



PRME SIP

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**FEDERAL
UNIVERSITY OF
UBERLANDIA**



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Preface

Services as sustainability teaching method

There is debate about the difficulties of treating sustainability as explicit knowledge (Lopes et al, 2015). In management education, either at the undergraduate or graduate levels, the failure is obvious in the adopted teaching models in sustainability. At a time when never needed much of ethics in strategic decisions or discussed so vehemently the socioemotional behaviors of managers, the university has consistently failed to bring to light new ways to induce young student in more critical decisions than it will have to challenge in his administrative career.

Currently, teaching sustainability in the classroom is a challenge to suppress. In many ways the knowledge is reduced to formal, technical, reducing sustainability to its definition only, which is quite simple given that the definition may be the smallest part of this story. It is the application of the definition of sustainability in many different contexts, economic, social and environmental living the real challenge it imposes to us educators and our current and future generation of students.

No ammunition or repertoire of diverse teaching techniques and overloaded with administrative tasks and requirements of national research coordinators, we are constantly requested for excellence in the classroom. Often the fear of uncontrollable mobilize resources outside the boundaries of our comfort zone, makes us inert and consistent to a pact of mediocrity in which we pretend to teach, and students pretend to learn, viciously.

But there is oasis in the wilderness. Initiatives such as the PRME - Principles of Responsible Management Education (www.unprme.org) which is a network of business schools initiated by the UN that aims at exchanging experiences extension projects that broke this logic and manage to bring the teaching of sustainability into practice for the management students.

Through strongly linked to the identification of mutual values and homogeneous wills of human growth and development groups, these groups perform immersion activities of students in a reality that, amazingly, only just cross the street to find, especially in developing countries.

How to stimulate entrepreneurship in a poor community? How to raise funds and rationalize its use in charities? How to improve the quality of life for socially excluded and vulnerable to drugs communities? There are numerous teaching-learning opportunities.

In popular wisdom, not everything that shines is gold, so it is necessary to consider why some projects prosper more than others. No doubt the will of the students, the teachers' level of engagement is important, but undoubtedly compromise of the top management business to the sustainable development will be able to modify structures about to turn the key and leave the disciplinarily and traditionalism of expository teaching in the classroom to a more modern version of the management focused on problems of future generations.

The so-called extension services do not need network or project, teachers only need encouragement and support. This can be transformed into a powerful interdisciplinary teaching tool, motivating against prejudice and able to do the manager learn its power to mobilize resources for the benefit of persons other than only their direct customers. This also includes a large portion of the population with no previous opportunity, without any ideology, and even including themselves, the management undergraduate students.

Luciana Oranges Cezarino
PRME – FAGEN/UFU Coordinator

SUMMARY

1 THE FEDERAL UNIVERSITY OF UBERLÂNDIA	3
Directorate of Environmental Sustainability (DIRSU).....	4
Directorate of Environmental Sustainability (DIRSU) practices	6
Administrative policies	6
Geoprocessing.....	7
Institutional Commission for Environmental Management and Education (CIGEA) ...	8
UFU 2030 Agenda	9
2 SCHOOL OF BUSINESS AND MANAGEMENT - FAGEN.....	11
FAGEN Courses	14
Business Administration.....	14
Information Management	15
E-learning Courses	16
Public Administration	16
3 TEACHING ACTIVITIES.....	18
Education.....	18
Business Administration.....	18
Information Management	20
Public Administration Course	21
Postgraduate Program: Master and PhD	22
Research	23
Extension Projects	24
4 PRME PROJECT	29
PRME FAGEN Events	32
2018 Event	32
2019 Event	34
5 DIAGNOSE	37
6 ACTION PLAN	39

1 THE FEDERAL UNIVERSITY OF UBERLANDIA

The history of the Federal University of Uberlandia (UFU) began in the 1950s with the creation of colleges that were maintained by families and religious community institutions. In 1969, six of these colleges merged and were authorized to function under Law No. 762, such as University of Uberlandia (UFU). The federalization process took place on May 24th, 1978 through Law No. 6,532. Currently the University has other campuses located in the cities of Ituiutaba, Patos de Minas and Monte Carmelo, all of them in the state of Minas Gerais, Brazil. The Federal University of Uberlandia offers several courses distributed in 14 institutes and 16 colleges. All together there are 55 undergraduate courses in Uberlandia, 10 in Ituiutaba, 5 in Monte Carmelo and 3 in Patos de Minas; 55 specialization courses; 48 Master's programs and 21 PhD programs. The presential undergraduate courses are:

- Uberlandia – Business Administration, Agronomy, Architecture and Urbanism, Visual Arts, Biomedicine, Biotechnology, Computer Science, Biological Sciences, Accounting, Economic Sciences, Social Sciences, Social Communication, Journalism, Dance, Design, Law, Physical Education, Nursing, Engineering. Aeronautics, Environmental Engineering, Biomedical Engineering, Civil Engineering, Computer Engineering, Control and Automation Engineering, Electrical Engineering, Electronics and Telecommunications Engineering, Mechanical Engineering, Mechatronics Engineering, Chemical Engineering, Statistics, Philosophy, Physics, Material Physics, Physics Physiotherapy, Geography, Information Management, Environmental Health Management, History, Linguistics, Letters - Portuguese Language, Mathematics, Medicine, Veterinary Medicine, Music, Nutrition, Dentistry, Pedagogy, Psychology, Chemistry, Industrial Chemistry, International Relations, Information Systems, Theater, Translation and Animal Science;

- Ituiutaba – Business Administration, Biological Sciences, Accounting, Production Engineering, Physics, Geography, History, Mathematics, Chemistry and Social Assistance;

- Monte Carmelo – Agronomy, Surveying and Cartographic Engineering, Forestry Engineering, Geology and Information Systems;

- Patos de Minas – Biotechnology, Food Engineering, Electronics Engineering and Telecommunications Engineering.

UFU also has e-learning courses in Public Administration, Spanish-language letters, English-language letters, Mathematics and Pedagogy. In addition to these courses, the University also has the School of Basic Education (ESEBA), and the Technical School of

Health (ESTES). The Clinical Hospital of the Federal University of Uberlandia (HC-UFU), popularly known as Medicine, serves the entire population of the region of Triângulo Mineiro and Alto Paranaíba and is considered an essential public hospital in the region. The University also has a veterinary hospital that offers specialized care to dogs and cats, in addition to production and serving animals and wild animals. The Faculty of Law serves the region's population with traditional judicial services through its Student Legal Advisory Office, which is staffed by students and supervised by faculty. In addition, psychological care is also offered by the Institute of Psychology and emergency dental care by the Faculty of Dentistry.

Besides that, UFU has a Library System (SISBI), which has 8 libraries in the cities of Uberlandia, Monte Carmelo, Ituiutaba and Patos de Minas, which assists in booking and renewing book loans through the internet. In addition to a wide range of books, the library has a vast collection of media, computers and laptops that can be borrowed and brought home. Santa Monica Central libraries, Umuarama Sectorial libraries and full-time self-return equipment are available from outside the buildings. The user can return the items at any time by inserting the loaned items and receiving a printed receipt or forwarding it to his e-mail, allowing the return and predetermined distribution of items with Digital Radio Frequency (RFID) devices, speeding up the return of books and other materials to shelves.

Directorate of Environmental Sustainability (DIRSU)

When the theme of “environmental sustainability” became a topic on the pages of newspapers and TV programs in Brazil, the Federal University of Uberlandia was already emerging, through a committed staff, to provide a better place for the entire university community. The idea of transforming UFU into a sustainable university came from the commitment of professors and administrative technicians who wanted to transform the academic environment into a healthier, cleaner and more pleasant place for everyone.

