

UFPR - FEDERAL UNIVERSITY OF PARANÁ

PROPG - PRO-DEAN OF POSTGRADUATE STUDIES OFFICE

**STRATEGIC PLANNING FOR THE INTERNATIONALIZATION OF
POSTGRADUATE STUDIES AT UFPR (2025-2029)**

CURITIBA

2025

This document aims to detail the Strategic Planning for the Internationalization of UFPR's *stricto sensu* postgraduate programs for the four-year period from 2025 to 2029.

The Federal University of Paraná (UFPR) is one of the oldest and most prestigious higher education institutions in Brazil, founded on December 19, 1912. With over a century of history, UFPR stands out for its academic excellence, innovative research, and commitment to society.

Currently, UFPR offers 92 *stricto sensu postgraduate* programs with approximately 6,776 students enrolled.

The university has several campuses distributed throughout Curitiba and, in addition to the campuses in Curitiba, UFPR also has units in cities such as Matinhos, Pontal do Paraná, Palotina, Jandaia do Sul, and Toledo, expanding the reach of quality higher education to various regions of the state.

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Introduction

The **Strategic Planning for the Internationalization of Postgraduate Studies at UFPR (2025-2029)**, prepared by the **Pro-Dean of Postgraduate Studies Office (PROPG)**, is part of the University's Institutional Internationalization Plan (2023-2027), approved to contribute to the specific internationalization objectives described in the UFPR Institutional Development Plan (2022-2026). This document, therefore, is strategic and institutional in nature, serving as a tool for UFPR's *stricto sensu* postgraduate programs and enabling consistent planning, with consolidated governance and the formalization of the institutional commitment to internationalization and long-term vision.

This plan took into account data recently obtained through the UFPR Internationalization Report, motivated by a thorough analysis of how much the CAPES-PrInt Program contributed to leveraging internationalization strategies at the institution. This data can be found on the website

https://public.tableau.com/app/profile/augusto.clemente/viz/InternacionalizaodaUFPR/Ma_padepassesdedestinoouorigem and comprises the main measures necessary to improve internationalization indicators.

This plan presents specific guidelines for the institutional culture of internationalization at UFPR for the period 2025–2029, with a focus on strengthening the capacity to articulate and execute specific policies for internationalization in postgraduate studies, considering the UN Agenda Guidelines for sustainable development. The integrative and participatory involvement of the relevant units, with planning based on data from the last 10 years of internationalization, based on consolidated reports on the internationalization of UFPR, associated with analyses of scientific production based on indicators obtained between 2015 and 2024.

Methodology

The construction of this plan was based on an in-depth diagnosis of data on postgraduate mobility, students, and professors, based on figures from the UFPR system itself and indicators from the international observatory. The institution, in conjunction with the analysis of national policies, SDGs, and, subsequently, the definition of strategic axes:

Institutional Diagnosis and Data Collection

- Mapping of the current profile of postgraduate studies based on official CAPES indicators (Geocapes, 2021–2024 Evaluation), internal data on agreements signed, mobility, intellectual production, and UFPR internationalization actions.

- Combined use of the Scopus platforms, through the Scival and OpenAlex tools, to broaden the view of UFPR's scientific production, ensuring an approach aligned with open science and identifying areas of greater international insertion.

Analysis of Public Policies and SDGs

- Review of public policies and national strategic plans related to science, technology, education, and sustainable development, as well as the SDGs, to guide the strategic axes of the proposal.
- Identification of convergences between UFPR's areas of excellence and internationalization priorities.

Definition of Strategic Axes

Based on the diagnosis, four central axes were defined, which complement UFPR's existing Institutional Internationalization Plan (PII), with a specific focus on postgraduate studies:

- 1) Governance and institutional commitment to internationalization;
- 2) Cooperation, academic mobility, and international visibility;
- 3) Internationalized intellectual production and internationalization of the curriculum;
- 4) Internationalization at Home;
- 5) Social impact, partnership with the non-academic sector, and coordination with public policies.

Institutional Participation

- Involvement of **the Pro-Dean of Postgraduate Studies Office (PROPG)**, the Pro-Dean of Research and Innovation Office (PRPI), and the Office of International Relations (ERI), in addition to representatives from UFPR's *Stricto Sensu* Postgraduate Programs, ensuring integration and representativeness.

This methodology ensures that the Strategic Planning for the Internationalization of Postgraduate Studies at UFPR (2025-2029) is an **institutional reference tool**, strengthening the university's capacity to implement and monitor internationalization policies in line with national and international guidelines.

