



UFBA | 70 ANOS

UFBA

in numbers
Retrospective
Special 70 Years

Salvador
2016



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João Carlos Salles Pires da Silva

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Personnel Management Office – PRODEP

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Undergraduate Education Office – PROGRAD

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Office Management

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Office for Budget and Planning – PROPLAN

Eduardo Luiz Andrade Mota

Advisor for the Office for Planning and Budgeting

Joilson Rodrigues de Souza

Statistics and Documentation Center

Daniela Cruz Souto

Staff

Ana Maria Cerqueira Lima

Cátia Duarte Andrade

Jair Sampaio

Joana Angélica Moreira Seixas

Juliana Bahiense

Lilian Rios

Sirlene Góes

Revision

Terezinha Maria Dultra Medeiros

Support to the Rector's Special Advisor

Gilson Rabelo

Secretary and Administrative Support

Geisiane Andrade de Souza Berbert

Cristiano Santana Portela

Translated by NUPEL (Permanent Nucleus of Extension in Letters) and the International Affairs Office

Elizabeth Ramos

André Luiz Nogueira Batista

João Luiz Teixeira de Brito

Library System – UFBA

UFBA in numbers Retrospective Special 70 Years / Universidade Federal da Bahia.

Office for Budget and Planning. - Salvador: UFBA, 2016.

36 p. : il.

1. Universidade Federal da Bahia. 2. Educational indicators. I. Universidade Federal da Bahia. Office for Budget and Planning.

ISBN: 978-85-8292-091-6

CDD - 378



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Technical notes: Modifications in the configuration of UFBA implemented after the creation of the UFRB and UFOP **campi** that incorporated academic units, and resulting from the expansion implemented by REUNI have altered the data and their evolution in recent years. Those factors are registered in the table footnotes. The students' entry, enrollment, and graduation processes are dynamic and, therefore, the reference date and source of the data access define figures that may differ between information systems and periods of the year. This may result in divergence with the Higher Education Census (INEP/MEC) and other registers. For further information on sources and systems, please check the STI Service Catalogue on <https://sti.ufba.br>. For complete data series, please check www.proplan.ufba.br.



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The numbers of UFBA are significant, particularly when seen in a historical series. In 70 years, approximately 105,000 students graduated, around 3,000 had their Doctorate degrees, and 12,000 had their Master's degrees, making UFBA the most important Higher Education Institution in Bahia, both for its position in society, and its academic excellence.

The data presented herein display long-term variations as well as constant features, trends or frequent actions that demonstrate the power and consistency of our Institution. Thus, we have a clear and evolutionary record of the complementarity of the dimensions of teaching, research and extension activities, which intertwine in our Institution.

Thus, this publication is marked by the word 'evolution', appropriately used to describe the index variations of an institution that grows and develops, sheltering innovation and preserving high-quality standards.

Therefore, this is one more example of our constant seek for improvement in the analysis and selection of data, providing the community with one more quantitative overview of our reality and a clear path towards our even more significant qualitative features, which, day after day, revive in us the proud ones to belong to UFBA.

João Carlos Salles – UFBA Rector

Table 1

Evolution of selection process. Number of programs, vacancies and applicants, per session, in selected years 2006/2015

		2006	2008	2010	2012	2014	2015
Undergraduate Programs	Daytime sessions	67	63	78	78	68	68
	Evening sessions	1	2	33	33	31	31
	TOTAL	68	65	111	111	99	99
Vacancies	Daytime sessions	4,346	4,176	5,496	5,496	5,056	5,056
	Evening sessions	40	80	2,495	2,495	2,370	2,370
	TOTAL	4,386	4,256	7,991	7,991	7,426	7,426
Applicants	Daytime sessions	43,582	34,070	37,664	32,924	109,365	178,165
	Evening sessions	153	370	16,644	10,003	49,478	65,177
	TOTAL	43,735	34,440	54,308	42,927	158,843	243,342
Applicants / Vacancies	Daytime sessions	10.0	8.2	6.9	6.0	21.6	35.2
	Evening sessions	3.8	4.6	6.7	4.0	20.9	27.5

Source: UFBA, Coordination of Selection, Orientation and Evaluation/PROGRAD. Notes: 1. Data of 2006, with UFBA **Campus** of Cruz das Almas, Bahia; UFBA **Campus** of Vitória da Conquista (IMS-CAT), Bahia and UFBA **Campus** of Barreiras, Bahia; data from 2008 on, without the **Campus** of Cruz das Almas (incorporated to UFRB); data from 2014 on, without the **Campus** of Barreiras (incorporated to UFOB). The data do not include residual vacancies, Special Undergraduate Programs and Distance Learning Programs. 2. From 2014 onwards, the selection process has been through Enem and/or Sisu. 3. Applicants/Vacancies – ratio between the number of applicants and the number of vacancies.z

The increase in the demand for higher education is confirmed by the evolution in the number of applicants for the selection process. Since 2014, the vacancies have been offered by means of the Unified Selection System (Sisu), run by the Ministry of Education (MEC), through which public higher education institutions provide vacancies to candidates who have taken the High School National Exam (Enem). It is noticeable that the number of vacancies increased by 69.3% in the last ten years, mainly after 2009, with the implementation of REUNI, especially with the increase in the number of evening session programs. In 2013, the number of programs was altered due to the creation of UFOB. The proportion of females among applicants was higher than the number of males, having reached in 2012, 55% of the total, 52% in 2014, and 51% in 2015.

Table 2

Evolution in number of entrants for undergraduate programs, per sex, in selected years, 2006/2015

Year	Men	Women	Total
2006	2,408	2,481	4,889
2008	2,207	2,323	4,530
2010	3,766	4,208	7,974
2012	3,385	4,129	7,514
2014	3,024	3,319	6,343
2015	3,989	4,199	8,188

Source: UFBA, SUPAC-CARE/SIAC. Notes: 1. Data of 2006, with the **Campus** of Cruz das Almas-UFBA, **Campus** of Vitória da Conquista-IMS-CAT and **Campus** of Barreiras- UFBA; data from 2008 on, without the **Campus** of Cruz das Almas (incorporated to UFRB); data from 2014 on, without the **Campus** of Barreiras (incorporated to UFOB). 2. Entry through all means, including residual vacancies, transfers and others. The data do not include Special Undergraduate Programs and Distance Learning Programs. Data until Feb. 5, 2016.

