

SUMMARY OF THE SELF-ASSESSMENT REPORT OF THE PORTUGUESE LITERATURE POSTGRADUATE PROGRAM – QUADRENNIUM 2021-2024

History

The self-assessment process of the Literature Postgraduate Program Portuguesa began following the guidelines provided by CAPES and displayed in the double self-assessment meeting – Area Mid-Term Seminar of Linguistics and Literature, held in Brasília, in August 2019, and the Forum of Coordinators of the Southeast of the Linguistics and Literature Area of Capes, held at Universidade Presbiteriana Mackenzie, in October 2019 –, the teaching group, led by the then coordinator, professor Horácio Costa, you committed to a self-evaluation and proposed reformulation of the Program, paying particular attention to the items that were not considered “Very Good” in the Capes assessment. Therefore, in 2019, a commission formed by the then coordinator professor Horácio Costa, by vice-coordinator professor Adma Fadul Muhana, by professors Hélder Garmes, Flavia Corradin and Annie Gisele Fernandes, by student Nicole Guim de Oliveira and by the secretary of postgraduate course at the Department of Classical and Vernacular Literature, Bárbara Gasperini Zippert.

As a consequence of the self-evaluation, the lines of research were redefined due to three factors: firstly, the need to review the same expressed by the teaching group; secondly, the guidelines established by Capes and exposed in the double self-evaluation meeting above mentioned and, thirdly, the teacher self-evaluation process carried out by PPG-LP on the initiative of the University's Dean of Postgraduate Studies of São Paulo in 2018 and 2019. The latter resulted in a review and improvement of the Program Regulations, effective at the end of 2019, but which had to wait until 2024 for its definitive approval in the Chamber of University Policies. In this revision of our Regulations, the first The fundamental change was that concerning the degree period for the Program's postgraduate students. If, in the previous four years, the average degree of master's degrees was 44.3 months (considered Weak and Insufficient, in the evaluation of Capes – and in our own), in the new Regulations a deadline of 30 months to deposit the master's thesis. Even without the Regulation officially implemented, resulted in

the average degree of 2019 fell to 30 months, however, due to the pandemic, in 2020, there were only two master's defenses and, with the extension of the deadline generalization of Programs, permitted by USP ordinance, that level does not was maintained. In terms of doctorate degrees, the average duration of the degree, which was 57 months(considered Good in Capes' assessment), should be reduced to 54 months, as established in the new Regulations. However, during the period of pandemic and post pandemic, in which we still find ourselves, this average is also not being fulfilled.

Another important change and achievement in our new Regulation referred to admission of students to the Program. Although in the Quadrennial Assessment before Capes considered that our Program presented clear criteria for the selection of candidates for the PPG Portuguese Literature, with a view to ensure that entrants meet quality requirements and competence (Very Good concept), we think it is worth implementing actions affirmatives for the inclusion of students who are victims of racial and gender discrimination. In 2022, we established that, in each selection notice, one number of places with a lower cut-off score in the tests, for students self-declared black or indigenous, transsexual and transgender. In 2023, the notice was finally published, and in 2024, we included in this category people with disabilities.

Furthermore, although Capes' assessment in the previous four years had considered that there was adequacy and coherence between the Projects and the Lines of Research, with them being in line and converging towards the area of concentration, as we pointed out in item 1.1, we believe that both the research into how areas of concentration could be improved, taking into account view of the teachers' ongoing investigations and the field of knowledge that involve. This also meant a change in the curriculum matrix, which demonstrated coherence with our proposal, with the lines of research and with teaching projects. In this process of reformulation and elimination of subjects not offered in the quadrennium, each professor of the Program reviewed their 3 menus and updated the respective bibliographies, maintaining what is its main characteristic: a strong theoretical-methodological contribution, indicating concern with the provision of basic theoretical training subjects, and at the same time broad time, in the curricular matrix of the Postgraduate Program. As result, of the 20

disciplines that we started to have at the end of the last four years, we have already a result of self-evaluation, the Program today presents a structure curriculum of 20 subjects.

Also as a result of the self-evaluation process, at the end of the last quadrennium, in 2020, a mandatory subject entitled firstly the “An Introduction to Portuguese Literature”, which later came to be designated in 2022 as “Pensar Portugal”, whose objective is present partial results of several research projects from program teachers, so that the postgraduate student has greater knowledge of the program in which it is included, as well as being able to come across new themes, approaches, methodologies and bibliographies that provide you with a broader and more complex view of research in the field of literature.

As for intellectual production, our self-assessment is consistent with the last assessment by Capes itself. In all assessment items – whatever, qualified publications of the Program by a permanent professor; distribution of qualified publications in relation to the Program’s permanent teaching staff; and technical production, patents and other productions considered relevant – the Program stands out for its Very Good level. However, although this significant regional and national insertion and impact of the Program, as well as an evident integration and cooperation with other Postgraduate Programs and research centers related to our area of knowledge, the visibility and transparency given its performance is only Good (evaluation Capes), needing to be expanded. Little by little our website has been modernized, especially from 2022 onwards, and now, we believe, according to with the best PPG websites in the country.

