira Miranda and students Karoline Maria Fernandes da Costa e Silva, Elanna Beatriz Americo Ferreira and Jarlúzia

1 PPGCI VISIBILITY DIAGNOSIS

1.1 PPGCI website / page

Item	Description	PPGCI score
1.1.1	PPPGC web pages must be in at least three languages (Portuguese, English and Spanish). Recommended for Note 5 Programs	
Current situation		
1.1.2	Maintenance of the PPGCI website, with a view to dissemination updated information regarding: **a.** Contact **b.** PPGCI proposal **c.** program of studiess **d.** Research Projects for professors (link to Curriculum Lattes, e-mail) **e.** Research Groups (link to Curriculum Lattes, e-mail) **f.** List of professors (link to Curriculum Lattes, e-mail) **g.** Curricular structure **h.** Regiment **i.** Resolutions **j.** Relevant legislation **k.** Selection process	
Current situation		
	TOTAL	

1.2 PPGCI IRIS scientific journal

Item	Description	PPGCI score
1.2.1	Creation and maintenance of qualified scientific journals.	
Current situation of the IRIS magazine (qualis, and other basic indicators)		
	TOTAL	

1.3 Institutional Repositories

Item	Description	PPGCI score
1.3.1	Creation and maintenance of institutional repositories and Bank of Digital Theses and Dissertations.	
Current situation		
	TOTAL	

1.4 Transparency

Item	Description	PPGCI score
1.4.1	Transparency (for example, minutes, accountability, selection processes, etc.).	
Current situation		
	TOTAL	

APPENDIX 4 - SELF-ASSESSMENT PROJECT

Considering the size of the document, the Self-Assessment Project is available on PPGCI site

Responsible: professors Edilene Silva and Hélio Pajeú

1 ALUMNI DIAGNOSIS

For the calculation, consider graduating master's graduates from the year 2011 to 2020, with or without a link to the PPGCI Doctorate or other Graduate Program.

1.1 Destination, performance and evaluation of PPGCI graduates in relation to the training received

Item	Description	PPGCI score
1.1.1	Check the formal employment rate	
Current situation		
1.1.2	To verify the insertion of the graduate in the formal job market according to the occupational group of the Brazilian Classification of Occupations (CBO)	
Current situation		
1.1.3	Observe the adherence between the employer establishment and the training area	
Current situation		
1.1.4	Check the continuity of training at the Graduate level (passing from Master to Doctorate);	
Current situation		
1.1.5	Check the obtaining, by the graduates, of financing in institutions and development agencies (Postdoctoral scholarships, technical support scholarships, etc.);	
Current situation		
1.1.6	Check the occupation of leadership positions in civil society organized, including management positions and leaders of organization of public interest (Non-Governmental Organizations [NGO], scientific and professional organizations, etc.)	
Current situation		

1.1.7	Professional insertion of graduates at the international level.	
Current situation		
	TOTAL	

1.2 Quality of the intellectual production of graduates. [10%]

Item	Description	PPGCI score
1.2.1	Ratio between graduates who published articles in qualified journals (Qualis A1-B4) and the total number of graduates;	
Current situation		
1.2.2	Ratio between the total production in published qualified articles and the total number of graduates;	
Current situation		
1.2.3	Ratio between graduates with complete papers published in annals and the total of graduates;	
Current situation		
1.2.4	Ratio between the total production in complete works published in annals and the total number of graduates;	
Current situation		
1.2.5	Ratio between graduates who published books and / or book chapters and total graduates;	
Current situation		
1.2.6	Ratio between the total production in books and / or book chapters and the total number of graduates;	
Current situation		
1.2.7	Ratio between graduates who published articles in qualified scientific journals with permanent professors of the Program and the total number of graduates;	
Current situation		

1.2.8	Ratio between the total production of articles prepared with a permanent professor of the Program published in qualified scientific journals and the total number of graduates.	
Current situation		
	TOTAL	

APPENDIX 6

Responsible: Prof. Marcos Galindo and the students Alejandro Caballero and Felipe Gabriel Gomes de Medeiros

1 - IMPACT ON SOCIETY

1.1Impact and innovative character of intellectual production according to the nature of the Program

