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**Advancing the evaluation of graduate education:
Towards a multidimensional model in Brazil**

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1. The Brazilian National System of Graduate Education (SNPG) did not develop spontaneously; rather, it evolved over decades under the guidance of targeted public policies. Effective reforms of this SNPG can only be proposed through a thorough grasp of its historical and structural foundation (Chapter 2).
2. The Brazilian evaluation framework is also deeply rooted in its history, being designed to address specific policy goals while keeping the SNPG's unique features in mind. Advancing evaluation in Brazil also means understanding its path dependency and its inductive role in the evolution of the country's science and education (Chapter 3).
3. International evaluation models can offer valuable insights to Brazil, but they should only serve as inspiration. Adopting these models, even with adaptations, represents a risk to the recognition and valuing of the Brazilian inherent complexities and distinct scientific identity (Chapter 4).
4. The strong dependency on graduate education in the Brazilian science system means that international research evaluation models are of limited use in the country's context. Therefore, evaluation in Brazil must uphold the formative dimension as one of its primary cornerstones (Chapter 5).
5. Over the years, the evolution of the disciplinary classification system used for evaluation in Brazil has led to inconsistencies and misalignments with international classifications. An informed reform is crucial to address current discrepancies (Chapter 6).
6. Recent reforms decreased the role of peer review and qualitative methods in the Brazilian Qualis classification of journals, adding emphasis to indicators such as the Journal Impact Factor and the H-index. This setback in the evaluation model needs to be reconsidered (Chapter 7).
7. National evaluation systems should adopt mechanisms to value more than the research output produced in the English language or that is destined at expanding the frontiers of science. Contributions in local languages, addressing topics of regional significance, also deserve due recognition (Chapters 8 and 9).
8. Evaluation processes should champion open science, encouraging and recognising the production of open-access articles but also stimulating the diversification of research outputs that cater to audiences beyond the academic community (Chapters 9 and 10).
9. Adopting classifications such as those by the World Bank to set costs or exemptions for open access publishing does not do justice to emerging science systems and the socio-economic realities of countries in the Global South. The Purchasing Power Parity index should be considered as a more equitable alternative (Chapter 9).
10. With societal and developmental challenges in sight, the Brazilian evaluation framework should transition towards a more multidimensional model that prizes diverse research profiles, ensuring that the SNPG remains relevant and responsive to societal needs (Chapter 11).
11. With the expansion of the SNPG, it becomes necessary to decentralise its evaluation. The change in dynamics should promote self-assessment strategies, foster greater institutional involvement, and also transition from a primarily punitive-reward evaluation system to a more suitable formative approach (Chapter 11).
12. Brazilians often suffer from underdog syndrome, which means we tend to believe that whatever we are doing, the developed world is probably doing better than us. After a deep dive into research evaluation from an international perspective, I can now say that Brazilian evaluation got samba, and the world might just want to dance to our rhythm!