In view of the constant new CAPES guidelines for procedures self-assessment, our procedures were being refined on a daily basis through meetings, with the participation of employees and students, with members external to USP being integrated into the commission.

In the midst of the 2021-2024 quadrennium, the Dean of Postgraduate Studies also promoted an external evaluation process for the programs, but whose reviewers belonged to our faculty and, therefore, were able to evaluate and compare what we do with their source programs. In May 2024 we received the opinions of three evaluators (reproduced in annex in another tab of this

website), as well as the consolidation of such opinions made by a professor at the Faculty of Law at USP in Ribeirão Preto, Fabiana Cristina Severi, further away from our activities, but still belonging to the Humanities. In this opinion, it was observed that:

Regarding objectives and strategic planning, do you consider that are: Adequate

One of the objectives that drove strategic planning concerns the merger of the program, considering the difficulties related to the size program is currently small, difficulties in terms of resources research and the low demand for students in recent years. Despite small and being the only Program in this area in the country, there is an interaction significant difference between it and other national and foreign programs, as well as as a very rich model of interaction with graduates.

As for the egress monitoring mechanism, you considers it to be: Adequate

Despite not having brought a descriptive report on the profile of people graduates, the document presented informs very diverse actions and rich targeted at graduates. They interact in several regular program activities and promoted events and courses. That seems to be something that allows not only the collection of data on the profile of graduates, but also an improvement in the curriculum and experience of this group, which may favor their entry into the professional market.

Regarding the reviewers, comment on the following points:1) There are recommendations to the PPG? 2) There are critical aspects that need local action? 3) Are there aspects that require action from the PRPG?

1) better monitoring of the degree time of students from the Program. 2) and 3) The Program itself mentions actions that could be made by PRPG, but which can also be combined with efforts of the Program itself: "greater support from the University at the moment requesting and managing projects financed externally to the institution, greater teaching workload for dedication to research and greater openness and investment in the program's visibility".

In relation to item 1 of this last question, in the four-year period in question, the time of students' degree was strongly affected by the COVID-19 Pandemic, due to account of the closure of libraries and archives, resulting in the impossibility for students to have access to a developmentally appropriate bibliography of their projects, which is fundamental in the context of literary criticism. Also the isolation in relation to living spaces with colleagues, which

enables the debate of ideas, the exchange of bibliographical references, the stimulation for further work, was an important negative factor in our area. Furthermore, the psychological effects of isolation and possible illnesses due to COVID-19 itself significantly delayed the preparation of works not only by students, but also by teachers and employees. All of this resulted in an avalanche of requests for extension of deadlines, which were officially granted by the Dean of Postgraduate Studies of USP, understanding that this is an exceptional situation due to a serious public health crisis.

Regarding "greater support from the University when requesting and managing projects financed externally to the institution, greater teaching workload dedication to research and greater openness and investment in the visibility of program", we understand that they were gradually included. In terms of infrastructure, the Faculty of Philosophy, Letters and Sciences Humanities at USP, in which our Program is included, based on demands of the college's Postgraduate Program coordinators, implemented during the four-year period in question, two initiatives, which reduced the bureaucratic burden on program coordinating committees and of professors who work in postgraduate studies. They were: the creation of a Research Office and the hiring of one intern per program. Therefore, the collection and insertion of data for Sucupira and the resolution of doubts filling out, maintaining and updating program websites, among other activities, began to count on more refined institutional support, allowing coordinators to dedicate themselves to designing and implementing strictly academic actions necessary to improve their respective programs. It was in this context, by the way, that the articulation in the sense of carrying out the aforementioned merger became possible.

After a long period without new signings, having lost two permanent teachers, due to the death of professor Francisco Maciel Silveira and the dismissal of professor Mônica Simas, who became teaching at Università Ca' Foscari – Venezia, we added a new professor permanent, Mário Lugarinho, originally belonging to the Comparative Studies of Portuguese Language Literatures, as well as three new collaborators, professor Márcio Muniz, from the Federal University of Bahia, professor Carlos Gontijo Rosa, from the Federal University of Acre and the Professor Sheila Hue, from the State University of Rio

de Janeiro. Both The first are alumni of the program. In addition to these, we finally had the The current Self-Evaluation Committee of the Postgraduate Program of Portuguese Literature had its last reformulation in November 2023 and It was effectively constituted in February 2024.