One of the pioneers working on this idea was the professor of the Geography Institute, Élisson César Prieto (*in memorian*). With a path based on the environmentalist struggle, Prieto was the project coordinator for the elaboration of the Master Plan and implementation of the new UFU Campus, named as Gloria Campus, besides having created in 2010 the Environmental Agents Training project, which recruited and guided students to be multipliers of good environmental habits, planting the seed for the awareness of a more humane and sustainable world. In order to solidify sustainable planning, UFU was a pioneer in Brazil in creating, in June 2011, the Directorate of Environmental Sustainability (DIRSU), administrative unit of the Campus City Hall (PREFE). An important achievement, it was proposed at the beginning of

2012, being approved by the University Council (CONSUN) at the beginning of 2013. With a positive evaluation from the academic community, DIRSU counts on the assistance of specialists, volunteers, scholars and interns. The goal is to raise awareness about social and environmental issues and take necessary administrative measures, covering all situations that need a special look when it comes to sustainability. Despite the good progress of the project, the loss of Prof. Élisson Prieto in October 2012 led to the question about the continuity of the project, by the leadership that Prieto represented. However, from the example left, the people involved were motivated and the projects remained even with the change of management at the University.

In 2013, professor Euclides Honório from Chemical Engineering Institute took over from DIRSU, bringing energy to boost Sustainability Planning in the academic space. The consolidation of “Sustainable UFU” has finally taken place, and it is responsible for pursuing the goals set by an environmentally better UFU.

The PGRS - Solid Waste Management Project, coordinated by geographer Eunir Augusto Reis Gonzaga, emerged to act through environmental education, waste planning and management in selective waste picking, proper disposal and conscious consumption. “We have actions with organic waste, which will form a large amount of fertilizer for UFU farms. We will address the reduction of paper consumption, actions for electronic waste, batteries, and chemical and biological waste. And in the end, we will have the Solid Waste Management Plan, which meets resolutions imposed on the UFU and all federal authorities”, explains Eunir.

The Chemical Waste Laboratory, located in Edifício 5J, has been activated and works under the coordination of laboratory technician Júlio César Costa. The UFU Chemical Waste Management Manual was produced by the DIRSU team and serves as a guideline for all of the institution's laboratories.

The website **sustentabilidade.ufu.br** is managed by DIRSU and its mission is to support, disseminate, and gather records, bringing the knowledge of the academic community to the external public of the Federal University of Uberlândia. Actions, projects, proposals and socio-environmental initiatives are addressed not only by DIRSU, but by any academic or administrative unit, teachers, administrative technicians, students, outsourced employees and entities linked to UFU through extension projects. The content also intends to collaborate with the process of environmental awareness in compliance with the law 9795/99, of the National Policy of Environmental Education, and to report to citizens in compliance with the Law on Access to Information - Law No. 12527, sanctioned by the President of the Republic on

November 18th, 2011, for the purpose of regulating the constitutional right of citizens to access public information.

Currently, DIRSU is managed by Nelson Barbosa Junior, a innovative young manager who has implemented several new projects, aligned with PNRS and the Sustainable Logistics Plan to all campuses.

Directorate of Environmental Sustainability (DIRSU) Adopted Actions

Administrative Actions

The Waste Management Commission (CGR) was created in November 2009, with the purpose of inventorying the waste from UFU and, based on the results achieved, to propose to the Dean for later submission to the University Council, an institutional policy for the waste management, including aspects of generation, characteristics, storage, transportation, treatment, reuse, recycling, recovery and final disposal of waste generated. Some of the administrative actions are listed:

a. The Laboratory Waste Treatment Station, a building built with approximately 100 m² (one hundred square meters) with resources from FINEP CT-Infra (research infrastructure) not yet in operation, will soon be able to receive and store chemical and biological waste, produced in UFU's teaching and research laboratories, reducing or even eliminating environmental impacts and contamination of natural resources by these effluents.

b. The Solidary Selective Collection Project aims to promote the selective collection and proper disposal of UFU solid waste, making it a reference and raising awareness among the university and external community. Selective collection, in partnership with associations and cooperatives of recyclers, is being carried out in compliance with the legislation, enabling not only the generation of resources for low-income families and the preservation of the environment from inappropriate waste disposal, but also raising awareness and mobilizing the university community in favor of environmentally appropriate values, attitudes and behaviors.

c. The Sustainable Mobility and Green Areas Plan Project aims to elaborate a sustainability incentive plan through the mobility of students, technicians and teachers, inside and outside the UFU campuses, in order to improve environmental quality through the elaboration proposals to improve car traffic, prioritize the use of intermodal transport systems and encourage practices such as cycling, car sharing and the use of public transport.

d. The Course on Environmental Development and Sustainability, offered to the university's technical administrative staff, with a workload of 40 hours (which can be used for career advancement), has as its contents, themes such as: The environment and the main environmental issues; Environmental education and ecological habits; Ecology and quality of life; Environmental legislation and management; Agenda 21 and A3P (Environmental Agenda in Public Administration); Solid waste generation and management; Green areas and free spaces; Water preservation; Energy efficiency and alternative sources and Sustainable mobility.

e. The Sustainable Procurement and Procurement Project aims to introduce, within the UFU, sustainable practices in procurement and public procurement through the insertion of sustainability criteria in procurement notices and the elaboration of an internal green procurement policy, making the bidding processes UFU to the changes regarding sustainable development and preparing the productive sector for the new range of sustainable products and services that the university intends to hire.

f. The Aedes Aegypti Social Mobilization Project for Monitoring and Control was created by the Sustainability Board, which was accredited to the Ministry of Environment (MMA) as “Sustainable UFU”. This aims to promote educommunicative actions at the university focusing on environmental issues, in order to enable the participation of the academic community. The specificity of the project is the encouragement of society's collaboration, with the intention of integrating the community.

g. The Energy Efficiency Project was carried out at the Santa Monica campus in partnership with the Minas Gerais Energy Company (CEMIG) and the University Support Foundation (FAU). The purpose of this action is to increase the efficiency of electricity use by replacing old and ineffective lamps with new and modern lamps. The aim is to contribute to cost savings. This is the largest project approved in Cemig's Energy Efficiency Announcements.

h. 4.0 Innovation Award - The event was held on October 14th 2019, which awarded the seven best projects with themes related to accessibility, learning technologies and sustainability.

Geoprocessing

DIRSU's Geoprocessing team works to survey geospatial data in order to assist in the planning of water consumption, energy and management of green areas, proposing initiatives that seek waste reduction and promote sustainable practices. Geoprocessing is an important ally in the data collection stages and in the diagnosis of the problem. Sustainability-related decision making at UFU campuses can be improved by using georeferenced information, quantifying and locating desired information (DIRSU, 2015). Through the use of GPS, this information is

transferred to the QuantumGis software, an important tool in which maps are created that facilitate the management of the collected information.

Institutional Commission for Environmental Management and Education (CIGEA)

In November 2012, Resolution No. 26/2012 of the University Council (CONSUN) established the Environmental Policy of the Federal University of Uberlândia. The measure defined the foundation of UFU's Environmental Policy and at the same time determined the formation of the Institutional Commission for Environmental Management and Education (CIGEA) that should oversee its implementation at the University. The CIGEA was constituted by Ordinance R No. 1252 of July 15th, 2013. The demand for work was due by two groups. The first prepared in 120 days from its constitution, a proposal of Internal Regulations based on the guidelines established in Resolution 26/2012 of CONSUN. The second group of the commission, currently in operation, was formed after the presentation of the bylaws to CONSUN and its approval by the university Dean.