Presentation and Context

The Federal University of Paraná (UFPR), founded in 1912, is the oldest higher education institution in operation in Brazil and has established itself as one of the main centers of academic training and research in the country. *Stricto sensu* postgraduate studies began in

1965 with the Biochemistry Program, and in 2025, there are 92 Postgraduate Programs (PPGs) – 76 academic and 16 professional – covering 48 of the 50 areas evaluated by CAPES.

The quality of postgraduate studies is evidenced by the CAPES 2021–2024 evaluation: 18 PPGs with excellence ratings (6 and 7), 28 with a rating of 5, 33 with a rating of 4, 10 with a rating of 3, and 3 with a rating of A. The faculty has 2,261 members, including 1,838 permanent faculty, 389 collaborators, and 34 visiting faculty. The student body totals 6,776 enrolled students, including 3,079 in master's programs, 2,997 in doctoral programs, and 700 in professional master's programs. In 2025, there were 2,298 new students and 1,170 postgraduates (748 master's and 422 doctoral degrees), corresponding to 28% of postgraduate degrees in Paraná.

Nationally, UFPR is the third largest producer of master's and doctoral degrees in the South Region and ranks 11th in Brazil in total number of degrees, and 9th in number of doctoral degrees.

The history of internationalization of UFPR's postgraduate programs is evident in the repeated practice of academic mobility and research with international partnerships, culminating in extensive academic production linked to international cooperation projects.

It is interesting to note that between 2019 and 2024, more than 700 international scholarships were implemented, with various institutions abroad and in a wide range of areas of knowledge. Of these, 62% were allocated to UFPR faculty and students abroad and 38% to attract professors and researchers for periods of stay at UFPR.

In terms of destination, there has been an intense distribution to the United States and the United Kingdom in recent years. However, the implementation of the CAPES-PrInt Program has led to new partnerships with China, India, Australia, Africa, and Latin America, which have been consolidated over the last few years (Figure 1).

MAPA DE DESTINOS E ORIGENS

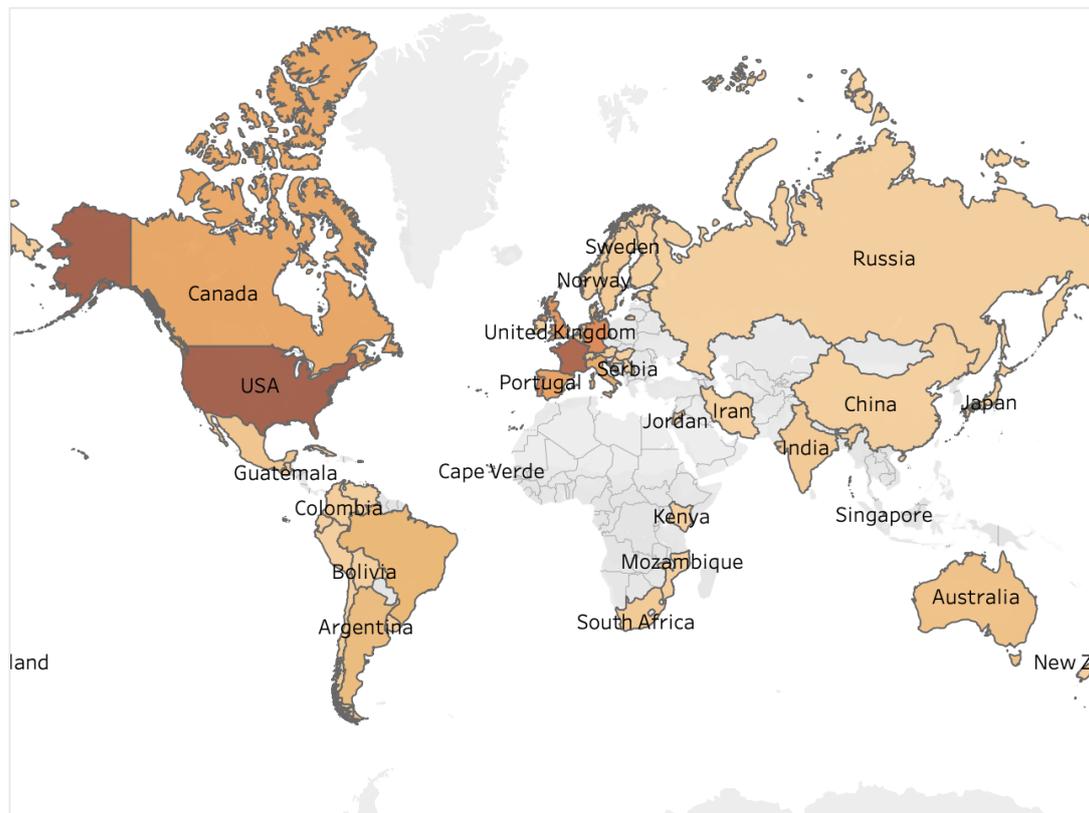


Figure 1 – Map showing student destinations throughout the implementation of the CAPES-PrInt Program. The greater the intensity of the color, the greater the number of students traveling to that country.