Item	Description	PPGCI score
1.1.1	As for the professors: a) Qualified intellectual (bibliographic / artistic / technical) production of permanent professors considering the impact and / or the innovative character: indicate one item per year of work per permanent professor, totaling a maximum of 4 (four) items in the period 2017-2020. Note: For the calculation: the maximum number of products will depend on the teaching experience of the program in the program as permanent (for example, if you worked for 2 years as a permanent professor, you can indicate up to 2 products; if you worked 4 years, you can indicate up to 4 products). The products must be indicated in the last report of Sucupira, regardless of the year in which they were made within the quadrennium.	
Current situation		
1.1.2	As for professors, students and alumni Consider the 2017-2020 period b) Qualified intellectual (bibliographic / artistic / technical) production of the Program considering the impact and innovative character: indicate 10 (ten) best items of intellectual production for the period 2017-2020. Productions of impact and relevance are considered: b.1) qualified bibliographic production; b.2) premiums and financing received from production; b.3) models, processes, products or services originating from the scientific, technical or artistic production of the Program's faculty or student, formally registered in national or international institutions such as: National Institute of Industrial Property (INPI), Fundação Biblioteca National, regulatory agencies, government departments, among other bodies;	

	b.4) implantation of models, products or services originating from the scientific, technical or artistic production of the faculty or students of the Program, by public or private companies, scientific societies, Non-Governmental Organizations (NGOs), etc .; b.5) development of products from the scientific, technical or artistic production of the faculty or students of the Program. Note: The graduates considered for the calculation are those who completed the course within a maximum interval of 5 (five) years.	
Current situation		
	TOTAL	

1.2 Economic, social and cultural impact of the Program.

Item	Description	PPGCI score
1.2.1	They must be evaluated by the following dimensions: Social impact: transformation of socio-cultural practices, contributions to the public sector, the private sector and the Third Sector, which can enhance the improvement of management, transparency, governance, citizenship and social development. Educational impact: development of innovative pedagogical proposals that allow the improvement of education, in the sphere of elementary, secondary and higher education or technical / professional education; information and knowledge management, promotion of information culture and information skills. Technological impact: contribution to research and technological innovation at the local, regional, national and / or international level, through pioneering research in digital culture, in the production and analysis of databases, new devices and communication formats, analysis of influence of new technologies on democratic practices and contemporary political processes and also social technologies. Economic impact: contribution to the improvement of communication processes in public, private and Third Sector organizations, increasing their economic effectiveness. Increase in creative industries, the entertainment sector, audiovisual practices and policies and new media. e) Impact for the Public Health Area: contribution to the design and execution of public health campaigns and management of strategic information in the Health Area. Cultural impact: contribution to the formulation of cultural policies, the promotion of new modes of participation in debates of public interest, curation, preservation and dissemination of memory and cultural heritage. g) Artistic impact: contribution to artistic production in different cultural contexts, with the development of diversified practices with the languages of art in the means and processes of	

	communication of local cultures and also of technological information. To verify these dimensions, the following indicators should be considered: 1) Interventions with qualified speeches on issues of a public nature: **a)** conferences, **b)** debates, **c)** speeches, **d)** interviews, **e)** forums, **f)** public hearings, **g)** round tables, etc. Note: Each item indicated must be accompanied by: a brief description that justifies the indication; documentary elements that prove the performance of the act; repercussion; developments etc., as per Annex 4 contained in the Evaluation Form of the Communication and Information area. 2) Practical interventions of an economic, cultural and social nature: **a)** indicative of the Program's adherence to affirmative and / or social inclusion policies: affirmative actions in the selection and permanence of students; **b)** participation in the development of public policies; **c)** extension projects and actions and their results; **d)** scientific dissemination actions; **e)** development of processes, products and services for and with the business sector; **f)** participation in class bodies and associations; **g)** participation in the development of laws and regulatory frameworks; **h)** offering Interinstitutional Masters and Doctorate courses, especially those aimed at Higher Education Institutions located in regions lacking masters and doctors; **i)** associations between Higher Education Institutions to offer Master's and Doctorate courses; **j)** participation in cooperation projects between Programs with different levels of consolidation, aimed at innovation in research or the development of graduate Studies in geographic regions or sub-regions with graduate Studies still incipient (performance of visiting professors); **k)** participation in judging, curatorial or consultancy committees in the cultural sector; - other economic, social and cultural impacts	
Current situation		
	TOTAL	

APPENDIX 7

COORDINATOR: Profa. Nadi Helena Presser

1 INNOVATION AND KNOWLEDGE TRANSFER

1.1 Strategic Program Planning

[also considering links with the institution's strategic planning, with a view to managing

its future development, adapting and improving infrastructure and better training its

students, linked to intellectual production - bibliographic, technical and / or artistic]

Item	Description	PPGCI score
1.1.1	Alignment with the institutional strategic planning, especially that of the Dean of Graduate Studies (30%);	
Current situation		
1.1.2	Program planning in relation to future challenges related to student training and the qualification of the knowledge generated.	
Current situation		
1.1.3	Action plans contemplating improvements and / or innovation, in the following aspects: **a.** infrastructure dedicated to the development of teaching, research and management; **b.** mechanisms for accreditation, re-accreditation and disqualification and renewal of the faculty; **c.** process of offering vacancies, selection and student training; **d.** mechanisms for the visibility of scientific production (products, processes and instruments).	
Current situation		
1.1.4	Ability to attract new students	
Current situation Candidates - Vacancies - Approved 2017 2018		

