Strategic Planning (2021–2024)

Postgraduate Program in Environmental Science and Technology (PPG-EST)

Santa Cecília University – UNISANTA

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Presentation

This document presents the Strategic Planning (SP) of the Postgraduate Program in Environmental Science and Technology (PPG-EST) at Universidade Santa Cecília (UNISANTA).

The SP results from analyses and reflections based on implementing the program's self-assessment process, internal consultations, and alignment with the university's institutional values. The document was prepared considering the actions outlined in the Institutional Development Plan (PDI) 2019–2023, updated to reflect the 2023–2028 PDI, the Institutional Pedagogical and Political Project (PPPI), and the National Postgraduate Plan (PNPG) 2021–2030.

In a broader context, UNISANTA's PDI also aligns with the United Nations 2030 Agenda for Sustainable Development, incorporating the 17 Sustainable Development Goals (SDGs).

The development of the SP was structured in three stages:

1. Strategic Conception defines the program's mission, vision, and values.
2. Strategic Diagnosis – analysis carried out with stakeholders using the SWOT tool (Strengths, Weaknesses, Opportunities, and Threats) to identify internal strengths and weaknesses and external opportunities and threats.
3. Strategic Formulation—the definition of strategic objectives, goals, and actions that will guide the program, aligned with the CAPES evaluation dimensions and the PNPG 2011–2020.

The structuring axes were based on the CAPES evaluation guidelines for the Environmental Sciences area. Priority was given to student training and the program's relationship with society, considering its visibility and positive social, economic, and environmental impacts.

Thus, this document formalizes the PPG-EST's Strategic Planning (SP) for the four-year period 2021–2024, establishing its objectives and targets.

Contextualization

Universidade Santa Cecília (UNISANTA) is a higher education institution in Santos, in the Metropolitan Region of Baixada Santista (RMBS), a coastal area in São Paulo. This region is home to the largest port complex in South America—the Port of Santos—and one of Brazil's most significant industrial centers, the petrochemical hub of Cubatão. The discovery of pre-salt oil reserves along Brazil's southeastern coast has also attracted significant investment to this coastal region, especially in Baixada Santista, where bases for offshore oil exploration and production are being established. Santos and São Sebastião ports are being expanded to meet growing national and international economic demand for exports, imports, and cabotage.

UNISANTA plays a significant role in the RMBS, particularly given the Metropolitan Strategic Development Plan for Baixada Santista 2014–2030, which foresees population growth of up to 80% in some cities of the region. This plan aims to promote sustainable development through territorial planning, urban

mobility, basic sanitation, and waste management to ensure environmental conservation and quality of life for present and future populations.

The region consists mainly of extensive coastal plains, with sandy coastal ridges and substantial restinga forest cover, among other plant formations, representing one of Brazil's most significant remaining areas of Atlantic Forest. It also includes the Santos Estuarine System, with mangrove areas experiencing significant anthropogenic impacts in the municipalities of Praia Grande, São Vicente, Cubatão, Santos, Guarujá, and Bertioga. These environments are essential for biodiversity protection, coastal stabilization, and critical ecosystem services.

As a higher education institution committed to environmental preservation and sustainable development, UNISANTA has led initiatives to promote the responsible management of natural resources. In partnership with government bodies, NGOs, and local communities, the university has pursued innovative and sustainable solutions to the challenges faced by coastal and marine ecosystems in the RMBS. These actions are in line with the United Nations' SDGs, particularly Goal 14 – Life Below Water, which advocates for the sustainable use of oceans, seas, and marine resources, and Goal 15 – Life on Land, through the protection of terrestrial ecosystems and biodiversity, and Goal 11 – Sustainable Cities and Communities, given the region's urban and population growth challenges.

UNISANTA's mission is to train proactive, critical, and analytical professionals with a strong sense of socio-environmental responsibility, focusing on regional engagement. Its Institutional Development Plan reflects this mission and guides the creation of master's and doctoral programs.

As stated in its Institutional Pedagogical Project, scientific research is a foundational pillar of UNISANTA. Teaching is grounded in research, with knowledge applied through outreach and transformation. Within this context, the PPG-EST plays a fundamental role in the university's development.

Scientific research at UNISANTA is fully institutionalized through research groups and activities coordinated by the Institutional Research Center (CIPE), under the Directorate of Postgraduate Studies, Research, and Extension. CIPE promotes, guides, and coordinates all scientific production, supporting faculty and students in organizing and aligning research lines, groups, and centers.