In terms of students by category or area of activity, we observed a predominance of mobility in the Biological Sciences area in terms of total numbers ($n=255$) and in the sandwich doctorate modality ($n=88$). However, inbound and outbound mobility was not the only type used ($n=77$); the reception of external teachers ($n=4$) was also equally well utilized with the CAPES-PrInt program (Figure 2). The other CAPES areas can be seen in the graph below.

Visualização de dados

SETOR DA UFPR E GRANDE ÁREA CAPES

Modalidade

Grande Área CA..	Doutorado Sa..	Professor Visi..	Professor Visi..	Capacitação	Graduação Sa..	Pós-Doutorado	Professor Visi..	Jovem Talento	Estágio Pós-D..	Grand Total
CIÊNCIAS BIOLÓGICAS	88	77	19	37		20	4	9	1	255
CIÊNCIAS HUMANAS	54	36	27	14		6	13			150
CIÊNCIAS EXATAS E DA TERRA	44	33	4	13		12	7	1		114
MULTIDISCIPLINAR	26	39	6	3	19		3			96
ENGENHARIAS	28	16	6	2	19	3	2		2	78
CIÊNCIAS SOCIAIS APLICADAS	48	9	11							68
LINGUÍSTICA, LETRAS E ARTES	19	17	5	11		2	1			55
CIÊNCIAS DA SAÚDE	21	20	6	2			1	1		51
CIÊNCIAS AGRÁRIAS	25	2	1		18		1			47
Grand Total	353	249	85	82	56	43	32	11	3	914

Figure 2 – Table showing the number of scholarship recipients in the in-out and out-in modalities carried out during the CAPES-Print program at UFPR, with the Biological Sciences area having a total of 255 representatives, Human Sciences with 150, Exact and Earth Sciences with 114, Multidisciplinary Sciences with 96, Engineering with 78, Applied Social Sciences with 68, Linguistics, Literature, and Arts with 55, Health Sciences with 51, and Agricultural Sciences with 47 scholarship recipients in the sandwich doctorate (column 1), visiting professor (column 2), Senior Visiting Professor (column 3), Training (column 4), Sandwich Undergraduate (column 5), Postdoctoral (column 6), Junior Visiting Professor in coming (column 7), Young Talent (column 8), Postdoctoral Internship (column 9).

Other interesting data that complements these analyses can be found in the partial report on mobility at UFPR. This data shows the number of scholarship recipients registered at UFPR under the internationalization program, with departures and arrivals recorded by continent, country, region, city, and destination institution (Figure 3). It is also possible to see the types of scholarships available in the dynamic graph, where you can select each mobility activity individually (Figure 4).

