

Data INOVA Report



Results of the First Institutional Survey on Innovation at UFPEl

Realization

INOVA

Superintendência de inovação e
desenvolvimento interinstitucional
UNIVERSIDADE FEDERAL DE PELOTAS



PLANEJAMENTO | UFPEl

Report on the First Institutional Innovation Survey at UFPel — Data INOVA

Produced by

Superintendency of Innovation and Interinstitutional Development (INOVA) and Pro-Rectory for Planning and Administration (PROPLAD)

Team responsible for Data INOVA

Vinicius Farias Campos – Data INOVA Coordinator
Felipe de Souza Marques
Tainara Müller Garcia
Paulo Roberto Ferreira Jr.
Claiton Leoneti Lencina
Rodrigo Costa de Moura
Renata Vieira Rodrigues Severo
Julia Afonso Castro
Antonella Garcia Noguez

Writing, Data Analysis, and Report Design

Tainara Madail Barboza and Vinicius Farias Campos

Review

Ethel Antunes Wilhelm, Felipe de Souza Marques and Tainara Garcia Müller

Chancellor:

Úrsula Rosa da Silva

Vice-Chancellor:

Eraldo dos Santos Pinheiro

Superintendent of Innovation and Interinstitutional Development

Vinicius Farias Campos

Pro-Rector for Planning and Administration

Aline Ribeiro Paliga

Coordinator of the Office of Intellectual Property, Technology Transfer, and Entrepreneurship

Felipe de Souza Marques

Coordinator of Agreements and Contracts

Ethel Antunes Wilhelm

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PRESENTATION

Acquire insights into communal expertise while promoting innovation throughout the university.

Institutional Innovation Survey at UFPeI

Federal University of Pelotas

What?

Why?

Where?



When?

Who?

As?

Conducted from March 7, 2023, to March 10, 2023.

UFPeI interdisciplinary team

Widespread distribution and dissemination of a questionnaire to both the academic and external communities.

MESSAGE FROM THE SUPERINTENDENT OF INOVA

The Federal University of Pelotas has been working to implement innovation and internationalization as strategic pillars, alongside teaching, research, and outreach. With the creation of the Superintendency of Innovation and Interinstitutional Development in 2021, a series of initiatives have been launched to democratize opportunities for engagement with the productive sector, entrepreneurship, intellectual property, and technology transfer. Recently, the university was recognized as the leading patent applicant in the state of Rio Grande do Sul, with other important achievements also noted in its interaction with the productive sector. However, in most cases, the same individuals and courses are responsible for these outcomes. This suggests that the university community's knowledge about innovation remains highly concentrated and does not extend to the approximately 20,000 people who are part of the institution. A structural communication challenge also persists: UFPel does not have a centralized campus. It operates across more than a hundred buildings scattered throughout the cities of Pelotas and Capão do Leão. In this context, although all programs and departments have innovation potential, it is essential that knowledge on the subject be broadly disseminated. Given limited financial resources, the strategy chosen was to create this institutional innovation survey, allowing the entire university community – including external participants – to engage. Beyond collecting data on awareness about innovation and identifying knowledge gaps, the survey was designed to spotlight the theme and foster a more democratic approach to innovation within the university. Data INOVA is fundamental to institutional planning and decision-making, highlighting needs, opportunities, and gaps while guiding specific actions for academic and administrative units. It also supports various audiences within the university and its external community. Based on the results, immediate action plans will be proposed. This initiative represents a paradigm shift at UFPel, positioning the academic community as active participants in university planning and reaffirming the institution's commitment to innovation and to the active engagement of its members in the development process.

Vinicius Farias Campos
Superintendent of Innovation and
Interinstitutional Development at UFPel



ACKNOWLEDGMENTS TO THOSE WHO COLLABORATED WITH DATA INOVA

The implementation of Data INOVA — UFPel's Institutional Innovation Survey — marked a milestone in strengthening the culture of innovation within our institution and across our region. This process was only possible thanks to the engagement and collaboration of many individuals and institutions who generously dedicated their time and knowledge to the success of this initiative.

First and foremost, we extend our sincere gratitude to all respondents — students, technical-administrative and academic staff, outsourced employees, the team from the University Hospital (HE-UFPel/EBSERH), and other members of UFPel's internal and external community — who provided essential information for building a realistic picture of innovation at the university.

We acknowledge the Social Communication Coordination (CCS) of UFPel for playing a vital role in publicizing the survey; the Superintendency of Information and Communication Technology Management (SGTIC), whose technical expertise ensured the operational execution of the survey; and the Superintendency of Infrastructure (SUINFRA), through the General Maintenance Coordination (CGM) and the Transport Unit, for their logistical support and for promoting the initiative aboard university buses. To the INOVA team — composed of staff and scholarship holders — we express our deepest appreciation for their commitment and dedication at every stage of the survey. A special thanks goes to Julia Afonso, who created the visual materials used in the campaign, significantly expanding the survey's reach through her work.

We also thank the Academic and Administrative Units and the Undergraduate and Graduate Programs for their engagement and participation in this initiative. Our recognition goes to the Data INOVA ambassadors, who played a key role in mobilizing the academic and external community: Isabela Andrade, Paula Mascarenhas, Odir Dellagostin, Pedro Hallal, Luana Reis, Felipe Marques, Arthur Gibbon, Eraldo Pinheiro, Ursula Rosa da Silva, Flávio Demarco, and Paulo Ferreira Jr.

We are especially grateful to the Pelotas Technology Park and the Commercial Association of Pelotas (ACP), essential partners in promoting innovation and regional development.

Lastly, we thank the local media outlets — including A Hora do Sul, Jornal Tradição Regional, and Diário Popular — for their support in publicizing and disseminating the Data INOVA initiative.

To everyone who contributed to the success of this effort, our heartfelt thanks! Together, we continue building an increasingly innovative and transformative environment for UFPel and for our society.

METHODOLOGY

HOW WAS IT CONDUCTED?

1. Questionnaire Development

The Data INOVA team began its work by holding strategic meetings to define the scope of the institutional survey. It was first decided that the data collection tool would be digital, using LimeSurvey – UFPel’s official platform for conducting online questionnaires.

With the platform selected, the questionnaire content was developed (Figure 1). The team opted for general questions related to innovation, primarily using yes/no formats, in order to create a brief, accessible, and easy-to-complete instrument.

The image shows a LimeSurvey questionnaire interface. At the top, the LimeSurvey logo is on the left and 'Carregar questionário não finalizado' is on the right. The main title is 'Data Inova: Levantamento Institucional sobre Inovação na UFPel'. Below this, there are logos for 'INOVA' and 'PLANEJAMENTO | UFPel'. The text explains the purpose of the survey: 'Este levantamento tem como objetivo subsidiar ações de gestão da universidade e não será utilizado para fins científicos. Os resultados serão úteis para a elaboração de políticas e estratégias de inovação para a universidade e auxiliará a traçar o perfil quanto ao conhecimento da temática, fortalecendo ações específicas para o público universitário.' It also states 'Você levará cerca de 3 minutos para responder.' and 'Ao final do questionário, haverá uma página de respostas para algumas das perguntas.' A thank you message follows: 'Muito obrigado pela participação neste levantamento, a sua contribuição é essencial para a nossa universidade!'. At the bottom, it says 'O questionário é anônimo.' and 'O registro de suas respostas não contém nenhuma informação de identificação sobre você.'

Figure 1

Upon completing the form, respondents received a graphic material summarizing the key innovation topics (Figure 2), designed to expand the community’s understanding of the subject. Respondents were also given the voluntary and anonymous option to submit their contact information (email and phone) to receive future communications on innovation-related topics.

The target audience included students, faculty, technical-administrative staff, outsourced workers, Hospital School staff (HE-UFPel/EBSERH), and individuals with no formal institutional ties. To ensure statistical representativeness, a sample size calculation was conducted using Slovin’s formula, establishing a minimum number of respondents per category.

The image shows a LimeSurvey result page with a blue background. The title is 'Se você precisa saber sobre inovação na universidade, sabe onde procurar?'. The text describes the INOVA organization: 'Desde 2021, a UFPel criou a INOVA – Superintendência de Inovação e Desenvolvimento Interinstitucional, órgão que possui a missão de discutir, planejar e coordenar as demandas da universidade e suas relações com a comunidade regional, nacional e internacional em termos de inovação e relações interinstitucionais. As informações da INOVA podem ser encontradas no site: https://www.ufpel.edu.br/innovar/ e nas redes sociais: https://www.instagram.com/innovaufpel/ e https://www.facebook.com/innovaufpel/'. A QR code is provided for more information. Below the QR code, it says 'Fisicamente, a INOVA e suas demais unidades estão sediadas na Rua Lobo da Costa, 447'. At the bottom, there are logos for 'INOVA' and 'UFPel'. A footer note says 'Acesse os links aqui: https://wep.ufpel.edu.br/innovar/'.

Figure 2

2. Community Engagement Strategy

The main challenge faced by the Data INOVA team was engaging the academic community to participate in the survey. To overcome this, a multichannel outreach campaign was developed, combining digital and physical strategies to reach UFPel's diverse audience.

Specific graphic materials were created for social media and informational cards, along with a unique visual identity for the survey. Given the geographic dispersion of UFPel buildings in Pelotas (illustrated in Figure 3, with each colored dot representing a building), banners (Figure 4), posters, and signs were placed across campuses to reinforce the campaign's visual presence.



Figure 3



Figure 4

Additionally, busdoors were utilized on university buses, which offer daily transportation for students (Figure 5), and flyers were created for in-person distribution (Figure 6), facilitating direct engagement with potential respondents.



Figure 5

Stickers featuring QR codes that link to the questionnaire were positioned on tables in university dining facilities (Figure 7), enhancing digital accessibility during social interactions.



Figure 6

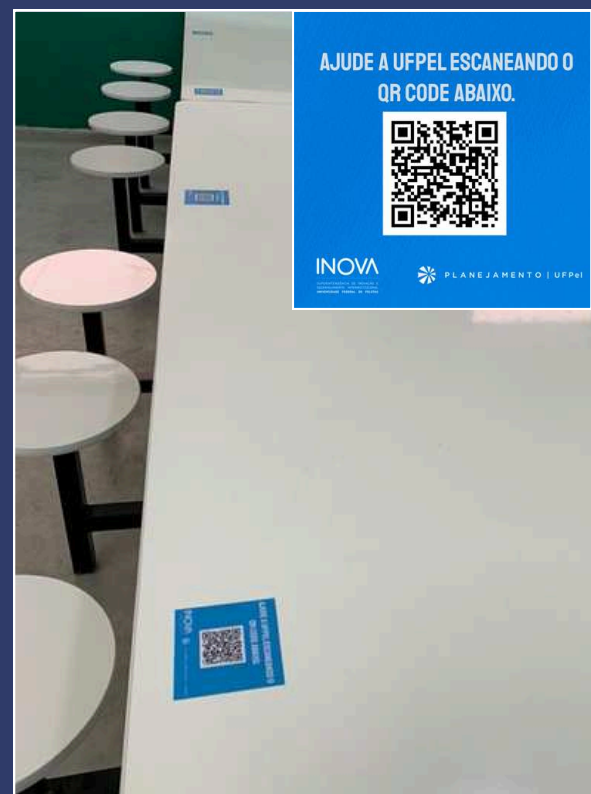


Figure 7

The campaign also engaged members of the university community, who were invited to create brief videos encouraging participation. These videos were extensively disseminated on institutional social media (Figure 8), fostering a stronger connection with the target audience. In addition to these efforts, the link to the questionnaire was distributed via institutional emails to all segments of the university, broadening the initiative's reach and providing numerous access opportunities.

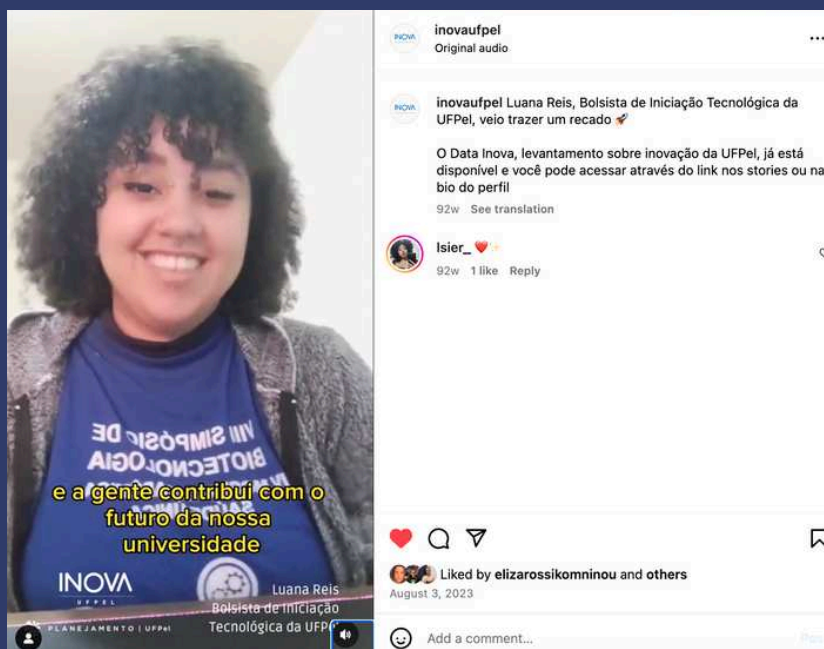


Figure 8

All of these dissemination strategies aimed primarily to encourage participation in the survey; however, they also served a symbolic and strategic purpose: integrating the theme of innovation into the university's daily life, rendering it visible, accessible, and prominent within various spheres of the academic community.

The significant lesson derived from this experience was the realization that multichannel and innovative advertising is crucial for fostering engagement in institutional initiatives. It is insufficient to merely communicate; it is imperative to establish a presence, interact with diverse audiences, and occupy spaces with clear and compelling messages.

The survey response campaign was launched on July 3, 2023, and remained open until October 3, 2023, totaling three months of data collection. At the end of this period, the process of data analysis, writing, and organization of this institutional report began, reaffirming the commitment to transparency and accountability to the community.

The methodology established and implemented in this survey exemplifies a groundbreaking and replicable approach that can be adapted by other institutions seeking to assess and promote a culture of innovation within their environments.

RESULTS

DATA INOVA WAS FEATURED IN THE RANKING OF ENTREPRENEURIAL UNIVERSITIES.

Data INOVA was acknowledged as one of the premier initiatives in the 2023 edition of the Ranking of Entrepreneurial Universities (RUE), published by Brasil Júnior. This acknowledgment underscores DataInova's essential contribution to fostering innovation and entrepreneurship within Brazilian higher education institutions.

Data INOVA distinguishes itself through its innovative methodology for collecting, analyzing, and disseminating data pertinent to innovation within universities. The platform enables higher education institutions to monitor and assess their innovation initiatives, thereby facilitating strategic decision-making and the formulation of more effective policies. Furthermore, DataInova fosters transparency and collaboration among various institutions, cultivating a more integrated and efficient ecosystem for the promotion of innovation within the country.

This acknowledgment at RUE 2023 underscores the significance of Data INOVA as a vital instrument for enhancing the culture of innovation within Brazilian universities, making substantial contributions to the creation of a more entrepreneurial academic environment that aligns with societal and market demands.

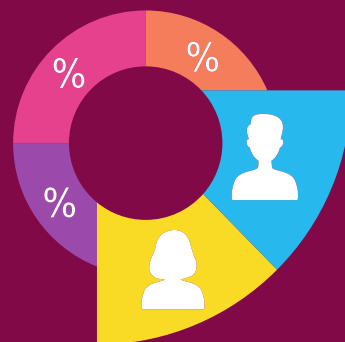
The expectation accompanying this highlight is that the success of Data INOVA will inspire other educational institutions to embrace similar strategies to foster innovation within their environments.

Further information is available at: <https://bit.ly/destaqueRUE>



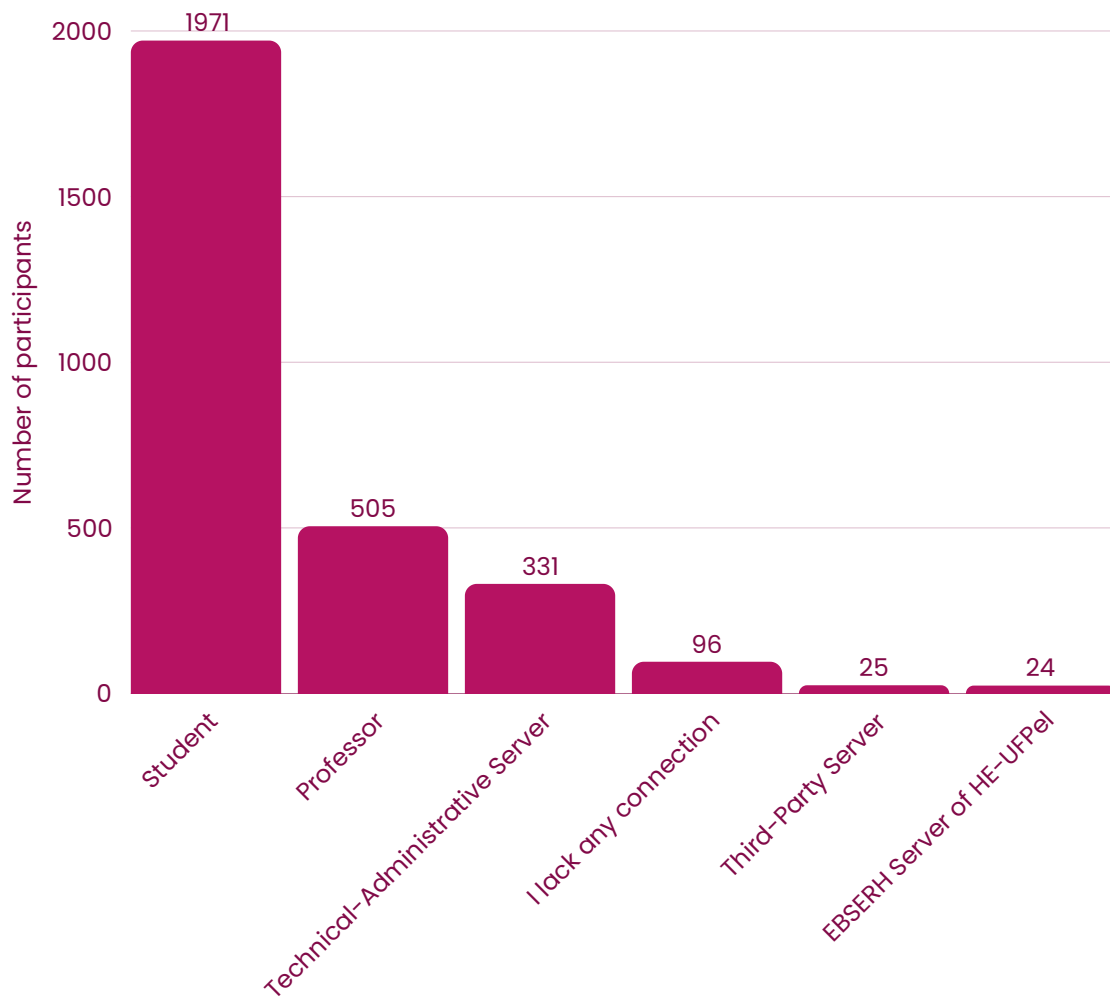
PART 1

UFPEL DEMOGRAPHIC INFORMATION



This data will inform the understanding of the progress made toward enhanced diversity, inclusion, and equity, facilitating the development of action plans that promote the integration of these themes into innovation processes.

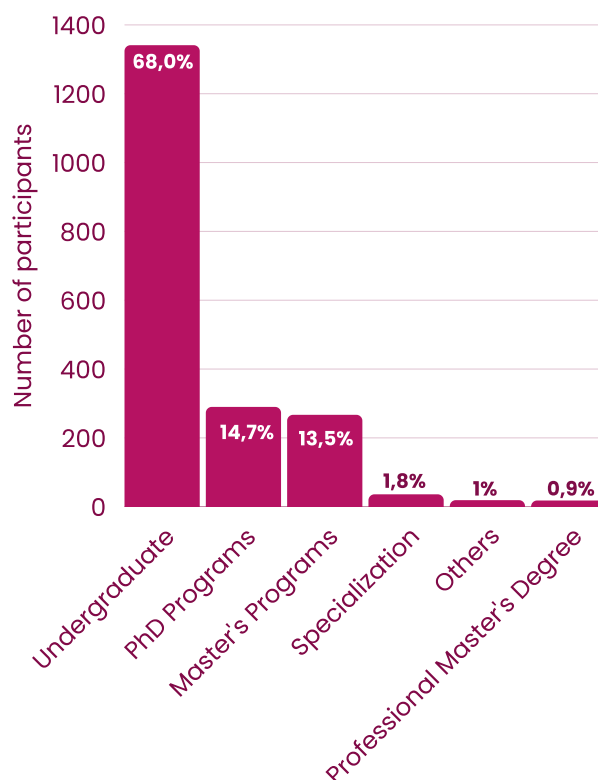
WHAT IS YOUR AFFILIATION WITH THE FEDERAL UNIVERSITY OF PELOTAS?



2.952
Participants

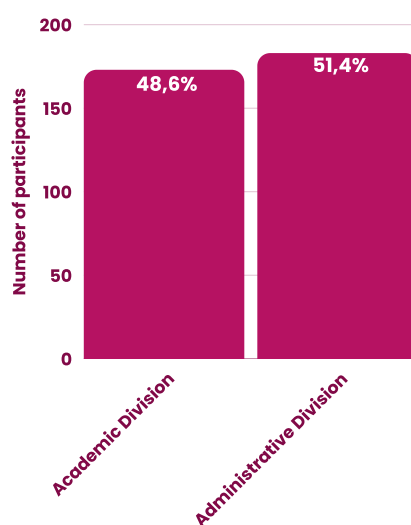
Following the launch of Data INOVA – UFPel’s Institutional Survey on Innovation, notable community engagement was observed. The striking visual presence of banners, bus advertisements, posters, and stickers facilitated swift recognition of the survey. On the inaugural day of the survey, over 800 responses were collected. During in-person outreach efforts, nearly all individuals approached indicated prior exposure to some form of promotional material for the survey, underscoring the substantial impact of the engagement campaign on the institution’s community.

WHICH ACADEMIC MODALITY?



In this survey, 1,971 individuals participated. The overwhelming majority of respondents are undergraduates (68.04%), underscoring the significance of this educational tier at UFPel. Nevertheless, there is also a notable presence of postgraduate students (master's and doctoral), suggesting that the university accommodates a range of academic levels.

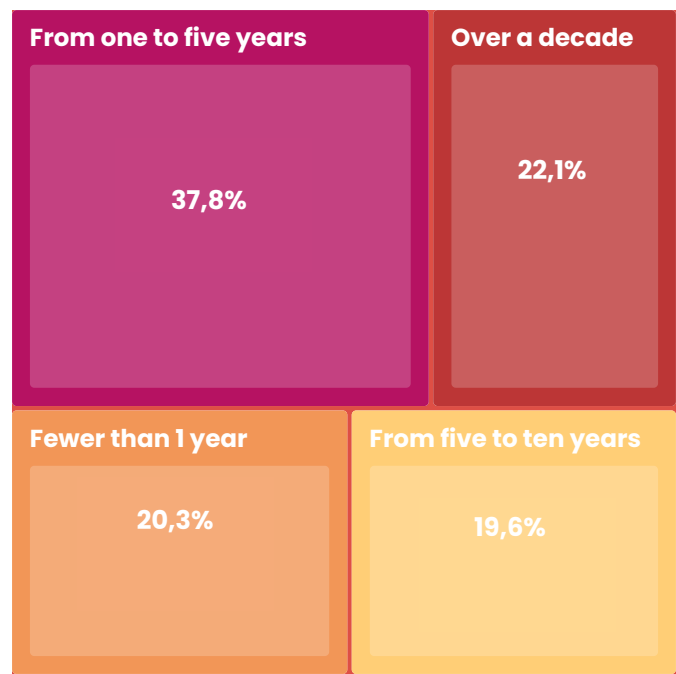
ACADEMIC UNIT OR ADMINISTRATIVE UNIT?



The distribution of responses from the 356 technical-administrative and outsourced employees who participated in the survey indicates a significant institutional balance: 48.6% are employed in academic units, while 51.4% are in administrative units. This data objectively reflects the representativeness of various sectors within UFPel, illustrating that the diagnosis developed by Data INOVA encompasses the diverse realities of the university community.