According to Article 14 of the CONSUN Resolution, it is incumbent upon CIGEA:

- I - Comply with and enforce UFU standards and legislation;
- II - Propose to the University Council amendments or updates to this Environmental Policy;
- III - Propose environmental management and education programs to the University Council;
- IV - Articulate, guide, prioritize, regulate, monitor, register and evaluate management and environmental education programs;
- V - To comment on matters within its competence, especially in the preparation of the Institutional Development and Expansion Plan of UFU (PIDE);
- VI - To present, at its discretion or upon request, reports and opinions on the subjects object of its purposes;
- VII - Propose programs, agreements, rules, procedures and actions;
- VIII - Appoint, at its discretion, thematic subcommittees;
- IX - Ensure access to environmental information and democratic participation in all stages of management and environmental education;
- X - Systematically promote broad and democratic debate on environmental issues;
- XI - Other competences defined in its Internal Regulation.

UFU 2030 Agenda



The University has the Sustainable Development Goals Management Committee (CGODS), which aims to develop the UN Agenda 2030. This action is carried out technical collaborators, professors and students of the university, in order to develop the Agenda in the regional community, through events, networking of stakeholders, creation of electronic platforms and integration of the SDGs to the institutional planning of the University. The CGODS is located at Building 3P campus Santa Monica coordinated by the professor Luciana Oranges Cezarino.

On November 7th, 2019, the first open meeting on the UN Agenda 2030 was held at UFU in the city of Uberlandia. The program featured the presentation of the Sustainable Development Goals Management Committee (CGODS) where it portrayed its divisions, such as the Working Groups and their main objectives and achievements so far. In addition, the attendees gave a brief presentation of which institution they were representing and their main expectations for the meeting.

The meeting enabled an exchange of information and experiences between the academic community and the external environment, as knowledge of these institutions was shared about the challenges, they were aware of in the region of Uberlandia. Thus, the meeting proposed to contribute to the development of the 2030 Agenda for the regional community, listing problems encountered in the city and the possibility of creating actions that seek to promote the achievement of the Sustainable Development Goals (SDGs) and reverse the situation found.

The meeting was organized by CGODS under the coordination of Professor Luciana Oranges Cezarino, with 47 participants, including institutions from the region, students, teachers and technicians from the University.



2 SCHOOL OF BUSINESS AND MANAGEMENT - FAGEN

The School of Business and Management (FAGEN) is a basic academic unit of UFU with the organization, structure and means necessary to perform, at its level, all activities and perform all functions essential to the development of teaching, research and extension in the area of Management and Business.

FAGEN, former Administration Department, was created on April 2nd, 1969 to supply higher education in Business Administration. On November 11th, 1971 obtained the recognition of the course of Administration by the MEC, by the decree Law 69.535 / 71. Its creation was intended to train higher level professionals focused on the development of Brazil and its institutions. Since then, FAGEN has been training professionals with competence and quality, collaborating for the technical and scientific development, in regional and national scope.

It is responsible, within the scope of UFU: to plan, coordinate, execute and evaluate teaching, research and extension activities in Management and Business area, where it performs the following functions:

- I - Teach undergraduate and postgraduate programs;
- II - Promote and develop scientific research and knowledge production activities;
- III - Teach sequential and distance education courses;
- IV - Promote and develop activities and extension, minister, for all UFU, the disciplines related to Business Management area;
- V - Provide technical, scientific and didactic collaboration to other Academic Units of UFU, as well as assistance of the same nature to public and private entities;
- VI - Collaborate in the teaching of basic education and professional education maintained by UFU and other functions related to its area of competence, observing the relevant legal provisions.

The entity aims to respect the following principles:

- I - Inseparability between teaching, research and extension;
- II - Freedom to learn, teach, research and disseminate thought, knowledge, science, technology, culture and art;
- III - Guarantee of quality and efficiency standard;
- IV - Universality of knowledge and fostering interdisciplinarity;
- V - Pluralism of pedagogical ideas and conceptions;
- VI - Humanistic orientation and preparation for the full exercise of citizenship;

VII - Democratization of education regarding the management and socialization of its benefits;
 VIII - Democracy and scientific, technological, cultural, artistic and socioeconomic development of the country;

IX - Link between school education, work and social practices;

X - Defense of human rights, peace and the harmonious relationship between human beings and the environment;

XI - Free education.

Constituted by the organs: Assembly of FAGEN; FAGEN Council; FAGEN Board of Directors, Coordination of Undergraduate Courses; Coordination of Graduate Programs; Core Coordinations; and Area Coordinations, which have the following purposes in their scope:

I - Listen to the different segments of the community about the operation of their activities;

II - Suggest courses, projects, agreements and actions to be developed in partnership with other Academic Units, as well as with entities or bodies of society;

III - Suggest the creation of Nuclei, Areas and Complementary Organs;

IV - Know the Annual Report of the unit.

The university annually offers vacancies distributed in two selection processes. The student finds one of the best and most modern undergraduate courses in the country, having at his disposal one of the most complete teaching infrastructures, with the collaboration of renowned teachers in their areas. FAGEN has 68 teachers, of which 5 have a doctorate in progress and 63 have a doctorate. All have exclusive dedication to the University. Table 1 shows the education level of FAGEN professors.

Nº	Degree	Name
1	PhD	Aleandra da Silva Figueira Sampaio
2	PhD	André Francisco Alcântara Fagundes
3	PhD in progress	Andrea Costa van Herk Vasconcelos
4	PhD	Antônio Sérgio Torres Penedo
5	PhD	Aracy Alves de Araújo
6	PhD	Camila de Araújo
7	PhD	Carla Bonato Marcolin
8	PhD	Carlos Henrique Viola
9	PhD	Carlos Robertos Domingues
10	PhD	Catarine Palmieri Pitangui Tizziotti
11	PhD	Cintia Rodrigues de Oliveira Medeiros
12	PhD	Claúdio Luiz Miotto
13	PhD	Cristiane Betanho
14	PhD	Cristiano Augusto Borges Forti
15	PhD	Cristiano Henrique Antonelli da Veiga
16	PhD	Cristina Damm Forattini Dias
17	PhD	Darly Fernando Andrade
18	PhD	Edileusa Godói de Sousa
19	PhD	Eduardo Giarola