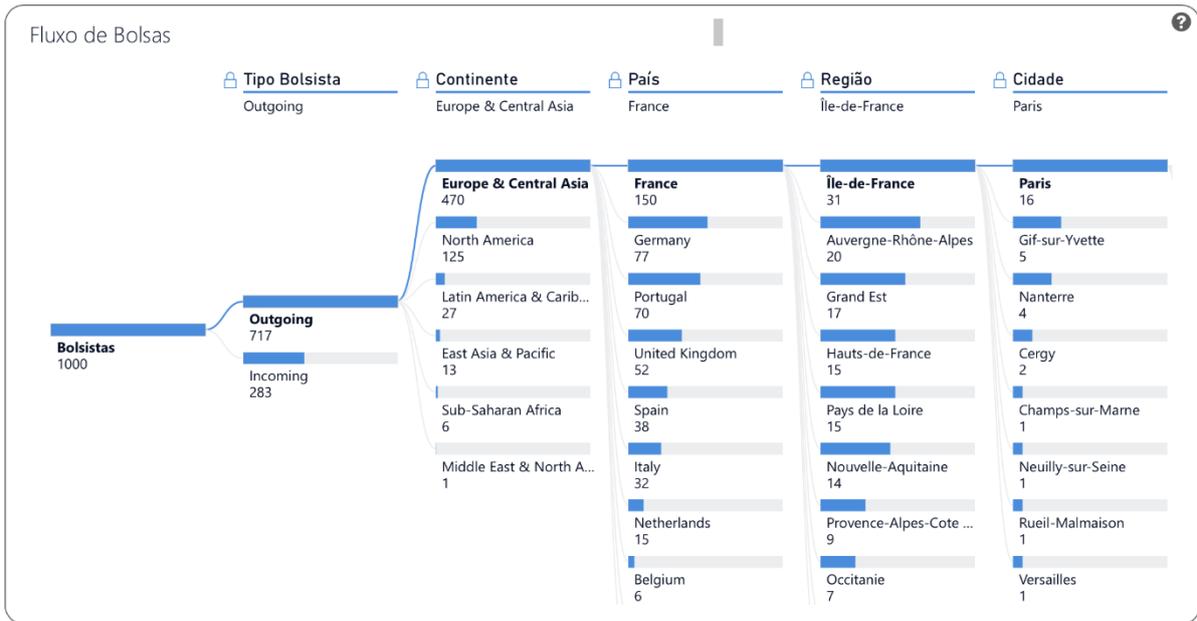


Figure 3 - Demonstration of the availability of data on outgoing and incoming scholarship recipients by different continents, country, region, city, and institution. Data available at <https://app.powerbi.com/view?r=eyJrIjoiMjkzMzI1ZDYtZTIiNi00ZmMyLTliYzctNGIzODY0MGZzZjgxiwidCI6ImMzN2IzN2EzLWU5Zi0tNDJmOS1iYzY3LTRiOWI3MzhIMWRmMCJ9>.

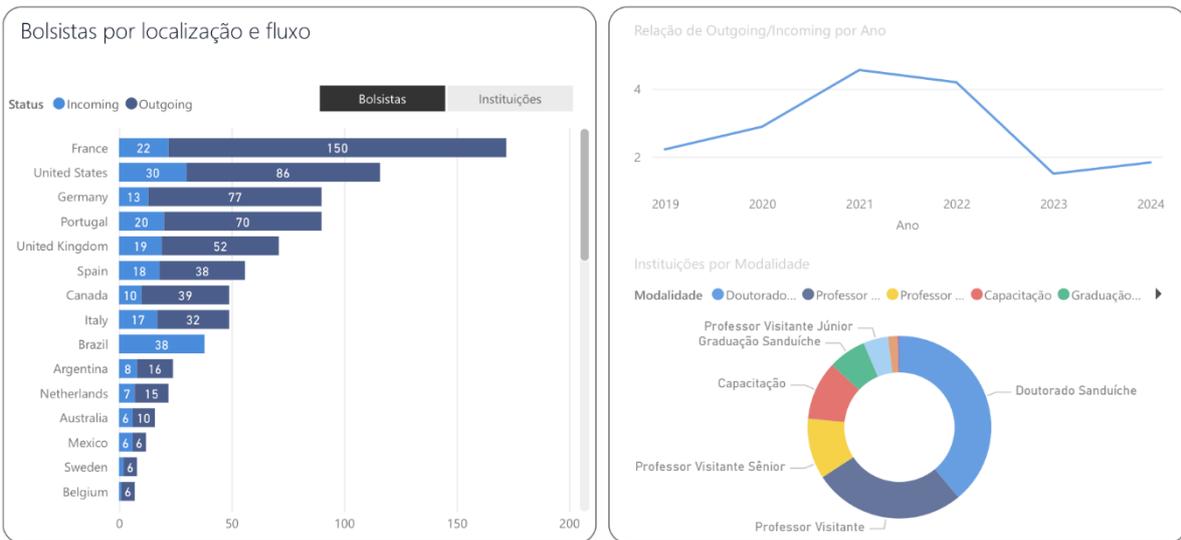


Figure 4 - Absolute number (left side) and proportionality between categories (right side) within the scholarship modalities used. Data available at <https://app.powerbi.com/view?r=eyJrIjoiMjkzMzI1ZDYtZTIiNi00ZmMyLTliYzctNGIzODY0MGZzZjgxiwidCI6ImMzN2IzN2EzLWU5Zi0tNDJmOS1iYzY3LTRiOWI3MzhIMWRmMCJ9>

In terms of international HEIs that received students and researchers from UFPR, we can mention at least 45 different countries to which we were able to send our researchers. Figure 5 below illustrates how active UFPR was in terms of what was expected for the CAPES-PrInt Program, and this data can be better viewed through the link