Table 3

Evolution of number of undergraduate students (enrolled and graduated students), in selected years, 2006/2015

Year	Enrolled students	Graduated students
2006	22,665	2,650
2008	24,367	2,882
2010	28,562	3,175
2012	32,241	3,178
2014	33,767	3,338
2015	33,798	3,617*

Source: UFBA, SUPAC-CARE/SIAC. Notes: 1. Data of 2006, with the **Campus** of Cruz das Almas-UFBA, **Campus** of Vitória da Conquista-IMS-CAT and **Campus** of Barreiras- UFBA; data from 2008 on, without the **Campus** of Cruz das Almas (incorporated to UFRB); data from 2014, without the **Campus** of Barreiras (incorporated to UFOB). The series of enrolled and graduated students do not include Special Undergraduate Programs and Distance Learning Programs. 2. Number of enrolled students obtained from the simple average of the semesters. *Data on Oct. 11, 2016.

Table 4
Number of academic scholarships for undergraduate students, in selected years, 2006/2015

Modality	2006	2008	2010	2012	2014	2015
Extension	44	60	46	90	293	332
Tutoring	22	10	21	393	500	500
PET	72	72	87	159	180	168
PIBIC	580	628	928	1,241	1,692	1,303
PIBID	...	...	231	509	586	586
PIBIT	...	11	43	69	69	72
Extra-Curricular Internship ¹	...	8	42	166	211	165
TOTAL	718	789	1,398	2,627	3,531	3,126

Sources: UFBA, PROEXT/PROGRAD/PROPG/PROPCI/PROPLAN/PRODEP-SIP/SIAPE.¹Non-mandatory internship, according to Law 11.788 of Sept. 9, 2008, under the supervision of the Nucleus of Information to the Citizen/PROPLAN. Note: the figures refer to the number of grants, but not necessarily the number of grant holders. Fontes: UFBA, PROEXT/PROGRAD/PROPG/PROPCI/PROPLAN/PRODEP - SIP/SIAPE. ¹Estágio não obrigatório, de acordo com a Lei 11.788 de 25/09/2008, sob gestão do Núcleo de Informação ao Cidadão/PROPLAN. Nota. Os quantitativos refletem o número de bolsas e não necessariamente o número de discentes bolsistas.

Enrollment in Undergraduate Programs had a significant increase with the implementation of REUNI. In 2015, the increase in number of applicants is the result of greater effectiveness in the management of residual vacancies and selection processes. As for the scholarships to students in undergraduate programs, the significant increase in recent years is remarkable. In 2015, the decrease in the number of scholarships for PIBIC and PET stems from budgetary restrictions and student, professors and public workers' strikes in Brazil.

Table 5
Evolution of number of graduate programs and enrolled students, in selected years, 2006/2015

Year	Academic Master Program		Academic Master Program		Doctorate		TOTAL	
	Programs	Enrollments	Programs	Enrollments	Programs	Enrollments	Programs	Enrollments
2006	41	1,707	4	176	24	886	69	2,769
2008	45	1,848	4	159	32	1,109	81	3,116
2010	54	2,161	6	125	40	1,515	100	3,801
2012	62	2,425	9	302	46	1,977	117	4,704
2014	64	2,519	12	466	50	2,324	126	5,309
2015	64	2,464	12	452	53	2,463	129	5,379

Source: UFBA, SUPAC-CARE/SIAC. Notes: 1. Programs with enrolled students. 2. Number of enrolled students obtained from the simple average of the semesters. Access on May 5, 2016.

Table 6
Evolution of number of graduated students by type of graduate program, in selected years, 2006/2015

Year	Academic Master Program	Professional Master Program	Doctorate	Total
2006	519	50	131	700
2008	640	62	173	875
2010	640	57	194	891
2012	885	83	365	1,333
2014	653	141	285	1,079
2015	696	67	342	1,105*

Source: UFBA, SUPAC-CARE/SIAC. *Data on Sept. 11, 2016

Table 7
Number of Graduate and Research scholarships by grant source, in selected years, 2006/2015

Grant Source	2006	2008	2010	2012	2014	2015
Social Demand /CAPES	492	616	812	1,178	1,545	1,493
CNPq	126	286	354	240	329	260
Research Productivity	165	205	228	226	254	229
FAPESB	176	66	479	470	939	317
REUNI	-	-	74	83	-	-
TOTAL	959	1,173	1,947	2,197	3,067	2,299

Sources: UFBA, PROPG, PROPCI

Between the years 2006 and 2015, the offer for Academic Master Programs increased by 56%. The number of Professional Master Programs tripled, and the number of Doctorate programs doubled. Enrollment in the Doctorate programs increased by 178%; in the Professional Master Programs, 157%, and in the Academic Master Programs, 44%. One may also notice that the number of Graduate and Research scholarships increased in the historic series, with variations according to funding sources.

Table 8
Evolution of number of Distance Learning actions at UFBA, in selected years, 2006/2015

Starting Year	Actions	Programs/Courses
2006	32	14
2008	9	5
2010	27	24
2012	19	18
2014	40	35
2015	12	10

Source: UFBA, SEAD, STI/NEAD. See at: “Panorama da Educação a Distância e da Utilização do Ambiente Virtual Moodle na Ufba” (Panorama of Distance Learning and Use of Moodle Virtual Environment at Ufba) <http://repositorio.ufba.br/ri/handle/ri/18827>. ¹The actions include legal-act, program (offered), event and other modalities.