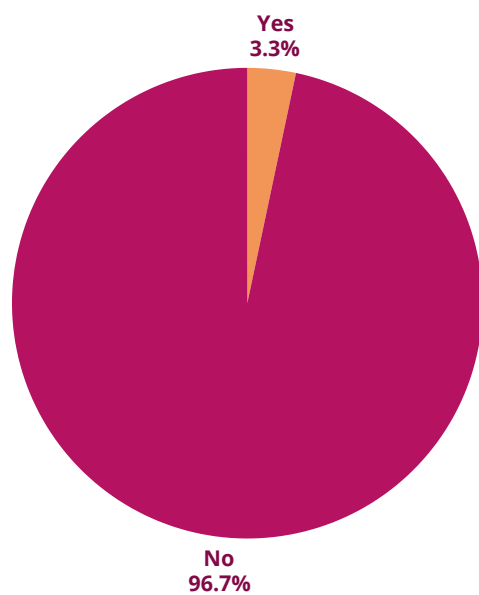
HOW LONG HAVE YOU BEEN AFFILIATED WITH THE UNIVERSITY?

In this survey, 2,856 individuals participated. The majority of respondents have been affiliated with the university for 1 to 5 years, suggesting that UFPel has recently welcomed a considerable influx of new students and staff. Nevertheless, a substantial segment has also been associated with the university for over 10 years, highlighting the presence of a robust and stable community of long-standing members.

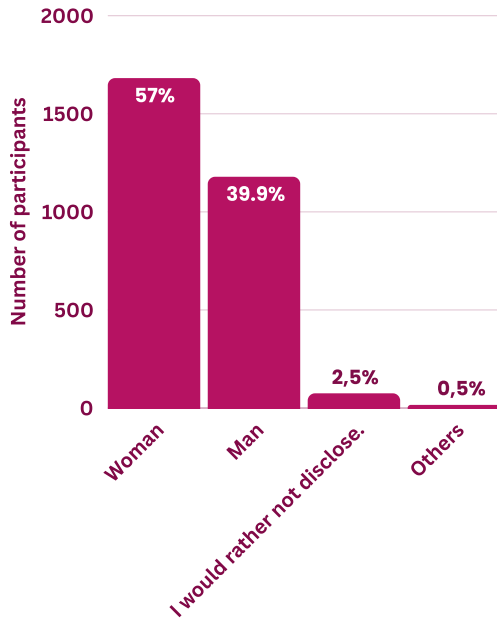


INDIVIDUAL WITH A DISABILITY, GLOBAL DEVELOPMENTAL DISORDER, OR EXCEPTIONAL ABILITIES/GIFTEDNESS

In this survey, 2,952 individuals participated. The overwhelming majority of respondents (96.68%) do not identify as having a disability, a global developmental disorder, or as being gifted, while 3.32% identify with one of these conditions.

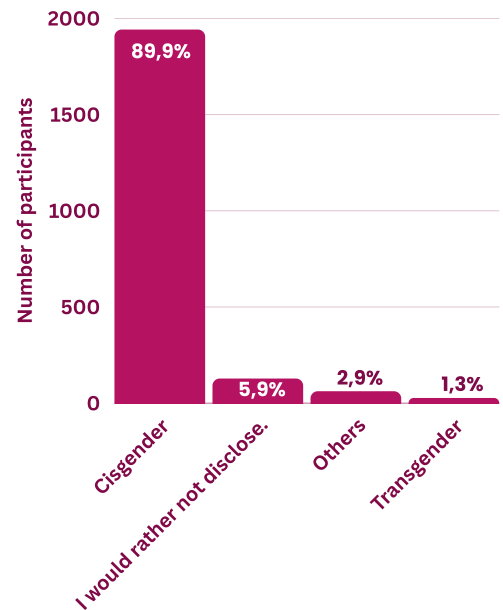


GENDER



In this study, 2,952 individuals participated. Women constituted the majority of the sample at 57%, amounting to 1,682 participants, while men accounted for 1,179 (39.9%). Participants who did not disclose their gender (3%) and those identifying as Other (Genderfluid, Queer, Non-Binary, Fluid, Agender) represented 1% of the sample.

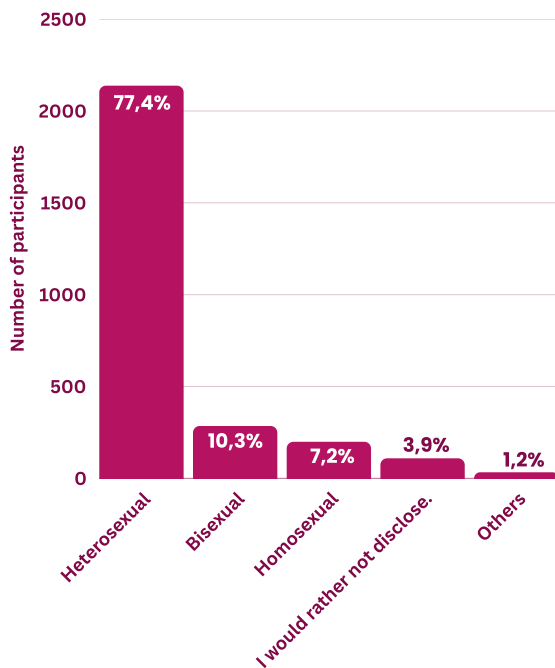
GENDER IDENTITY



2,159 individuals responded to this question. The data gathered from the survey on gender identity indicates that the majority of respondents (89.9%) identify as cisgender.

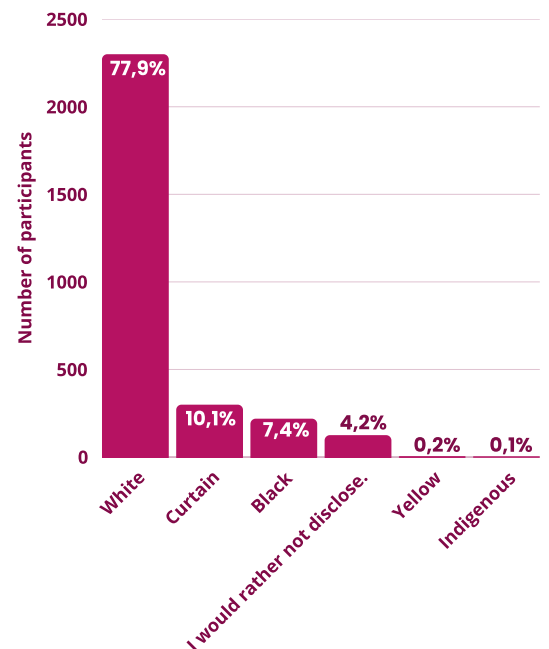
An additional 5.9% chose not to disclose, 1.3% identified as transgender, and 2.9% reported other identities.

SEXUAL ORIENTATION



In this survey, 2,764 individuals participated. The majority of respondents (77.4%) identify as heterosexual. A small percentage (1.2%) chose not to disclose their orientation, while (7.2%) identify as homosexual, (10.3%) as bisexual, and (1.2%) indicated other orientations.

COLOR/RACE



A total of 2,952 individuals responded to this question. The predominant demographic identified as white (77.91%), followed by brown (10.13%) and black (7.42%). The yellow (0.14%) and indigenous (0.17%) categories exhibited minimal representation, while 4.23% opted not to disclose their color/race.

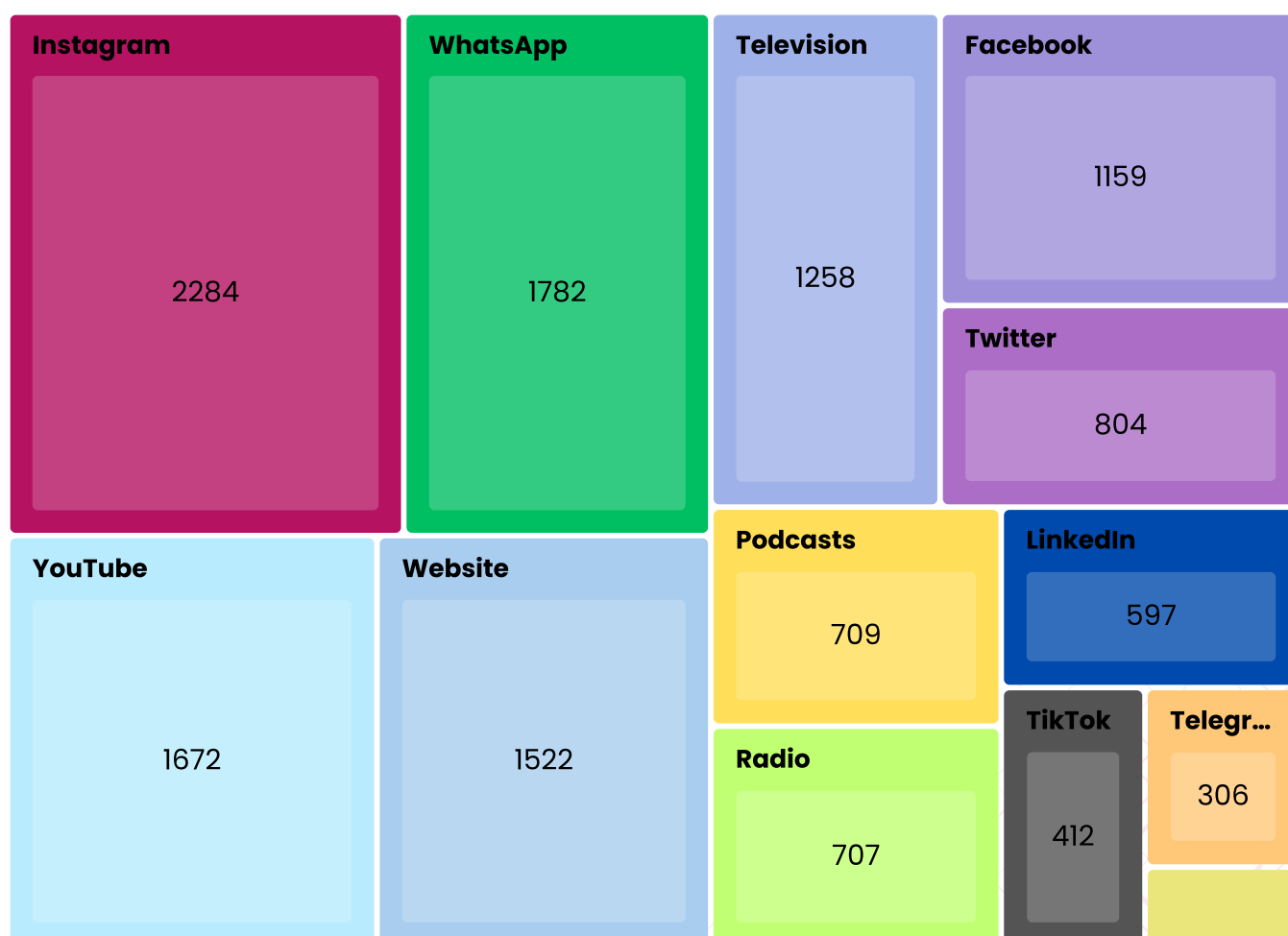
WHICH PLATFORMS DO YOU FREQUENTLY UTILIZE TO REMAIN INFORMED?

Instagram and WhatsApp serve as the primary communication channels utilized by the university community

The analysis indicates that Instagram is, by a significant margin, the most utilized medium for information, with 77.4% of respondents reporting regular usage. Following are WhatsApp (60.4%), YouTube (56.6%), websites (51.6%), and television (42.6%), all of which maintain a substantial presence in the community's daily informational landscape.

Platforms such as Facebook (39.3%) and Twitter (27.2%) continue to maintain some reach, yet they now account for less than half of the sample. The utilization of podcasts (24.0%), radio (23.9%), LinkedIn (20.2%), TikTok (14.0%), and Telegram (10.4%) remains relatively restricted, with over 75% of respondents indicating that they do not engage with these media to stay informed.

This data is essential for directing institutional communication efforts, particularly in promoting innovation initiatives like the Conectar incubator and other UFPel policies. It is recommended that content be prioritized for Instagram, WhatsApp, and YouTube, with formats tailored to the engagement dynamics of these platforms. Concurrently, it is advisable to reassess investments in less-utilized media, such as LinkedIn and Telegram, which have minimal engagement within the academic community.



Treemap of the number of responses for each platform

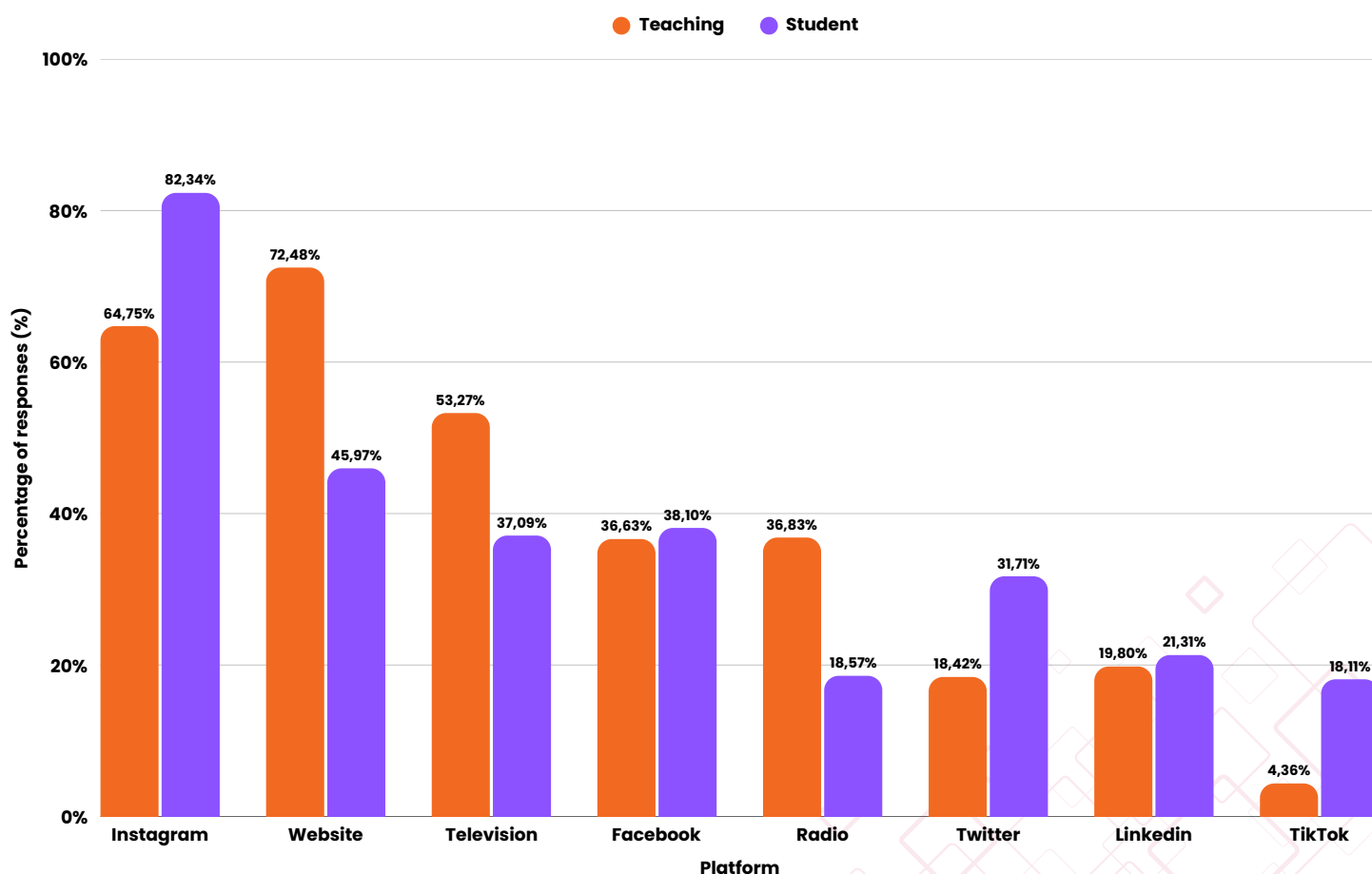
WHICH PLATFORMS DO YOU FREQUENTLY UTILIZE TO REMAIN INFORMED?

Diverse sources of information among UFPel students and faculty

The comparative analysis of students and faculty members at the Federal University of Pelotas (UFPel) uncovered statistically significant differences in their usage patterns of information platforms. The media exhibiting the most pronounced divergence in usage between the groups included Instagram, TikTok, Radio, Television, and Twitter, as determined by the chi-square test of independence ($p < 0.05$ in all instances).

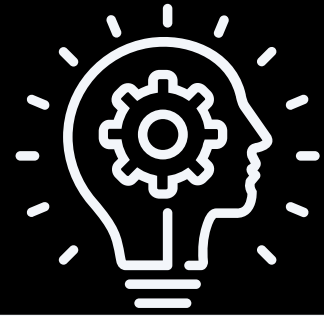
The data indicates that students engage with popular digital media platforms, such as Instagram, significantly more often, whereas teachers tend to utilize platforms like Twitter, radio, and television more frequently. Although TikTok is more commonly used by students, its usage rate remains the lowest among all analyzed platforms, suggesting that its reach is still constrained, even within younger demographics.

This evidence underscores the significance of tailored communication strategies within the university, acknowledging the information preferences of each group. To effectively engage students, it is crucial to maintain a presence on the most frequented digital networks; conversely, traditional or professional platforms continue to resonate more strongly with faculty.



PART 2

INFORMATION REGARDING THE GENERAL UNDERSTANDING OF INNOVATION WITHIN THE UFPEL COMMUNITY



This section aims to assess the community's understanding of innovation, identifying challenges and opportunities to enhance an innovative culture at UFPel. This information is instrumental in guiding strategies to broaden the dissemination of the subject.

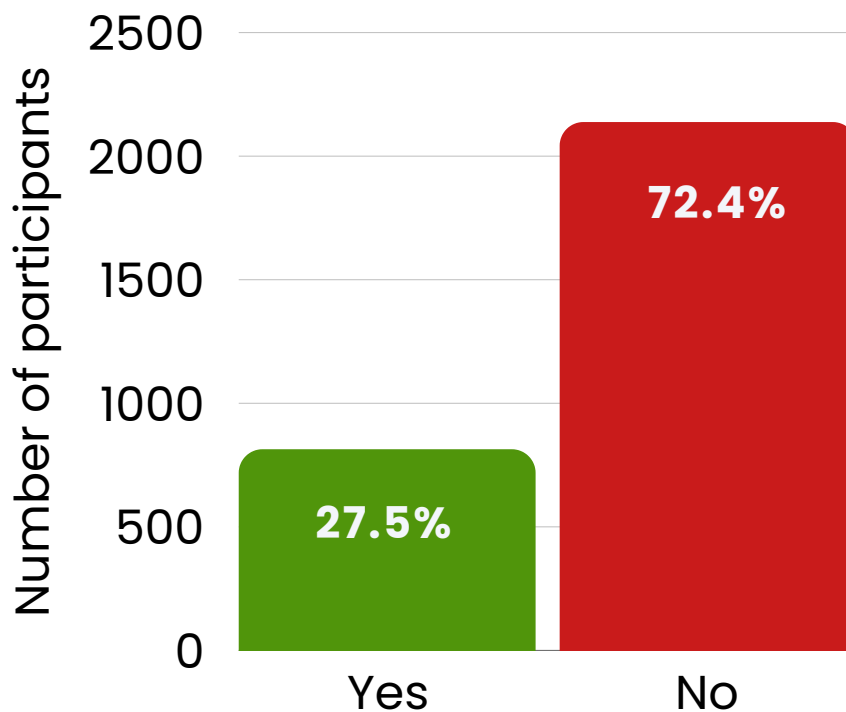
IF YOU SEEK INFORMATION REGARDING INNOVATION AT THE UNIVERSITY, DO YOU KNOW WHERE TO FIND IT?

Information about innovation is still rarely accessed by the university community

The analysis of the data uncovers a significant point of concern: among the 2,952 respondents, 72.4% indicate that they do not know where to seek information regarding innovation within the university. This metric underscores a strategic challenge pertaining to the institutional visibility of resources, structures, and initiatives aimed at fostering innovation.

Despite the university's consolidation of spaces and initiatives in this domain, the data indicates that awareness of these resources remains limited within the academic community. This lack of familiarity may hinder participation in programs, training, and technological development opportunities.

This outcome does not signify a failure; instead, it serves as a strategic assessment highlighting the necessity of enhancing the visibility and accessibility of an innovation culture—an effort that can directly foster greater community engagement with innovative initiatives.



INOVA

Superintendência de inovação e
desenvolvimento interinstitucional

UNIVERSIDADE FEDERAL DE PELOTAS

INOVA serves as the principal entity of the Federal University of Pelotas, tasked with formulating, coordinating, and executing the institutional policy for innovation, technological development, and engagement with society. Affiliated with the Vice-Rector, it strategically fosters the integration of teaching, research, extension, and innovation, coordinating initiatives that connect the university with regional, national, and international ecosystems. Its structure comprises specialized bodies that facilitate technical and efficient actions in accordance with the guidelines of the Legal Framework for Science, Technology, and Innovation.

- Coordination of Agreements and Contracts (**CCONC**): tasked with establishing institutional partnerships, drafting and managing agreements, research and development contracts, cooperation agreements, and other instruments designed to facilitate interaction with public and private entities.
- Intellectual Property, Technology Transfer, and Entrepreneurship Office (**EPITTE**): a unit tasked with overseeing UFPel's intellectual property assets, encompassing patents, trademarks, and software registrations, while also actively fostering an entrepreneurial culture and facilitating technology transfer processes for the productive sector.

In addition to these two structural coordinations, INOVA encompasses strategic initiatives:

- **CONECTAR** Incubator: a dedicated space for fostering innovative ventures and emerging startups, facilitating the advancement of scientific and technological solutions across various fields of knowledge.
- **EMBRAPII InovaAgro** Unit: affiliated with the national EMBRAPPI network, this unit emphasizes biotechnology and agro-industrial innovation, bridging applied research initiatives with the needs of the productive sector.

Through these initiatives, INOVA reaffirms UFPel's dedication to university actions that convert knowledge into impact, enhance innovation as a core institutional value, and promote regional development in a collaborative and sustainable manner.

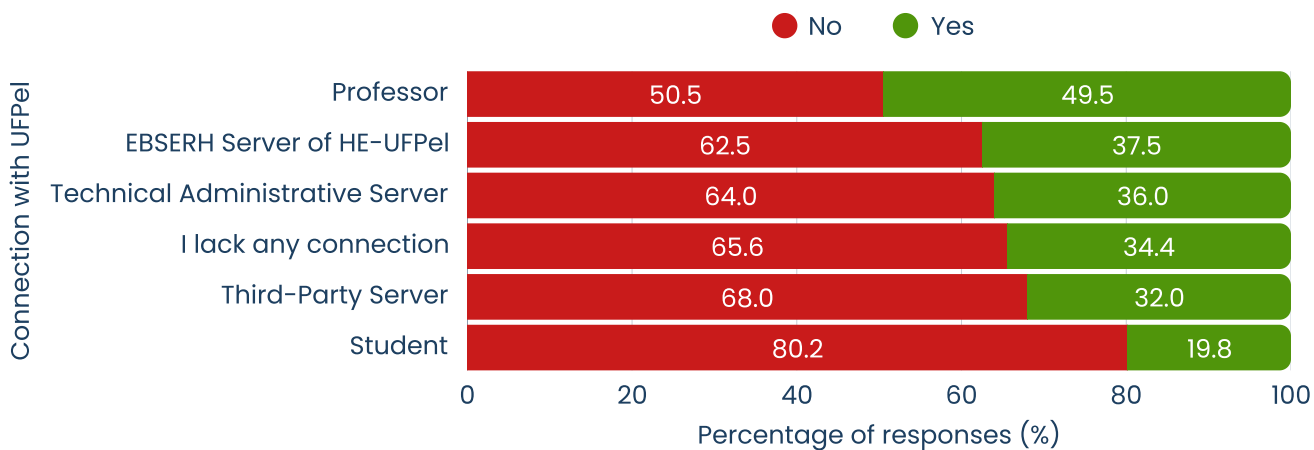
IF YOU SEEK INFORMATION REGARDING INNOVATION AT THE UNIVERSITY, DO YOU KNOW WHERE TO FIND IT?

Access to innovation-related information at the university varies according to institutional affiliation

The analysis indicated notable disparities among institutional groups concerning their awareness of where to seek information about innovation at the university. While 50.5% of professors assert that they know where to look, this figure declines sharply among students, with 80.2% indicating that they do not know.

The chi-square test of independence validated the impact of the link on the responses, yielding an exceptionally low p-value ($p = 5.57 \times 10^{-43}$), which signifies a statistically significant correlation between the type of link and awareness of innovation.