20	PhD	Eduardo Loebel
21	PhD	Élcio Eduardo de Paula Santana
22	PhD	Etienne Cardoso Abdala
23	PhD	Eustáquio São José de Faria
24	PhD	Fernanda Francielle de Oliveira Malaquias
25	PhD	Fernanda Maciel Peixoto
26	PhD	Flávio Luiz de Moraes Barbosa
27	PhD	Henrique Geraldo Rodrigues
28	PhD	Jacqueline Florindo Borges
29	PhD	Jaluza Maria Lima Silva Borsatto
30	PhD	Janaína Maria Bueno
31	PhD	Janduhy Camilo Passos
32	PhD	Jean Carlos Domingos
33	PhD	João Henrique Lopes Guerra
34	PhD	José Eduardo Ferreira Lopes
35	PhD	Kárem Cristina de Sousa Ribeiro
36	PhD	Kléber Carlos Ribeiro Pinto
37	PhD	Leonardo Caixeta de Castro Maia
38	PhD	Luciana Carvalho
39	PhD	Lucina Oranges Cezarino
40	PhD	Luciano Ferreira Carvalho
41	PhD	Lucien Jacques Geargeoura
42	PhD	Luís Carlos Padrão
43	PhD	Mara Alves Soares
44	PhD	Marcelo Fodra
45	PhD	Marcelo Ruy
46	PhD	Márcia Freire de Oliveira
47	PhD	Márcia Mitie Durante Maemura
48	PhD	Márcio Lopes Pimenta
49	PhD	Marcos Roberto Alves da Silva
50	PhD	Maria Raquel Caixeta Gandolfi
51	PhD	Michelle de Castro Carrijo
52	PhD	Miriam Tiemi Takimura Oliveira
53	PhD in progress	Noézia Maria Ramos
54	PhD	Pablo Rogers Silva
55	PhD	Peterson Elizandro Gandolfi
56	PhD in progress	Rafael Silva Guerreiro
57	PhD in progress	Rafaela Costa Cruz Barbieri
58	PhD	Raul de Freitas Balbino
59	PhD	Renata Rodrigues Daher Paulo
60	PhD	Rodrigo Fernandes Malaquias
61	PhD	Rodrigo Miranda
62	PhD	Sany Karla Machado
63	PhD	Valdir Machado Valadão Júnior
64	PhD	Valeriana Cunha
65	PhD	Vérica Marconi Freitas de Paula
66	PhD	Verônica Angélica Freitas de Paula
67	PhD	Vinícius Silva Pereira
68	PhD	Vivian Duarte Couto Fernandes

Currently FAGEN operates with classroom and e-learning courses. The e-learning course emerged from the integration with the National Program of Training in Public Administration - PNAP, which met the needs of contemporary public organizations, seeking managers with a holistic view of administrative actions and government policies, which are

qualified to exercise management in regional, national and international levels, in order to contribute to the achievement of the nation's objectives.

FAGEN Courses

Currently FAGEN has two presential courses: Administration and Information Management.

Business Administration

The bachelor's degree in Business Administration at the Federal University of Uberlandia (UFU) began on April 2nd, 1969, with the recognition by the MEC on November 11th, 1971. The institution is located on the Santa Monica campus in João Naves de Ávila Avenue, 2121, Uberlandia/MG. The School of Business and Management unit is located in Building 1F, room 1F216 along with course coordination.

The academic regime of the course is semester, with 80 vacancies, distributed in two shifts: full and night. Currently the total workload of both shifts of the course is 3510 hours, being distributed as follows: 2910 compulsory hours, 600 optional hours, 300 internship hours and 150 hours of complementary workload; resulting in a course duration of five years, with a minimum course duration of five years (10 semesters), and may extend for a maximum of seven years to night. For the full course, the course lasts four years, with a minimum duration of four years (eight semesters) and can be extended for the same period of night, seven years. The Business Administration Course of the School of Business and Management intends that students have a generalist education to compete in the market, with leadership skills and entrepreneurial ability to act in business management. It is also intended that students who graduate from it have developed the ability to learn to learn, to constantly absorb new ways of doing old things or new ways of doing new things. Intellectual autonomy and strong grounding in quantitative and logical methods will enable these students with a quality of logical and abstract thinking that can make them understand complex and dynamic systems of organizations.

The desirable management professional must have excellent analytical skills. The reason for this strong training is to enable the professional to understand the organization as a set of information that must be selected and analyzed for decision making.

The course aims to train managers through the transmission, construction, analysis and questioning of a set of knowledge and tools that favor the development of professional, human and social skills.

Information Management

The undergraduate degree in Information Management at the Federal University of Uberlândia (UFU), bachelor, began with immediate recognition in the year of operation in 2010. The institution is located on the Santa Monica campus at João Naves de Ávila Avenue, 2121, Uberlândia/MG. The School of Business and Management unit is in Building 1F, room 1F218 together with the course coordination located in room 1F230.

The academic regime of the course is semester and offers 40 full-time openings. The process of elaborating the present Pedagogical Project of the bachelor's degree Course in Information Management began in 2007, when FAGEN - Faculty of Management and Business - was asked to collaborate in the project of another course, Information Systems, which was being FACOM - Faculty of Computer Science. At the time, the proponents of that course felt the need and potentiality to endow the intended course with a heavy load of management knowledge. This was followed by research with top universities in North America and Europe and market consultations to assess existing supply and needs.

These surveys indicated that there is a need in the market for qualified professionals to mediate between the needs of systems analysts and managers of organizations. With this, the idea evolved from offering a course to train professionals in Information Systems - which ended up being carried out within the scope of UFU - to the Information Management Course, which offers a strong quantitative base, knowledge in computing and enables the student to understand the value and information needs of an organization and / or consumer markets.

The Information Management Course will form the Bachelor of Information Management, which focuses on both the technological and human elements of information systems, which understands the needs of information users, knows the value of information and technology, and carries a flexible set. and highly portable skills for the 21st century job market. The course aims for students who graduate there to develop the ability to learn to learn, to constantly absorb new ways of doing old things or new ways of doing new things. Intellectual autonomy and strong grounding in quantitative and logical methods will enable these students with a quality of logical and abstract thinking that can make them understand complex and dynamic systems of organizations. In this sense, students will be able to not only find solutions, but better define the problem they need to solve. In this way, Information Management has the ability to transform data into results.

The course aims to train professionals able to interface between audiences in need of organized information and analysts of Information Technology systems, able to question reality

formulating problems and, at the same time, seek solutions using logical thinking, creativity and critical analysis.

This professional will be able to work in healthcare, industrial, commercial and service companies. Information Professionals may act as both a company collaborator or entrepreneur who is willing to offer the market computer products related to the process of collecting, manipulating, storing, distributing and using the information of an organization.

E-learning Courses

The Open University of Brazil System (UAB) was created by the Ministry of Education in 2005, within the scope of the State Forum for Education, for the articulation and integration of a national higher education system on an experimental basis, aiming to systematize the actions, programs, projects, activities pertaining to public policies aimed at expanding and internalizing the supply of free and quality higher education in Brazil. FAGEN currently participates in offering the Public Administration course.

Public Administration

Aiming the achievement and promotion of Brazil Open University (UAB) courses and, consequently, the democratization, expansion and internalization of the offer of public higher education and the training of public managers, the Ministry of Education, through the Coordination of Improvement of Higher Education Personnel (CAPES) stimulates the offer of the Public Administration course, in the distance modality, operated by the Higher Education Public Institutions, in line with the legal instruments issued by the UAB. In this context, the Bachelor of Public Administration course, part of the National Program of Training in Public Administration (PNAP), meets the needs of contemporary public organizations.

To meet this demand, the undergraduate degree in Public Administration is offered by UFU, as a distance learning semester, and began in the first semester of 2011. The institution is located on the Santa Monica campus. School of Business and Management unit is located in block 1F, room 1F216 together with the course coordination located in room 1F240.

The academic regime of the course is semester offering 420 vacancies distributed in a single entrance, in the cities of: Araxá (40 vacancies), Carneirinho (40 vacancies), Patos de Minas (60 vacancies), Uberaba (60 vacancies), Uberlândia (120 vacancies) all in the state of Minas Gerais and Igarapava (40 vacancies) and Votuporanga (60 vacancies), in São Paulo.

Currently the total course load is 3000 hours, distributed as follows: 2400 compulsory hours (including 150 hours of electives content), 180 optional / complementary hours (60 hours

of optional discipline plus 120 hours of complementary training)), 300 hours of supervised internship and 120 hours of complementary activities; resulting in a course duration of four years, with a minimum course duration of four years, which may extend for a maximum of seven years.