2019 2020		
1.1.5	Percentage of students from other institutions (enrolled students who have graduated or mastered at another institution)	
Current situation		
	TOTAL	

1.2 Ability to attract new students - Master's

Time course	Total Candidates	Jobs	Total Approved	Training area	Source state
2017					
2018					
2019					

Responsible: Prof. Murilo Artur Araújo da Silveira

1 PROFESSOR DIAGNOSIS

1.1 Quality of the research activities and the intellectual production of the faculty in the Program

Item	Description	PPGCI score
1.1.1	Individual bibliographic production of a scientific nature relating to journals from A1 to B4 published in the period 2017-2020.	
Current situation Permanent Anna Elizabeth Galvão Coutinho Correia: A1_____Points; A2_____Points Célio Andrade de Santana Júnior Diego Andres Salcedo Fábio Assis Pinho Fábio Mascarenhas e Silva Leilah Santiago Bufrem Májory Karoline Fernandes de Oliveira Miranda Marcos Galindo Lima Murilo Artur Araújo da Silveira Nadi Helena Presser Raimundo Nonato Macedo dos Santos Renato Fernandes Correa Sandra de Albuquerque Siebra Contributors Gilda Maria Whitaker Verri Hélio Márcio Pajeú Edilene Maria da Silva For Articles, each stratum corresponds to the following notes: A1 - 100 points A2 - 80 points A3 - 70 points A4 - 60 points B1 - 50 points B2 - 30 points B3 - 20 points B4 - 10 points C - does not score Obs. Articles published in ENANCIB and ISKO Internacional are equivalent to the A4 score of Qualis Periódicos, according to what was being practiced by the Area. Such practice is limited to the current quadrennium (2017-2020).		
1.1.2	Individual bibliographic production of a scientific nature relating to books L1 to L5 published in the period 2017-2020	
Current situation Permanent Anna Elizabeth Galvão Coutinho Correia Célio Andrade de Santana Júnior		

Diego Andres Salcedo
Fábio Assis Pinho
Fábio Mascarenhas e Silva
Leilah Santiago Bufrem
Májory Karoline Fernandes de Oliveira Miranda
Marcos Galindo Lima
Murilo Artur Araújo da Silveira
Nadi Helena Presser
Raimundo Nonato Macedo dos Santos
Renato Fernandes Correa
Sandra de Albuquerque Siebra
Contributors
Gilda Maria Whitaker Verri
Hélio Márcio Pajeú
Edilene Maria da Silva

Obs. See the score in the document Table of Levels - an Attachment to the Evaluation Form of the Communication and Information Area

| 1.1.3 | Average annual score (2017; 2018; 2019; 2020) per professor for books and periodicals | |

Current situation
Permanent
Anna Elizabeth Galvão Coutinho Correia
Célio Andrade de Santana Júnior
Diego Andres Salcedo
Fábio Assis Pinho
Fábio Mascarenhas e Silva
Leilah Santiago Bufrem
Májory Karoline Fernandes de Oliveira Miranda
Marcos Galindo Lima
Murilo Artur Araújo da Silveira
Nadi Helena Presser
Raimundo Nonato Macedo dos Santos
Renato Fernandes Correa
Sandra de Albuquerque Siebra
Contributors
Gilda Maria Whitaker Verri
Hélio Márcio Pajeú
Edilene Maria da Silva
_____

| 1.1.4 | Average annual score (2017; 2018; 2019; 2020) per item for books and periodicals | |

Current situation

Books_____

Journals _____

| 1.1.5 | Average annual score (2017; 2018; 2019; 2020) of the Permanent Teaching Nucleus (NDP) for books and journals | |

Current situation

Anna Elizabeth Galvão Coutinho Correia
Célio Andrade de Santana Júnior

Diego Andres Salcedo Fábio Assis Pinho Fábio Mascarenhas e Silva Leilah Santiago Bufrem Májory Karoline Fernandes de Oliveira Miranda Marcos Galindo Lima Murilo Artur Araújo da Silveira Nadi Helena Presser Raimundo Nonato Macedo dos Santos Renato Fernandes Correa Sandra de Albuquerque Siebra	