PPG-EST and UNISANTA

Institutional Engagement and Program Impact

At UNISANTA, the PPG-EST is deeply engaged with the academic community. Through relevant research projects, the training of human resources in postgraduate programs integrated with undergraduate education, and technological and social innovation initiatives, the program contributes to education and the inclusion of ethnic, linguistic, and cultural minorities.

The academic environment at UNISANTA is grounded in professional excellence, achieved through the continued education of faculty and researchers. This is pursued via curricular innovation, flexible academic pathways, interdisciplinary and multidisciplinary activities, and extension programs that integrate students at all educational levels with the community.

The education of Master's and Doctoral students within the PPG-EST is structured to ensure scientific excellence, in alignment with the National Postgraduate Plan. It is guided by human rights principles, socio-environmental sustainability, respect for diversity, inclusion, and recognition of educational professionals.

UNISANTA stands out in the development of new scientific frontiers, emphasizing interdisciplinarity and advancing its internationalization policy. Given its geographical location, the university serves as a hub for establishing networks among public and private institutions, both nationally and internationally.

In this socioeconomic and technological context, UNISANTA collaborates with scientific institutions to create new programs and courses and to expand postgraduate opportunities.

A key achievement during the current quadrennium is the strengthening of internationalization. This includes expanding bilateral and multilateral cooperation with international institutions, academic mobility programs for faculty, students, and technical-administrative staff, and active participation in educational and policy initiatives within international university networks.

Initiatives that connect faculty and students with diverse economic and scientific sectors reinforce the university's engagement with society. Research drives the creation of technological systems and environments in the region, driving social transformation across educational, cultural, and economic domains.

The Postgraduate Program in Environmental Science and Technology, part of CAPES's Environmental Sciences field, is a young program established in 2021. This strategic plan considers the challenges faced during its post-pandemic implementation and leverages its potential to become a center of scientific excellence in São Paulo state. The PPG-EST has graduated 5 Master's and 1 Doctoral students and has qualified X Ph.D. candidates (updated through December 2024). These professionals are already active in the labor market and contribute to regional and national development, working in diverse sectors of society, from teaching in primary education to roles in government agencies.

Multiple indicators of evidence show the program's scientific and social impact. The presence of numerous research laboratories reflects the dedication of students and faculty to advancing knowledge and developing innovative solutions.

Additionally, the program actively fosters environments for innovation and entrepreneurship, both within and beyond the university. These spaces support the development of ideas and projects that can evolve into successful ventures, driving technological progress and contributing to job creation and economic growth.

Another essential focus of the PPG-EST is the formation of national and international research networks. Through these networks, researchers collaborate with peers from different institutions and countries, exchange knowledge, share resources, and expand their scientific horizons. This enhances the impact of the research and creates opportunities for strategic partnerships.

Ultimately, the postgraduate program fosters new interaction models between academia, the productive sector, and society. By transferring knowledge and technology, the PPG-EST solves real-world problems and advances technological, cultural, and social development. This commitment to excellence in teaching, outreach, and research is a core tenet at UNISANTA, aiming to deliver strong academic training and prepare highly qualified researchers to meet societal demands through science, technology, and innovation.

The PPG-EST is vital in building a fairer, more equitable, advanced, and progressive society. It provides a solid scientific foundation for professionals capable of promoting technological innovation at local, national, and international levels. UNISANTA is fully dedicated to this mission, continuously striving for excellence in its postgraduate activities and contributing to national development.

Strategic Planning Development

The Strategic Planning (SP) process for the PPG-EST at UNISANTA was based on the traditional strategic planning model. It involved active participation from the PPG-EST's Graduate Committee (CPG) and faculty members, students, and staff contributions.

The SP was developed in three phases:

1. Strategic Conception – clearly defining the program's mission, vision, and values.
2. Strategic Diagnosis – a strategic analysis conducted with participants using the SWOT tool (Strengths, Weaknesses, Opportunities, and Threats) to identify internal and external factors affecting the program.
3. Strategic Formulation – defining strategic objectives, goals, and actions to guide the program, aligned with CAPES assessment dimensions and the National Postgraduate Plan (PNPG) 2011–2020.

The structural axes were defined based on the CAPES evaluation form for the Environmental Sciences area. They prioritize student development and the program's societal engagement, considering its visibility and positive social, economic, and environmental impacts.

With a solid and well-structured strategic plan, the PPG-EST at UNISANTA seeks to achieve excellent results and promote academic and scientific advancement. This ongoing process ensures that the program remains responsive and aligned with the academic community's and society's needs.