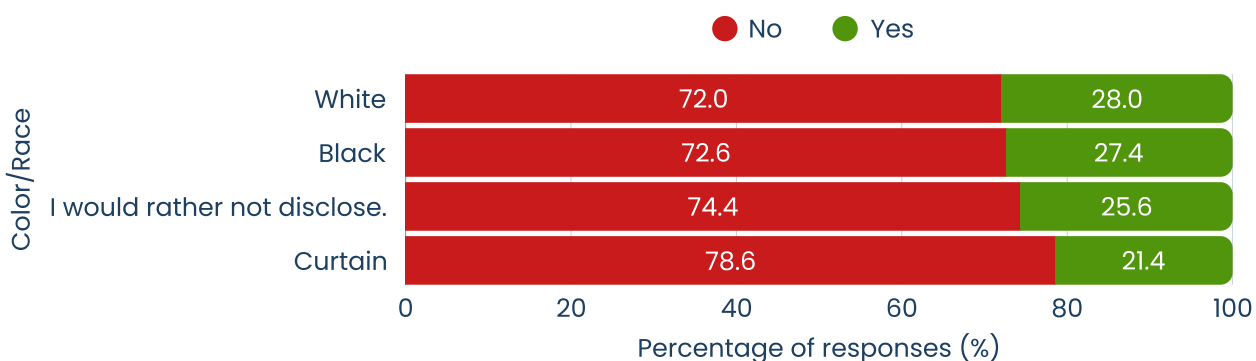
The outcome underscores the necessity of enhancing communication and training in innovation, particularly among students, outsourced workers, and groups with limited access to institutional frameworks.



Knowledge regarding innovation does not differ substantially across color or race

White individuals exhibited the highest level of awareness regarding information sources (28.5%), followed by Black individuals (27.4%) and Brown individuals (21.4%).

Despite these percentage differences, the statistical analysis revealed no significant effect of the color variable on the responses (Chi-Square = 6.89; $p = 0.0755$), indicating that the variations may have arisen by chance.

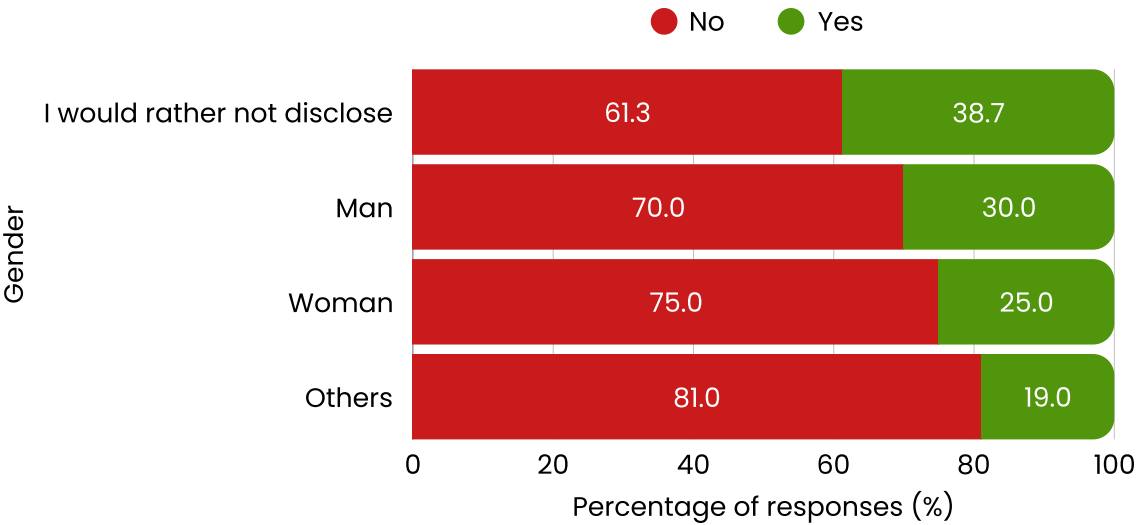


IF YOU SEEK INFORMATION REGARDING INNOVATION AT THE UNIVERSITY, DO YOU KNOW WHERE TO FIND IT?

Gender influences access to innovation-related information at the university

The data indicates that men are more knowledgeable about where to seek information regarding innovation (30.5%) compared to women (25.1%) and individuals of other genders (18.8%). Notably, those who chose not to disclose their gender exhibited the highest level of knowledge (38.7%).

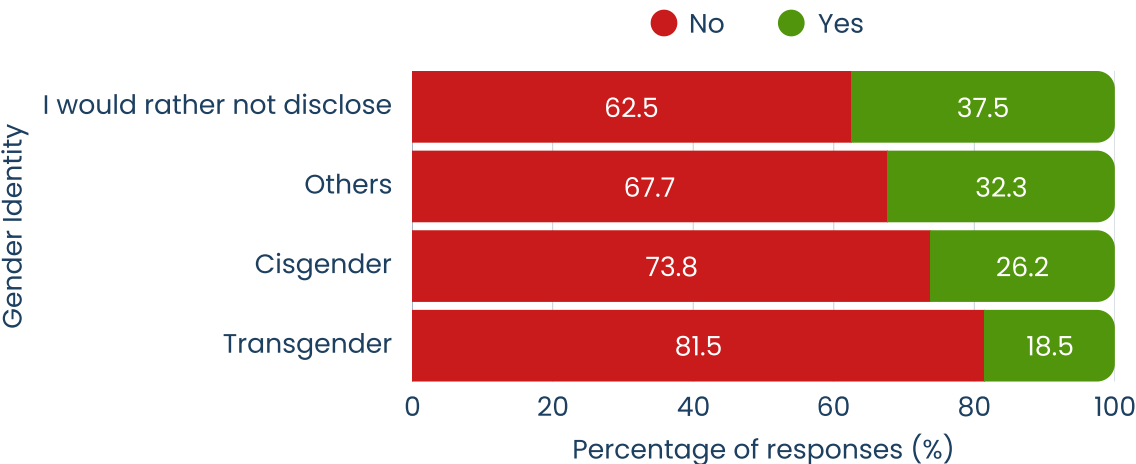
Statistical analysis confirmed that these differences are statistically significant (Chi-Square = 15.62; p = 0.0014), indicating that gender affects the perceived accessibility of information regarding innovation.



Differences in access to innovation-related information are observed according to gender identity

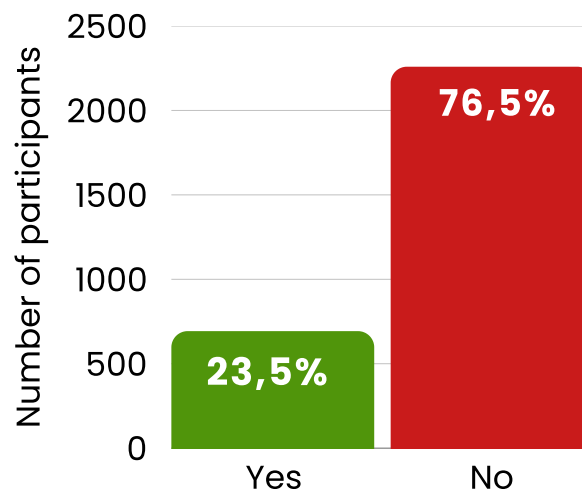
The data reveal that awareness of where to seek information regarding innovation differs based on gender identity. Transgender individuals exhibited the lowest percentage of affirmative responses (18.5%), followed by cisgender individuals (26.2%) and the "Other" category (32.3%). Those who opted not to disclose their information reported the highest percentage (37.5%).

Statistical analysis confirmed that these differences are statistically significant (Chi-Square = 9.72; p = 0.0211), indicating that identity influences responses. This finding underscores the necessity for more inclusive measures to guarantee that all identities have equitable access to information regarding innovation.



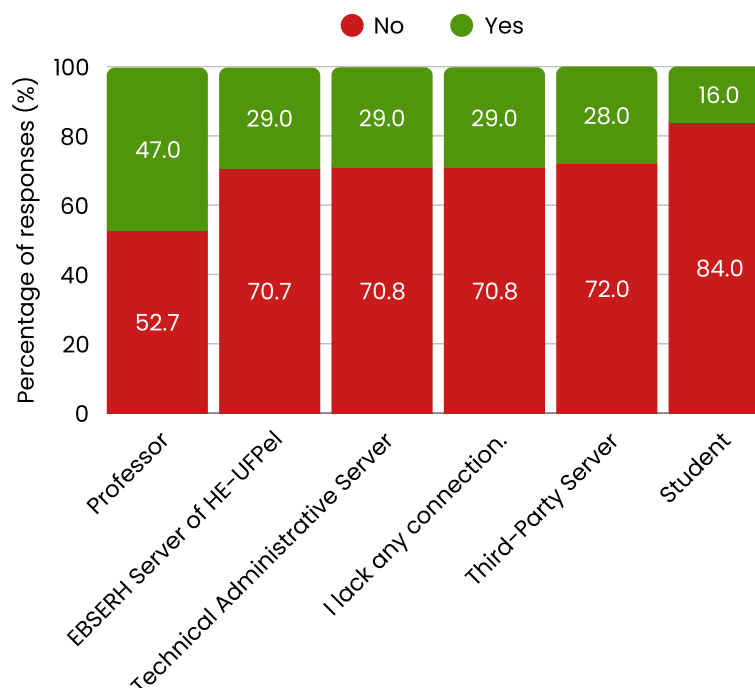
DID YOU KNOW THAT UFPel HAS AN APPROVED AND UP-TO-DATE INNOVATION POLICY (CONSUN RESOLUTION 08/2019)?

In this survey, 2,952 individuals participated. Awareness of the Innovation Policy at UFPel is limited, with 76.5% of respondents unaware of its existence, while only 23.5% possess this knowledge.



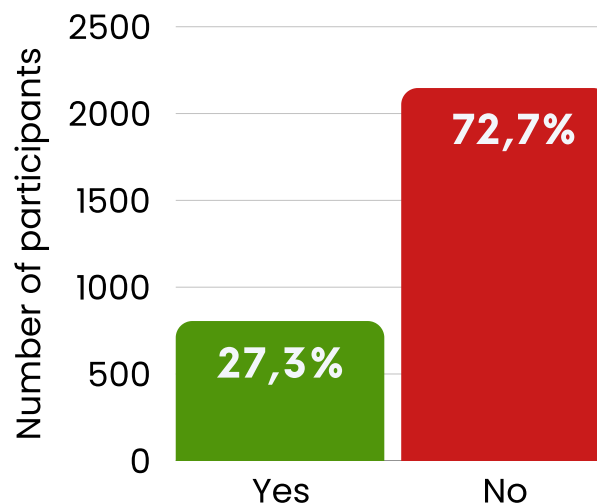
Institutional connections impact understanding of innovation policy

Awareness of UFPel's Innovation Policy varies based on institutional affiliation. The analysis revealed a statistically significant correlation between affiliation and response (Chi-Square = 230.24; $p \approx 9.5 \times 10^{-48}$), indicating that faculty and technicians possess a more comprehensive understanding of the resolution that establishes the current policy (08/2019), whereas students and outsourced workers exhibit a notable deficiency in knowledge.



ARE YOU FAMILIAR WITH THE CONCEPT OF A TECHNOLOGY TRANSFER OFFICE (NIT)?

A total of 2,952 individuals responded to this question. The overwhelming majority of participants (72.7%) are unfamiliar with the concept of a Technological Innovation Center, whereas only 27.3% possess this knowledge.



NIT

The **Technology Transfer Office (NIT)** is an entity within universities, research institutes, or other organizations tasked with managing and promoting innovation. Its responsibilities include safeguarding intellectual property (such as patents), facilitating technology transfer, bridging the gap between academia and the productive sector, and fostering the establishment of startups and strategic partnerships.

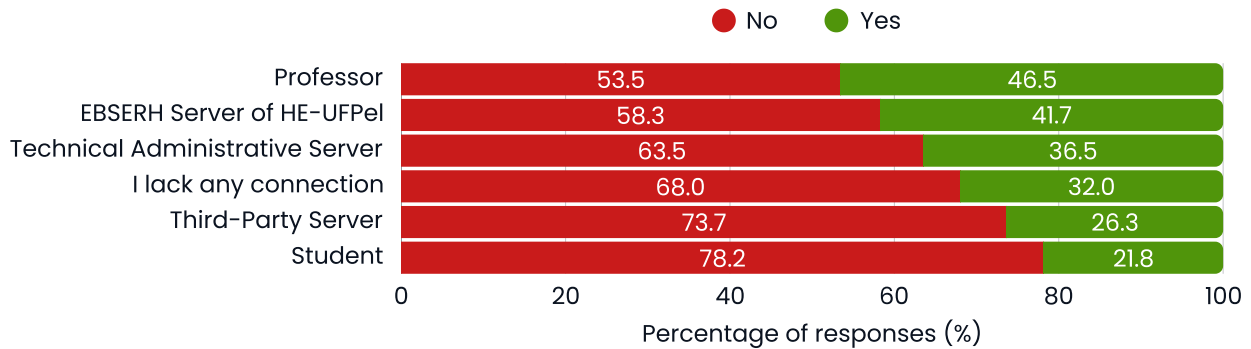


The UFPel Technology Transfer Office (NIT) was established in 2005 as the Technology Management Agency (AGT). In 2013, it was rebranded as the Coordination of Technological Innovation (CIT), associated with PRPPGI. In 2021, following the establishment of INOVA, CIT was converted into the Office of Intellectual Property, Technology Transfer, and Entrepreneurship (EPITTE), now affiliated with INOVA.

ARE YOU FAMILIAR WITH THE CONCEPT OF A TECHNOLOGY TRANSFER OFFICE (NIT)?

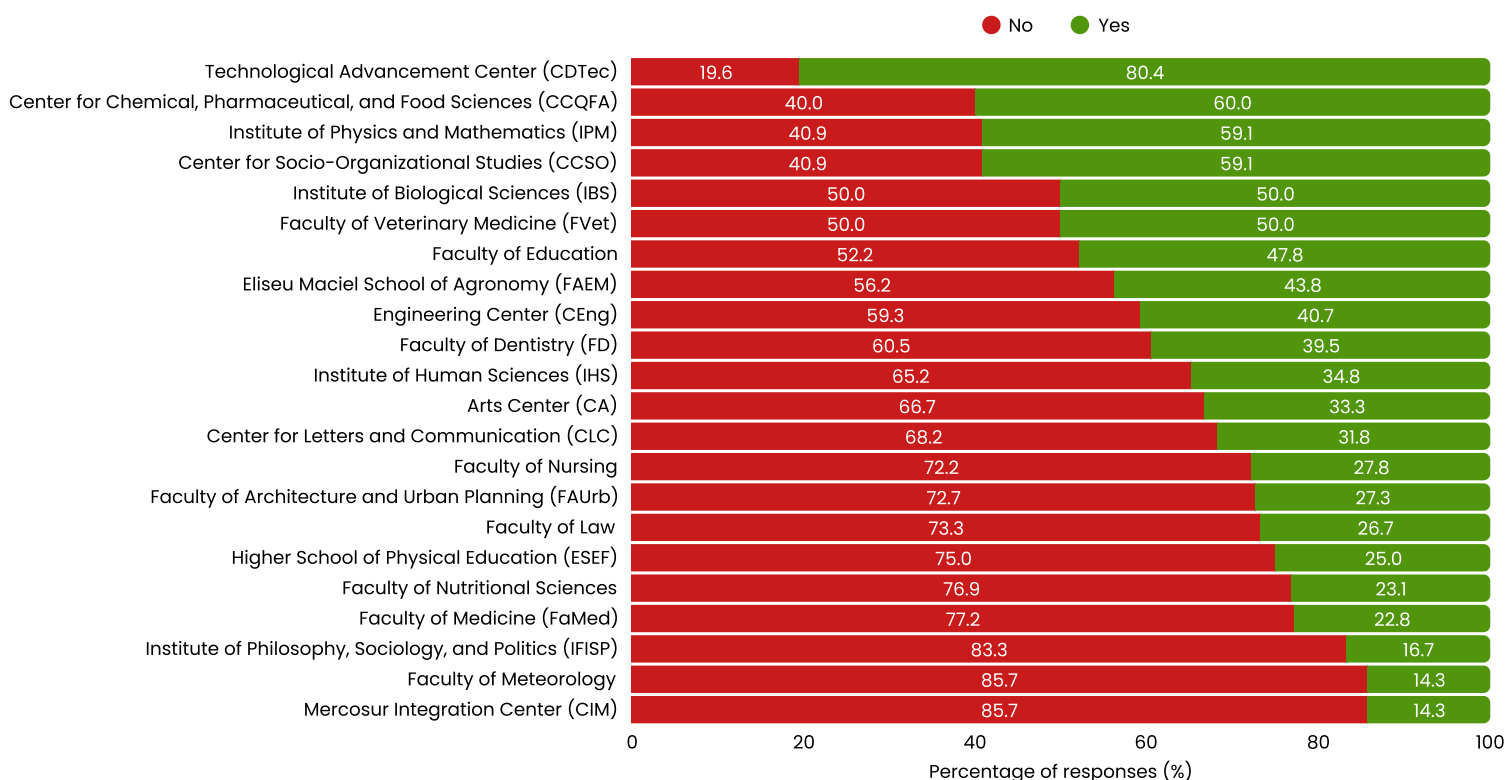
Bond significantly impacts understanding of NIT

A majority of respondents (72.7%) lack familiarity with UFPel's NIT. The correlation between affiliation and knowledge was statistically significant (Chi-Square = 131.09; $p \approx 1.39 \times 10^{-26}$), indicating that teaching and technical staff possess greater awareness of the subject compared to other groups.



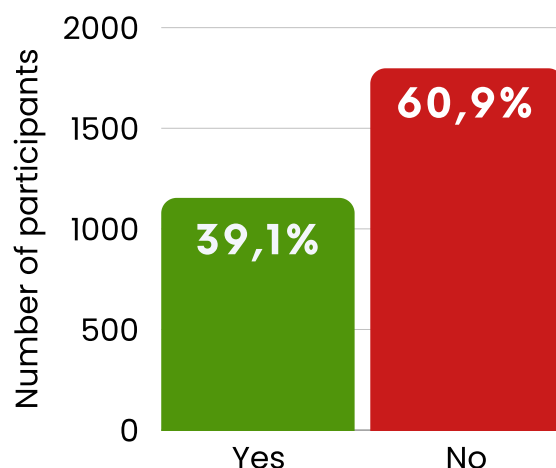
Understanding of NIT varies across each Academic Unit

In certain academic units, teaching and technical-administrative personnel exhibit a significant deficiency in knowledge, as evidenced by the Mercosur Integration Center (87.5%), the Institute of Philosophy, Sociology and Politics (83.8%), and the School of Medicine (77.8%). These statistics underscore the pressing necessity for awareness-raising and outreach initiatives within these areas. Other units, including the School of Physical Education, the School of Law, and the School of Architecture and Urbanism, also reflect elevated levels of knowledge deficiency (exceeding 70%), indicating a concerning situation. Conversely, units such as the Institute of Physics and Mathematics, the Center for Chemical, Pharmaceutical and Food Sciences, and particularly the Center for Technological Development (which recorded only 19.6% negative responses) demonstrate a higher degree of alignment with the NIT's initiatives and can serve as exemplars for promoting a culture of innovation within the institution. These findings emphasize the necessity for targeted strategies, incorporating specific actions to raise awareness, inform, and integrate the less engaged units, thereby enhancing the role of the NIT within the university.



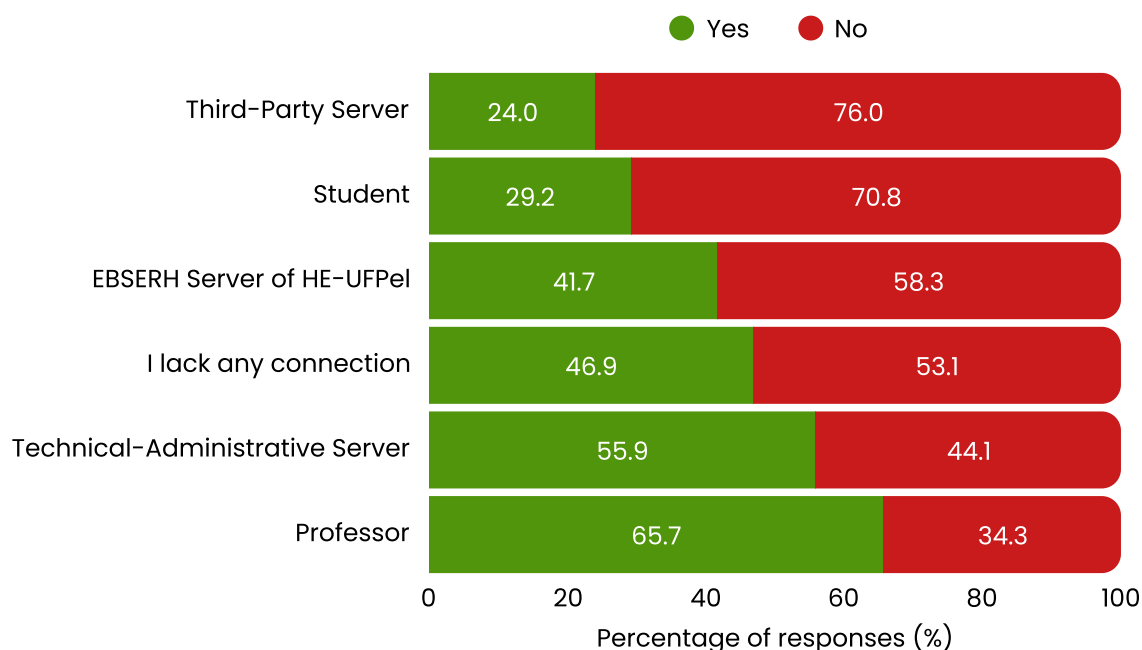
DID YOU KNOW THAT UFPEL OPERATES A TECHNOLOGY-BASED INCUBATOR KNOWN AS CONECTAR?

2,952 individuals responded to this question. While nearly 40% of respondents are aware of the Conectar incubator, a significant majority (60.9%) remain uninformed about it. This suggests that there is an opportunity for enhanced promotion of the incubator and its associated companies, which could help amplify its influence within the university and the city.



Institutional connections impact awareness of the Conectar incubator

The data indicate that professors and technicians possess a greater understanding of the Conectar incubator at UFPeI, whereas students, outsourced workers, and individuals associated with EBSERH exhibit less familiarity. The chi-square test validated that this disparity is statistically significant (Chi-Square = 275.39; $p = 1.95e-57$), suggesting that the affiliation with the university directly impacts awareness of the incubator's existence.



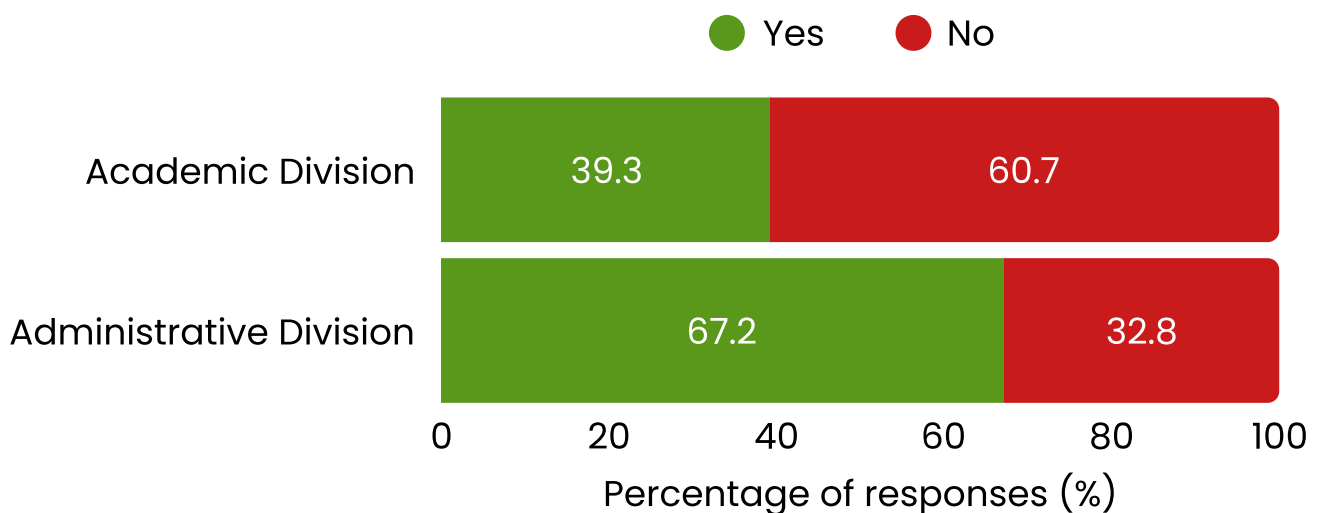
DID YOU KNOW THAT UFPEL OPERATES A TECHNOLOGY-BASED INCUBATOR KNOWN AS CONECTAR?

Knowledge of the Conectar incubator is more prevalent among the technical-administrative personnel of UFPel's administrative units

The graph illustrates a notable disparity in awareness of the Conectar incubator among technical-administrative personnel employed in both administrative and academic units at UFPel. Specifically, 67.2% of staff in administrative units are familiar with the incubator, whereas only 39.3% of their counterparts in academic units indicated similar awareness.

Among the training segments, the lowest levels of knowledge are observed in undergraduate (24.8%) and specialization (25%) programs, whereas doctoral students (43.8%) and the "others" group—likely comprising post-doctoral students and external researchers—exhibit higher levels of familiarity with Conectar (68.4%).