The Public Administration Course of the Faculty of Management and Business of UFU has the purpose of meeting the demand of public organizations, in terms of qualification of their servers. Therefore, the option for the distance modality was not only due to the need to reach students residing in regions without federal higher education institutions, but to attend the professionals in service that needed university level training.

Students graduating from this course are expected to be able to act efficiently and effectively in the context of public management, in the light of ethics, seeking to contribute to the achievement of the objectives and development of governmental and non-governmental organizations, so as to enable meet the needs and development of society.

The pedagogical project of the course seeks to value the formation of reflective attitudes, the search for innovations, the prospecting and the creation of own paths that can meet the needs of public management and enable the performance in operational and decision-making processes under the aegis of knowledge, ethics, citizenship and humanity.

3 DIDACTIC ACTIVITIES

Education



The School of Business and Management has two presential courses: Administration and Information Management and a distance learning course: Public Administration. As resources of sustainability disciplines, these courses are used in the following situations.

Business Administration

In the management course (full / night), the sustainability theme is present in seven subjects, four mandatory and three optional.

Mandatory subjects include: Organizations and Society, Ethics in Organizations, Consumer Behavior and Logistics, and Supply Chain. Of the compulsory ones, the first two are part of the curriculum components of basic and humanistic training, and the other two are present in the framework of curriculum components of organizational functions.

The discipline Organizations and Society are offered in the second period of full and night administration, with no prerequisites. It aims to lead students to reflect critically on the social, ethical and political context in which organizations and their interdependencies are inserted, in order to know how to act and make decisions in an ethical and responsible manner.

The course covers an overview of environmental problems and challenges and the role of organizations in producing and solving environmental problems. The course load can be viewed according to the table below:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Organization and Society	Mandatory	60	0	60

As described in the table, the discipline Organizations and Society has a fully theoretical workload of 60 hours. Another compulsory subject offered by the FAGEN Business Administration course is Ethics in Organizations. For the students of full administration this subject is inserted in the sixth period, while for the students of the night administration course, Ethics in Organizations integrates the subjects of the seventh period. The objectives are to understand the different notions of ethics present in organizations to reflect on the ethical dilemmas that permeate professional relationships and decision making. The following table shows the course workload:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Ethics in Organizations	Mandatory	30	0	30

As shown in the table, it is observed that the discipline is composed entirely of theoretical workload, 30 hours. Consumer Behavior is also inserted in the disciplines that address sustainability in the course of administration. For full-time students, this course is available in the second term, with prerequisites as Marketing Basics and Organizational Psychology. In the night administration course this course is offered in the third period and has the same prerequisites.

Consumer Behavior aims to expose the student to the concepts of consumer behavior, as well as allowing him to understand the decision-making process of the consumer and how to influence it, through advertising and action of the seller, as well as understand the sources of uncontrollable external influences. The course also addresses the issue of disposal of products and packaging after consumption and the impacts generated on the environment. Following is the table with the description of the workload:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Consumer Behavior	Mandatory	60	0	60

The Logistics and Supply Chain discipline also has in its structure topics related to sustainability. It is available to full-time students in the sixth period and night shift students in the eighth period. This discipline has no prerequisites for both full and night management.

Logistics and Supply Chain aims to provide students with an understanding of supply operations from the supplier to completion of production of the good or service to serve the customer and also enable the student to make decisions regarding the identification of necessary supplies, supplier selection, integrated inventory management of materials, processing and finished products and / or services.

The discipline in question still addresses the characteristics of packaging and reverse logistics. The workload is structured as follows: 45 hours of theoretical nature and 15 hours of practical nature, totaling 60 hours.

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Logistics and Supply Chain	Mandatory	45	15	60

From the elective courses of the administration course, three present themes related to sustainability, they are: Social Management and Sustainability, Environmental Management and Sustainability in Production and Operations.

At the School of Business and Management, students must study ten optional curriculum components. These components are offered to evening students for both full and evening students as soon as students complete the basic and specific administration components. As noticed, all curriculum components are arranged in 45 theoretical hours and 15 practical hours, totaling 60 hours. The table with the description of the workload is presented below:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Social Management and Sustainability	Elective	45	15	60
Environment Management	Elective	45	15	60
Sustainability in Production and Operations	Elective	45	15	60

Information Management

In the Information Management course, the sustainability theme appears in two disciplines: Consumer Behavior and Business Model, both mandatory.

The consumer behavior discipline aims to make the student know the conceptual part of marketing, reaching the understanding of the consumer, their psychology, their decision making and the sources of influence of their behavior. As in the course of administration (full / night), in the course of information management, the course addresses issues related to disposal and environment, which are located in the post-purchase process.

Consumer behavior in the information management course is offered in the sixth period having as a prerequisite the Composite Marketing discipline. The table below shows the workload arrangement:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Consumer Behavior	Mandatory	60	0	60

As presented, it is clear that the subject in question is composed entirely of theoretical workload, 60 hours.

The Business Models course aims to understand the ways of creating and capturing value in innovative business models in different sectors of the economy and to understand how to apply information technology to enable these businesses. The difference between this discipline as compared to the business degree is that it brings concepts related to green business and the role of information technology involving eco-efficiency in cities and businesses.

Business Models for the information management course are offered in the seventh period and have no prerequisite. The Business Models discipline consists entirely of theoretical hours, 30 hours. The following is the discipline-related time structure:

Curricular Component		Hours		
Course	Nature	Theory	Practice	Total
Business Models	Mandatory	30	15	30

Public Administration Course

In the Public Administration course, the sustainability theme appears in a compulsory subject, Environmental Management and Sustainability. The course Environmental Management and Sustainability aims to make the student know the evolution of environmental

management, the command and control policies, the concepts and proposals of sustainable development, the role of Municipalities, States and the Union, the Environmental Agenda in Public Administration (A3P) and the Brazilian government's policies regarding international environmental protection agreements. As in the face-to-face administration courses (full / night) and information management, the course addresses issues related to the environment and sustainability.

Environmental Management and Sustainability, in the course of Public Administration, belong to the core of complementary training and is offered in year 4, module VIII, without prerequisite. As presented, it is clear that the subject in question is composed entirely of theoretical workload, 60 hours. This course is taught by Professor Dr. Silvio Andreozzi of the Institute of Geography. The table below shows the workload arrangement:

Denominação do Componente curricular		Carga Horária		
Carga Horária (CH)	Natureza	Teórica	Prática	Total
Gestão Ambiental e Sustentabilidade	Obrigatória	60	0	60

Postgraduate Program: Master's and PhD

The School of Business and Management currently has in its postgraduate program in administration (PPGA) the courses of Academic and Professional Master's, MBA and Specializations and PhD in Administration. The courses aimed at the academic area have as main objective to train professionals of high academic level with knowledge in administration and didactic-pedagogical capacity to develop teaching and research activities, as well as extension activities with the most diverse organizations. The other courses aim to improve and qualify professionals for the labor market, through the development of critical sense and skills for intellectual and technological productions.

The Postgraduate Program in Business Administration, masters and doctoral level has a discipline focused on topics related to sustainability. The course seeks to raise reflections on the theme and the relationship society / nature and their projections in development. Consumption and production patterns and their influence on socio-environmental and territorial dynamics, and the role of manager and academic in administration. The table below shows the workload arrangement:

Curricular Component		Hours		
Course	Nature	Theory	Credits	Total
Regional Sustainability	Elective	30	2	30

Research



The Masters and PhD Degree in Business Administration are organized in two lines of research: Organizational Management and Regionality and Society, Development and Regionality. The research developed by the PPGA aims at the development of teaching, the diagnosis and the solution of problems of regional, national and international interest, as well as the development of new theories and methods in Administration. The quantitative and qualitative optimization of the scientific production of PPGA teachers and students has been significantly increased with publications in congress journals and annals.