Item	Description	
1.1.6	Average annual score (2017; 2018; 2019; 2020) of the Permanent Teaching Nucleus (NDP) for items (journals and books)	
Current situation Anna Elizabeth Galvão Coutinho Correia Célio Andrade de Santana Júnior Diego Andres Salcedo Fábio Assis Pinho Fábio Mascarenhas e Silva Leilah Santiago Bufrem Májory Karoline Fernandes de Oliveira Miranda Marcos Galindo Lima Murilo Artur Araújo da Silveira Nadi Helena Presser Raimundo Nonato Macedo dos Santos Renato Fernandes Correa Sandra de Albuquerque Siebra		
1.1.7	Ratio between the sum of the average scores obtained by each permanent professor of the Program in the upper strata (journals from A1 to B2 and books from L1 to L3), up to the limit of 8 (eight) items per quadrennium, and the total number of professors at the Center Permanent Professor.	
Current situation		
	TOTAL	

1.2 Quality and involvement of the faculty in relation to the training activities in the Program

Item	Description	PPGCI score

1.2.1	Percentage of permanent professors with participation in more than one Program.
	    a) It must not exceed 30% of the Permanent Teaching Nucleus;
	    b) The performance as a permanent professor can take place, at most, in up to two graduate Programs.	

Current situation		

1.2.2	Distribution of supervisors among permanent professors in the period 2017-2020.
	   a) At least two students per biennium, respecting the maximum limits of the Area, eight students per professor working in undergraduate courses;
	   b) 12 supervisors per professor without acting in undergraduate courses.
	   c) The maximum limit of guidelines considers all the professor's participation in graduate Programs, either as a permanent or collaborator.	

Current situation		
1.2.3	Ratio between degree holders guided by a permanent professor and degree holders in the 2017, 2018, 2019 periods; 2020	
Current situation		
1.2.4	Proportion of permanent professors offering at least two subjects in the quadrennium (use the period of 2017; 2018; 2019; 2020)	
Current situation		
1.2.5	Ratio between the total of permanent professors who published articles with students, in scientific journals or qualified events between strata A1 to B4, and the total of permanent professors (use the period of 2017; 2018; 2019; 2020)	
Current situation		
	TOTAL	

APPENDIX 9

Responsible: Prof. Célio Andrade de Santana Júnior

1 DIAGNOSIS OF THE DISCENT

1.1 Quality and adequacy of students' theses and dissertations in relation to the Program's areas of concentration and research areas

Item	Description	PPGCI score
1.1.1	Adequacy and distribution of dissertations and theses defended in four-year period between the program's program of studies, in the period 2017-2020.	
Current situation Memory of Scientific and Technological Information - Master 2017 2018 2019 2020 Communication and Memory Visualization - Master 2017 2018 2019 2020		
1.1.2	Quality of theses and dissertations: Ratio among students who published on the topic in qualified journals in relation to the total number of students enrolled, in the period 2017-2020.	
Current situation Total enrolled students 2017 2018 2019 2020 Articles in A1 journals; A2 .... 2017 2018 2019 2020 And go with the rest		
1.1.3	Quality of theses and dissertations: Ratio between students who published on the theme complete papers in annals of events and the total number of students enrolled in the period 2017-2020.	
Current situation		
1.1.4	Quality of theses and dissertations: Ratio between undergraduate students who published on the topic in qualified journals (A1 / B3)	

	and books and chapters and the total number of undergraduate students in the period 2017-2020. Disclaimer: Intellectual production in books and chapters must be related to the Program's area of operation.	
Current situation		
1.1.5	Receipt and / or indication of prizes and honorable mentions (Compós, Ancib, SBPJor, Socine, Capes de Teses, among others) in the period 2017-2020. Note: The Area will consider, for evaluation purposes in the Academic Programs, the possibility of presenting hybrid products (see definition in annex 1).	
Current situation		

1.2 Quality of students' intellectual production

	Description	PPGCI score
1.2.1	Reason among students who published articles in journals (Qualis A1-B4) and the total number of students in the period 2017-2020.	
Current situation		
1.2.2	Ratio between the total production in published qualified articles and the total number of students in the period 2017-2020	
Current situation		
1.2.3	Ratio among students with published full papers in annals and the total number of students, in the period 2017-2020.	
Current situation		
1.2.4	Ratio between the total production in complete works published in annals and the total number of students, in the period 2017-2020.	
Current situation		
1.2.5	Ratio between students who published books and / or book chapters and the total number of students, in the period 2017-2020. Disclaimer: Intellectual production in books and chapters must be related to the Program's area of operation.	
Current situation		

1.2.6	Ratio between the total production in books and / or book chapters and the total number of students in the period 2017-2020. <u>Disclaimer</u>: Intellectual production in books and chapters must be related to the Program's area of operation.	
Current situation		

1.2.7	Reason among students who published articles in journals qualified scientists with a permanent professor in the Program and the total number of students, in the period 2017-2020.	
Current situation		

1.2.8	Ratio between the total production of articles prepared with a professor program published in qualified scientific journals and the total number of students, in the period 2017-2020.	
Current situation		