It is composed of Professors Doctors Annie Gisele Fernandes (president); Monica Genelhu Fagundes (UFRJ – external member); Márcio Jean Fialho de Souza (UFVJM and UNIMONTES [Postgraduate] – graduate of the PPG in Portuguese Literature) and the students from PPG Larissa Fonseca (Doctoral student) and Jeniffer da Silva (Master’s student). The Commission was responsible for analyzing the activities reported in the partial and final reports of the four-year period 2021-2024 and organize the Self-Assessment Event, held in October 16, 2024, in the Letters building of the Faculty of Philosophy, Letters and Human Sciences at the University of São Paulo. Furthermore, the Commission considered the application of a questionnaire designed to specifically to people trained and in training by the PPG in Literature Portuguese, in order to get to know the alumni and the current master's students and doctoral students and give them a voice to be able to compose two other points of view PPG evaluations under analysis.

Once the Commission was constituted, its members organized the work plan, which was divided into the following stages and activities:

“Diagnosis”: situation in which we reflected on the strengths and weak PPG; its context of operation; evasion; selection process; allocation graduate professional. To do this, it was necessary to analyze reports from the PPG and the CAPES, opinions from external members issued in the Assessment process PG Programs Organized by University of São Paulo and Quis organized by the Commission and answered via GoogleForms by alumni and current students;

“Planning”: stage in which the intention was to think about improvement proposals and action plan for the PPG;

“Organization of a Self-Assessment Event” with the aim of bringing together teachers and PPG students in Portuguese Literature to present and discuss the material analysis generated in the previous steps.

Writing the Self-Assessment Report

According to the Capes Postgraduate Programs Self-Evaluation Report the Commission should strive for "building a climate favorable to self-assessment", raising awareness of the participation of all teachers, students and technical teams of the Program. However, it is important to note that the participation of both teachers and students was neither massive nor expressive, not exceeding 50% of interaction and participation.

Results of questionnaires answered by students and graduates

Data collection to carry out the self-assessment process was carried out by through a Google form with specific questions for alumni and students of the Program. The objective was to achieve a diagnosis of the current operation of the PPG, cf. mentioned above in "Diagnosis". The proposal application of the questionnaire was based on the search for practical evidence from the perspective of those who desire and seek consistent training, in PPG of unique specificity in Brazil, to work in the job Market increasingly competitive and constantly changing. The form was sent to the mailing list of all enrolled students and recent graduates five years.

The student form consisted of these questions:

1. How do you evaluate the importance of Portuguese Literature in Teaching Medium and in the training of Brazilian teachers and readers?
2. How do you evaluate the performance of the Postgraduate Program in Portuguese Literature in your training as a reader, teacher, researcher?
3. How is Portuguese Literature present in your professional work?
4. What positive and negative points would you like to see point out in the Program (considering teachers, students, subjects, deadlines, bags)?
5. Is there anything you would like to suggest to the Program?

The alumni form consisted of these questions:

6. How do you evaluate the importance of Portuguese Literature in Teaching

Medium and in the training of Brazilian teachers and readers?

7. How do you evaluate the performance of the Postgraduate Program in Portuguese Literature in your training as a reader, teacher, researcher?
8. How is Portuguese Literature present in your professional work?
9. What positive and negative points would you like to see point out in the Program (considering teachers, students, subjects, deadlines, bags)?

In both cases, the responses highlighted, as positive points, the quality and qualification of the teaching staff; internationalization; the variety of subjects offered; the importance of Portuguese Literature as a formative of other literatures and as decisive for the cultural formation of citizens. The points weaknesses identified, in certain cases, are the other side of the coin, as happens with criticism about the lack of specific disciplines. The lack of scholarships of study/research and the reduction of time to complete as well were highlighted as weaknesses.

Aspects that the Self-Assessment Committee suggests should be (re)considered:

- 1) The relationship between length of stay and completion of work: the perspective of the student is radically contrary to that of CAPES and students complain about the PG stages are increasingly short in terms of time;
- 2) While noting the variety of subjects offered, some students complain about the lack of specific subjects;
- 3) Students and alumni regretted the merger between the PG Program in Portuguese Literature and the PG Program in Comparative Studies.

Professors did not respond to forms because, in view of their number reduced, carried out the aforementioned self-assessment in debates at meetings of the program, reaching, in relation to the topics highlighted above, the conclusion of that: the length of stay x completion of work is adjusted to the demands from USP and CAPES, even though there are criticisms regarding their exiguity; The subjects offered are in line with the demands of the program, although we can diversify them to some degree; the merger of Portuguese

Literature and Comparative Literature Studies programs of the Portuguese Language is fundamental and, as it becomes a more comprehensive program of Portuguese Language Literatures and Cultures, will allow its graduates to have a specialization that will enable wider inclusion in competitions in Brazil and abroad. Due to everything that has been exposed here, we believe that self-assessment has become constituted in a very fruitful practice and which will be fundamental in the process of merging our program with that of Comparative Studies.

For the Commission,

Prof. Dr. Annie Gisele Fernandes

President of the Self-Assessment Committee

Associate Professor II