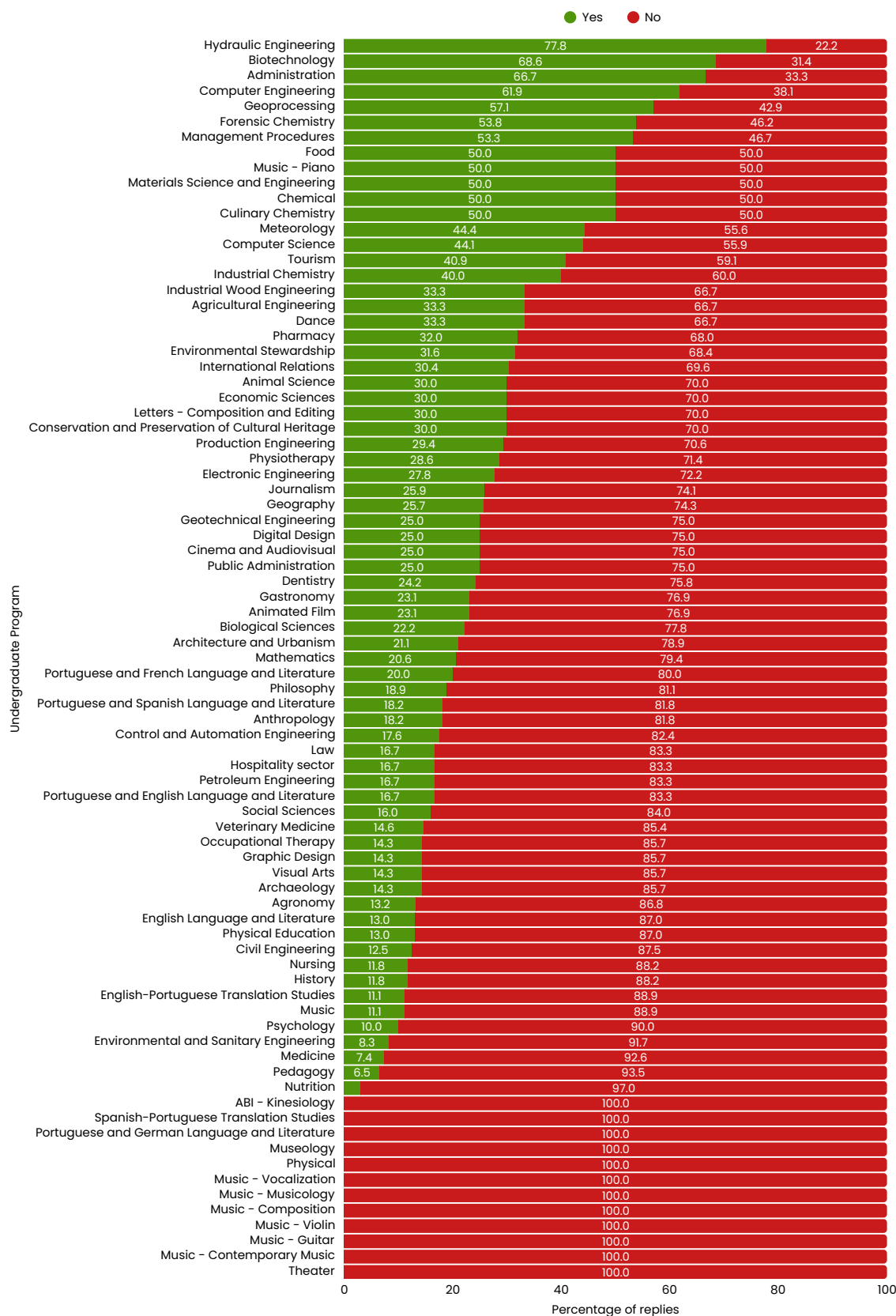
This disparity underscores the necessity of enhancing internal communication regarding innovation tools targeted at the academic community, particularly within colleges, centers, and institutes, where direct engagement with students and faculty can amplify Conectar's influence. Engaging technical and administrative personnel in academic units as advocates for promoting a culture of innovation may serve as a pivotal strategy for reinforcing the incubator's presence in the university's everyday operations.



DID YOU KNOW THAT UFPEL OPERATES A TECHNOLOGY-BASED INCUBATOR KNOWN AS CONECTAR?

There are disparities in awareness regarding the existence of Conectar among Undergraduate Courses

Courses such as Water Engineering, Biotechnology, Administration, and Computer Engineering exhibit the highest proportions of affirmative responses. Conversely, courses such as Music – Violin, Music – Clarinet, Theater, Physical Education (ABI), and Literature – Spanish Translation demonstrate the lowest rates, approaching 0%. Given that undergraduate programs constitute a primary strategic audience for the Conectar incubator, the findings underscore the pressing need to enhance access to information regarding its existence and objectives. This entails bolstering the dissemination and promotion of an innovation culture across all disciplines, particularly in those areas where the significant potential for innovation generation remains unrecognized due to insufficient encouragement or information, whether technological, social, artistic, or cultural.



DID YOU KNOW THAT UFPEL OPERATES A TECHNOLOGY-BASED INCUBATOR KNOWN AS CONECTAR?

There are significant disparities in knowledge regarding Conectar among the Master's programs

The majority of students enrolled in academic master's programs possess minimal awareness of the Conectar incubator. Even within the disciplines that report the highest levels of familiarity—such as Biotechnology, Plant Health, Meteorology, and Computing—the percentage of informed individuals remains constrained.

Most programs, particularly in the fields of human sciences, applied social sciences, and the arts—such as Sociology, Visual Arts, Social Memory, Literature, and Law—exhibit negligible or nearly 0% knowledge.

Given that master's students are potential architects of innovative solutions, it is crucial to incorporate the Conectar incubator into postgraduate training strategies, ensuring that researchers are familiar with and utilize the institutional resources available to foster innovation.



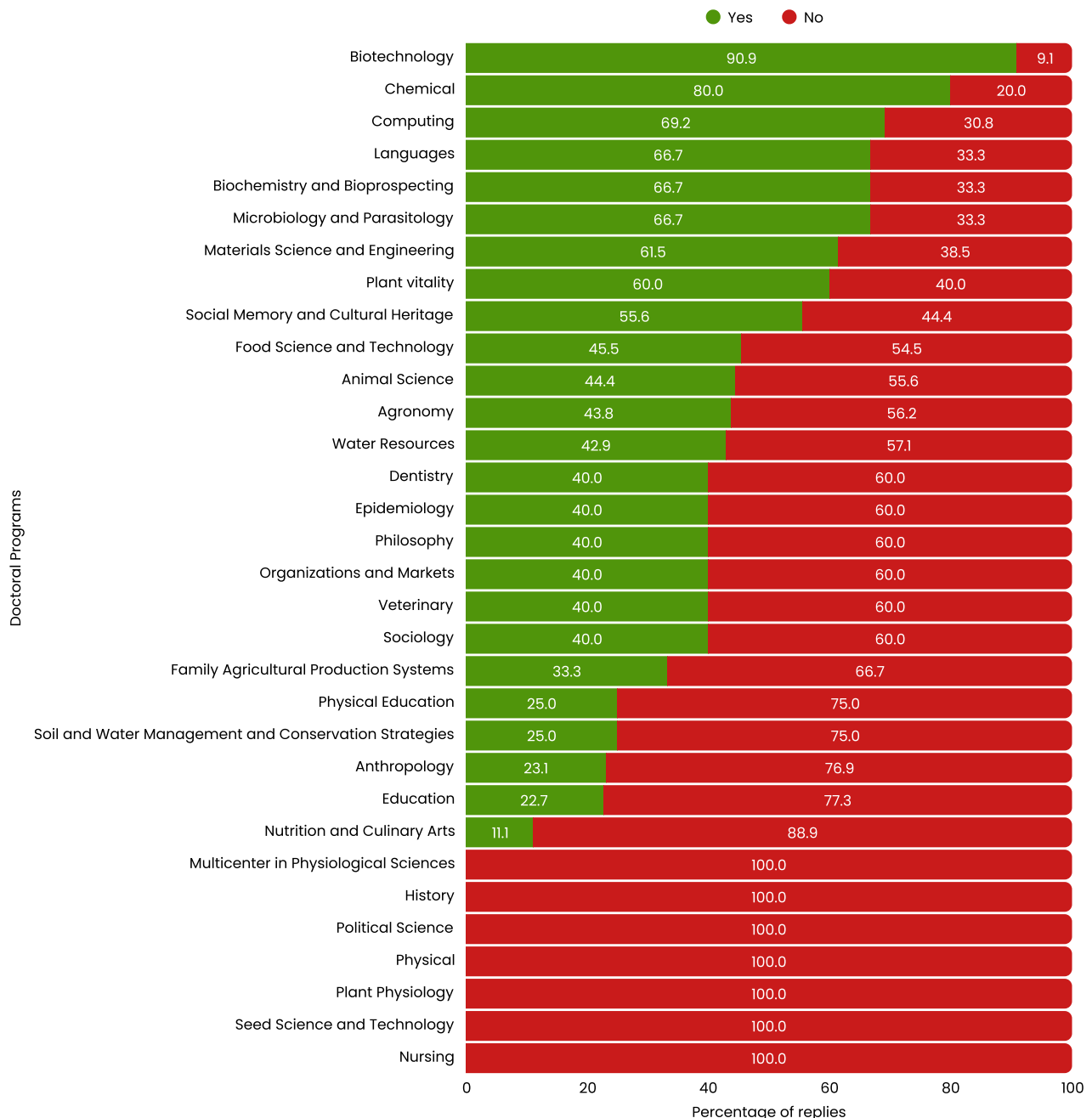
DID YOU KNOW THAT UFPEL OPERATES A TECHNOLOGY-BASED INCUBATOR KNOWN AS CONECTAR?

Knowledge of Connect among doctoral students varies by discipline

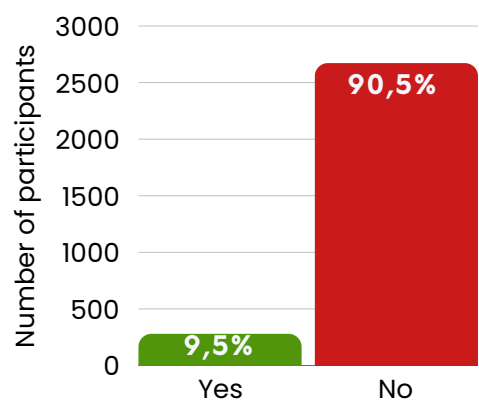
In doctoral programs, awareness of the Conectar incubator is more prevalent in technological and biological disciplines, particularly in Biotechnology, Chemistry, Computing, and Microbiology and Parasitology, which dominate the percentage of affirmative responses.

Conversely, doctorates in fields such as Political Science, History, Plant Physiology, Nursing, and Multicenter in Physiological Sciences exhibit knowledge levels approaching 0%.

Given that doctoral students are pivotal in the generation of applied science and innovation, it is crucial to align doctoral programs with incubators through awareness initiatives, coordination with advisors, and the integration of Conectar into entrepreneurial training activities.



ARE YOU AWARE OF ANY COMPANIES THAT HAVE BEEN INCUBATED IN THE CONECTAR INCUBATOR?

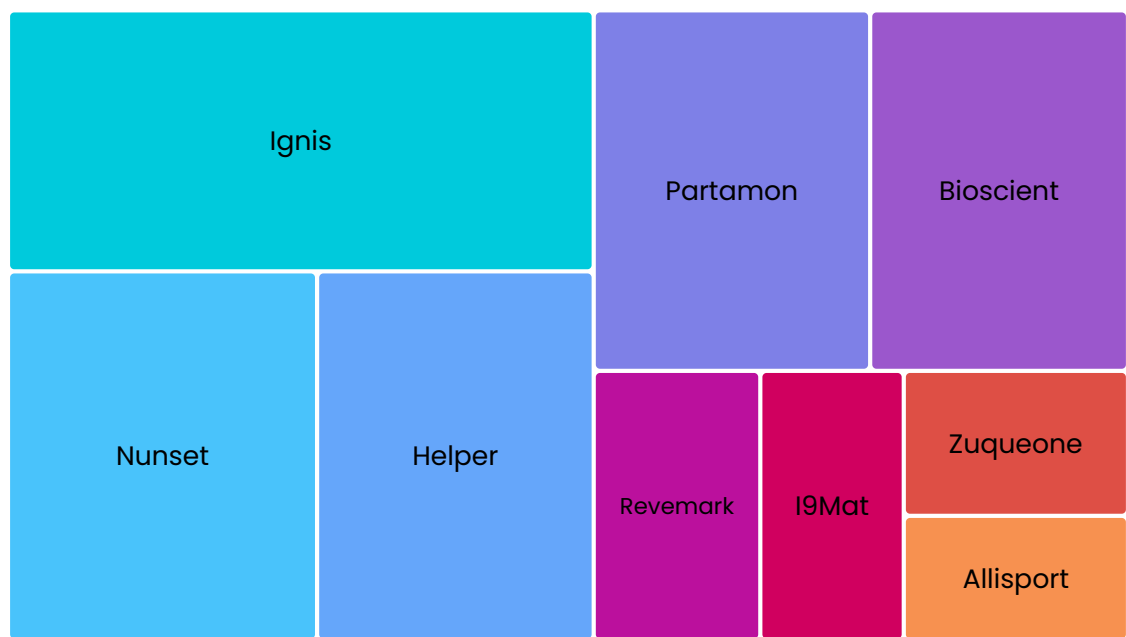


Limited understanding of the companies incubated at Conectar

Of the 2,952 respondents, only 9.5% indicated familiarity with any company incubated at Conectar, while 90.5% were unaware of these initiatives. The most frequently mentioned startups included Ignis, Nunset, and Helper, followed by Partamon, Bioscient, Revemark, I9Mat, Zuqueone, and Allisport.

Despite their low perceived visibility, several of these companies have already attained national significance. Ignis, for instance, has introduced products to the market and licensed technologies developed at UFPel in the veterinary sector. Conversely, Helper operates a laboratory within the Pelotas Technological Park, thereby strengthening its connection to the regional innovation ecosystem.

These instances demonstrate that Conectar plays a strategic role in converting scientific knowledge into tangible solutions and underscore the necessity of enhancing dissemination and institutional collaboration with incubated companies.



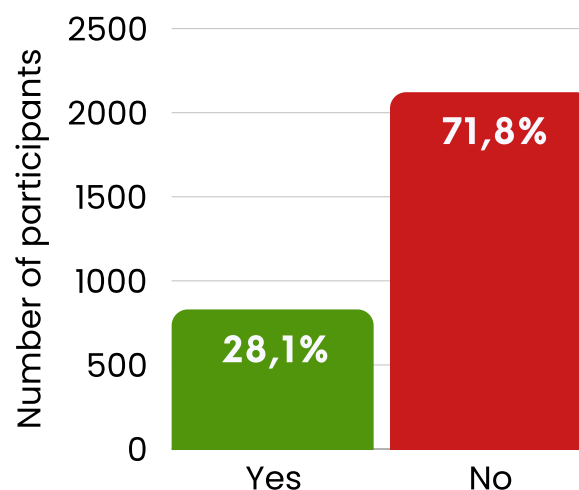
Treemap of the most mentioned Conectar incubated startups

ARE YOU AWARE OF THE DISTINCTION BETWEEN AN INCUBATED COMPANY AND A JUNIOR COMPANY?

The majority of the community is unaware of the distinction between an incubated company and a junior company

Of the 2,952 participants, 71.8% indicated that they were unaware of the difference between an incubated company and a junior company. Only 28.1% exhibited an understanding of this essential distinction within the university innovation ecosystem.

This is a concerning reality. The ambiguity surrounding these modalities reveals conceptual deficiencies in the entrepreneurial education of the university community and may undermine the efficacy of innovation policies. To enhance the qualified involvement of students and researchers in programs like the Conectar incubator, it is imperative to invest in clear and structured training initiatives that delineate the roles, objectives, and legal frameworks of these endeavors.



An incubated company is an early-stage enterprise that receives assistance and resources from an incubator to facilitate its development and growth. This support may encompass mentoring, infrastructure, funding, and access to networks. The objective is to aid the company in maturing and attaining success in the marketplace.

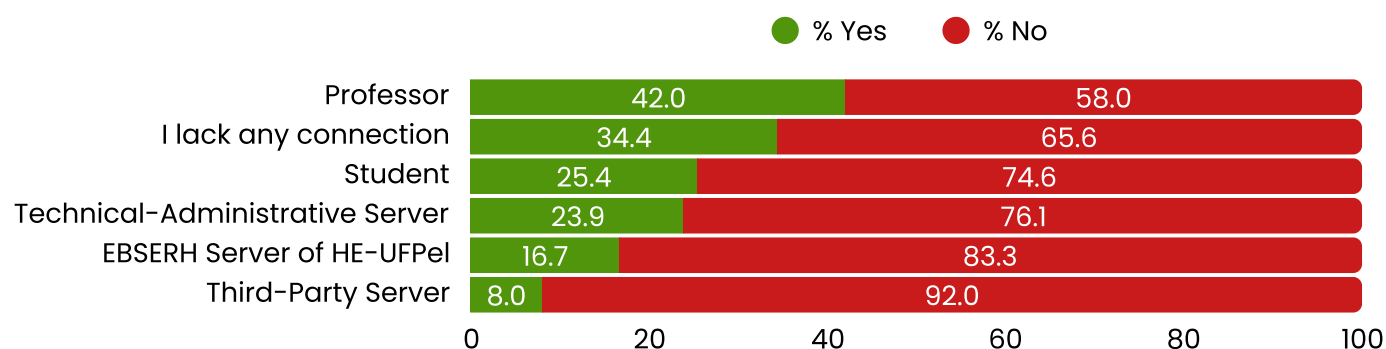
A junior company is an organization established by university students, governed by specific legislation that provides services at reduced rates, aimed at delivering practical experience to its members while offering solutions to clients. Its primary focus is not on profit but on the professional development of its members.

ARE YOU AWARE OF THE DISTINCTION BETWEEN AN INCUBATED COMPANY AND A JUNIOR COMPANY?

The understanding of incubated and junior companies differs based on the institutional affiliation

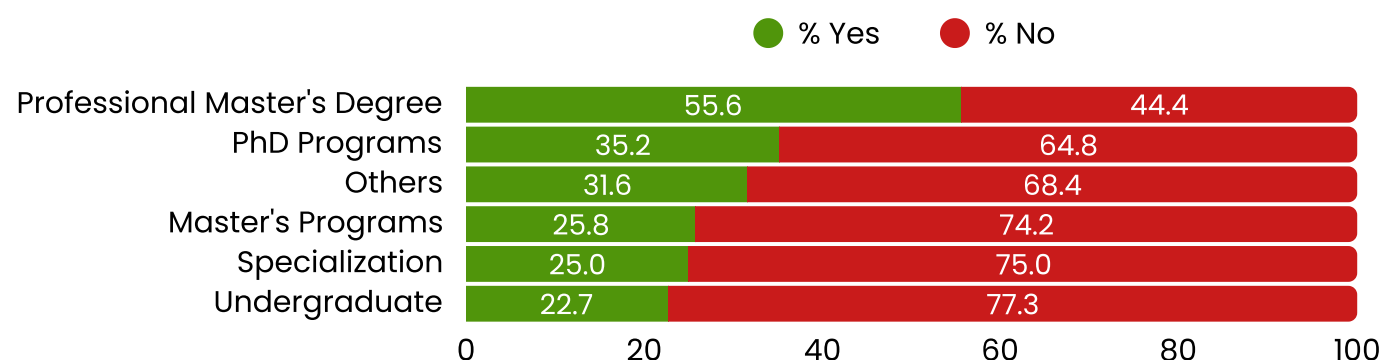
The graph indicates that the level of knowledge is notably low across all groups, particularly among outsourced workers, students, and individuals without institutional affiliations, where a significant majority fails to distinguish between an incubated company and a junior company. Teachers exhibit the highest relative knowledge, followed by technical-administrative staff and those associated with HE-EBSERH; however, in all instances, more than half of the respondents remain unable to differentiate between these modalities.

The data underscores the necessity for audience-specific training, particularly for students, who constitute the largest group at the university and are simultaneously the least acquainted with essential concepts of the innovation ecosystem. They are also the individuals who most require this knowledge in their endeavors.



The Professional Master's degree provides expertise in the management of incubated and emerging companies

Among the various forms of education, the professional master's degree stands out as the only category in which a majority of respondents assert their understanding of the distinction between an incubated company and a junior company—clearly indicating this audience's familiarity with innovation and entrepreneurship topics. In contrast, other educational types, including undergraduate, specialization, academic master's degrees, and doctorates, exhibit a predominance of ignorance, with negative response rates exceeding 60%. These findings underscore the pressing need to integrate content on innovation and entrepreneurship into the curricula of all educational levels, particularly in undergraduate and postgraduate programs, where misinformation remains widespread.



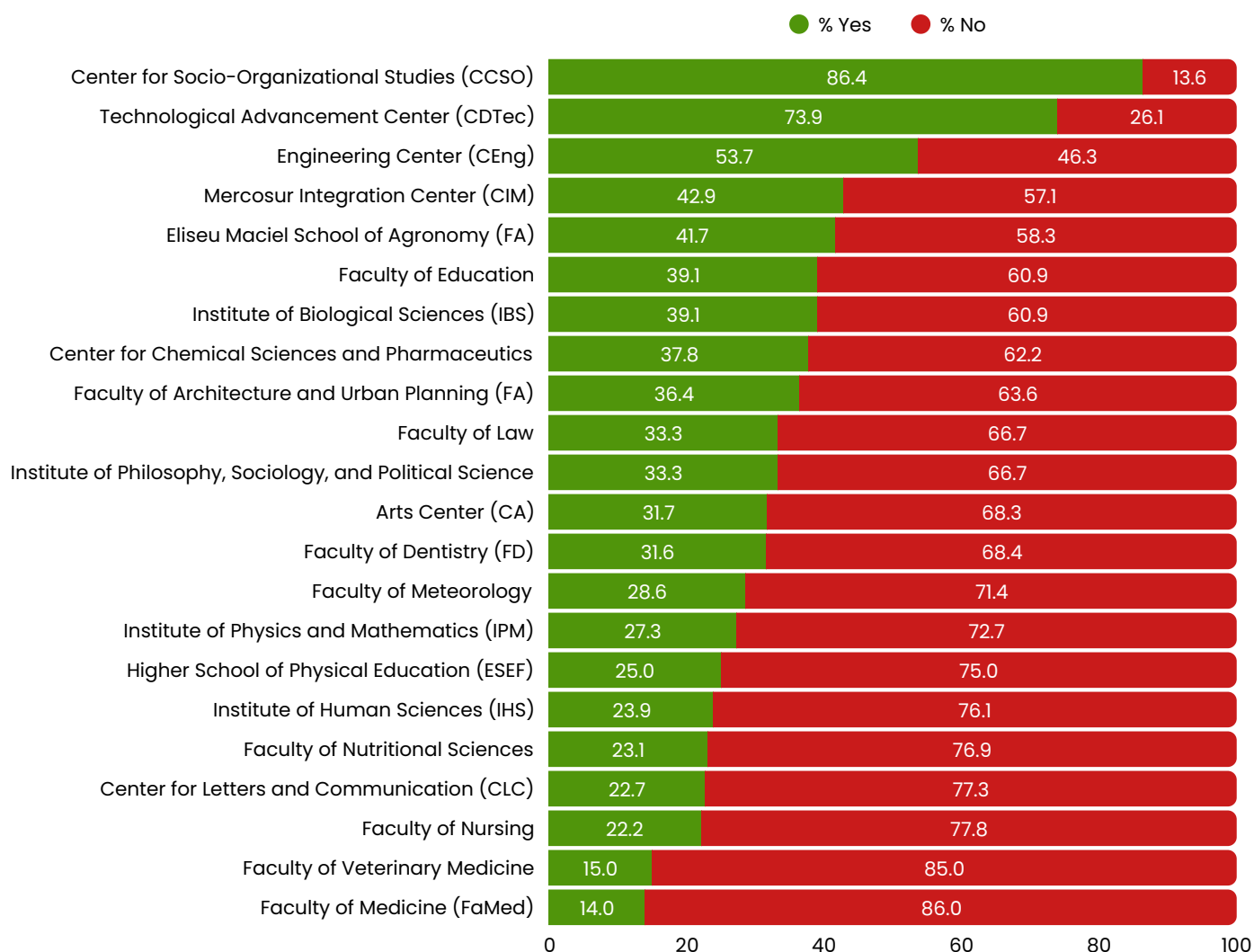
ARE YOU AWARE OF THE DISTINCTION BETWEEN AN INCUBATED COMPANY AND A JUNIOR COMPANY?