MOBILIDADE POR SETOR

Setor UFPR	Programa P..	País destin..	UF da IES	IES							
CIÊNCIAS B.. CELULAR E MOLECULAR	BIOLOGIA	Canada	Ontario	ontario institute f..	1			3			
			Nova Scotia	institute of ocean ..	1			1			
			New Bruns..	université de monc..	1				6		
			-	fisheries and ocea..	1				1		
		USA	Ohio	ohio state universi..	2				10		
			Null	ohio university	1				1		
		Italy	Puglia	institute of nanote..	3				13		
		France	Region Cha..	université de reim..	2				9		
			-	université de reim..	1				1		
		Australia	Null	university of quee..	2				2		
		United King..	England	university of hertf..	1				6		
		Hungary	Hajdu-Bihar	university of debre..	1				3		
		Germany	Saxony-Anh..	universität magde..	1				6		
		Estonia	-	estonian universit..	1				1		
		Denmark	Region Syd..	syddansk universit..	1				6		
		Brazil	Paraná	universidade feder..	1				9		
		BOTÂNICA	USA	Null	Null	Null	2			2	
					Florida	university of florida	1				3
				-	university of florida	1				1	
				Mexico	Null	instituto de ecolog..	1				1
					-	escuela nacional d..	1				1
				Germany	Bavaria	universität würzb..	1				6
				France	-	instituto amap/cir..	1				1
Canada	Null			université du québ..	1				1		
CIÊNCIAS (BI OQUÍMICA)	USA			Virginia	virginia polytechni..	1				6	
					Null	university of misso..	2				2
		-	university of minn..	2				2			
		-	university of maryl..	1				12			
		New York	rockefeller univers..	1				6			
		Missouri	university of misso..	1				12			
		Minnesota	university of minn..	1				8			
		Maryland	university of maryl..	1				6			
		Georgia	university of georg..	1				12			
		United Kingdom	Scotland	james hutton insti..	1				6		
			Null	john innes centre	2				5		
		-	james hutton insti..	2				2			
		England	university of oxford	1					6		
			john innes centre	1					7		
		-	imperial college lo..	1					6		
		-	cardiff university	2					2		
		Germany	Bavaria	universität würzb..	1				6		
			Baden-Wue..	universität tübing..	2				24		
			-	universität freiburg	1				1		
		-	university of freib..	1					1		
		France	Region Rho..	université grenobl..	1				24		
			Region Pica..	université de tech..	1				6		
			Null	université grenobl..	1				1		
-	université de sher..		1				1				
Ile-de-France	université paris-sa..		1				1				
Brazil	Paraná	universidade feder..	4				52				
Argentina	Null	university of tubin..	1				18				

Figure 5 – Legend with the 45 countries mentioned as nationalities present during the CAPES-Print Program.

When we look at the data for arrivals in Brazil, we can see that UFPR was able to attract students proportionally from neighboring countries (Argentina, Chile, Peru, Colombia), but also from the African continent (Angola, Mozambique, Guinea-Bissau), as well as researchers from the United States, Mexico, the Dominican Republic, Costa Rica, Venezuela, Bolivia, Paraguay, Uruguay, the United Kingdom, France, Portugal, Croatia, Italy, Ukraine, Sweden, Normandy, Ethiopia, Yemen, Congo, and Pakistan (Figures 6 and 7).

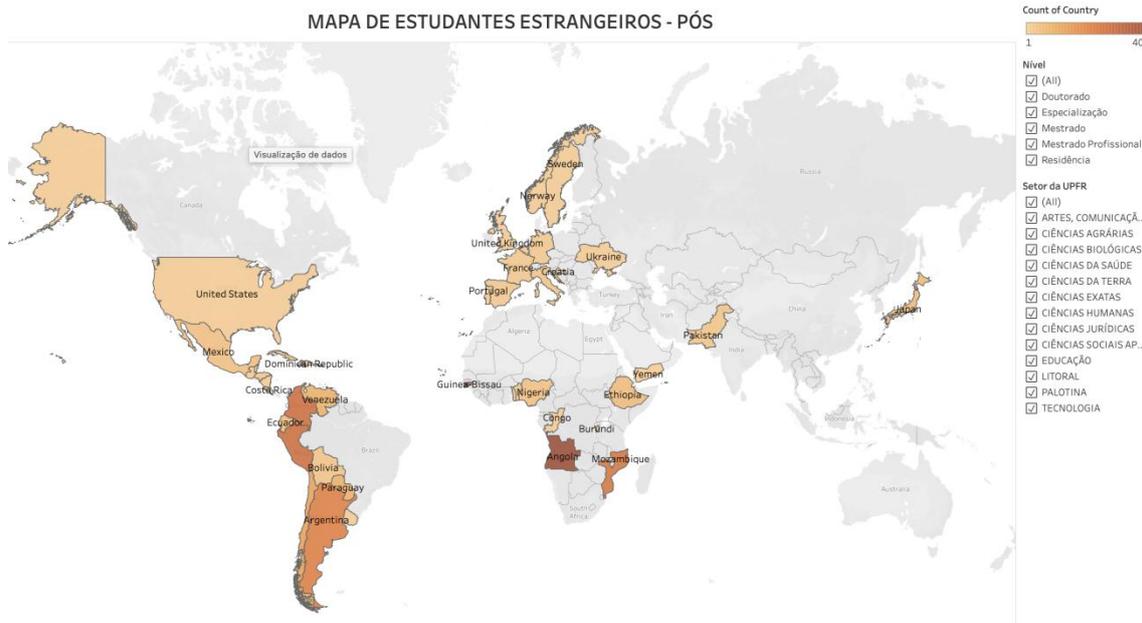


Figure 6 – Map showing the origin and nationality of postgraduate students who came to UFPR. The darker the color, the greater the number of foreigners from that country.