Table 9
Number of programs/courses¹ and enrollments in Distance Learning at UFBA, per modality, 2014 and 2015

Modality	2014		2015	
	Programs / Courses	Matrículas	Programs / Courses	Enrollments
Further Education	4	1,021	1	50
Refreshing Courses	-	-	4	516
Specialization	9	2,112	2	236
Extension	11	2,345	5	14,449
Undergraduate	-	-	1	366
Master Program	1	15	-	-
Total	25	5,493	13	15,617

Source: UFBA, SEAD, STI/NEAD. See at: “Panorama da Educação a Distância e da Utilização do Ambiente Virtual Moodle na Ufba” (Panorama of Distance Learning and Use of Moodle Virtual Environment at Ufba) <http://repositorio.ufba.br/ri/handle/ri/18827>. ¹Programs/Courses with enrolled students. Courses for Foreign Language Proficiency for UFBA Students and Civil Servants (PROFICI) not included.

The Distance Learning tends to increase. In 2006, the large numbers are due to the accreditation of UFBA in Distance Learning programs and the implementation of the coordination of the Universidade Aberta do Brasil (Open University of Brazil) (UAB), which fostered the offer of extension and specialization programs. In the field of Distance Learning, the extension programs prevail, followed by the specialization programs, mainly in 2014, also compared to the number of registrations. It must be pointed out that the record of information on Distance Learning programs of UFBA is not altogether systematized. That can explain the lower number of programs in 2015, as compared to 2014, although the number of registrations was three times higher than the previous year. In addition, there are the enrolments in extension programs, semi-onsite programs, Program for Foreign Language Proficiency for UFBA Students and Civil Servants (PROFICI) with 8,485 in 2014 and semester 2015.1, and 1,712 in semester 2015.2.

Table 10

Evolution of number of users¹ of UFBA Moodle Learning Platform, in selected years, 2006/2015

Year	Old Moodle	New Moodle ²
2006	1,000	-
2008	7,600	-
2010	30,000	-
2012	60,000	-
2014	125,471	4,016
2015	159,057	18,116

Sources: UFBA, SEAD, STI/NEAD – Nucleus of Distance Learning and Education Technologies. See at “Panorama da Educação a Distância e da Utilização do Ambiente Virtual Moodle na Ufba” (Panorama of Distance Learning and Use of Moodle Virtual Environment at Ufba) <http://repositorio.ufba.br/ri/handle/ri/18827>. ¹Annual data based on records every July. Approximate numbers in 2010 and 2012. ²The so called New Moodle (an open source software) has the record of users from August 2014 on. See at <http://www.novomoodle.ufba.br>

The new version of the Moodle Learning Platform, implemented in 2014, was designed to follow the evolution of the virtual environment in the international community. This new version, currently known as *NovoMoodle* (New Moodle), is being used concomitantly with the old version. There was an increase in the number of users in both versions of Moodle. The old Moodle has limitations concerning the control of users’ register, which gives room to duplicity, but this has been overcome in the new version. In 2015, the use of *NovoMoodle* was stimulated under the expectation that the old version would be completely inactivated in 2017.

Table 11

Evolution of the number of activities and issued certificates for Extension activities, in selected years, 2006/2015

Year	Activities		Issued Certificates ¹
	Permanent	Occasional	
2006	34	445	20,561
2008	65	503	22,705
2010	113	396	28,627
2012	212	611	18,890
2014	244	557	33,670
2015	104	297	23,348

Source: UFBA, PROEXT. ¹ The issued certificates include activities conducted in previous years.

The historical series of the Extension activities shows a significant increase in numbers since 2006. For example, between 2006 and 2014, the activities increased by 67%, reaching the total slightly over 800 in 2014, indicating an increase of both permanent and occasional activities. The decline in those numbers in 2015 may be due to the national strike of students, professors, and civil servants. The Archeology and Ethnology Museum (MAE), the African-Brazilian Museum (MAFRO), and the Religious Art Museum (MAS) of UFBA have had an expressive number of visitors. Between 2013 and 2015, the visitors of MAE and MAFRO added up, respectively, 17,076, 19,354 and 13,509. In the same period, 2,157 (2013), 1,786 (2014), and 1,305 (2015) visited MAS.

Table 12
Number of works published, in selected years, 2006/2015

Years	Published works	Indexed publications in <i>Web of Science</i>
2006	6,040	355
2008	5,979	530
2010	6,204	633
2012	6,282	707
2014	5,524	793
2015	5,647	979

Sources: UFBA, PROPG, PROPCI – Platform Lattes/CNPq. Note: Published works refer to publications in journals / expanded abstracts of events/ published books / book chapters/ organization of published works/ translation/ printed music. Works from 2015 can only be published in the subsequent year, implying that data are subject to correction. Access to data on Dec. 27, 2016.

The figures of published works and indexed publications reveal the technical and scientific production in the University. The series presents variations that may imply both the pace of production, and the characteristics of the submission and publishing processes. A decrease in number of works is noticeable between 2012 and 2015 with a slight increase in the period between 2014 and 2015, despite the remarkable increase in number of indexed publications in recent years.



Affirmative Actions and Student Assistance

Table 13

Number of benefits for undergraduate students, per modality, 2014 and 2015

Modality	Assisted students		Benefits ¹	
	2014	2015	2014	2015
Residence Service	381	388	-	-
Transportation Aid	742	760	8,913	9,100
Childcare	43	44	478	662
PNE Assistance ²	24	35	292	412
University Restaurant ³	-	-	441,503	303,112
Pedagogical Material Aid ⁴	139	70	139*	70*
Sports Grant	121	219	665	1,099
Permanecer Grant	1,166	1,029	8,203	6,031
Permanência Grant Program	182	639	2,184	7,668
Special Projects Grant	118	219	1,571	1,595
Health Care	301	229	301*	229*
Housing	1,369	1,113	16,086	12,452
Other Aids ⁶	2,966	2,843	35,591	21,178

Source: UFBA, PROAE, NAPE – Support Nucleus for People with Special Needs (assisted technologies). ¹Average number of benefits based on grant/student aid payments. ²PNE Aid – Aid for People with Special Needs. ³Number of meals to students includes free lunch and/or dinner (Residence Service, Food Service and Housing Assistance). ⁴Includes Dentistry. ⁵Sports Grant in the year 2014 was in effect from September to December. ⁶Other Aids include food, board, international mobility and events. *These numbers are subject to seasonal variations. The Permanência Grant Program is a Federal Government action to grant financial assistance to undergraduate students in situation of socioeconomic vulnerability, in order to contribute to permanence and graduation. The Permanecer Grant is part of the actions of the Coordination of Affirmative Actions, Education and Diversity (PROAE) of UFBA, whose objective is to ensure the successful stay of students in socio-economic vulnerability, focused mainly on training and social support.