There exists a significant lack of understanding among academic units regarding the distinction between an incubated company and a junior company

The graph indicates that a significant portion of the teaching and technical-administrative staff at UFPel's academic units lacks awareness of the distinction between a junior company and an incubated company. Units such as Medicine, Veterinary Medicine, Nursing, Nutrition, Literature, and Physical Education report negative response rates approaching or exceeding 80%, suggesting that a limited number of members grasp this differentiation.

Only the Center for Socio-Organizational Sciences (CCSO), the Center for Technological Development (CDTec), and the Center for Engineering (CEng) surpass 50% in knowledge, which may be attributed to their closer alignment with innovation and entrepreneurship practices.

This panorama underscores the necessity for institutional clarification and training initiatives directed at all units, employing accessible language and strategies that elucidate the instruments supporting innovation. This is particularly important given that a lack of knowledge undermines participation in initiatives such as the Conectar incubator.



DID YOU KNOW THAT UFPel IS RECOGNIZED AS THE LARGEST PATENT DEPOSITOR IN RIO GRANDE DO SUL AND RANKS AMONG THE LARGEST IN THE NATION?

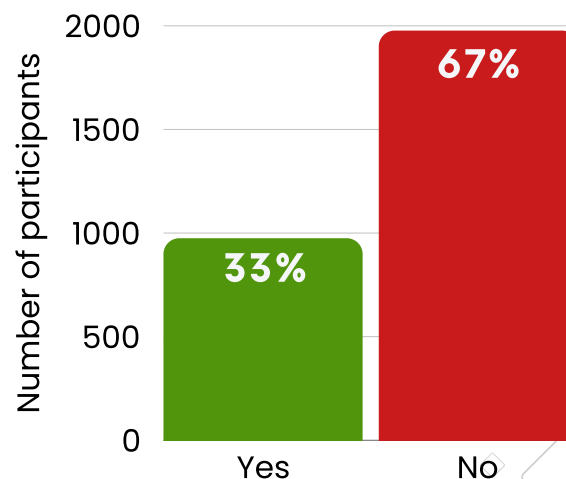


Two-thirds of respondents are unaware that UFPel is the leading institution in patent filings in Rio Grande do Sul

Only 33% of participants indicated awareness that UFPel is the largest patent depositor in Rio Grande do Sul and one of the largest in Brazil. Conversely, 67% were unaware of this fact, which signifies one of the most significant milestones in the university's contributions to science, technology, and innovation.

The safeguarding of intellectual creations at UFPel is managed by EPITTE (INOVA's Office of Intellectual Property, Technology Transfer, and Entrepreneurship), the entity tasked with patent applications, registrations, and providing technical support for the formalization of intellectual property.

This data underscores a significant disparity between the institution's high-impact scientific output and its internal acknowledgment, emphasizing the necessity for more effective communication strategies to appreciate and showcase the university's accomplishments to its academic community.



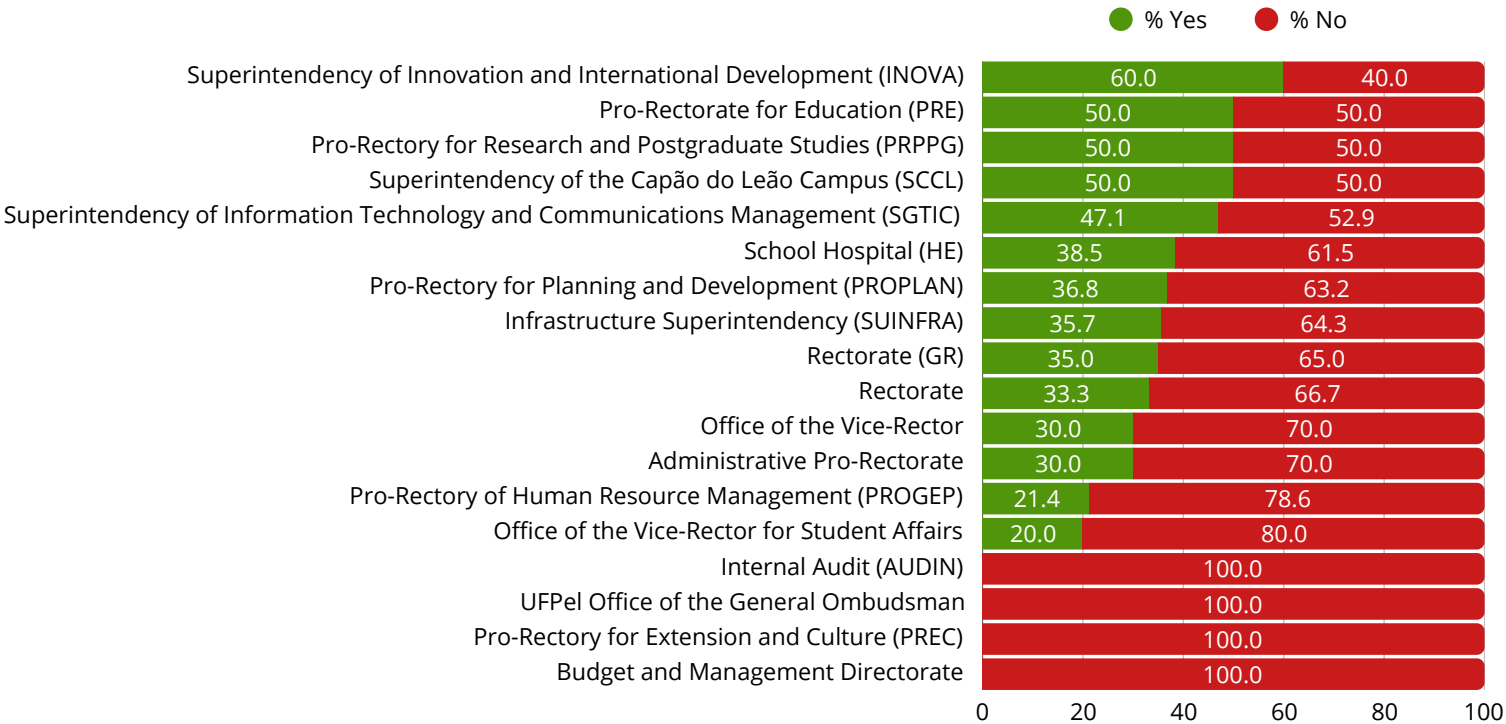
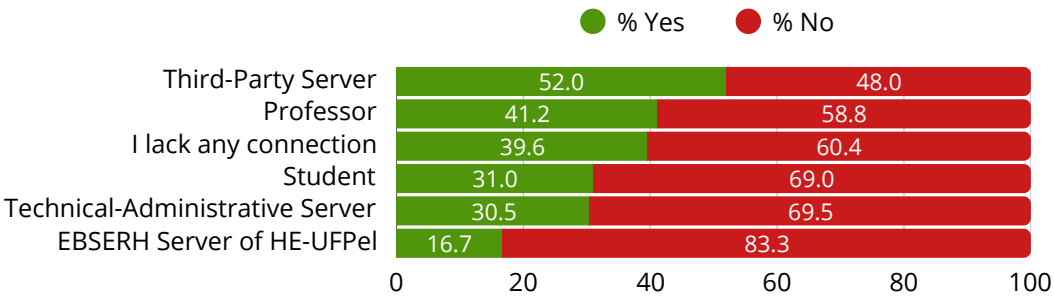
DID YOU KNOW THAT UFPel IS RECOGNIZED AS THE LARGEST PATENT DEPOSITOR IN RIO GRANDE DO SUL AND RANKS AMONG THE LARGEST IN THE NATION?

Understanding of UFPel's leadership in patents remains constrained, even within the strategic units of senior management

While outsourced employees represent the group with the highest percentage of recognition of UFPel as the leading patent depositor in RS, awareness of this information remains largely limited among the various institutional connections.

Furthermore, an analysis of the data by administrative units reveals that only the Superintendence of Innovation and Interinstitutional Development (INOVA) reported a majority of affirmative responses (60%). In contrast, several vice-rectorates, superintendencies, and offices exhibited rates of unawareness exceeding 70%, with particular concern for units such as PROGEP, PRAE, PREC, and the Ombudsman, where 100% of respondents indicated a lack of knowledge regarding this information.

This scenario indicates a disconnection between the university's technological output and its internal communication, underscoring the necessity of enhancing institutional campaigns to advocate for science, technology, and innovation, particularly within administrative units that manage and strategize processes.

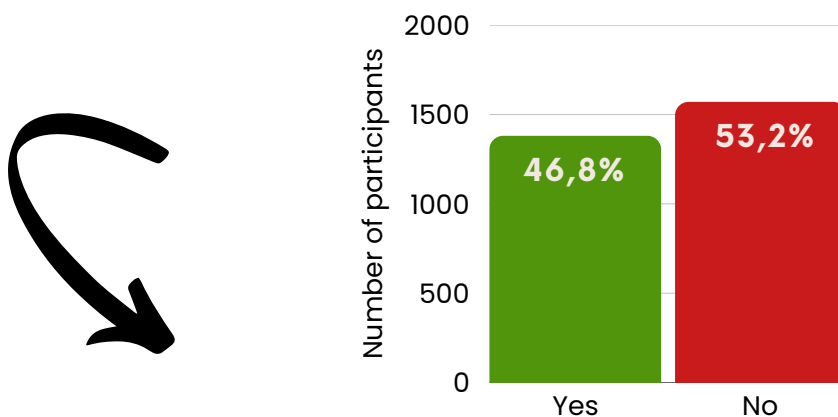


ARE YOU FAMILIAR WITH THE CONCEPT OF TECHNOLOGY TRANSFER?

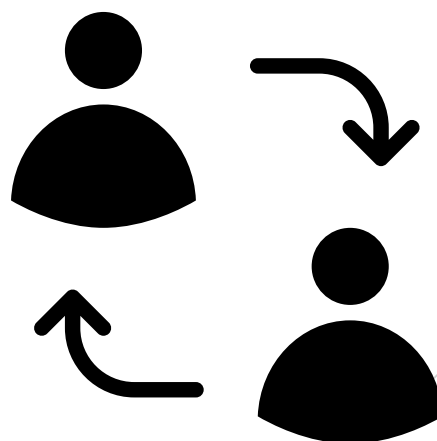
Half of the academic community remains unaware of the concept of technology transfer

Approximately 53.2% of respondents indicated that they were unfamiliar with the concepts of technology or knowledge transfer, while 46.8% claimed to comprehend the notion. This data highlights a significant gap in the understanding of one of the most strategic functions of innovative universities: the conversion of scientific research into societal solutions. At UFPel, this process is spearheaded by the Technological Development and Technology Transfer Section (SDTTEC), which is associated with EPITTE (UFPel's Office of Intellectual Property, Technology Transfer, and Entrepreneurship).

The university's inaugural technology transfer was celebrated in 2018, and since that time, these initiatives have produced royalties that benefit the institution, the inventors, and the academic unit responsible for the technology's development. To solidify a culture of innovation, it is crucial that the subject be extensively communicated through various disciplines, workshops, and institutional campaigns, thereby enhancing the perception of the university as a proactive contributor to value generation, regional development, and social impact.



It is the process through which an innovation, technology, or knowledge developed within an institution (such as a university, research center, or company) is disseminated or transferred to other organizations, companies, or individuals who can utilize, adapt, or commercialize it.

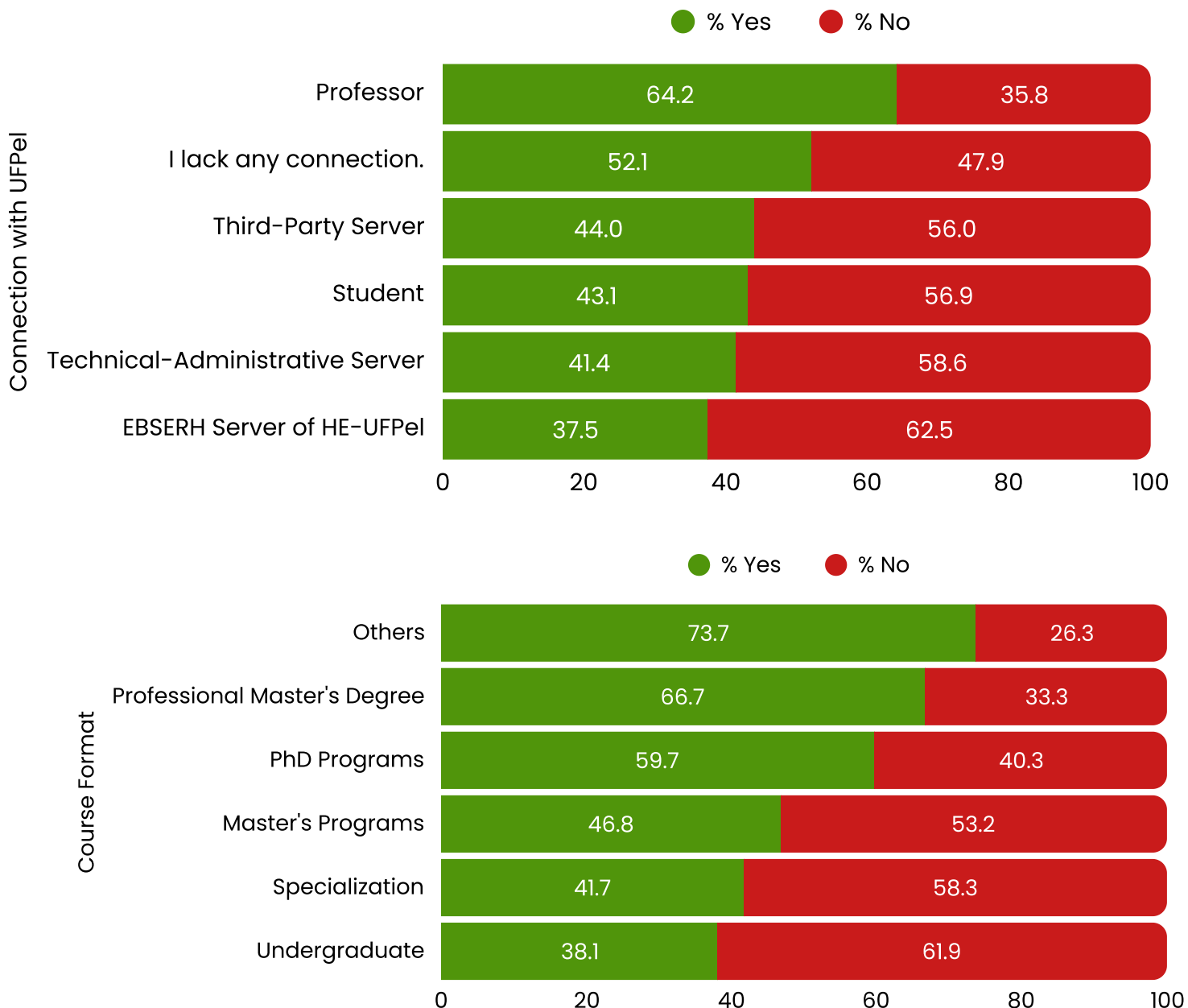


ARE YOU FAMILIAR WITH THE CONCEPT OF TECHNOLOGY TRANSFER?

Understanding of technology transfer differs based on the connection and instructional method

Understanding of technology or knowledge transfer varies considerably across university audiences. Among faculty members, 64.2% assert familiarity with the concept, whereas the percentages decline among technical-administrative staff (41.4%), students (43.1%), outsourced personnel (44%), and only 37.5% among EBSEH employees.

In the analysis by modality, the “Other” category—primarily comprising post-doctoral students—dominates with 73.7% of affirmative responses, followed by professional master's programs at 66.7% and doctoral degrees at 59.7%. Among undergraduate students, the rate declines to 38.1%, highlighting a significant gap in understanding where a larger audience exists.



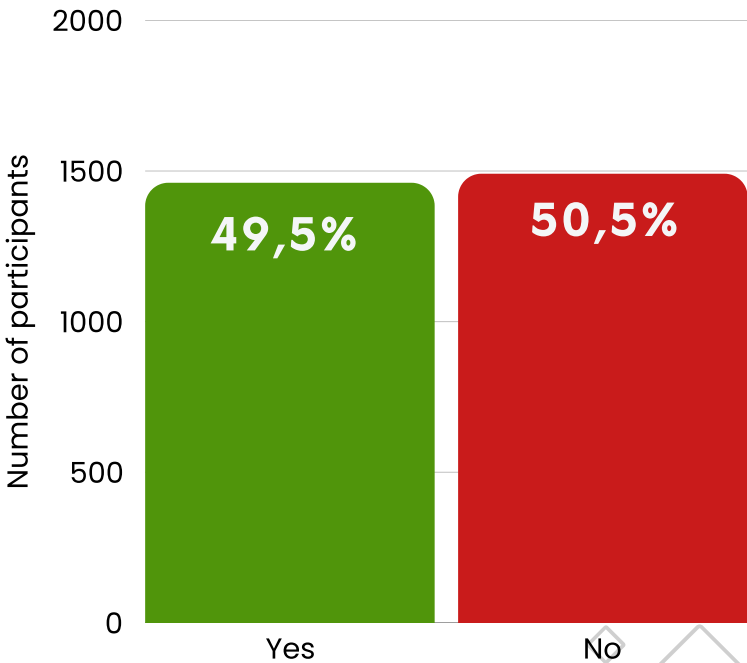
DID YOU KNOW THAT STUDENTS AND EMPLOYEES, INCLUDING THOSE WITH EXCLUSIVE COMMITMENTS, CAN COLLABORATE WITH COMPANIES OR PUBLIC ENTITIES TO DEVELOP PROJECTS AND SECURE FINANCIAL RESOURCES FOR THESE INITIATIVES?

Half of the community remains unaware that it is feasible to develop projects collaboratively and receive compensation for such efforts

Only 49.5% of respondents are aware that UFPel students and staff can collaborate with companies or public entities to develop projects and secure funding for them. Conversely, 50.5% remain uninformed about this opportunity, despite its inclusion in the Legal Framework for Science, Technology, and Innovation and its internal regulation by the university.

These projects may encompass collaborative research with corporations and public entities, outreach initiatives, the provision of technological services, or even international partnerships. The resources generated may be formalized through support foundations, potentially facilitating the disbursement of scholarships to students and employees.

At UFPel, this process is overseen by the Coordination of Agreements and Contracts (CCONC/INOVA), which focuses on the formalization, management, and legal regularization of these partnerships. The considerable lack of awareness regarding this mechanism underscores the necessity for institutional communication and training initiatives, ensuring that the community is informed about and can access the resources available to convert knowledge into social and economic impact.



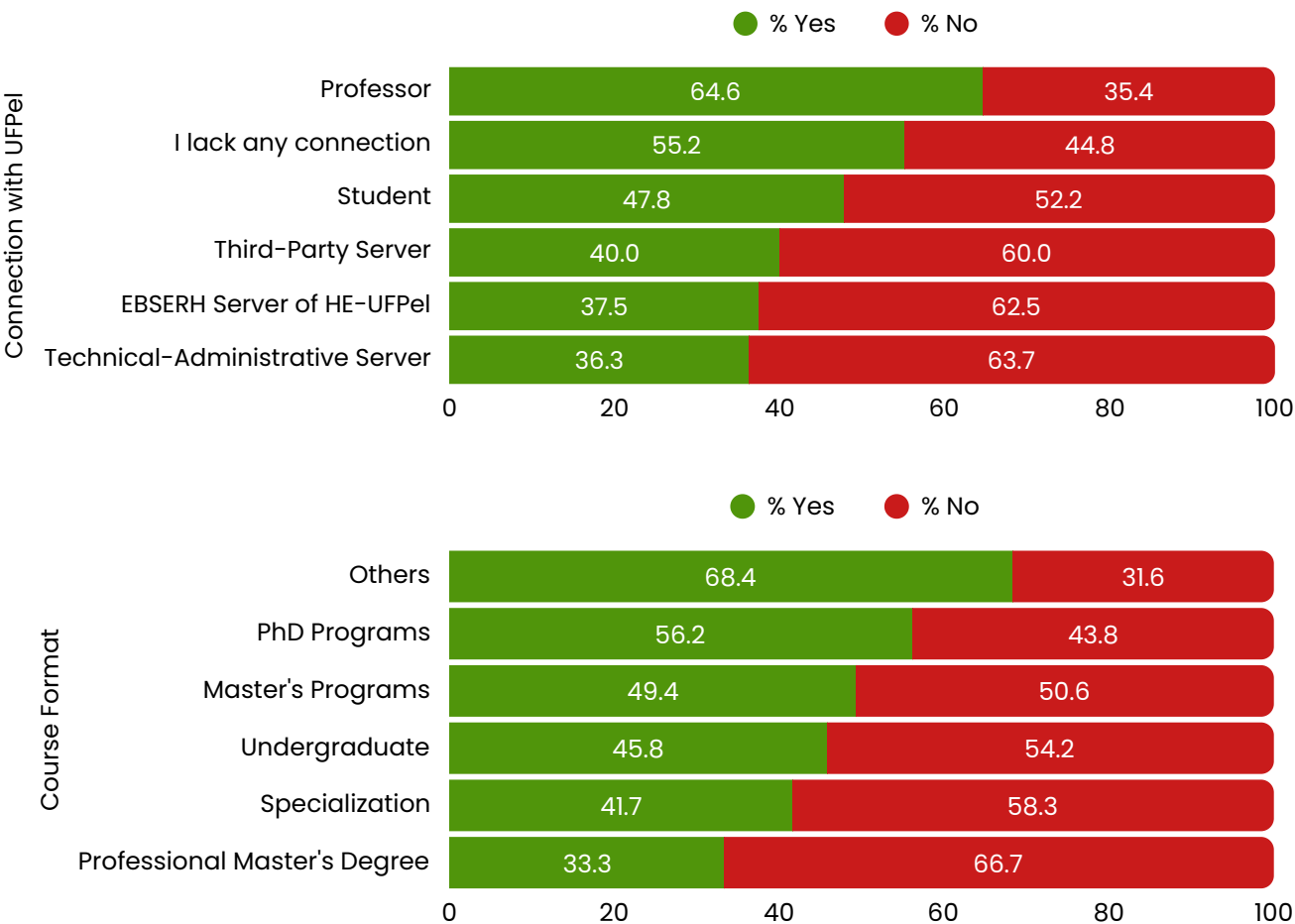
DID YOU KNOW THAT STUDENTS AND EMPLOYEES, INCLUDING THOSE WITH EXCLUSIVE COMMITMENTS, CAN COLLABORATE WITH COMPANIES OR PUBLIC ENTITIES TO DEVELOP PROJECTS AND SECURE FINANCIAL RESOURCES FOR THESE INITIATIVES?

The lack of awareness regarding the potential for partnerships and the availability of resources remains significant among students and staff

Although students and staff—particularly those with exclusive commitments—can collaborate with companies or public entities to develop projects and secure financial resources, many remain unaware of this opportunity. Awareness levels differ based on the nature of the relationship and the type of education.

Among educators, 64.6% report awareness of this possibility; however, the percentage declines markedly among technical-administrative personnel (36.3%), EBSEH employees (37.5%), and students (47.8%). Regarding modality, the highest level of awareness is found in the “Others” category (68.4%), followed by doctoral programs (56.2%), while professional master's degrees exhibit the lowest rate (33.3%).

The data underscore the necessity of enhancing institutional dissemination regarding the legal and operational frameworks that render these partnerships feasible, including the utilization of support foundations like the Delfim Mendes Silveira Foundation and the backing of CCONC. This reinforces the notion that R&D&I, extension, provision of technological services, and collaborative projects can—and should—incorporate funding and scholarships for both staff and students, thereby broadening the resource avenues available to the university.