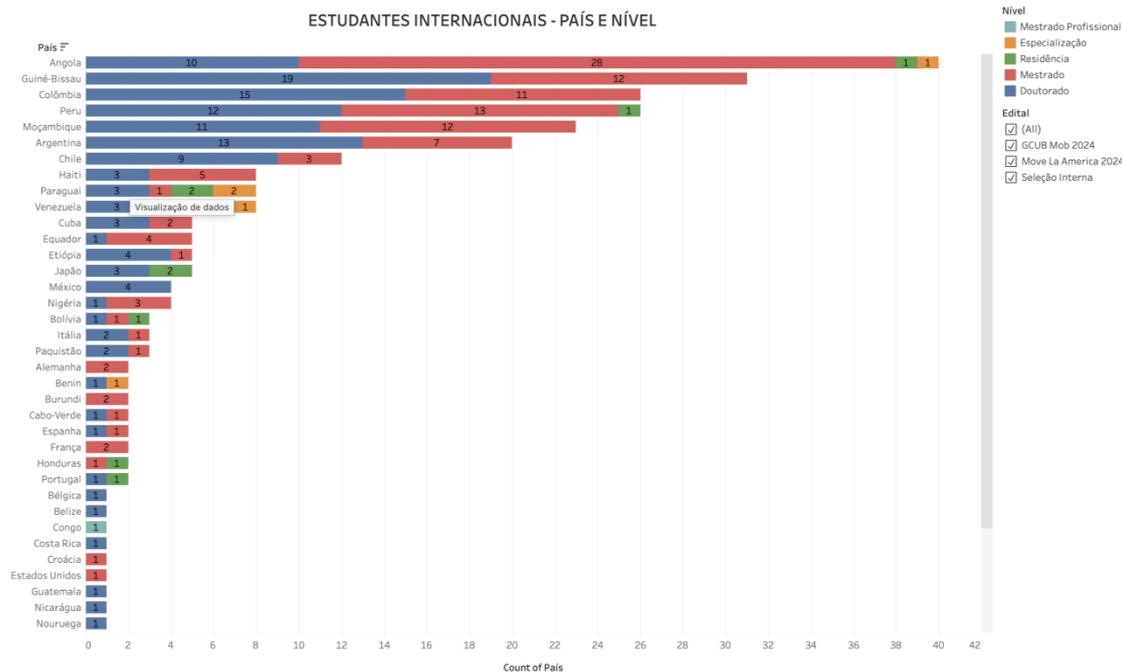


Figure 7 – Absolute number of foreign students at UFPR, by category: professional master's degree (cyan), specialization (orange), residency (green), master's degree (red), and doctorate (blue) in the period 2017-2024.

In addition, the university also has permanent international representation, with more than 100 foreign professors and technicians on its permanent staff, demonstrating UFPR's full potential to lead international research and postgraduate networks.

SWOT Analysis of the Internationalization of Postgraduate Studies at UFPR

The SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) summarizes the main factors influencing the internationalization of postgraduate studies in the period 2025–2029, highlighting consolidated assets, internal challenges, possibilities for expansion, and external constraints.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> i) Postgraduate programs with excellent ratings (CAPES grades 6 and 7), ensuring broad national and international inclusion; ii) Consolidated network of cooperation with foreign institutions on different continents, with emphasis on partnerships in the Global South and BRICS countries; iii) Highly qualified faculty with proven experience in research networks and international publications; iv) Robust research infrastructure, with nationally and internationally recognized state-of-the-art laboratories; v) Institutional policies to support internationalization already in place, with PII in operation and permanent coordination between PROPG and ERI; vi) Commitment to open science, evidenced by the use of multiple platforms for analyzing scientific production, such as Scival and OpenAlex. 	<ul style="list-style-type: none"> i. Asymmetry between Postgraduate Programs: while some have a strong international presence, others still lack greater insertion; ii. Limited offering of regular courses in foreign languages, hindering the consolidation of internationalization at home; iii. Need to expand bilingual technical and administrative support for foreign students and researchers; iv. Reception and mobility support processes that require greater standardization and agility, especially in immigration and academic integration procedures; v. Limited financial resources to expand language training, the offering of courses in other languages, and the revision of academic texts; vi. Logistical challenges for national and international mobility on campuses outside the capital, hindering access for foreign visitors.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> i) Possible launch of new programs and international cooperation agreements by Brazilian and international development agencies; ii) Advances in digital technologies for training and interaction among researchers in multilingual networks, including hybrid modalities; iii) Availability of access to databases and large-scale international partnerships to support multicenter and frontier research; iv) Greater international recognition of institutions committed to open science and diversity, facilitating partnerships, funding, and academic visibility for UFPR 	<ul style="list-style-type: none"> i. Political and financial instability in the national scenario, with the potential to compromise the continuity of programs and the flow of resources for internationalization; ii. Possibility of institutional budget cuts that impact scholarships and strategic mobility and hosting actions; iii. Difficulties in raising or receiving international funds, especially in the face of exchange rate fluctuations or legal restrictions; iv. Growing competitiveness from other national and international higher education institutions, requiring permanent differentiators in quality and innovation.