The increase in the PNAES/MEC budget amounts in recent years has led to the expansion and diversification of benefits that are implemented in modalities such as grants, aids and services to students, enhancing the support to their needs. This has also been ensured through the provision of funds from other UFBA budget sources, considering that this is a priority activity. It is worth pointing out the increase in number of assisted students, which indicates a better management of identification of recipients. In this regard, the increase of students in the modality of Special Projects was due to interchange of students enrolled in the projects throughout the year. The same holds true for the modalities of Transportation, Housing, Health Care and Pedagogical Material Aid. The *Permanência* Grant Program was the one with the greatest increase (251%). Meanwhile, the reduction of production in the University Restaurant in 2015 can be attributed to the professors, employees and students on national strike, as well as the temporary suspension of their activities to conform to Sanitary Surveillance standards.

Table 14

Data on international cooperation, in selected years, 2010/2015

Type	2010	2012	2014	2015
Agreements between institutions	21	25	19	28
Renewal of agreements	3	...	10	13
Additive terms to existing agreements	1	6	10	13
Agreements for joint supervision of thesis	5	3	9	12
Additive terms to existing agreements for joint supervision of thesis	1	...	3	2
Reception of international missions	28	23	25	26

Source: UFBA, AAI

Table 15

International mobility of undergraduate students, from 2011 to 2015

Type	2011	2012	2013	2014	2015
Mobility of UFBA students	166	109	55	95	87
Mobility of foreign students	144	115	153	109	85
Science without Borders Program	18	164	524	698	211

Sources: UFBA, AAI, PROPCI. Note: The Science without Borders Program began its activity in December of 2011 (Decree nº 7.642 of Dec. 13, 2011).

The International Affairs Office (AAI) promotes the interaction of UFBA with other institutions abroad. The actions designed by the AAI have a very broad scope and routinely include: establishing of academic agreements of cooperation; reception and hosting of international missions; management of undergraduate student mobility to and from other countries and UFBA; establishment of joint supervision of thesis for our doctoral students in other countries, and for foreign students conducting research at UFBA; and the processing of international research projects. In the period from 2011 to 2015, the international exchange of students was strongly influenced by the Science without Borders Program (CSF / MEC), which, at UFBA, is under the management by PROPCI. Thanks to its mediation, 1,615 students participated in the Program. However, it is important to point out that in 2015 the CSF Program had a significant reduction in its number of participants by CAPES and CNPq. Funding constraints on the mobility of foreign students, especially European students, have also impacted the number of students hosted by UFBA.



Library, Repository and Editorial Production

Table 16

Library, collections and services, in selected years, 2006/2015

Items	2006	2008	2010	2012	2014	2015
Library	28	30	28	22	22	22
Subscribed readers	60,010	74,471	51,871	63,939	61,253	80,029
Loans	414,569	282,599	601,969	666,946	233,268	128,476
Copies	709,374	767,022	847,980	888,687	718,672	...
Titles	...	...	...	...	...	236,967

Source: UFBA, SIBI. Note: in 2015, a change occurred in the methodology of accounting for titles and copies. Until 2014, the accounting was done by number of titles and their respective copies; in 2015, only the number of titles is presented.

Table 17

Institutional Repository (RI) of UFBA: collections and access from 2011 to 2015

Items	2011	2012	2013	2014	2015
Total of available documents	4,617	7,194	9,619	15,258	16,318
Articles	3,028	5,064	7,830	8,285	8,307
Books	186	234	253	386	454
Thesis, Dissertations and monographs ¹	...	...	2,883	4,845	5,746
Other production	1,403	1,896	1,536	1,742	1,811
Daily access average	1,500	1,521	3,005	3,009	3,005

Source: UFBA, RI. 1 Monographs – Required for conclusion of undergraduate and graduate courses.



Library, Repository and Editorial Production

Table 18

Evolution of EDUFBA editorial production, in selected years, 2006/2015

Production	2006	2008	2010	2012	2014	2015
Published titles	36	46	110	102	120	124
Books						
Number of printed copies	18,900	25,200	57,100	51,000	60,000	53,364
Sold ¹	14,407	14,071	19,071	30,726	27,851	32,997

Source: UFBA, EDUFBA, see: <http://www.edufba.ufba.br>. ¹Products of EDUFBA and other publishing companies.

In 2015, UFBA had 22 libraries, which were part of the University System of Libraries - SIBI, responsible for the management of reading rooms and collections. Since 2006, SIBI has been increasing the number of registered readers, reaching a growth of 33.3% in 2015. The SIBI's number of copies remained stable throughout the highlighted period. Beginning in 2015, there was a change in the accounting methodology that started to consider only the titles of the collections. The Institutional Repository (IR) presented an increase in the number of available documents, doubling the average number of daily accesses, starting in 2013. The IR is ranked sixth among the repositories of Brazilian universities, and 12th among universities in Latin America, according to the Webometrics ranking. EDUFBA published 124 titles in 2015, 3.4 times more than in 2006. Circulation and sales have more than doubled in the period 2006-2015.

Table 19

Hospital beds and service production of the University Hospital Complex Professor Edgard Santos, in selected years, 2006/2015

Year	Beds	Admissions	Average time of stay (days)	Appointments	Laboratory tests
2006	277	5,713	9.9	184,702	...
2008	268	6,065	10.9	280,098	...
2010	298	7,637	10.4	241,077	...
2012	298	8,037	14.2	246,808	779,361
2014	251	5,216	6.9	233,534	563,512
2015	226	6,259	6.0	228,439	476,905

Source: UFBA, HUPES. Data extracted from the SMART System, the Federal University Hospitals Information System - SisREHUF, the Costs Sector and the statistical reports of the Hospital Epidemiology Center (NHE). Notes: The HUPES is composed by University Hospital Complex Professor Edgard Santos, Professor Hosannah de Oliveira Pediatric Center (CPPHO), Professor Francisco de Magalhães Neto Ambulatory, and the HUPES Dentistry Service. Beds - monthly average of active hospital beds. Under the management of EBSERH since 2013.