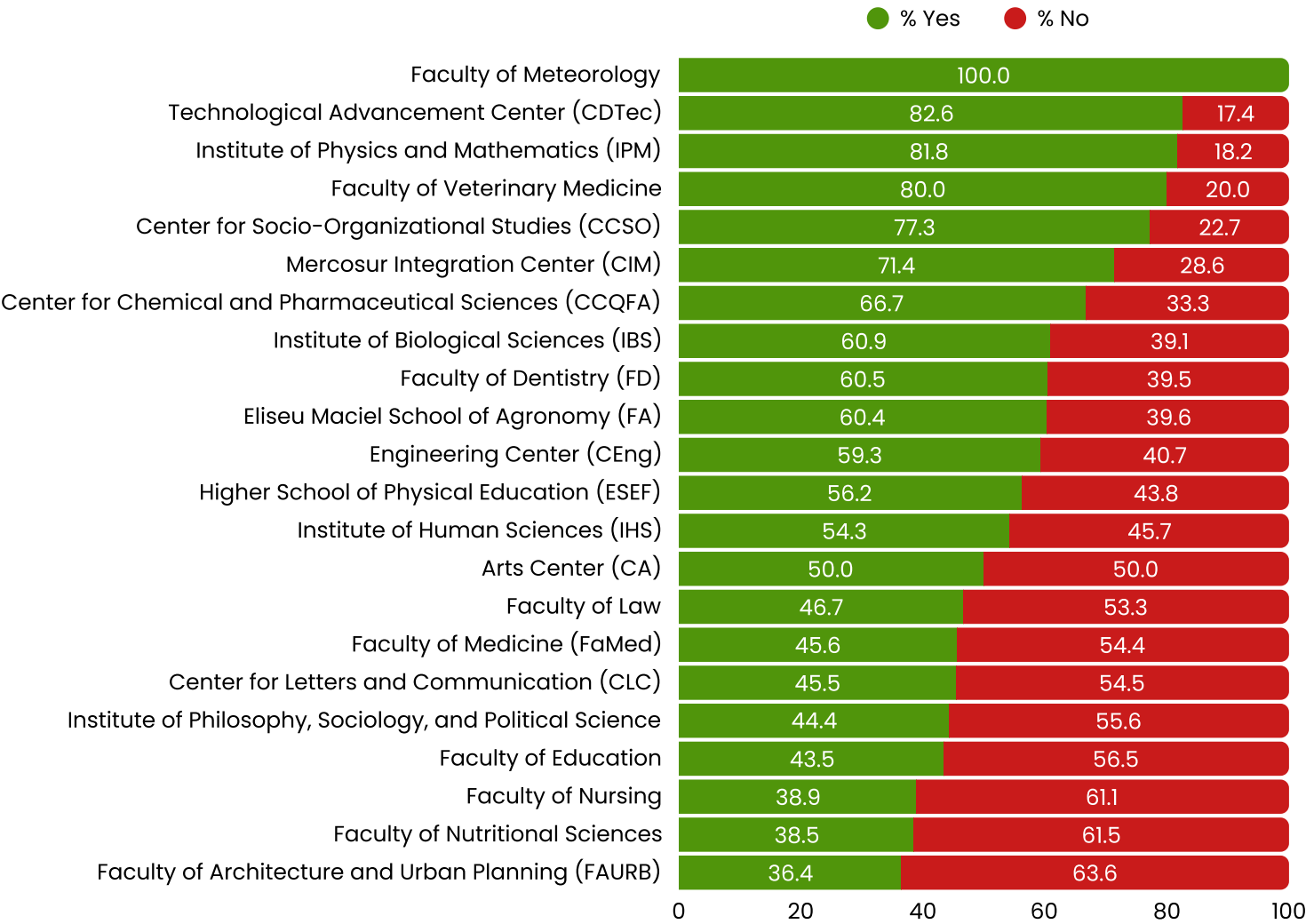
DID YOU KNOW THAT STUDENTS AND EMPLOYEES, INCLUDING THOSE WITH EXCLUSIVE COMMITMENTS, CAN COLLABORATE WITH COMPANIES OR PUBLIC ENTITIES TO DEVELOP PROJECTS AND SECURE FINANCIAL RESOURCES FOR THESE INITIATIVES?

Perceptions regarding partnerships among teachers and technicians within academic units differ significantly

Among the teaching and technical-administrative personnel associated with UFPel's academic units, the levels of awareness regarding the potential for developing projects in collaboration with companies or public entities—and obtaining financial resources even with exclusive dedication—exhibit considerable variation.

Units such as the Faculty of Meteorology (FaMet), CDTec, IFM, and the Faculty of Veterinary Medicine (FV) excel with over 80% of affirmative responses. Conversely, Architecture and Urban Planning (FAURB), Nutrition (FN), Nursing (FE), and Pedagogy (FAE) report that more than 55% of respondents lack awareness of this institutional opportunity.

These data underscore the significance of strategic training and internal communication initiatives, particularly directed at units with limited familiarity with legal partnerships and fundraising mechanisms, fostering a more inclusive atmosphere for innovation and academic entrepreneurship.



ARE YOU AWARE OF ANY SOCIAL TECHNOLOGY, SOLIDARITY ECONOMIC ENTERPRISE, OR SOLIDARITY ECONOMY INITIATIVE ORIGINATING FROM UFPel?

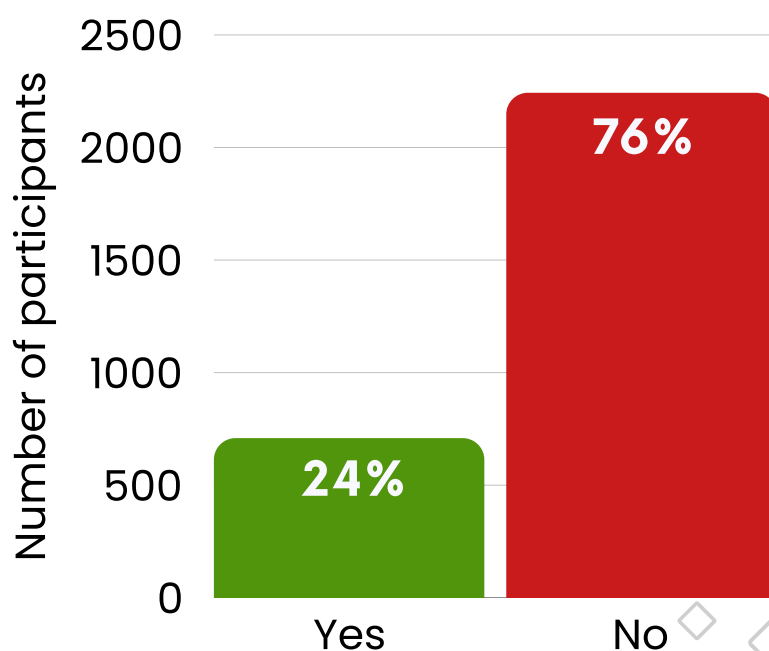
UFPel's initiatives in solidarity economy and social technology remain relatively unknown to the community

Of the 2,952 respondents, 76% indicated that they were unaware of any social technology, solidarity economy project, or solidarity economic enterprise originating from UFPel, whereas only 24% exhibited familiarity with these initiatives.

This data indicates a limited institutional visibility of initiatives with significant potential for social impact, frequently developed in collaboration with vulnerable communities. In response to this deficiency, COCEPE Resolution No. 20, dated December 22, 2021, which ratifies the regulations of the UFPel Technology Parks and Enterprise Incubation Program, officially incorporated the modality of incubators for Solidarity Economic Enterprises, focused on the development and enhancement of social technologies.

The institutionalization of this form of incubation strengthens UFPel's position as a university dedicated to equitable and sustainable development, while underscoring the pressing necessity to identify, promote, and incorporate these initiatives into institutional innovation and extension policies.

The business incubation and technology parks initiative will be associated with the Intellectual Property, Technology Transfer, and Entrepreneurship Office (EPITTE) of the Superintendence of Innovation and Interinstitutional Development (INOVA).



ARE YOU AWARE THAT PELOTAS IS HOME TO A TECHNOLOGY PARK?

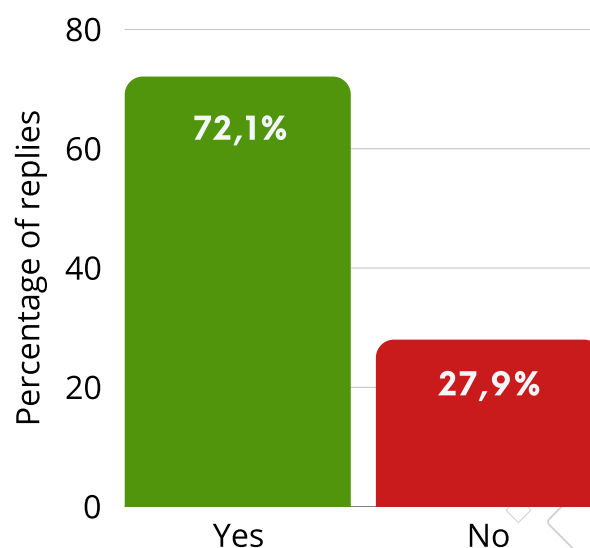


Awareness of the Pelotas Technology Park is considerable among respondents

Of the 2,952 participants, 72.1% reported being aware of the Pelotas Technology Park, while 27.9% indicated they were not yet informed about it. This data demonstrates a commendable level of institutional recognition for this strategic infrastructure that supports innovation and entrepreneurship in the city.

UFPel is a founding institution of the Pelotas Technology Park and has enhanced its presence in this ecosystem since the park commenced operations in 2017. In September 2017, the Conectar incubator began its physical operations on site, further solidifying the university's commitment to fostering startup development. Presently, UFPel continues to play an active role through its representation in the park's vice-presidency, thereby reinforcing its regional leadership in science, technology, and innovation.

The significant level of recognition by the academic community indicates that UFPel's initiatives in this domain have yielded tangible results and enhanced visibility, thereby fostering a culture of innovation and integration between the university and the local ecosystem.



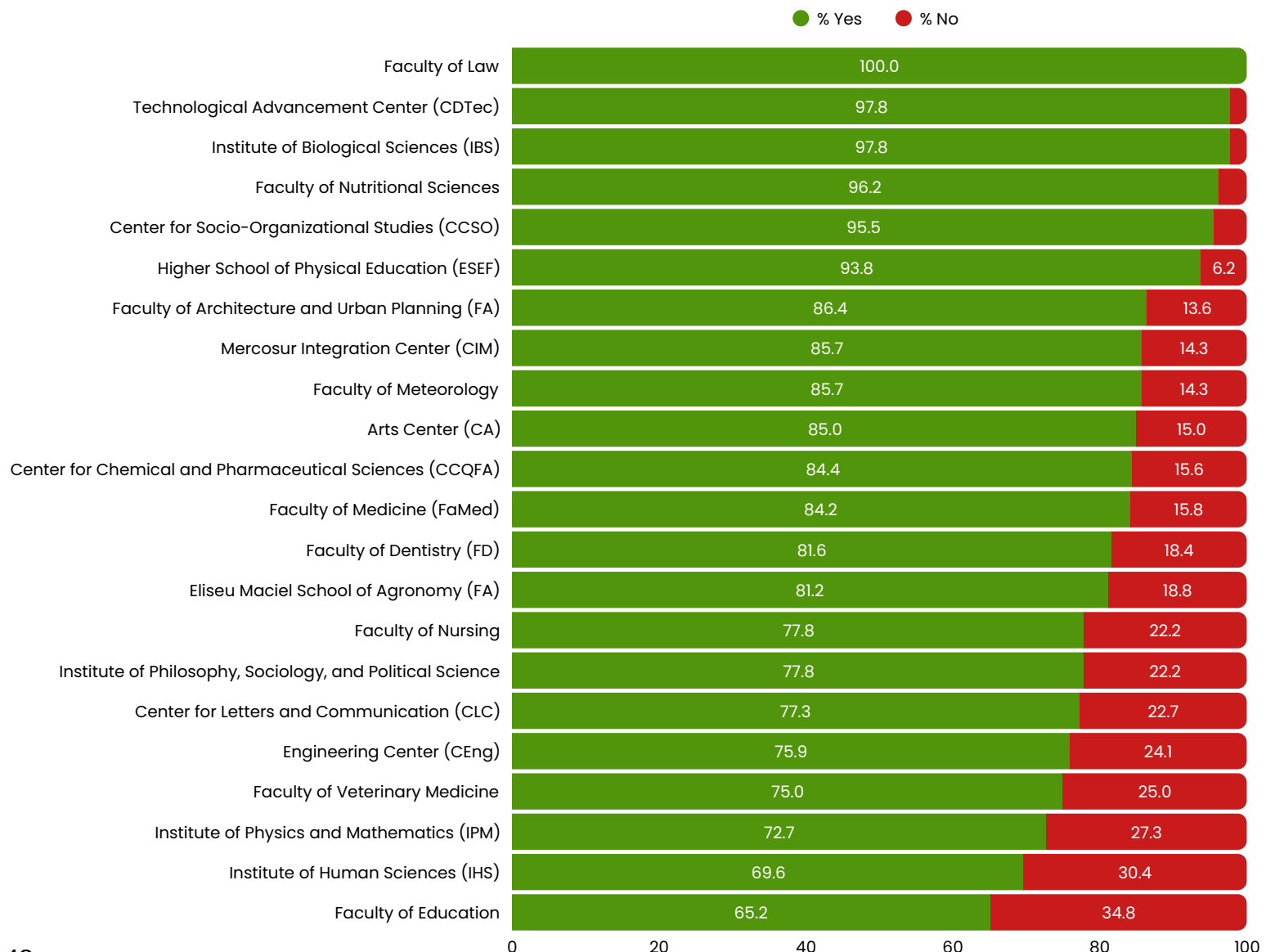
ARE YOU AWARE THAT PELOTAS IS HOME TO A TECHNOLOGY PARK?

Awareness of the Pelotas Technology Park differs among academic units, yet is predominantly high

Among the teaching and technical-administrative personnel at UFPel's academic units, awareness of the Pelotas Technology Park is extensive. In several units, including the Law School (FD), CDTec, and the Biology Institute (IB), the awareness index exceeds 97%, indicating a robust integration with the local innovation ecosystem.

While the majority of units sustain knowledge levels exceeding 75%, a few exhibit lower percentages—specifically, the Institute of Human Sciences (69.6%) and the Faculty of Education (65.2%)—highlighting strategic opportunities for enhancing institutional communication initiatives.

UFPel's involvement in this environment — encompassing the headquarters of the Conectar Incubator in the Park since 2017, along with its position as vice president — appears to yield tangible positive outcomes. This internal acknowledgment reinforces the university's status as a key player in territorial development through innovation.



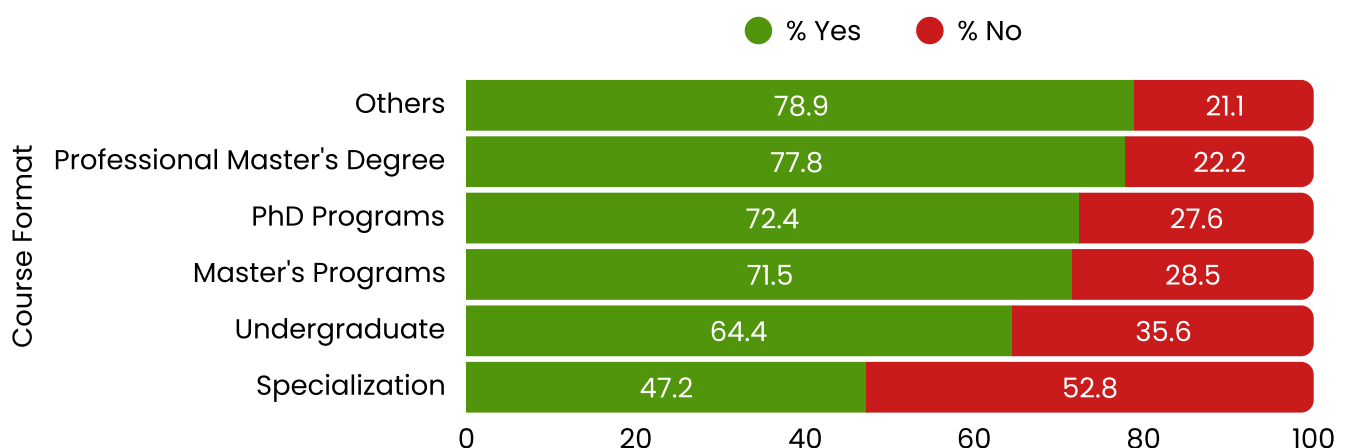
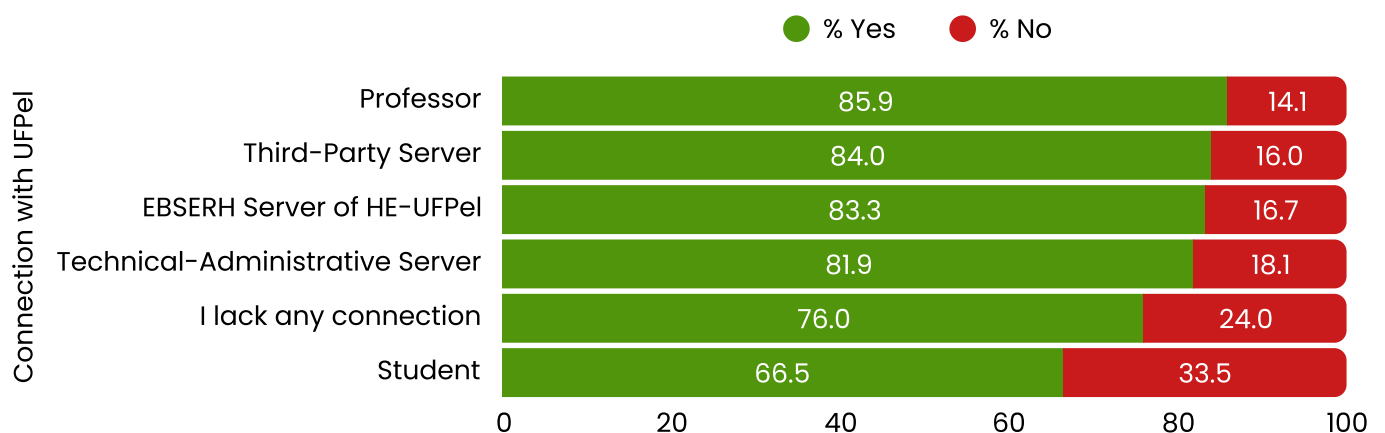
ARE YOU AWARE THAT PELOTAS IS HOME TO A TECHNOLOGY PARK?

Knowledge regarding the Pelotas Technology Park differs among institutional affiliations and course formats

Most segments of the UFPel academic community recognize the existence of the Pelotas Technology Park. The highest awareness is among faculty members (85.9%), followed by outsourced employees (84%) and EBSEH staff (83.3%). The group with the least awareness is students, at 66.5%, highlighting the necessity for targeted initiatives aimed at this demographic.

Concerning the course modality, the highest level of knowledge was observed among post-doctoral students and those categorized as "others" (78.9%), followed by professional master's students (77.8%) and doctoral students (72.4%). In contrast, knowledge levels among undergraduate (64.4%) and specialization (47.2%) students are significantly lower.

These data indicate that, despite the commendable overall performance, there remains a necessity to enhance communication regarding the city's innovation infrastructure among students—particularly undergraduate students—to strengthen the link between education, science, and local entrepreneurship.



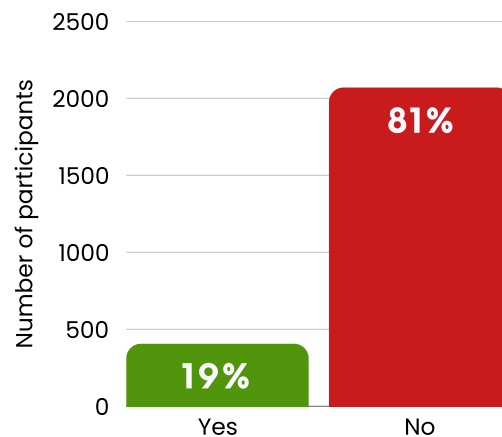
PART 3

DATA ON INDIVIDUALS' EXPERIENCES WITH INNOVATION AT UFPEL

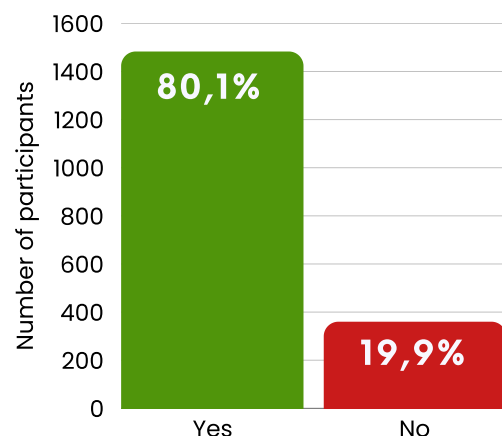


Here, we present data on the community's experiences with innovation in practice, encompassing participation in projects, challenges encountered, and available incentives. This information is crucial for enhancing initiatives that promote innovation at the university.

DOES YOUR COURSE INCLUDE ANY TOPICS RELATED TO INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?



WOULD YOU LIKE YOUR COURSE TO INCLUDE TOPICS ON INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?



Limited supply and elevated demand for innovation-related fields at UFPel

Data analysis indicates a notable disparity between the array of courses available and the academic community's interest in subjects pertaining to innovation, intellectual property, and entrepreneurship. Among the 2,476 respondents, 81% reported that their programs do not include courses in this domain, whereas only 19% affirmed that such courses are part of their curriculum.

Conversely, among the 1,843 participants who responded to the subsequent question, 80.1% indicated a desire for access to topics related to innovation, highlighting a substantial demand for increased integration of this content within the curricular frameworks.

This scenario highlights the necessity to enhance the incorporation of the theme of innovation within undergraduate and postgraduate programs, potentially through the establishment of new courses.

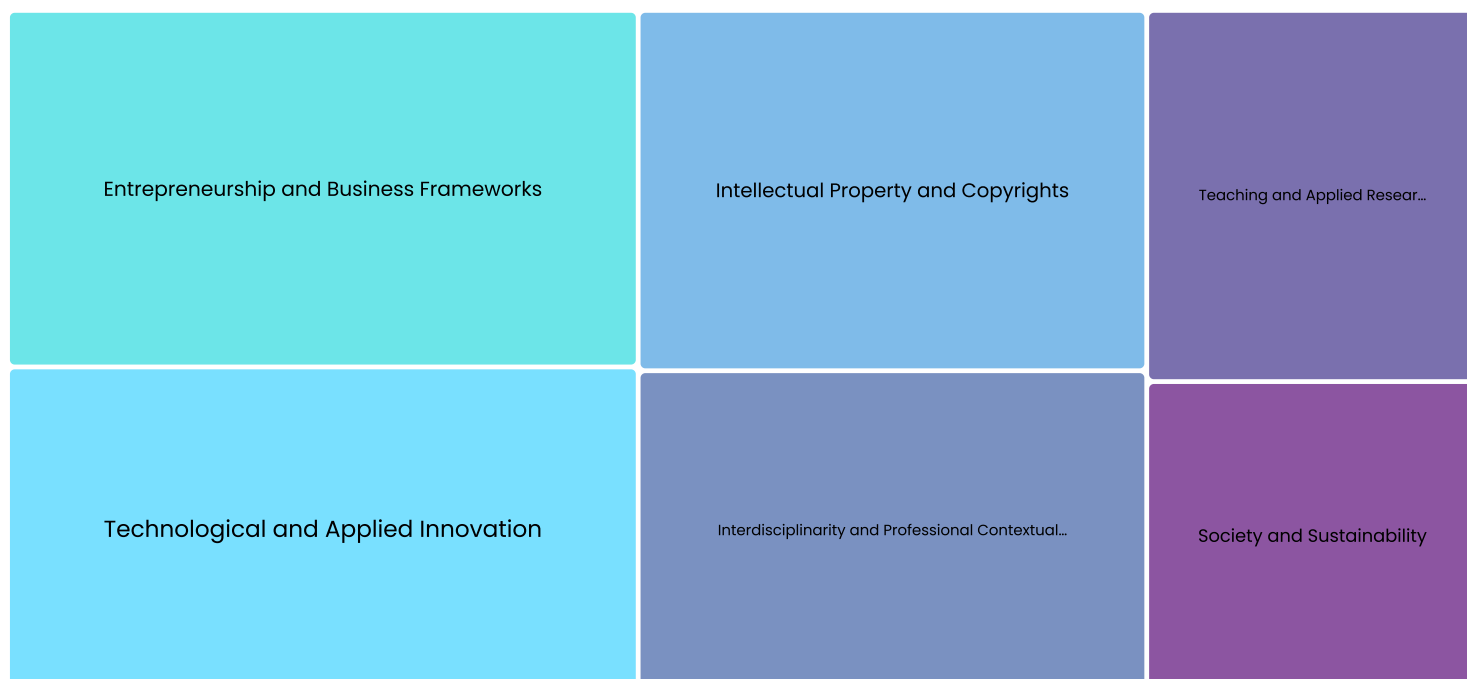
WOULD YOU LIKE YOUR COURSE TO INCLUDE TOPICS ON INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?

WHICH DISCIPLINES?

The demonstrations were categorized into six primary thematic axes, as illustrated in the graph below. The data indicate that:

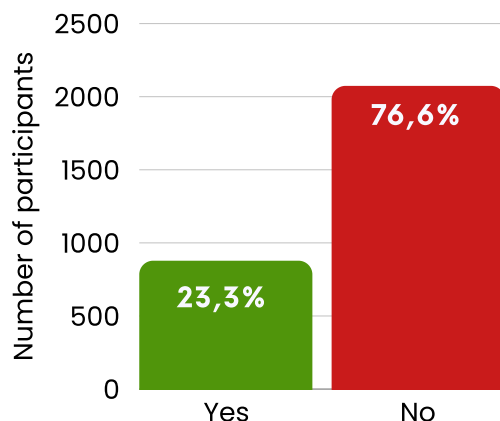
- Entrepreneurship—whether traditional, digital, social, or concentrated in specific sectors such as health—drives demand, highlighting the need for enhanced practical training for the job market and for establishing personal enterprises.
- Applied technological innovation is gaining momentum, particularly in sectors such as healthcare, education, communication, agriculture, and automation.
- The subject of intellectual property is particularly noteworthy, encompassing interests in patent registrations, copyrights, and the utilization of legally protected technologies.
- There is an increasing demand for interdisciplinary and contextualized fields that equip students for the modern professional landscape, encompassing a range of competencies from soft skills to areas such as personal branding and post-graduate transitions.
- The demand for education applied to research and extension, emphasizing projects, data science, and social technologies with tangible impact, also garnered attention.
- Ultimately, proposals that align with sustainability and social impact have surfaced, reflecting a commitment to the social responsibility inherent in academic training.