To consolidate the excellence of scientific production and stimulate the formation of professionals and teachers of high technical, scientific, technological and academic qualifications, the PET (Tutorial Education Program) of the Administration bachelor course was approved.

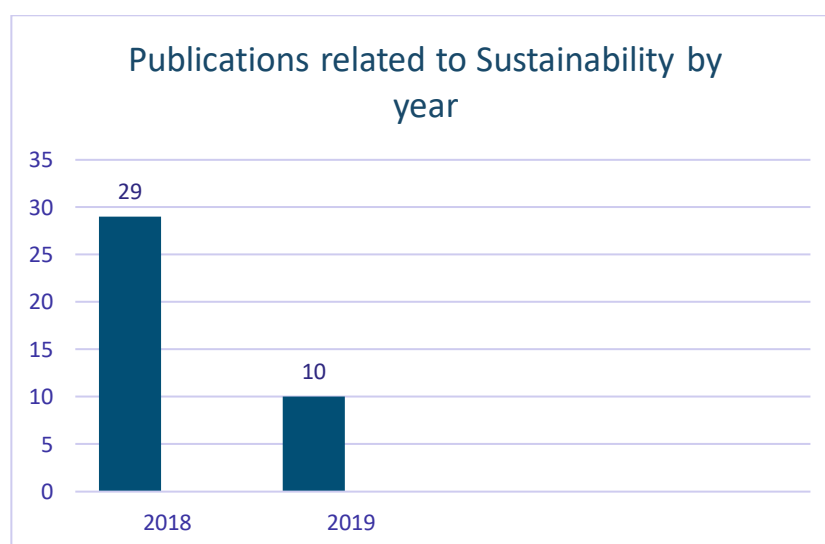
Understanding how the research activities at the Faculty of Management and Business work were collected data on teachers' publications in the Lattes platform from 2018 to 2019. The number of teachers' publications in 2018 and 2019 is presented in the following table:

Professors of Business Administration and Information Management courses and the related scientific publications			
Professors	Year and Publications in Sustainability Research Field		
	2018	2019	Total
Aracy Alves de Araújo	1	-	1
Antonio Sérgio Torres Penedo	1	-	1
Andrea Costa van Herk Vasconcelos	-	1	1
Cintia Rodrigues de Oliveira Medeiros	-	1	1
Cristiano Henrique Antonelli da Veiga	1	-	1

Cristiane Betanho	8	-	8
Fernanda Francielle de Oliveira Malaquias	-	1	1
Fernanda Maciel Peixoto	-	1	1
Jaluza Maria Lima Silva Borsatto	1	1	2
Luciana Oranges Cezarino	12	4	16
Márcia Freire de Oliveira	2	-	1
Miriam Tiemi Takimura Oliveira	1	-	1
Valdir Machado Valadão Júnior	1	1	2
Vinícius Silva Pereira	1	-	1

From the table it can be seen that the publications do not happen uniformly over the years. It also shows us the total amount of teacher publications, with significant breadth, since the smallest number of publications is one and the largest is sixteen.

The Figure below shows the number of publications containing the sustainability theme in the respective time horizon.



The Figure shows that 2018 was the year that obtained the highest number of publications of FAGEN teachers with the theme sustainability and 2019 had the lowest number of publications, because the year was not over.

Extension Projects



University extension is an educational, cultural and scientific process, which is linked to teaching and research inseparably and enables the transformative relationship between the University and society. FAGEN has 6 teachers who developed sustainability-related extension projects from 2018 to 2019, which are listed below.

a) PRME Project - Academic Translations

Coordinator: Mara Alves Soares

Description: Translation of texts from Portuguese to English, reserved for students to publish the FAGEN / UFU report in PRME, in order to provide them with greater knowledge about responsible and sustainable management.

Situation: Completed; Nature: Project.

Members: Elton Miguel Silva Lopes - Member / Maryela Bravo Ribeiro - Member / Pedro Henrique Gomide - Member / Sthefany Kamilla Alves - Member / Vitor Gomes Braga - Member / William Signori Perone - Member / Mara Alves Soares - Coordinator.

b) Environment and Conscious Fun

Coordinator: Edileusa Godói de Sousa

Description: The research consists of debate and reflection on environmental issues with the children of the organization "Casa Fraterna". The project made it possible to apply lessons from the People Management I and II disciplines on recruitment, selection, development and management of volunteers, in order to promote environmental awareness actions with children of the organization. Moreover, to enable interactivity based on the exchange of knowledge between UFU students and the managers of the organization.

Situation: Completed; Nature: Project.

Members: Amanda Ferreira Margarido - Member / Arthur Antonio Silva Rosa - Member / Carolina Camargo Felice - Member / Debora Vitoria Santos - Member / Gabrielle Durigan Nascimento - Member / Isabela Caixeta de Oliveira Cortes - Member / Otávio Jacobs Lourencatto - Member / Edileusa Godói de Sousa - Coordinator.

c) 1st Sustainable Challenge: FAGEN / UFU

Coordinator: Luciana Oranges Cezarino

Description: The Sustainable Challenge was a project carried out by FAGEN - Faculty of Management and Business, with the purpose of raising awareness among undergraduate students in Business Administration and Information Management about the importance of sustainable development and conscious consumption.

This Challenge is part of a set of actions aimed at developing discussion of sustainability solutions in light of the principles of PRME (Principles for Responsible Executive Education), an initiative that seeks to encourage institutions to think and act responsibly.

PRME is a United Nations (UN) global platform for voluntary engagement by business schools and other higher education institutions, aimed at sharing information about the practices adopted by these institutions as a way of engaging in the adoption of sustainable principles. in the training of new managers, aligned with the new needs of organizations and society.

Situation: Completed; Nature: Event.

Members: Ana Flávia Martins de Lima - Member / Débora Borges Tavares - Member / Eduardo Pinheiro Aranda - Member / Larissa Santos de Marcello Cruvinel - Member / Lucas Conde Stocco - Member / Nara Ludimila Correa Camilo - Member / Luciana Oranges Cezarino - Coordinator.

d) Proposal Evaluation of New Sustainable Products

Coordinator: Camila de Araújo

Description: Provide undergraduate Business Administration students with greater knowledge in sustainable product development, with a view to developing the skills of curriculum components. Thus, in the first semester of 2018, students from the optional curriculum components Project and Product Development and Sustainability in Production and Operations, produced new sustainable products, using discarded wooden crates from the city's free markets. The products created were shown to evaluators outside the Administration course, seeking greater integration with the market.

Situation: Completed; Nature: Event.

Members: Camila de Araújo - Coordinator / Mirian Tiemi Takimura Oliveira – Coordinator.

e) University Awareness - Solid Waste

Coordinator: Aracy Alves de Araújo

Description: The research carried out had as general objective to make students of the Federal University of Uberlândia aware about the solid waste destination.

Situation: Completed; Nature: Publication.