Table 20

Hospital beds and service production of Climério de Oliveira Maternity University Hospital, in selected years, 2006 and 2015

Year	Beds	Admissions	Average time of stay (days)	Appointments	Deliveries	Laboratory exams
2006	89	4,656	2.2	29,928	3,045	-
2008	71	4,225	2.0	49,562	2,732	-
2010	56	4,786	2.3	41,115	3,433	-
2012	79	5,395	3.0	57,115	3,353	108,914
2014	79	5,557	3.0	59,085	3,634	86,065
2015	79	6,125	3.0	73,743	3,617	99,426

Source: UFBA, MCO. Note: Under the management of EBSERH since 2013.

In 2015, the HUPES Complex had 20% more admissions than in 2014. In recent years, renovations in the structure of HUPES have had an impact in the number of beds. However, there was an increase in efficiency resulted from gains in technical management of the available beds, with a reduction in the average time of stay, 42% lower in 2015 when compared to 2012. This is also observed in the Maternity, with the expansion of its medical specialties and the increase in admissions, appointments and deliveries.

Table 21

Service production of Veterinary Hospital Professor Renato Rodenburg de Medeiros Neto, from 2012 to 2015

Sector	2012	2013	2014	2015
Small and Large Animals Clinic ¹	5,230	5,191	3,503	8,379
Surgical Clinic and Surgery of Small and Large Animals ²	4,052	3,182	3,223	4,480
Laboratories				
Clinical Analysis	5,364	6,816	3,449	4,609
Pathologic Anatomy	1,124	551	568	742
Animal Reproduction ³	...	...	279	1,218
Others ⁴	1,533	1,337	765	1,992
Total of laboratory exams	8,021	8,704	5,061	8,561
Diagnostic Imaging	850	1,125	828	524
Vaccinations of Dogs and Cats	1,377	1,044	399	1,046

Source: UFBA, HOSPMEV Note: Total production of services includes routines, revisions and didactic purposes. ¹Includes hospitalizations. ²Includes hospitalizations. ³Although initiated in 2011, the available records refer to the years 2014 and 2015. ⁴Laboratories of Viruses, Parasitoses, Bacteriology and Infectology. From 2013 onwards, include the Mycosis Laboratory.

The Veterinary Hospital Professor Renato Rodenburg de Medeiros Neto performs a variety of procedures for diagnosis, treatment, and prevention. It supports teaching practices, research and specialized care, and it is open to the general public. Between 2012 and 2015, total procedures increased by 17.7% (from 19,530 to 22,990), and between 2014 and 2015 the numbers increased by 76.7%, with additional 9,976 procedures. New services have been incorporated into the hospital routine in recent years, such as the Mycosis and Animal Reproduction Laboratories.

Table 22

Service production of various health services, from 2012 to 2015

Item	2012	2013	2014	2015
University Medical Service				
Clinical procedures and appointments	31,761	40,766	22,000	23,821
Official proof of health ¹	3,123	3,881	3,949	4,401
School of Dentistry				
Dental care treatments	25,314	30,090	23,128	29,211
School of Pharmacy				
Laboratory exams	446,948	446,306	559,929	709,440
Health Sciences Institute				
Laboratory exams	163,322	198,270	509,143	597,611
Total laboratory exams	610,270	644,576	1,069,072	1,307,051

Sources: UFBA, Serviço Médico Universitário Rubens Brasil Soares – University Medical Service – SMURB/SAME, Dentistry School - FOUFBA, Pharmacy School/Laboratory of Clinical Analysis – LACTFAR, Health Sciences Institute/Immunology and Molecular Biology Laboratory. ¹Official Proof of Health – according to norms of the Integrated Subsystem of Attention to the Health of the Federal Public Server - SIASS, instituted by Decree Nº 6.833 of April 29, 2009.

Non-hospital health services that have a great volume of production in ambulatory and clinical analysis are offered at UFBA. SMURB and its multidisciplinary team are dedicated to the support of faculty members, administrative staff and students. In recent years, all of its activities have been expanded to comply with specific legislation on health care and illness prevention for federal civil servants, as a unit of the Integrated Subsystem of Attention to Servants' Health Care - SIASS, carrying out examinations for proof of health for federal civil administration offices in Bahia. Also in the ambulatory sphere, the School of Dentistry performs dental care for the Public Health System - SUS, a service integrated with undergraduate teaching activities, which has been growing in recent years. The laboratories of the School of Pharmacy and those of the Institute of Health Sciences have offered a wide range of clinical exams to integrate the network of public health services. Recently, the production of these laboratories increased significantly as a result of its participation in special projects such as *Rede Cegonha* (national network of services for humanized attention to pregnancy and safe birth).

Table 23

Evolution of the permanent teaching staff, per degree, in selected years, 2006/2015

Year	Undergraduates	Specialization	Masters	Doctorate	Total
2006	128 (7.5)	113 (6.6)	515 (30.2)	952 (55.7)	1,708
2008	109 (6.2)	94 (5.3)	471 (26.6)	1,094 (61.9)	1,768
2010	92 (4.4)	71 (3.4)	547 (26.2)	1,375 (65.9)	2,085
2012	82 (3.6)	59 (2.6)	570 (25.0)	1,568 (68.8)	2,279
2014	59 (2.6)	76 (3.3)	562 (24.7)	1,578 (69.4)	2,275
2015	51 (2.2)	46 (2.0)	469 (20.1)	1,771 (75.8)	2,337

Source: UFBA, PRODEP/SIP. Access on May 30, 2016. Note: Permanent teaching staff - number of professors with permanent status; percentages per year in parentheses.