The Strategic Planning considered multiple elements, including:

- Alignment with institutional vocations;
- Self-assessment processes with defined objectives, goals, and actions;
- Development of highly qualified human resources;
- Faculty development and program consolidation;
- Curriculum structure;
- Fundraising for research and outreach;
- Internationalization;
- Adequate infrastructure;
- Institutional partnerships.

Moreover, the SP emphasizes fostering an environment conducive to interdisciplinary teaching, research, and outreach, aiming for innovation and collaboration among researchers to overcome challenges specific to a young, post-pandemic graduate program.

A guiding element of the SP is the definition of short, medium, and long-term goals that are measurable and achievable. These goals include:

- Increasing high-quality scientific output;
- Strengthening partnerships with other research institutions;
- Improving training and research infrastructure;
- Expanding the social impact of student and faculty-led projects.

Another critical point is the continuous evaluation of results and periodic review of the SP. Monitoring performance indicators is essential and includes:

- Course completion rates;
- Graduate employability;
- Acquisition of research funding and scholarships;
- Recognition and awards for students and faculty;
- Progress in internationalization efforts;
- Scientific publications, books, and patents.

In summary, Strategic Planning is a continuous, dynamic, reflective, and interactive process to ensure the program's quality, relevance, and sustainability. With a clear vision, well-defined goals, and practical actions, the PPG-EST at UNISANTA aims to advance academic development and contribute meaningfully to the field of Environmental Sciences.

Mission, Vision, and Values

This section presents the mission, vision, and values of the PPG-EST at UNISANTA.

Mission
To train researchers and produce scientifically and socially grounded knowledge for environmental management and conservation. The program employs interdisciplinary approaches, conceptual models, and technology to identify problems, propose solutions, and manage socioeconomic activities and their impacts on environmental health. It considers the human being an integral part of the ecosystem.

Vision
To be a nationally recognized university of excellence in producing and disseminating knowledge, technology, and innovation for sustainable societal development and transformation.

Values
- Ethics
- Interdisciplinarity
- Innovation
- Scientific rigor
- Social inclusion
- Social commitment

- Collaborative work
- Respect for diversity

Strategic Diagnosis

The results of the SWOT analysis tool application were synthesized according to the evaluation dimensions established by CAPES, namely, **Program** (Table 1), **Training** (Table 2), and **Impact on Society** (Table 3).

PROGRAM Dimension

Table 1. Results of the SWOT analysis – Program Dimension

Strengths (S)	**Opportunities (O)**
• Strong institutional presence in its region of operation • Highly qualified faculty • Well-established Research Centers • Center for Technology and Innovation • National and international partnerships • Research networks • Extension projects	• International partnerships • Technological production • Service provision • Integration of researchers from research institutes, companies, and universities • Potential collaboration with other universities • Agreements and partnerships with public and private institutions, both national and international
Weakness (W)	**Threats (T)**
• Low capacity to obtain funding from state and federal funding agencies • Lack of mid-level or higher technicians to work in multi-user research laboratories • Low purchasing power of potential students for the courses	• Low number of entrants • Student dropout

DIMENSION 'TRAINING'

Table 2. Result of applying the SWOT tool – Training Dimension

Strengths (S)	**Opportunities (O)**
• Quality of the teaching staff • Interdisciplinarity and the development of academic skills and competencies • Alignment of the graduate program's research lines with the regional social and environmental reality	• Insertion of students into environments of constant technological and social innovation • Formation of research networks • Partnership with public and private entities responsible for technological production and innovation in entrepreneurship
Weakness (W)	**Threats (T)**
• Response to technological development is limited to a specific sector.s • Lack of entrepreneurship and connection with companies • Low attractiveness for visiting professors and foreign students • Few courses are offered in foreign languages • Few international cooperation agreements with double degrees and joint supervision	• Limited number of scholarships • Absence of postdoctoral scholarships • Concentration of productivity scholarships in certain areas • Evaluation criteria of the graduate program placing excessive weight on article production in international journals (highest impact factor) • Low investment in strategic and applied areas, to the detriment of basic areas

DIMENSION 'IMPACT ON SOCIETY'

Table 3. Result of applying the SWOT tool – Impact on Society Dimension

Strengths (S)	**Opportunities (O)**
• Provision of specialized services to the community • Diversity of research and outreach projects • Generation of technologies and patents • Productive, technological, social, educational, and service provision demands • Regional integration • Training and qualification of professionals from different fields • Partnerships with companies, state and municipal governments, and research institutes • Creation of the Alumni Association – ALUMNI M/D	• Geographical location of UNISANTA • Creation of Technological and Innovation Parks and Environments • Technological development of the Baixada Santista Metropolitan Region (RMBS) • Added value to the production of different productive sectors in the RMBS • Potential relationships with local companies or the government • Increase in the number of researchers in productivity and technological development.
Weakness (W)	**Threats (T)**
• Low external visibility of the graduate program's projects • Limited efforts in attracting social actors to the graduate program's activities	• Lack of investment in outreach projects • High bureaucracy from funding agencies in investments aimed at fostering partnerships