Members: Arthur Celestino Soares - Author / Josiane de Souza Calisto - Author / Rudmir Rogério de Camargo Faxina - Author / Aracy Alves de Araújo - Advisor.

f) Rural Extension

Coordinator: Aracy Alves de Araújo

Description: It uses the cattle and swine manure from the breeders of the municipalities of Uberlândia - MG and Catalão - GO, in which it seeks to provide the soil with the necessary nutrients to reduce the impacts on the environment. Visits were carried out in 21 small and medium sized cattle and pig farms. The action sought to raise the awareness of the breeders of these animals, so that the use of organic waste through the use of debris and its benefits to the soil could be made.

Situation: Completed; Nature: Provision of Services.

Members: Aracy Alves de Araújo - Coordinator / Brunna Gondim Teixeira Araújo Alves - Author / Lorrane Marques Duarte - Instructor / Maiko de Ávila Cassiano - Instructor / Marco Túlio Gonçalves de Paula - Instructor / Yara Cristina Batista de Souza - Author.

g) Environmental education: a children's awareness tool on the importance of environmental preservation

Coordinator: Aracy Alves de Araújo

Description: The proposal of the action was carried out through a course that aimed to sensitize and make children of a school in Uberlândia aware of the importance of preserving the environment. The main topics addressed were: environment, ecosystems, Brazilian biomes, air pollution, greenhouse effect, acid rain, water pollution, soil pollution, noise pollution, visual pollution, thermal pollution, radioactive pollution, environmental disasters, species extinction, recycling and sustainability.

Situation: Completed; Nature: Course.

Members: Érica Prado Domingues - Speaker - / Lorrany Marins Mota - Author / Paula Garcia de Oliveira - Author / Thaís Martins Marrama - Author / Aracy Alves de Araújo - Coordinator.

h) End Plastic Pollution

Coordinator: Renata Rodrigues Daher Paulo

Description: The project was conducted with the students of the Channels and Marketing Communication discipline. These were divided into teams, with the purpose of planning the communication of the offer and awareness campaigns, with the community, about the importance of reducing the generation of plastic waste and the correct referral of it for recycling. The result of the project was a success, with adhesion of schools and media. Almost two tons of plastics have been designated for recycling.

Situation: Completed; Nature: Project.

Members: Renata Rodrigues Daher Paulo - Coordinator.

i) Sustainability in action

Coordinator: Edileusa Godói de Sousa

Description: The project "Sustainability in action" seeks to contribute to the socialization of children and adolescents in social vulnerability of poor neighborhoods in the city of Uberlândia and students of the Federal University of Uberlândia - UFU. In addition, it intends to emphasize the awareness of sustainable practices and the importance of preserving the environment.

In order to help the development of children and adolescents, the Project has recreation and awareness activities that involve group play, sports and integration of groups with the environment so that the students and volunteers involved in the project can donate a little of your time and affection.

Situation: Completed; Nature: Project

Members: Gabriel Mota Borges - Member / Isabella de Oliveira Dias Gomes - Member / Luiz Fernando Souza Teixeira - Member / Murilo Preto Cardoso - Member / Nicolas Lattaro Gonçalves - Member / Wanderson dos Santos / Edileusa Godói de Sousa - Coordinator.

4 PRME PROJECT

The Principles for Responsible Management Education (PRME) emerged from an initiative of the United Nations Global Pact to encourage higher education institutions to act responsibly and in accordance with internationally accepted values as key to achieving sustainability. The MERCOSUL Higher Institute for Administration and Economics (ISAE) participated in the task force to create these guidelines in 2006. Since then, the institution has been working on best practices to implement the principles surrounding its sphere of influence and work in shifts.



Principle 1: OBJECTIVE - We will develop students' capabilities to be future drivers of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: VALUES - We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: METHOD - We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

Principle 4: RESEARCH - We will participate in conceptual and empirical research that contributes to the understanding of the dynamic role and impact of companies in the creation of sustainable social, environmental and economic value.

Principle 5: PARTNERSHIP - We will interact with managers of business corporations to broaden our understanding of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to addressing these challenges.

Principle 6: DIALOGUE - We will facilitate and support dialogue and debate among educators, students, businesses, government, consumers, the media, civil society organizations and other stakeholders and stakeholders on critical issues related to global social responsibility and sustainability.

Thus, the main explanation for the emergence of such a program is the clear need to highlight the importance of the subject in the educational field. With this, we seek to show the world what schools understand and teach about sustainability. To achieve this goal, we seek to involve the maximum number of higher education institutions in order to promote sustainable awareness within educational structures, thus contributing to the dissemination of the theme.

As stated earlier, PRME has a partnership with the United Nations. This alliance stands firm in order to make the project known and to question the teaching about sustainability in higher education institutions. With the goal of propagating on the subject, several conferences were held from 2010 to 2012.

In 2012, Brazil hosted one of the largest conferences at Rio +20. From this date, the Brazilian chapter of PRME was inaugurated, thus constituting a kind of branch of the project in the country. ISAE (Getúlio Vargas Foundation of Curitiba) is currently the headquarters of PRME. This is responsible for the management and communication between the school networks involved in the program.

Professor Luciana Oranges Cezarino, who is currently part of the faculty of the Faculty of Management and Business (FAGEN) of the Federal University of Uberlandia (UFU), was present at Rio + 20 for a project, which she was performing at the University of São Paulo (USP). From the analysis of the work that was being performed in other locations, it recognized that within the Brazilian chapter of PRME, institutions were sought to join the project, with the intention of discussing and promoting sustainability actions. Thus, she was accredited at the Faculty of Economics, Administration and Accounting of Ribeirão Preto, University of Sao Paulo (FEARP / USP) from 2012 to 2013, going through a process of creating and executing the project slowly, since, for Because it is an unknown program, little was known about the processes for its execution. Finally, the final report was delivered at the end of 2013, with actions and diagnostics to be made at the institution. In November 2013 Professor Luciana Oranges Cezarino was approved in a selection process at the Federal University of Uberlândia. With this, he began to actively work at the institution from July 2014. Through experience

gained at FEA-RP / USP, it brought the project with it for implementation. When informing that the professors PhDs Etienne Cardoso Abdala, Mara Alves Soares and Vivian Duarte Couto Fernandes already dealt with the sustainability theme at the university, and that they had already had a research and studies group in Environmental Management since January 2014, with which was identified the potential for exploration of the theme. Thus, in July 2014, the partnership between such teachers was consolidated. The program completed 5 years at FAGEN, due to the engagement of students and teachers, which has enabled the dissemination of PRME concepts and principles to the academic community.

In September / 2019, Professor Luciana Oranges Cezarino set up a physical space for the PRME Office project, located at UFU, on the Santa Monica campus, the rectory building. This action aims to boost the implementation of activities related to the program.

The PRME Office is comprised of undergraduate Business Administration students: Anatyele Luiza Moreira Dias, Jessica Nayara Souza Vasconcelos and Natalia Pereira de Carvalho, the Master of Business Administration student Lucas Conde Stocco and Professor Luciana Oranges Cezarino. The picture below shows the undergraduate students who are part of the PRME FAGEN team, Anatyele Luiza Moreira Dias, Jessica Nayara Souza Vasconcelos and Natalia Pereira de Carvalho.



To broaden the contact network with undergraduate students, meetings were held with students representing student entities such as: Academic Directories of the Administration,

Information Management and International Relations courses; Enactus; Athletic Associations; Junior Company of Administration and Information Management.

The PRME Office-UFU logo was also created by undergraduate students.



PRME FAGEN Events

2018 Event

On August 18th, 2018, the first edition of the Sustainable Challenge was held at UFU. The Challenge was a business game that sought to stimulate the principle of sustainability applied to management, turning professionals in training into agents of transformation that will promote actions in favor of society, inside and outside the University. The challenge proposed to contribute to the development of sustainability-related skills in undergraduate students in Business Administration and Information Management at FAGEN. This challenge is part of a set of actions aimed at promoting the discussion of sustainability solutions in the light of the principles of PRME (Principles for Responsible Management Education), an initiative that seeks to encourage institutions to think and act responsibly.