In the last 10 years, the number of permanent teaching staff members increased by 36.8%. In the same period, the proportion of those who had their doctorate degree increased from 55.7% to 75.8%, outlining UFBA's policy of continued qualification. Regarding the work regime, currently, the significant majority of faculty members (77%) are included in the category of full dedication, allowing for greater involvement in graduate teaching, research and extension activities.

Table 24

Evolution of technical-administrative staff, by grade level, in selected years, 2006 /2015

Year	Grade Level ¹					Total
	A	B	C	D	E	
2006	44 (1.3)	237 (7.0)	859 (25.4)	1,280 (37.8)	964 (28.5)	3,384
2008	42 (1.3)	220 (6.7)	811 (24.5)	1,250 (37.8)	981 (29.7)	3,304
2010	38 (1.2)	197 (6.0)	763 (23.3)	1,263 (38.6)	1,012 (30.9)	3,273
2012	30 (0.9)	180 (5.5)	742 (22.8)	1,311(40.2)	997 (30.6)	3,260
2014	25 (0.8)	164 (5.1)	733 (22.7)	1,307(40.5)	996 (30.9)	3,225
2015	21 (0.7)	155 (4.9)	718 (22.5)	1,299 (40.7)	1,002 (31.4)	3,195

Source:UFBA, PRODEP/SIP. Accessed on May 30, 2016. Note: Number of technical-administrative staff members; percentages per year in parentheses. ¹According to the Career Plan for Technical-administrative Servants in Education (Law nº 11.091, of Jan.12, 2005).

Table 25

Technical-administrative staff, per degree and schooling, 2014 and 2015

Degree/Schooling	2014		2015	
	Number of workers	%	Number of workers	%
Doctorate	98	3.0	106	3.3
Masters	240	7.4	275	8.6
Specialization	878	27.2	974	30.5
Undergraduates	887	27.5	863	27.0
High School	893	27.7	767	24.0
Middle School	99	3.1	91	2.9
Incomplete Middle School	130	4.0	119	3.7
Total	3,225	100	3,195	100

Source: UFBA, PRODEP/SIP. Note: Data from 2014 do not include Cruz das Almas **Campus'** workers (incorporated by UFRB) and of Barreiras **Campus** (incorporated into UFOP).

The new Career Plan for Technical-Administrative Public Servants in Education (Law 11,091, of Jan. 12, 2005) sets five levels of progression. The number of workers in levels A and B had a gradual reduction, mainly due to the fact that there was no provision for replacement of the positions assigned for support functions. On the other hand, the employees classified in the levels D and E have been increasing in the composition of the staff, which reveals the improvement of qualification and salaries of the technical and administrative staff. In consonance, the proportion of workers with higher education and graduate degrees increased from 65.2% to 69.4% between 2014 and 2015.

Table 26

UFBA Ombudsman data, 2014 and 2015: number of events per category

Category	2014 ¹		2015	
	Nº	%	Nº	%
Enquiries	175	59.1	726	65.8
Request for academic / administrative procedure / products	46	15.5	95	8.6
Complaints	46	15.5	196	17.8
Reported abuse	22	7.4	67	6.1
Praises and acknowledgments	-	-	14	1.3
Suggestions	7	2.4	6	0.5
Total	296	100	1,104	100

Source: UFBA, Ombudsman. ¹Data referring to the period from September to December of 2014.

The data outlines an increase in the demand for information, which can be attributed to the Ombudsman’s role in publicizing its institutional practices and activities aimed at improving administrative and academic procedures, and mediating various conflicts, thus contributing to the improvement of the University management as a whole. As for the complaints, the solid mediation and the opening of administrative disciplinary procedures, when pertinent, have contributed to the general acknowledgment of the Ombudsman’s Office at UFBA.

Table 27

Description of the physical structure of UFBA, from 2013 to 2015

	2013	2014	2015
Total area (m ²) ¹	6,367,561.90	5,826,097.82	5,826,097.82
Constructed area (m ²)	354,265.79	338,894.44	338,894.44
<i>Campi</i>	4	3	3
Academic units	32	31	31
<i>Campus Canela</i> ²	10	10	11
<i>Campus Federação/Ondina</i> ²	15	15	15
Other units ²	5	5	4
<i>Campus Anísio Teixeira - IMS</i> ³	1	1	1
<i>Campus Reitor Edgard Santos</i> ⁴	1	-	-
University Hospitals	3	3	3
HUPES e MCO	2	2	2
HOSPMEV	1	1	1
Museums: MAE, MAFRO and MAS	3	3	3
Child day care	1	1	1
Experimental farms	3	3	3
University Residence	5	5	4
University Restaurant	1	1	1
Sports Center	1	1	1
Pavilions for theoretical and practical classes	16	11	11
<i>Campus Salvador</i>	9	9	9
<i>Campus Anísio Teixeira - IMS</i>	2	2	2
<i>Campus Edgard Santos</i>	5	-	-

Source: UFBA, SUMAI/CPPO, Nucleus for Planning, Projects and Real Estates Patrimony. ¹Including total areas and constructed areas in the experimental farms of the School of Veterinary and Zootechny. ²Units situated in Salvador. ³Situated in Vitória da Conquista. ⁴In 2013 the Campus Reitor Edgard Santos, in the city of Barreiras, was incorporated into UFBA, causing a reduction of the total area and of number of academic units.

Table 28

Evolution of budget for UFBA¹, according to source of revenue (in R\$1.00), in selected years, 2006/2015

Year	Treasure/ Union Resources		Own Budget Revenue ²		Income from Agreements
	Planned	Actuals	Planned	Executado	
2006	533,477,944	522,207,880	15,888,486	12,040,781	66,970,571
2008	670,997,117	617,409,233	22,201,839	16,019,229	150,140,603
2010	959,156,770	922,945,019	28,652,958	17,831,468	165,290,155
2012	1,124,385,395	1,068,718,193	34,830,756	21,006,515	201,194,215
2014	1,313,544,134	1,283,790,310	42,322,768	23,004,867	302,518,704
2015	1,481,450,286	1,362,442,362	51,757,397	27,470,197	276,271,664

Source: UFBA/PROPLAN – Budget Coordination. Notes: Amounts of budgeted and actual revenue/expenses based on the Annual Budget Law (LOA) and amendments. Income from various agreements is off budget. ¹Budget of UFBA with University Hospitals. ²Budget Revenue is made up of resources derived from service fees, space rents, courses and projects, among others.