Summary of the SWOT Analysis

The overview shows that UFPR has a solid foundation to support the internationalization of its postgraduate programs, while also facing internal challenges and external risks. Strategically exploring the opportunities identified and mitigating risks will be key to ensuring inclusive, sustainable internationalization with a high scientific and social impact, reinforcing the university's role as a national and international benchmark in the training of highly qualified human resources.

Mission, Vision, and Values

Mission – To expand the international insertion of research and the training of masters and doctors at UFPR, promoting scientific cooperation of excellence and social impact, with equity, inclusion, and strengthening of relations with the Global South, BRICS countries, and other strategic regions.

Vision – To be a national reference in inclusive internationalization with social impact, strengthening the quality of postgraduate studies and UFPR's contribution to sustainable development. The proposal is guided by the SDG goals and adherence to key national public policies, reinforcing the link between UFPR's scientific production and the strategic challenges facing Brazil and the world.

Values – Academic and scientific excellence; inclusion and diversity; global collaboration; social responsibility; environmental sustainability; and commitment to the universal dissemination of knowledge.

Strategic Axes and Guidelines: Internationalization of Postgraduate Studies

The Strategic Planning for the Internationalization of Postgraduate Studies at UFPR (2025-2029) is a management tool that stems from the Institutional Plan for Internationalization (2023-2027), with a specific focus on actions for *stricto sensu* postgraduate studies. The objective is to expand the global insertion of research and the training of masters and doctors, aligning with national and international priorities and criteria of excellence, reinforcing UFPR's contribution to the scientific and social development of the country.

The guiding principles of this plan include:

- Integrating with the Sustainable Development Goals (SDGs), especially those to which UFPR has contributed most directly, namely: SDG 3 - Good Health and Well-being, SDG

15 - Life on Land, SDG 4 - Quality Education, SDG 14 - Life Below Water, SDG 2 - Zero Hunger and Sustainable Agriculture

- Integrating with national priorities, including policies such as the National Strategy for Science, Technology, and Innovation (ENCTI), the National Education Plan (PNE), the National Postgraduate Plan (PNPG), the Brazilian Artificial Intelligence Plan (PBI) 2024-2028, 6th Brazilian Action Plan for Open Government;
- Promote impact on Brazilian public policies, valuing strategic areas such as health, social inclusion, the environment, innovation, digital transformation, and regional development;
- Promote the international insertion of UFPR as a reference for training, research, and innovation in postgraduate studies in a collaborative, consistent, and sustainable manner in the global academic scenario.

To meet these principles, four strategic axes and related goals were defined:

1 Governance and institutional commitment to internationalization

UFPR is institutionally committed to supporting the institutionalization and implementation of the internationalization actions proposed for the institution, specifically referring to *stricto sensu* postgraduate studies.

Institutional governance is based on alignment with the Institutional Development Plan (PDI) and the Institutional Internationalization Plan (PII). Therefore, this Strategic Planning for the Internationalization of Postgraduate Studies at UFPR specifies the actions proposed in the PII to support the regulation and institutionalization of internationalization:

- a) Development of informational material focused on the internationalization of *stricto sensu* postgraduate programs;
- b) Development of welcoming actions for the international community at UFPR;
- c) Translation of information available in the media, especially websites, to enable access for foreigners who are at UFPR;
- d) Encouraging the translation of UFPR regulatory documents and notices into other languages;
- e) Planning an observatory for the internationalization of UFPR for the purposes of monitoring, evaluation, and generation of indicators.