By applying the Principles for Responsible Management Education (PRME), the activities offered not only the knowledge, but the tools and processes necessary for students to act as local change agents. The transformation occurs through the search for new alternatives proposed for the continuation of training of professionals aligned with the sustainable approach. In its first edition, the challenge was organized with the support of master's students from Postgraduate Program in Administration - PPGA of UFU who are studying the Special Topics - Regional Sustainability course, which contributed to the process of skills development. also related to sustainability in graduate students under the coordination of Professor Luciana Oranges Cezarino.



The organization also had a partnership with the companies: ZUP Innovation and Technology, Mother Nature Natural Products Café Pinhal and Social Good Brasil and sponsorship of companies: OnByte Professional Training, Susthenta Innovation in Communication and Sustainability, ASF Construções Eco Sustentáveis, Explend Soluções Business and Codel Electronic Collection and Recycling.

The event was attended by 45 people in total, including undergraduate and postgraduate students, members of the company that provided the space, judges who made up the evaluating board and sponsors.



The organization also had a partnership with the companies: ZUP Innovation and Technology, Mother Nature Natural Products Pinewood Coffee and Social Good Brazil and sponsorship of companies: OnByte Professional Training, Susthenta Innovation in Communication and Sustainability, ASF Eco Sustainable Buildings, Explend Business Solutions and Codel Electronic Collection and Recycling.

The event was attended by 45 people in total, including undergraduate and postgraduate students, members of the company that provided the space, judges who made up the evaluating board and sponsors.

2019 Event

So far it has been held at the PRME Office, planning the event that had addressed issues about ethics in society. The event entitled “Responsible Leadership: The Ethical Challenge in Brazilian Business” was held on November 30th, 2019 and was attended by students and partner companies, in order to debate and discuss about PRME, business ethics and the role of women in business. For presentations and discussions on the proposed themes were invited faculty, representatives of companies from the city of Uberlandia and external members of the university.



This action aimed to exchange experiences related to Ethics between the Academic and Corporate world and had the participation of influential leaders such as Professor Luciana Oranges Cezarino of UFU, the researcher linked to PRME-RP Flávio Pinheiro from FEA-RP (USP) and the student Oracilda Freitas of the Federal University of Uberlandia. The Corporate Environment was attended by co-founder Marcia Amaral of the Alluagro company, the founder Isabel Pinhal from Uberlândia Entrepreneurs Institute and Thiago Frank, manager of Social Programs in Company Algar.



The program of the event consisted of lectures, round table and at the end a competition between the participants, which were divided into pairs. The purpose of the game was to apply the concepts in practice learned throughout the event and as a result the best pair was awarded a Power BI course and the others won an Excel Online course provided by the partner company Masters Excel.

5 DIAGNOSE

From the information raised in the previous items it is possible to highlight some particularities of the actions of the Faculty of Management and Business regarding sustainability. In total, the Unit has nine subjects in the on-site courses and one in the distance-learning course that addresses topics related to sustainability. Seven are from Business Administration, two from Information Management and only one from Public Administration. The subjects that deal with the theme in more depth and in a more diverse way are characterized as 'optional'. Only one addresses the issue of environmental education. Therefore, it is noticed that few disciplines present an approach focused on sustainability. Some of them have the theme in their syllabus, and only three are completely focused on sustainability, one in Organizations and Strategy and two in Operations.

However, there is a positive factor in the curricular structure of the Administration course, there are subjects taught at the beginning of the course, which deal with the theme of ethics and corporate responsibility. The approach to ethical issues in the first period of the curriculum is evidence that there is at least a concern with the moral formation of the professional administration and constitutes the first step for understanding the aspects that involve sustainability. In addition, there is the discipline of consumer behavior, which addresses conscious consumption by discussing the disposal of products at the end of the consumption process and the use of reusable packaging. Regarding this research outcomes, it is noted that most research focused on sustainability was conducted in 2018. The professors with the largest number of publications had their work published mostly in 2018 which indicates that the topic is no longer the focus of work published over the two-year period considered in this report. Most of the publications on the subject are the result of research mostly from professors in the Organizations and Changes, and Marketing areas, with small contributions from the other areas of the unit.

About the extension projects, around 6 teachers carried out extension projects around the sustainability theme. Among the 9 studies, 5 were linked to enable students to further analyze sustainable management and conscious consumption; 3 were concerned with raising awareness of environmental issues for children outside the university environment; one project that revealed greater involvement of cattle and swine breeders in environmental issues. The objective of the projects created was to enable the regional and academic environment of the

Federal University of Uberlandia, a greater knowledge and involvement in environmental issues.

It is noticeable the need for further studies on sustainability, at the university and in the region of Uberlandia. In the period of two years although it presents a growing interest, the research is still narrowed in some professors and their research groups about environmental issues. In general, the following conditions can be observed at the Faculty of Management and Business of the Federal University of Uberlandia: few actions taken by the Unit regarding the training of teachers and students in sustainability; the research and extensions are consistent, but with low focus on the environmental issue, more focused in social aspects; lack of tools for assessing student education in sustainability; the majority of teachers do not have projects or research involving the topic addressed. Another pertinent factor lies in the fact that the University has in its structure a Sustainability Board. However, most of the actions in this area are not communicated to all stakeholders of the business school. Teachers, students and technicians are not aware of what is actually being produced. The failures are not only communication, but cooperation or partnership for the elaboration and implementation of sustainability projects, because there is not yet an efficient articulation between the Board's environmental actions and the actions of the business school, and vice versa. This initiative is interesting given that the board could only limit itself to acting with solid waste legislation, but it chooses to expand its activities in areas considered precarious of the University. The business school is improving its actions by the link with the SDG Management Group, the Directorate of Sustainability (DRSU) and the PRME Project, however much work is to be done when it comes the role of business schools on addressing social and environmental problems of the region of Uberlandia-MG.



After the analysis it was possible to dimension some actions to be performed in the coming years:

- One of the future projects will be the construction of a sustainable space on the Gloria campus for the CGODS-UFU (Sustainable Development Goals Steering Committee) and the Principles for Responsible Management Education (PRME). This action aims to create a coworking to enhance creativity and ensure greater benefits to society through sustainable projects. The idea of the building was conceived by Professor Luciana Oranges Cezarino to promote a more inclusive and egalitarian economy in the Triângulo Mineiro region.
- Another future project is the development of partnerships with public and private institutions to expand the community's perception, inside and outside the university, about the importance of sustainability for social welfare, the Uberlândia SDG network.
- Increasing the number of members for PRME Office comes as one of the proposals for project improvement and continuity at the unit. It is hoped that with the inclusion of more undergraduate and postgraduate students in the program, new extension projects can be developed with the university and external community, thus expanding the network of people reached by the PRME initiatives.

- Continued contact with student representatives so that the program is strengthened in the institutional environment and thus new projects may be developed by the university's faculty and students.
- Development of extension projects that serve both the internal community and the community outside the university, keeping the focus on expanding the scope of the ideals proposed by PRME.
- Strengthening of PRME concepts with FAGEN's faculty so that new research projects can be carried out focusing on the concept of sustainability and analysis of economic, social and environmental dimensions and thus the number of publications of the unit related to this theme increase substantially. as a way of disseminating sustainable management and social practices.