Table 29

Evolution of UFBA¹ expenses with personnel and percentage of actual expenses, in selected years, 2006/2015

Year	Expenses with personnel (in R\$1.00)	% of personnel in the budget
2006	466,272,920	89.3
2008	548,560,440	88.8
2010	762,459,627	82.6
2012	883,929,400	82.7
2014	1,075,199,787	83.8
2015	1,152,690,845	84.6

Source: PROPLAN – Budget Coordination. Notes: The percentage evolution of personnel expenses (compulsory expenditure) was calculated based on the division between actual personnel expenses and the actual budget of the Treasure/Union source. For 2014 and 2015, the amounts referring to compliance with judicial and precatory sentencing (R\$ 1,643,443 and R\$ 24,930,352, respectively), which are executed by the courts, were excluded. ¹UFBA budget including University Hospitals.

The majority of the total actual expenses are with personnel. This means that the amount of expenses assigned to maintenance and working costs of the University is proportionately smaller and has not expanded in recent years.

Table 30

Annual evolution of the UFBA budget for specific discretionary expenses (in R\$1.00), 2010 - 2015

Specification		2010	2011	2012	2013	2014	2015
Higher Education – Undergraduate and Graduate programs, Teaching, Research and Extension		106,067,660	139,902,754	142,517,238	131,529,622	169,426,017	189,803,550
Promotion of actions in Undergraduate and Graduate programs, Teaching, Research and Extension	Current	1,701,366	1,830,750	2,645,045	7,306,939	7,866,999	10,666,365
	Capital	0	149,798	427,278	340,848	270,839	430,273
	Total	1,701,366	1,980,548	3,072,323	7,647,787	8,137,838	11,096,638
Operation of Federal Institutions of Higher Education	Current	43,137,356	54,015,942	67,220,004	43,659,333	76,271,023	82,958,948
	Capital	2,652,392	14,100,000	5,836,706	8,121,283	600,000	1,032,263
	Total	45,789,748	68,115,942	73,056,710	51,780,616	76,871,023	83,991,211
Higher Education - Student Assistance	Current	9,794,785	11,270,241	14,711,392	16,807,543	21,171,798	30,559,189
	Capital	0	0	180,000	207,530	207,530	686,037
	Total	9,794,785	11,270,241	14,891,392	17,015,073	21,379,328	31,245,226
Restructuring and Expansion of Federal Institutions of Higher Education - REUNI	Current	12,988,148	33,103,695	28,962,789	30,962,789	30,237,789	29,175,665
	Capital	33,054,513	25,432,328	22,534,024	24,123,357	32,800,039	34,294,810
	Total	48,781,761	58,536,023	51,496,813	55,086,146	63,037,828	63,470,475

Source: UFBA/PROPLAN – Budget Coordination. Notes: Annual values of LOA (Treasure Source, excludes parliamentary amendments), without changes. In 2010, the total value of REUNI included funds for the implementation of the **Campi** in Barreiras (R\$1,643,460) and Vitoria da Conquista (R\$1,095,640). Capital or investment resources are budgeted.

The 2015 budget execution reached 93.5% of the Annual Budgetary Law - LOA, a smaller proportion than in 2014 (97.9%). The non-received amounts from parliamentary amendments (49.1 million), and the restrains of budgetary capital limits approved in the LOA (18.1 million) prevented the full implementation of the budget in 2015. Among the budget amounts for discretionary expenses, those of Student Assistance are highlighted, with a significant increase in recent years. The amounts of current cost and capital show a lesser increase between 2014 and 2015.

Table 31

Some Institutional Performance Indicators, in selected years, 2006/2015:
Teaching and Research

Undergraduate programs						
	2006 - 2008	2009 - 2011	2012 - 2014			
Quality Index of Undergraduate Programs ¹	3.31	3.32	3.77			
Graduate programs and Research						
	2006	2008	2010	2012	2014	2015
Index of Graduate Programs Expansion						
Percentage of students in graduate programs within the total of UFBA students	11.7 ²	11.9	12.3	13.3	13.9 ³	14.6
Percentage of graduate programs within the total of regular courses at UFBA	50.7	56.1	49.1	51.1	56.4	56.6
Percentage of doctoral students within the total of graduate students	30.8	34.1	39.4	41.9	43.1	44.7
Research Activity Consolidation Index						
Research grant quality: weighted average of number of grants per level, with different weights for each level	467.6	597.0	652.1	587.9	708.7	666.4

Sources: UFBA, SUPAD, INEP. For the complete set and basis of calculation, see Management Report 2015, at www.proplan.ufba.br. ¹Average grade from the National Student Performance Examination - ENADE, obtained by the Undergraduate Programs in each three year evaluation cycle (maximum value = 5). ²Including data from the Cruz das Almas **Campus**, later incorporated into UFRB, and excluding data from the Barreiras and Vitória da Conquista **Campi**. ³Does not include the students of the Barreiras **Campus**, incorporated into UFOP.

The results of the performance indicators have been applied in the monitoring and evaluation of the main activities. The average grades of the National Student Performance Exam - ENADE indicate that there is a significant improvement in undergraduate programs. In 2014, 64.7% of the programs obtained grades 4 or 5 (maximum). The progression of the grade indicators for graduate programs and research performance reveals the expansion of these areas, as well as the constant qualification of the related activities, such as the quality of the grants and the expansion of doctorate programs.