2 Cooperation, academic mobility, and international visibility

- a) Formalize cooperation agreements between UFPR and foreign institutions, with a focus on BRICs countries and the Global South;
- b) Develop joint projects between UFPR and foreign institutions;
- c) Expand UFPR's participation in international research networks with Brazilian and foreign leadership;

- d) Raise funds from national and international public and private development agencies, individually and in cooperation with other higher education institutions;
- e) Encourage participation in international thesis and dissertation committees;
- f) Encourage participation in international events in Brazil and abroad by all actors involved in UFPR's *stricto sensu* postgraduate programs;
- g) Promote the physical mobility of students, teachers, technical-administrative staff, researchers, and managers abroad, especially in BRIC countries and the Global South;
- h) Encourage the physical mobility of foreign students, teachers, technical-administrative staff, researchers, and managers, especially from BRIC countries and the Global South, to Brazil;
- i) Encourage double degree or joint supervision mobility coordinated by Brazilians and foreigners;
- j) Promote various activities involving Brazilians abroad and foreigners in Brazil, such as joint research, research groups, research associations, evaluation panels, and mentoring.

3 Internationalized intellectual production and internationalization of the curriculum

- a) Encourage intellectual production in general (articles, books, book chapters, patent registrations, software, hardware, applications, among others) by Brazilians in foreign information sources and by foreigners in Brazil;
- b) Encourage intellectual production in co-authorship between Brazilians and foreign researchers;
- c) Recognize citations of Brazilian research in foreign information sources;
- d) Cultural presentations, photo exhibitions, participation in podcasts, extension activities, lectures, and in-person and virtual conferences by Brazilians abroad and foreigners in Brazil;
- e) Editing of scientific journals by Brazilians abroad and foreigners in Brazil;
- f) Participation in editorial committees, awards, consulting, or thesis and dissertation advising by Brazilians abroad and foreigners in Brazil;
- g) Expanding courses and events in other languages, encouraging multilingualism;
- h) Offering Portuguese courses for foreigners;
- i) Strengthen academic writing and publishing in foreign languages;
- j) Promote bilingual seminars, conferences, and activities that favor internationalization for the entire university community;
- k) Offer continuing education courses with the aim of encouraging the offering of international courses in English, Spanish, and French as languages of instruction (Annex I).

4 Internationalization at Home

Establishes actions for the creation of an internationalized academic environment.

- a) In-person and/or virtual participation of foreign professors and researchers in qualification and defense panels, judging committees, and advisory committees in Brazil;
- b) Organization of events with the participation of foreign speakers to discuss global issues and promote intercultural debates;
- c) Promotion of multicultural events;
- d) Encouragement of the creation of study groups focused on specific cultures and languages;
- e) Promotion of festivals, fairs, and exhibitions focused on cultural diversity with the participation of students and teachers of different nationalities.

5 Social Impact, Partnerships with the Non-Academic Sector, and Coordination with Public Policies

- a) Develop research and extension projects in international cooperation that respond to Brazil's strategic challenges, such as bioeconomics, social justice, digital inclusion, and adaptation to climate change;
- b) Promote internationalization actions with the non-academic sector, stimulating knowledge transfer, innovation, and sustainable entrepreneurship;
- c) Establish partnerships with organized civil society entities and non-academic segments for teaching, research, and extension actions;
- d) Foster innovation in partnership with foreign civil society organizations and non-academic segments for internationalization purposes;
- e) Develop actions focused on creative economy, economic sustainability, social awareness, and environmental awareness aligned with the SDGs in conjunction with foreign entities from the non-academic sector;
- f) Prospect academic mobility actions in partnership with foreign entities from the non-academic sector.

This set of actions shows that the internationalization of postgraduate studies at UFPR is a **cross-cutting institutional development strategy** aimed at strengthening the University's position in the global scientific arena and consolidating its contribution to sustainable development.

Final Considerations

The **Strategic Planning for the Internationalization of Postgraduate Studies at UFPR (2025–2029)** confirms that the university has the structure, governance, and long-term vision to strengthen its presence on the global scientific scene. This document demonstrates that internationalization at UFPR is not limited to academic mobility, but constitutes a cross-cutting institutional strategy capable of integrating education, research, and extension in constant dialogue with national demands and the Sustainable Development Goals (SDGs).

The consolidation of consistent language policies, the welcoming of foreign students, the expansion of academic mobility, and the articulation of intellectual production with public policies and open science principles, combined with the strengthening of governance and the integration of Postgraduate Programs around the SDG goals, express UFPR's lasting commitment to academic excellence, social inclusion, and international cooperation.

Based on the potential identified and fully aware of the challenges, risks, and opportunities mapped out, UFPR reaffirms its commitment to planning, executing, and monitoring internationalization actions in a sustainable and strategic manner. This action seeks to ensure that the institution's postgraduate programs continue to stand out, in Brazil and abroad, for the training of masters and doctors and for the production of knowledge with high scientific and social impact.