PLANNING: OBJECTIVES, GOALS, AND ACTIONS BY CAPES EVALUATION DIMENSION

The strategic objectives aligned with each CAPES evaluation dimension: **'Program,' 'Training,' and 'Impact on Society**.' For each strategic objective, **goals** and **actions** were established to guide monitoring of the PPG-EST at UNISANTA.

DIMENSION "PROGRAM"

Strategic Objective

Raise the level of excellence of the PPG-EST at UNISANTA.

GOAL

Conduct the Program in compliance with the CAPES Environmental Sciences area guidelines.

ACTIONS

- Monitor and guide the review and updating of the concentration area, research lines, and curricular structure of the program, based on Area Documents, Evaluation Forms, and CAPES Working Group Documents.

- Monitor and guide the implementation of the self-assessment policy.

- Submit annual quantitative reports to the Graduate Program Committee (CPG), tracking technical-scientific output via relevant platforms.

- Monitor and guide updates to the Strategic Plan (PE), contributing indicators to assess whether proposed goals and actions are being met.

- Propose actions for the Program through the monitoring of self-assessment processes and the establishment of goals, based on the analysis of the CAPES evaluation form and internal Program analysis. The aim is to propose and direct improvement actions.

- Promote the creation of multi-user laboratories to integrate researchers, areas, and the community.
- Implement actions to enhance research infrastructure across different fields of knowledge.
- Implement actions for the qualification and training of Program assistants and laboratory technicians.
- Undertake efforts with the upper administration to replenish the Program's teaching and technical-administrative staff.
- Encourage the creation of interdisciplinary and flexible curricula and regulations to meet internationalization demands and expand the formation of research networks.
- Promote initiatives to support the Program in achieving increasingly higher standards of quality and expanding its vocational and/or international scope.
- Provide conditions for the Program's transversal articulations to enable the convergence of existing competencies and the execution of socially impactful projects.
- Evaluate processes for merging/associating graduate programs and restructuring their organization to strengthen them.
- Create mechanisms for the Program to publicize its activities to society through social media, aiming to attract more graduate students and disseminate research.
- Promote interaction and integration among different fields of knowledge.

GOAL

Promote national and international articulation of the PPG-EST to establish research networks.

ACTIONS

- Encourage and support the formation of research networks among national and international higher education and research institutions.

- Support and strengthen the creation of research networks with the participation of researchers from the institution's graduate programs to expand national and international collaboration, joint publications, and the impact of collaborative work.

- Increase international publications and those in high-impact journals.

- Strengthen research groups and their connections with research networks.

- Develop a policy for planning and supporting various initiatives led by research groups, graduate programs, researchers, and other stakeholders to foster innovation and service provision.

- Encourage the creation, association, and affiliation with high-level research and innovation centers (national and international).

- Promote actions to increase the number of visiting foreign professors/researchers involved in the Program's activities.

- Develop a strategic plan to monitor research groups and projects and graduate programs to enhance internationalization activities.

- Encourage the creation of international graduate programs with the possibility of expanding joint degree and dual diploma agreements.

- Promote the mobility of faculty, students, and technicians on national, regional, and international scales, including short-term missions.

- Support necessary actions to attract graduate students from other countries, ensuring more international students in the PPG-EST at UNISANTA.

- Encourage faculty participation as visiting professors abroad, aiming to establish partnerships that strengthen international cooperation through interinstitutional academic mobility projects for faculty and students.

- Advise the Program on maintaining bilingual or trilingual web pages.

- Improve the internationalization indicators of the PPG-EST at UNISANTA.

DIMENSION "TRAINING"

Strategic Objective

Promote the qualification of human resources and the training of researchers, considering the Program's area and UNISANTA's local, regional, national, and international scope.

GOAL

Expand the training of qualified master's and doctoral graduates for scientific production with intellectual autonomy, aiming to contribute to scientific, technological, economic, and social progress at the local, state, national, and international levels.

ACTIONS

- Support proposals that address societal demands, whether technological, cultural, or social.

- Enable offering courses related to entrepreneurship and innovation to foster an entrepreneurial mindset among students.