Table 32

Some Institutional Performance Indicators, in selected years, 2008/2015: Qualification of Personnel

Index	2008	2010	2012	2014	2015
Index of Qualification of the Technical and Administrative Staff					
Weighted average of participation in the different levels of training of technical administrative workers in the total segment (Master's and Doctorate, weight 5)	2.62	2.78	2.94	3.06	3.17
Investment Index in the Training of the Technical Administrative Staff					
Investment of the technical-administrative staff in training, recognized with progression in the career plan	...	15.52	19.59	22.93	26.43
Institutional support index for graduate training of the Faculty					
Faculty qualification with graduate course leave (weighted percentage distribution; postdoctoral, weight 5)	...	3.87	4.16	10.37	8.46

Sources: UFBA, SUPAD. For the complete set and calculation basis, see Management Report 2015 at www.proplan.ufba.br

The institutional performance index numbers of qualification and training of personnel demonstrate what was presented previously in the area of Personnel Management. Increased investment in the training of the technical-administrative staff and in the qualification of teaching staff is noticeable. This also results in the qualification of the administrative and academic work of the University.

Table 33

Some Institutional Performance Indicators¹ from 2011 to 2015: Cost and Students/Workers ratio

Index	2011	2012	2013	2014	2015
Current Cost / Student Equivalent (in R\$1,000.00) ²	12.0	13.2	15.2	16.6	15.9
Full Time Student / Equivalent Faculty Member	12.5	12.7	12.7	13.2	15.8
Full Time Student / Equivalent Employee without HU	9.4	8.6	8.5	7.8	9.5
Equivalent Employee / Equivalent Faculty Member ²	1.3	1.5	1.5	1.7	1.7
CAPES/MEC grade for Graduate Courses	4.02	4.00	4.00	4.04	4.04
Undergraduate Success Rate (%)	65.0	51.3	49.4	42.7	45.2

Source: UFBA, PROPLAN. For the complete set and calculation basis, see Management Report 2015 at: www.proplan.ufba.br. ¹TCU Model – Decision nº 408/2002. ²Without accounting for the University Hospitals (HU).

The institutional performance indicators reveal the major challenges that UFBA has faced recently. The expansion of REUNI, along with the difficulties resulting from budgetary constraints, insufficient infrastructure, re-dimensioning of the faculty, administrative staff and of the means of support for management activities are some of the factors that affected the progression of these indicators. The increase in the number of students, and the number of faculty members (the latter to a lesser extent) is reflected in the variation of other indicators, such as costs and success rate.



Academic Units and Directors

School of Administration (Business)

Prof. Horácio Hastenreiter Filho
Prof. João Martins Tude

School of Fine Arts

Prof^ª. Nanci Santos Novais
Prof^ª. Rosa Gabriela de Castro Gonçalves

Dance School

Prof^ª. Dulce Tamara da Rocha Lamego da Silva
Prof^ª. Carmen Paternostro Schaffner

Nursing School

Prof^ª. Heloniza Oliveira Gonçalves Costa
Prof^ª. Maria Enoy Neves Gusmão

School of Veterinary and Zootechny

Prof. Antonio de Lisboa Ribeiro Filho
Prof. Eduardo Luiz Trindade Moreira

Music School

Prof. Heinz Karl Novaes Schwebel
Prof. José Maurício Valle Brandão

Nutrition School

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Prof^ª. Mônica Leila Portela de Santana

Polytechnic School

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Prof^ª. Regina Ferreira Vianna

Theatre School

Prof^ª. Eliene Benício Amâncio Costa
Prof^ª. Catarina Santana (pro tempore)

School of Architecture

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Institute of Geosciences

Prof^ª. Olivia Maria Cordeiro de Oliveira
Prof. Marco Antonio Tomasoni

Institute of Humanities, Arts and Sciences Professor Milton Santos

Prof. Messias Guimarães Bandeira
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Abbreviations and Acronyms

AAI	International Affairs Office
CAPES	Coordination for the Improvement of Higher Level Personnel
CARE	Coordination of Attendance and Student Records (Former SGC)
CCCONV	Coordination of Academic Contracts and Agreements
CNPq	National Council for Scientific and Technological Development
CPPO	Coordination of Planning, Projects and Works
EBSERH	Brazilian Company of Hospital Services
EDUFBA	Federal University of Bahia Publishing House
ENADE	National Student Performance Examination
ENEM	National High School Examination
FAPESB	Foundation for Research Support of the State of Bahia
FAR	School of Pharmacy
FOUFBA	School of Dentistry of the Federal University of Bahia
HUPES	University Hospital Professor Edgard Santos
HOSPMEV	Veterinary Hospital Professor Renato Rodenburg de Medeiros Neto
ICS	Institute of Health Sciences
IMS-CAT	Multidisciplinary Institute in Health - Anísio Teixeira Campus
MAE	Museum of Anthropology and Ethnography
MAFRO	Afro-Brazilian Museum
MAS	Religious Art Museum
MCO	Maternity Hospital Clímério de Oliveira
MEC	Ministry of Education
PET	Tutorial Education Program
PIBIC	Institutional Grant Program for Scientific Initiation
PIBITI	Institutional Program for Initiatives in Technological Development and Innovation
PNAES	National Plan for Student Assistance
PROAD	Office for Administrative Affairs
PROAE	Office for Affirmative Actions and Student Assistance
PRODEP	Personnel Management Office
PROEXT	Office for Extension Activities
PROGRAD	Undergraduate Education Office
PROPCI	Office for Research, Creation and Innovation
PROPG	Graduate Education Office
PROPLAN	Office for Budget and Planning
REUNI	Program for the Restructuring and Expansion of Federal Universities
SGC	General Secretary of Programs (CARE)
SEAD	Superintendence for Distance Education
SIAC	Academic Administration System
SIBI	University Library System
SMURB	University Medical Service Rubens Brasil Soares
SUMAI	Superintendence of Environment and Infrastructure
SIP	Integrated Personnel Information System
SISU	Unified Selection System
STI	Superintendence for Information Technology
SUPAC	Superintendence of Academic Administration
SUPAD	Superintendence of Evaluation and Institutional Development
SUS	Unified Public Health System
TCU	Court of Auditors of the Union
UFBA	Federal University of Bahia
UFOB	Federal University of Western Bahia
UFRB	Federal University of the Recôncavo of Bahia



ISBN 978-85-8292-091-6



OFFICE FOR BUDGET AND PLANNING – PROPLAN
Augusto Viana Street, - Canela - Rectory Palace
www.proplan.ufba.br | proplan@ufba.br