This panorama illustrates students' interest in an education that is increasingly aligned with innovation, market demands, and contemporary social challenges. Developing courses with this emphasis can contribute to the expansion of the culture of innovation within educational institutions.

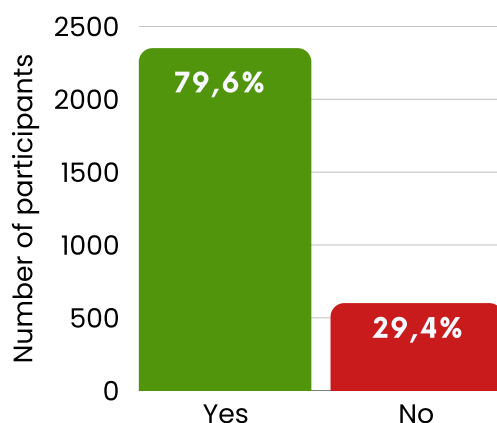


Treemap of the most common thematic areas among requested courses

HAVE YOU EVER PARTICIPATED IN ANY COURSES OR TRAINING RELATED TO INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?



WOULD YOU BE INTERESTED IN PURSUING TRAINING IN INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?



Training in Innovation: A Strategic Opportunity for Institutional Advancement

The data presented indicate a significant opportunity for the university to take action. Among the 2,952 respondents, only 23.3% had previously engaged in courses or training related to innovation, intellectual property, or entrepreneurship. Conversely, 79.6% expressed a desire to participate in training in this domain.

This combination of elevated interest and limited prior experience highlights a significant opportunity for enhancing the institution's training initiatives.

These data underscore that the academic community is both open and receptive to a culture of innovation. This creates an opportunity for us to collaboratively develop training pathways that enhance academic leadership, creativity, and the ability to effect social transformation through knowledge.

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WOULD YOU BE INTERESTED IN PURSUING TRAINING IN INNOVATION, INTELLECTUAL PROPERTY, OR ENTREPRENEURSHIP?

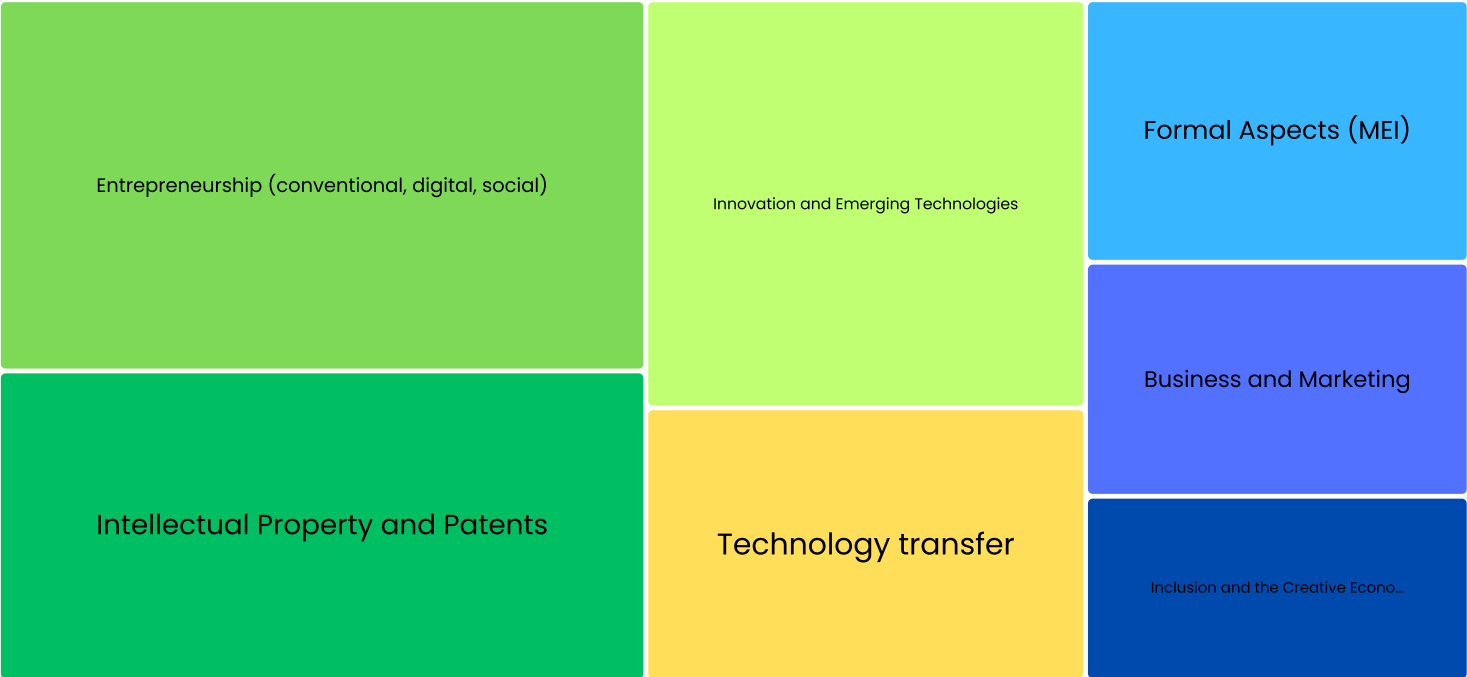
WHAT TRAININGS OR COURSES?

Based on the qualitative responses, seven primary thematic axes were identified as suggested by the respondents for training.

The analysis underscores a significant demand for practical training that enhances traditional academic education. The key points are:

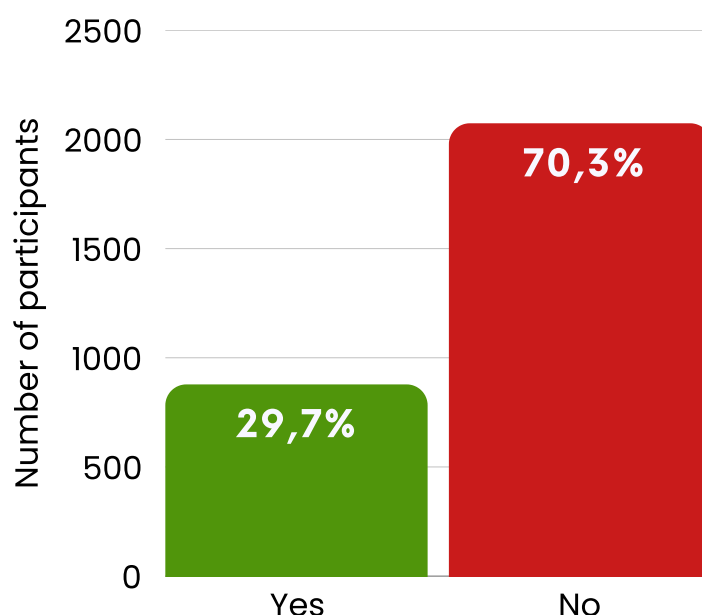
- Entrepreneurship seems to be in high demand, with growing interest in various modalities, including digital, social, health, and self-employment, as well as incubators and junior enterprises.
- Next, Intellectual Property and Patents exhibit significant appeal, encompassing workshops, patent drafting sessions, trademark registration, and copyright.
- Innovation and Emerging Technologies, particularly in fields such as artificial intelligence, data science, and Health 4.0, are frequently identified as essential training requirements.
- Technology transfer and the management of innovative projects are increasingly significant, bridging the gap between research and application.
- There are also requirements concerning legal and bureaucratic matters, including MEI management, invoices, and contracts.
- Topics such as marketing, public speaking, business management, and scientific communication enhance the pursuit of practical tools.
- Finally, there are pertinent references to social inclusion, the creative economy, and cultural impact, illustrating the aspiration for purposeful innovation.

This listening indicates a demand for technical, practical, and civic education. The data can facilitate the development of interdisciplinary and dynamic training programs tailored to the realities of students and staff.



Treemap of the most common themes in requested courses and training sessions

HAVE YOU EVER ENGAGED IN A PROJECT IN COLLABORATION WITH A COMPANY OR OTHER INSTITUTIONS?



Interinstitutional Collaborations: An Opportunity for Expansion

Among the 2,952 respondents, only 29.7% indicated that they had previously engaged in projects in collaboration with companies or other institutions, whereas 70.3% had never participated in such partnerships.

- This data underscores a strategic opportunity to enhance the academic community's involvement in collaborative projects with the productive sector, public institutions, and civil society organizations.
- In recent years, UFPel has undertaken significant initiatives to modernize its administrative framework, aiming to facilitate, streamline, and expedite the formalization of institutional partnerships. This endeavor has led to sustained growth in the number of agreements executed and the volume of resources acquired.
- The Delfim Mendes Silveira Foundation has assumed a strategic role in this process, serving as a project and partnership manager while enhancing the fluidity and legal security of cooperative initiatives undertaken within the university.
- The initiatives are managed by the Coordination of Agreements and Contracts (CCONC), associated with the Superintendence of Innovation (INOVA), which is tasked with processing cooperation terms, agreements, research contracts, and other related instruments. The revised list of these instruments is accessible to the public on the CCONC website.

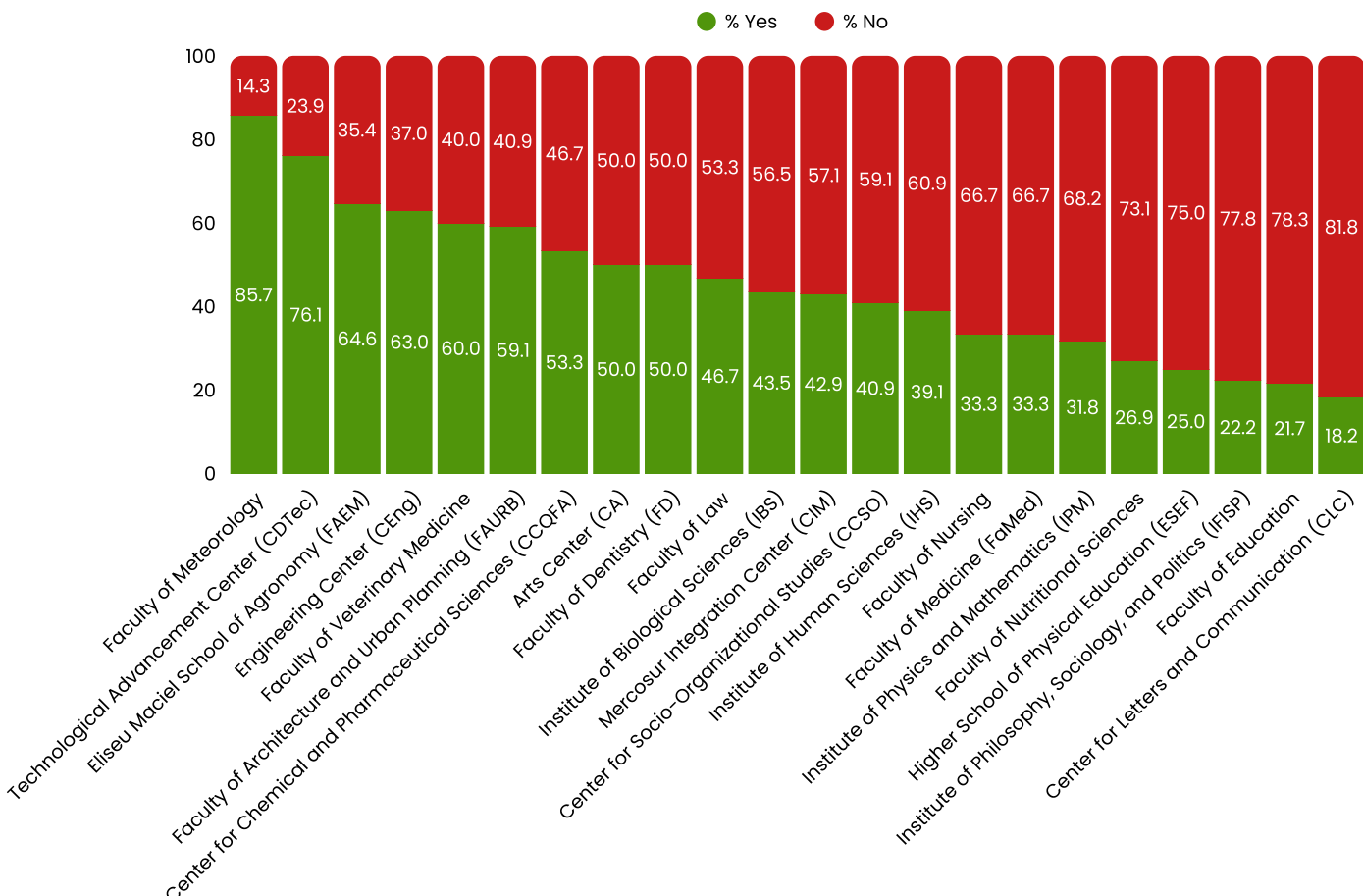
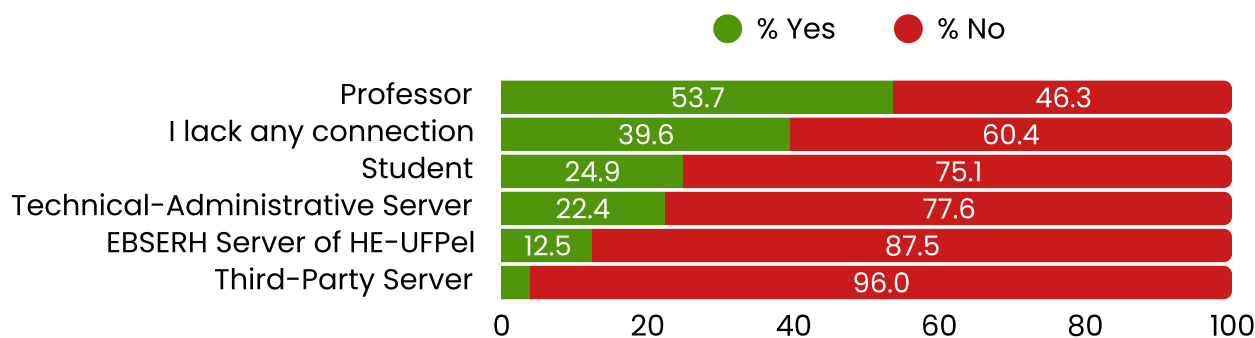
From this scenario, the university persists in fostering an institutional environment that is increasingly conducive to collaboration, emphasizing innovation and alignment with societal challenges.

HAVE YOU EVER ENGAGED IN A PROJECT IN COLLABORATION WITH A COMPANY OR OTHER INSTITUTIONS?

Participation in interinstitutional projects remains limited, particularly among students and technicians

In addition to the general analysis, the stratification by institutional affiliation uncovers notable disparities in participation in collaborative projects. While 53.7% of educators reported engagement in partnerships with companies or other institutions, this figure declines to 24.9% among students and 22.4% among administrative technicians. Among workers associated with EBSERH, only 12.5% indicated prior participation in partnerships, and among outsourced workers, participation is virtually nonexistent at 4%.

These data underscore the significance of enhancing mechanisms for inclusion and engagement within institutional partnerships, particularly those targeting students and technical-administrative staff. Initiatives such as internal public calls for proposals, scholarship announcements for projects involving the productive sector, and increased visibility of opportunities can serve as effective strategies to boost participation among these groups.



SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?



IT CAN BE STATED THAT, AMONG EVERY 10 INDIVIDUALS AT UFPEL, 9 REGARD INNOVATION AS A PRIORITY

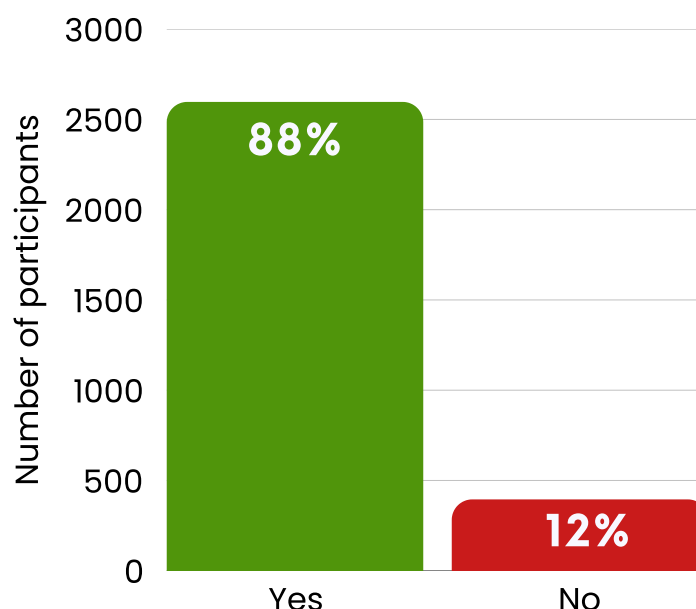
Innovation as an Institutional Priority: Widespread Agreement among Respondents

This represents the most pertinent finding from Data INOVA 2023. Of the 2,952 survey respondents, 88% believe that innovation ought to be a priority for UFPEL.

This outcome illustrates a robust alignment between the academic community and the institutional vision of prioritizing innovation as a catalyst for scientific, technological, and social advancement. The widespread endorsement of innovation as a priority legitimizes and fortifies existing initiatives while also inspiring new strategic investments in programs, structures, and policies focused on this domain.

The integration of innovation as a core institutional value is bolstered not only by national public policies, such as the Legal Framework for Science, Technology, and Innovation, but also by UFPEL's proactive engagement in initiatives focused on social transformation, technology transfer, and the advancement of entrepreneurship.

This internal acknowledgment signifies that the university possesses the cultural foundations and human capital essential for further advancing the establishment of a robust, transversal, and participatory culture of innovation.



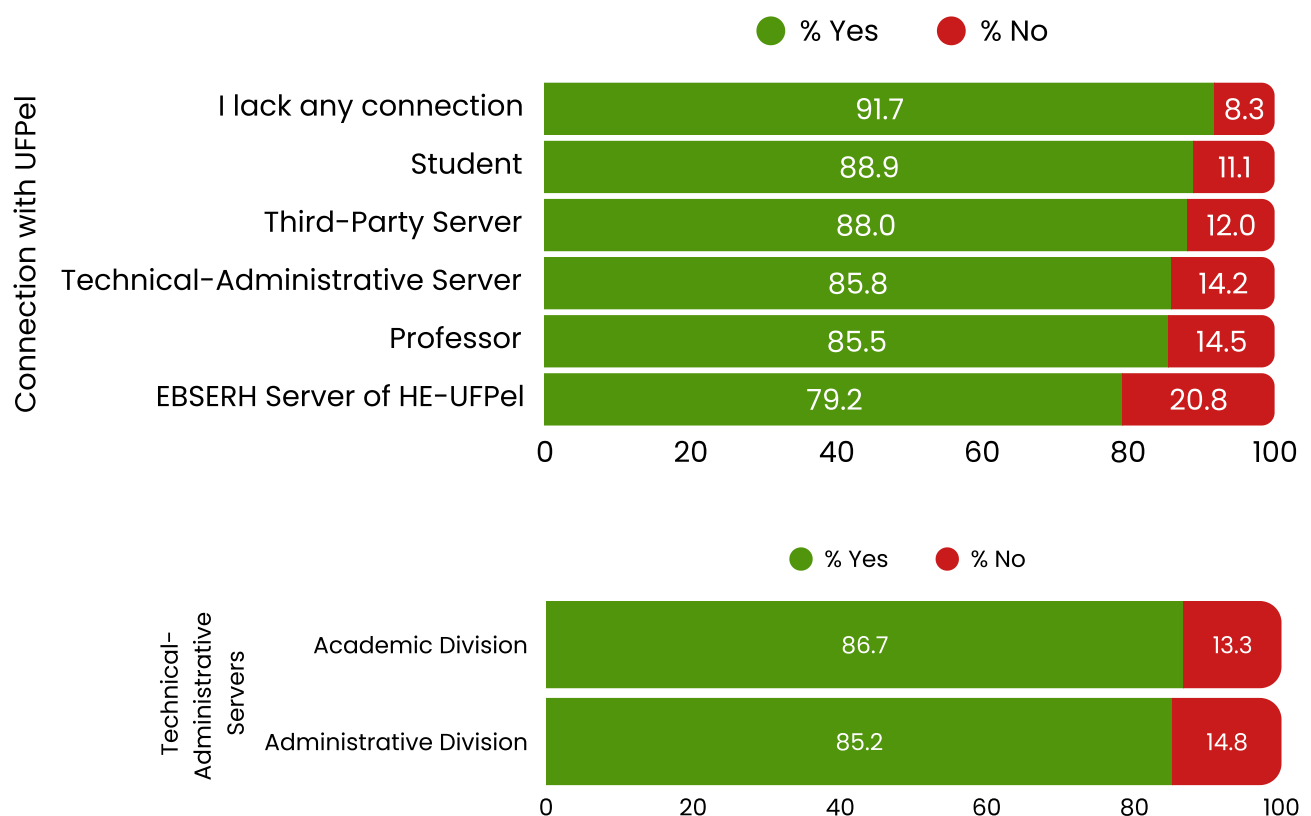
SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?

Analysis by Institutional Link: Innovation as a Shared Value at UFPel

The analysis of institutional affiliation indicates that innovation is broadly acknowledged as a priority at UFPel across all segments of the university community. The agreement rate is notably high among students (88.9%), faculty (85.5%), and technical-administrative staff (85.8%), with a remarkable consistency observed among technicians from academic units (86.7%) and administrative personnel (85.2%). Even among outsourced workers (88.0%) and individuals without formal affiliation (91.7%), the recognition of innovation is substantial, suggesting that this theme has become an integral part of the institutional ethos in a comprehensive manner. The only group exhibiting lower adherence is EBSERH employees (79.2%), highlighting specific opportunities for integration.

Furthermore, when examining solely the technical-administrative personnel, it is evident that the valuation of innovation remains elevated among those associated with academic units (86.7%) as well as administrative units (85.2%). These statistics illustrate that the perception of innovation as an institutional priority is pervasive, transcending organizational barriers and indicating a collective alignment.

This overarching alignment provides a robust and inspiring foundation for the university to further advance its initiatives in innovation, enhancing policies that support applied research, technology transfer, entrepreneurship, and creative solutions that effect transformative change.

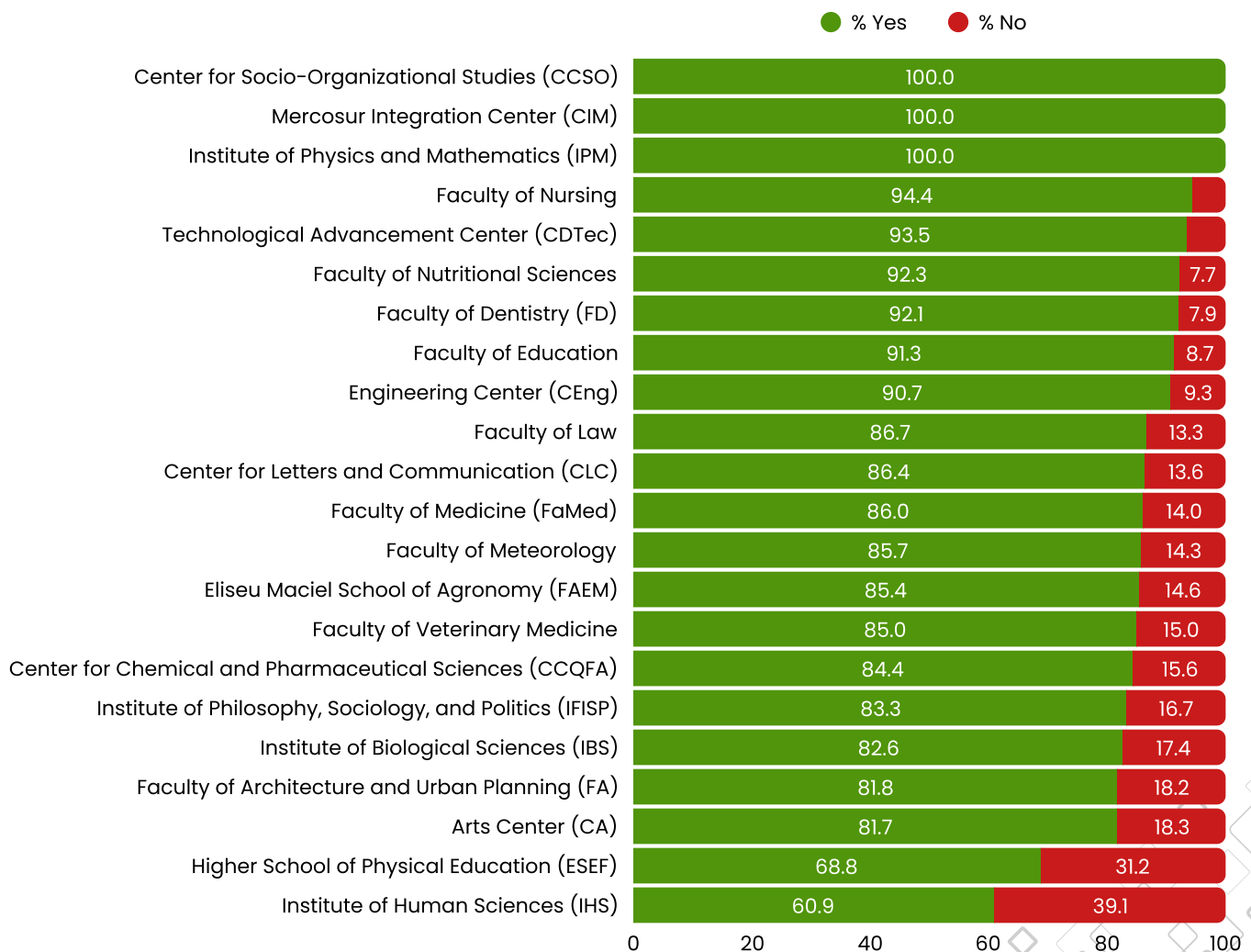


SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?

Innovation as an Institutional Priority: Widespread Agreement among Respondents

The analysis conducted by academic unit among teaching and technical-administrative personnel reveals a predominantly positive perception of innovation as an institutional priority, with several units reporting agreement rates exceeding 90%, including CCSO, CIM, IFM, FE, and CDTec. Notably, even in areas traditionally less linked to technological innovation, such as Education, Law, and Literature, the acknowledgment of innovation's significance remains robust. However, considerable discrepancies are evident in certain units, such as ESEF (68.8%) and particularly ICH (60.9%), highlighting areas of lower engagement that may be critical for targeted awareness and outreach initiatives.

Overall, the data affirm that innovation is regarded as a prevalent institutional value, albeit with varying degrees of appropriation across different areas. This indicates the necessity for specific and contextualized strategies to reinforce this culture throughout the university.



SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?

Consensus Among Students: Innovation is a Priority for UFPel

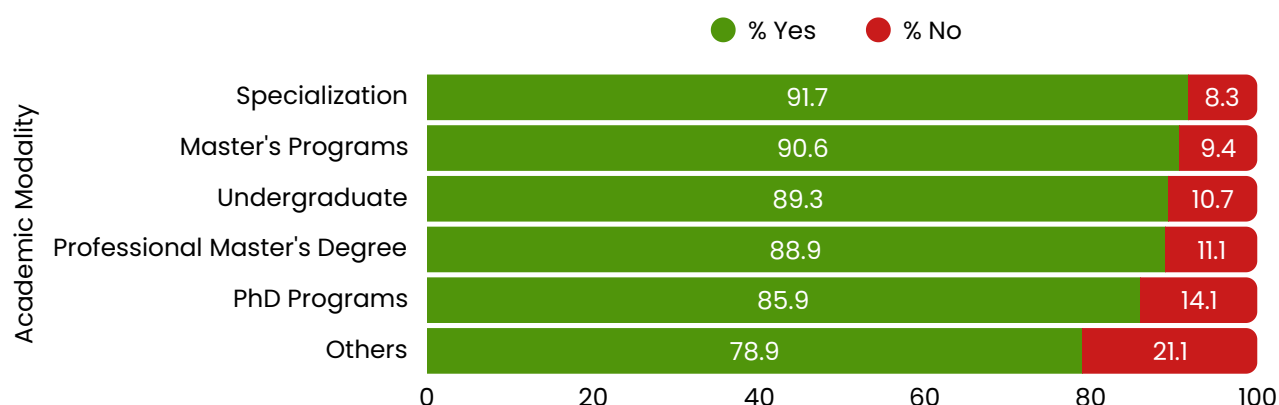
The recognition of innovation as a fundamental institutional priority is broadly acknowledged among students across various levels and modalities at UFPel. The highest levels of agreement are observed among students in specialization programs (91.7%) and academic master's programs (90.6%), followed by undergraduate students (89.3%), professional master's programs (88.9%), and doctoral candidates (85.9%). Even within the postdoctoral cohort—primarily represented in the “Others” category—the agreement rate remains substantial (78.9%), albeit lower than that of the other groups. These findings indicate that the value placed on innovation is pervasive throughout the academic journey.

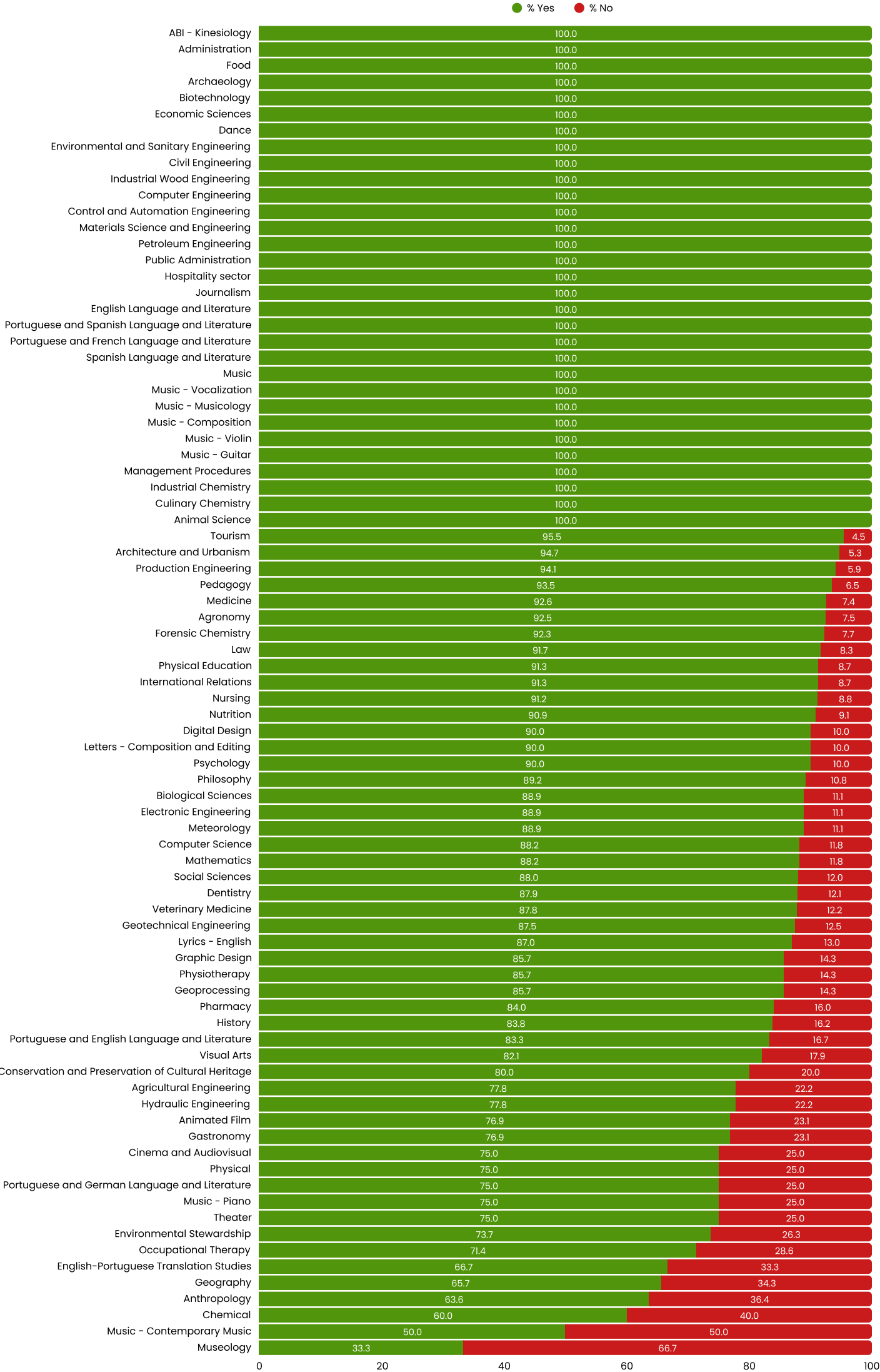
- In undergraduate programs, 31 courses demonstrated unanimous agreement that innovation should be a priority for UFPel. These courses span a diverse range of disciplines, including Engineering, Exact Sciences, Literature, Health, Computer Science, and the Arts, reflecting a broad recognition of the importance of innovation among students. Conversely, certain courses exhibit lower levels of support, such as Geography (63.7%), Anthropology (60.0%), and Museology, which recorded the lowest adherence rate at 33.3%. The graph detailing the complete data by undergraduate course is available on the [following page](#) of this report.

In the academic master's program, the outcomes are largely favorable: the majority of courses achieve 100% enrollment, encompassing disciplines such as Biology, Law, Engineering, Health, Chemistry, Philosophy, and Meteorology. Even in courses with lower enrollment rates, such as Mathematics Education (71.4%), Visual Arts (71.4%), and Mathematical Modeling (50%), a significant number of respondents acknowledge the importance of innovation. The graph detailing the data by academic master's program is available on [page 62](#) of this report.

- In doctoral programs, the situation is comparable: numerous fields achieve 100% participation, including Biotechnology, Food Science and Technology, Computing, Physics, and Nursing. Conversely, there are less recognized disciplines—such as Applied Social Sciences, which encompass Sociology (50%), Social Memory and Cultural Heritage (55.6%), and History (57.1%)—highlighting the necessity for a more focused strategy in these areas. The graph detailing data by doctoral program can be found on [page 63](#) of this report.

Other modalities, including Specialization, Professional Masters, Residencies, and Others, were not specified by course due to the limited number of respondents per course; however, this did not impede the collective analysis presented in the graph below.

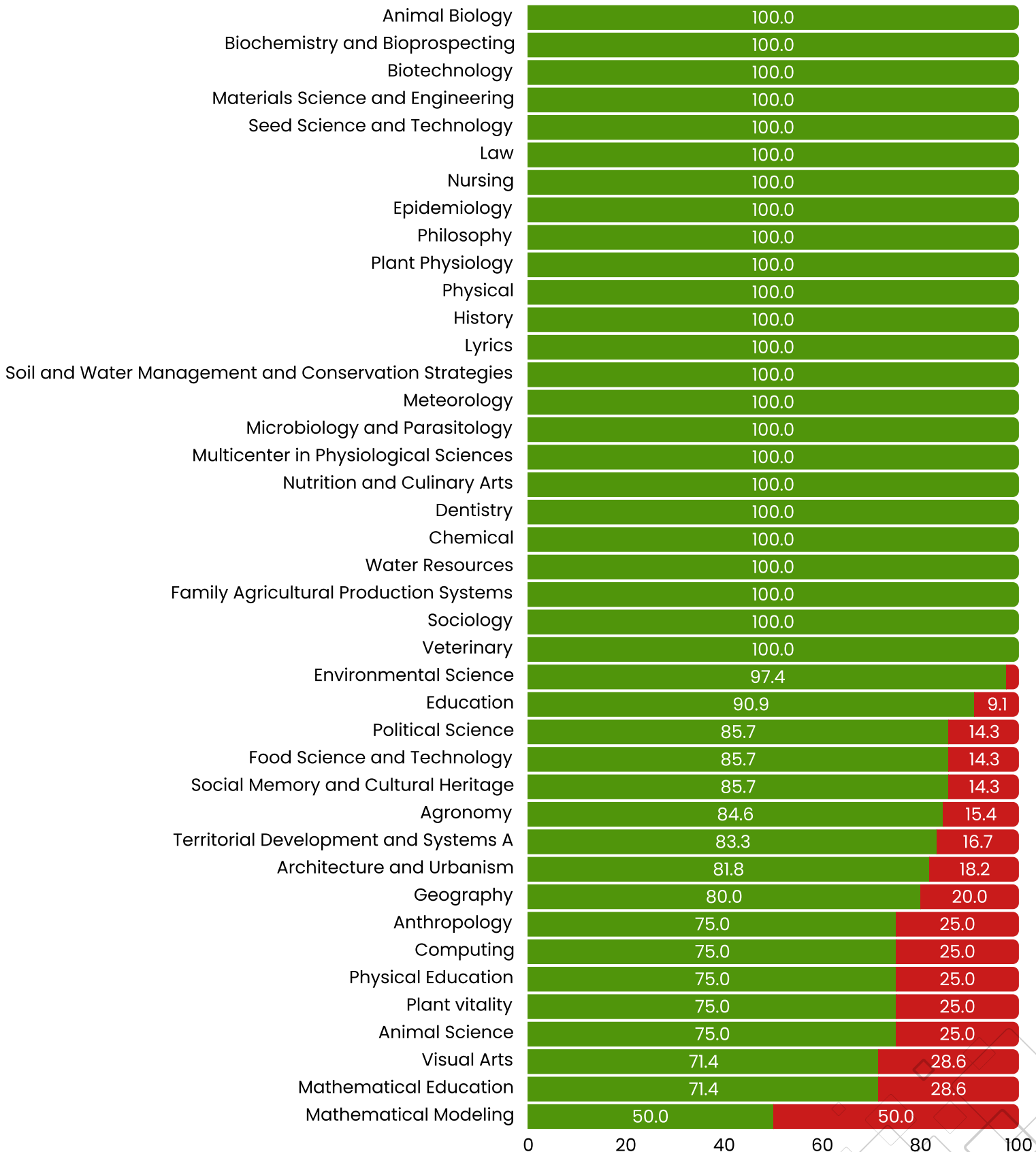




SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?

ACADEMIC MASTER'S DEGREE

● % Yes ● % No

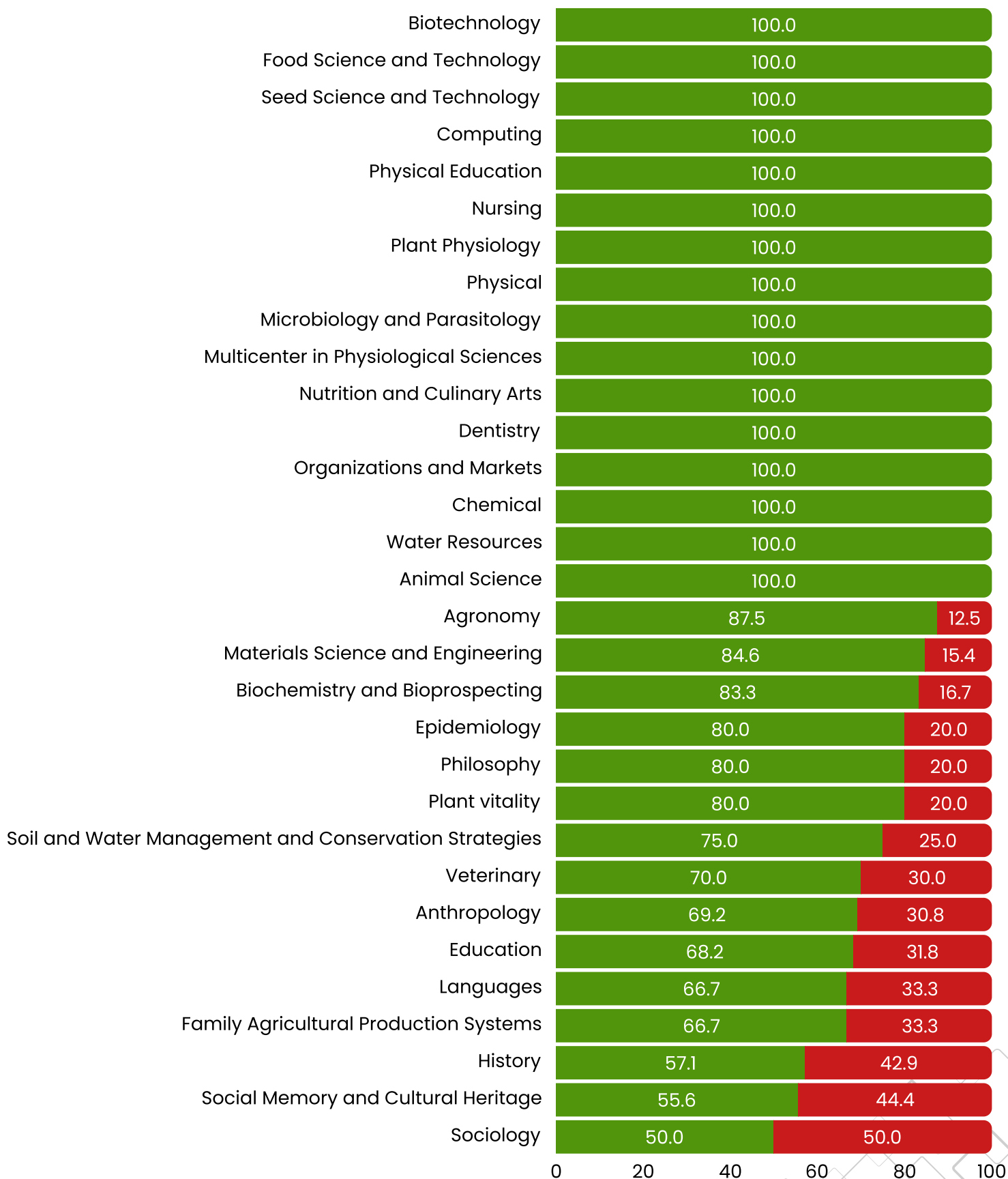


SHOULD INNOVATION BE REGARDED AS ONE OF UFPEL'S PRIORITIES?

DOCTORATE

● % Yes ● % No

PhD



CONCLUSIONS

CONCLUSIONS

Data INOVA represents an unprecedented and significant milestone within the context of Brazilian higher education. It is the first institutional survey on innovation conducted by a university in the country—and beyond being a pioneering initiative, it stands as the largest of its kind to date. Through this effort, the Federal University of Pelotas (UFPeI) positions itself as a leading institution in a national landscape still lacking structured diagnostics on innovation within academic environments.

The effectiveness of the initiative went far beyond data collection. The survey acted as a catalyst for dialogue and awareness, promoting the concrete dissemination of the concept of innovation across various segments of the university—academic programs, departments, administrative units, and strategic sectors. Innovation ceased to be a merely abstract term and began to occupy a tangible place in institutional vocabulary, planning, and decision-making.

With approximately 3,000 respondents, Data INOVA also stands as a statistically robust and demographically representative portrait of the university community. This substantial participation lends legitimacy to the findings and broadens the potential application of demographic data to support other institutional initiatives, contributing to strategic diagnostics and decision-making across various areas of the university.

One of the most noteworthy findings shows that 88% of respondents believe innovation should be a priority for the university. This near-unanimity demonstrates that fertile ground exists for the development of innovative actions, but also signals the need for strategic investment and well-oriented actions to consolidate this culture.

Nevertheless, the data also reveal inequalities in knowledge and access to innovation. There are significant variations across academic and administrative units, highlighting the urgency for decentralized, context-aware strategies that reflect the diversity of the university landscape. Promoting innovation requires a plural approach—translated into diverse formats and languages that resonate with all sectors of the university community.

Particularly concerning is the limited familiarity with innovation among students, who are precisely the group that stands to benefit most from the opportunities innovation creates—internships, entrepreneurship programs, technology-based initiatives, social solutions, and new labor market prospects. This finding challenges the institution to develop educational and engaging initiatives specifically targeted at this audience.

Among faculty and administrative staff, perceptions of innovation also vary widely, reinforcing the need for ongoing institutional programs that promote the development of skills in innovation, creativity, and entrepreneurship.

The survey also exposed a rarely addressed issue: gender disparities in access to information and knowledge about innovation. This finding calls for immediate institutional action and the strengthening of equity-oriented policies, ensuring full participation of women and underrepresented groups in the university's innovation agenda.

It is also important to highlight the remarkable engagement achieved during the campaign. The mobilization exceeded expectations and demonstrated that creative, transparent, and accessible communication can generate a sense of belonging and inspire collective action. This response alone signals a latent desire for transformation and protagonism within the institution.

In summary, Data INOVA delivers more than statistics—it offers a qualified diagnosis, an institutional mirror, and a strategic compass. It reflects the university's current level of maturity with regard to innovation while pointing the way forward toward embedding innovation as a living, inclusive, and cross-cutting culture. From this initial step emerges an institutional commitment: to transform data into action, making innovation not a passing trend, but a fundamental value at the heart of UFPEl's ecosystem.

ACTION PLAN

Data-Driven Actions INOVA

Data INOVA offered more than mere information—it illuminated pathways. Drawing from this collective assessment, we now possess the opportunity to advance strategically, converting evidence into action. With measured enthusiasm, yet with commitment, vision, and institutional courage, it is feasible to establish a university environment where innovation is not merely an objective but an integral part of daily practice. Below, we present concrete proposals that could serve as operational tools to address the identified challenges and enhance a comprehensive, inclusive, and enduring culture of innovation at UFPel.



01. Enhancement of Academic Programs in Innovation

It is imperative that innovation be integrated into the curriculum as a fundamental component of knowledge.

- *Development of elective and mandatory courses on innovation that integrate undergraduate and postgraduate programs.*
- *Incorporation of the innovation sector within UFPel's COCEPE*
- *Advocacy for enhanced collaboration between postgraduate studies and the business and government sectors.*



02. Democratization and Advancement of Knowledge

For meaningful discussions on innovation, a comprehensive understanding of the concept is essential for all participants.

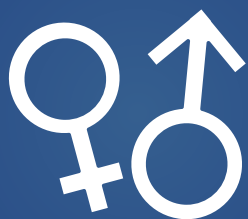
- *Extension and continuing education courses are available to the entire university community.*
- *Creation and expansion of physical spaces designated as innovation environments within the university.*
- *Development of accessible educational resources, utilizing straightforward language and emphasizing the democratization of the subject matter.*



03. Unraveling Innovation

Innovation transcends startups and advanced technology; it encompasses the creative and collaborative resolution of problems.

- *Establishment of awards and competitions to recognize innovative endeavors.*
- *Recognizing social, environmental, and cultural initiatives as valid expressions of innovation.*
- *Establishment of innovation hubs at the Capão do Leão Campus*



04. Gender-Specific Initiatives

- *Affirmative actions: Allocate positions or bonuses for female leaders and individuals from underrepresented groups.*
- *Targeted training: Provide workshops and technical assistance to underrepresented groups.*
- *Strategic visibility: Guarantee the inclusion of women and underrepresented groups in events and decision-making arenas.*
- *Equity in projects: Analyzing gender dynamics and incorporating equity provisions in partnerships.*



05. Integration with the Quadruple Helix

The university does not innovate in isolation:

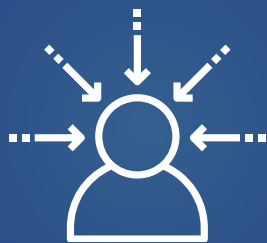
- *Expansion of collaborations with the productive sector, government, civil society, and academic institutions.*
- *Establishment of forums and events to facilitate the convergence of these four pillars.*
- *Enhancement of the university's external presence in innovation forums.*



06. Training for the Implementation of Innovation

Innovation must align with the language of each institutional context, and conversely.

- Courses in fundraising, project development, and the execution of agreements and contracts, with an emphasis on educators and technicians.
- Customized training in each unit or course.
- Continuous training for administrative teams.
- Courses on subjects requested by the academic community at Data INOVA.



07. Enhancement of administrative frameworks

It is essential to enhance and optimize the units that address the topic:

- Expansion of teams within units pertinent to the topic, in response to the increasing demand.
- Implementation of NIT-Misto, enhancing the university's agility and capacity for innovation.
- Ongoing evaluation and enhancement of processes in accordance with prevailing legislation and guidelines.



08. Ongoing and Strategic Institutional Communication

- *Development of a monthly newsletter focused on innovation, distributed through Cobalto, featuring accessible and pertinent content.*
- *Disclosure of announcements, opportunities, events, and success stories in innovation.*
- *Development of thematic campaigns and innovative events featuring active student engagement.*



09. Enhancing Governance

Listening is an integral component of the innovative process.

- *Enhanced collaboration with other vice-rectorates and university departments.*
- *Integration of Innovation Policy with the university's Research, Development, and Innovation (RDI) and Public-Private Interaction (PPI).*
- *Ongoing collaboration with internal and external regulatory bodies at UFPeI.*



Get in touch with us.



(53) 3284-3148



inova.ufpel@gmail.com



<https://wp.ufpel.edu.br/inova/>



R. Lobo da Costa, 447



@inovaufpel

Thanks!