- Although our Graduate Program consists of early-career faculty, the accreditation of Young Professors (who earned their PhD within the last five years) will be encouraged.

- Create tools to detect technological and innovative products in dissertations.

- In collaboration with societal sectors, identify the needs for human resource qualification.

- Improve the institutional policy that is aligned with education systems for basic education professionals' initial and continuing education.

- Support events of interest to the Graduate Program for student training.

- Structure the necessary institutional conditions to allow for an expansion in the number of postdoctoral researchers in the Program.

- Facilitate faculty and student mobility among UNISANTA's graduate programs and other higher education institutions in the Baixada Santista region.

- Encourage the development of joint actions and integration among graduate programs, including using distance learning tools and methodologies.

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- Promote the implementation of thematic curricular structures that enable professionals to train in strategic and multidisciplinary areas.

- Seek to increase scholarship quotas for PPG-EST students through funding agencies and partnerships with research institutions and private sector entities.

- Implement tracking processes for Program alumni.

- Encourage initiatives for student welcoming, integration, support, retention, and completion, in line with the university’s expanding student body.

- Support efforts to enhance the sociocultural diversity of the student body, expanding access for groups historically excluded from higher education, with special attention to people with disabilities, Indigenous peoples, Black individuals, and refugees.

DIMENSION "IMPACT ON SOCIETY"

Strategic Objective

Intensify the actions of the PPG-EST in economic and social development, environmental protection, and public policy formulation.

GOAL

Foster closer ties between the Program and society to promote technological, social, and economic development and environmental protection.

ACTIONS

- Create mechanisms to bring the Program closer to society and identify real human resource training and research demands.
- Strive for efficiency in communicating the results of PPG-EST research projects.
- Encourage training in and application of citizen science.
- Promote the development of social technologies, creative economy, and bioeconomy.
- Strengthen projects related to technology transfer, patent licensing, software, brand, and/or cultivar registration, service provision, joint developments, and other initiatives that benefit the university.
- Support the creation of internal environments for scientific and technological development.
- Encourage a culture of entrepreneurship and social innovation in diverse environments, especially in socially and economically vulnerable areas.
- Promote institutional actions to support the generation and registration of intellectual property.
- Develop a policy for planning and supporting actions that drive innovation and service delivery.

- Promote partnerships in socially, environmentally, scientifically, and technologically relevant areas.

- Strengthen the activities of research and technological innovation centers.

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APENDIX

Strategic Planning of the PPG-EST at UNISANTA

We are developing the **Strategic Planning (SP)** for the Graduate Program in Environmental Science and Technology (PPG-EST) at UNISANTA. A questionnaire was distributed to the program's assistants, faculty, and students to prepare this initial version of the SP.

This questionnaire aims to gather insights regarding the **STRENGTHS** and **WEAKNESSES** (internal environment), as well as **OPPORTUNITIES** and **THREATS** (external environment) of the PPG-EST, across the following dimensions:

- **Program**
- **Training**
- **Impact on Society**

The **INTERNAL ENVIRONMENT** is composed of human resources (faculty, students, university staff, and external members), financial and physical resources, infrastructure, processes, teaching methods, management practices, and other elements over which the institution can exert greater control through the strategies defined by PRPPG. Within this environment, it is possible to identify:

- **STRENGTHS**, which refer to the resources and capabilities that together form a competitive advantage and can be further leveraged;
- **WEAKNESSES** are shortcomings that can be addressed and improved.

In this context, the strengths and weaknesses lie **within the boundaries of UNISANTA**.

The **EXTERNAL ENVIRONMENT** consists of factors **outside the limits of UNISANTA** that, in some way, influence the institution. This is an environment beyond our control. External environment analysis is typically divided into:

- **Macro-environmental factors** (institutional, political, demographic, technological, economic issues, etc.),
- **Micro-environmental factors** (partner institutions, other collaborators, collaboration networks, etc.).

We count on your participation.
Thank you very much!

Coordination of the PPG-EST at UNISANTA- Graduate Program Council (CPG) – PPG-EST UNISANTA

Section 1: Respondent Information

Please indicate your current relationship with the Graduate Program (PPG): *

- **Assistant**
- **Faculty Member**
- **Student**

Section 2: Dimension 1 – PROGRAM

To perform a diagnostic evaluation of the PPG-EST at UNISANTA, we ask you to describe your assessment of the INTERNAL ENVIRONMENT (Strengths and Weaknesses) and EXTERNAL ENVIRONMENT (Opportunities and Threats) within the PROGRAM Dimension, considering the following aspects:

- Articulation, relevance, and updating of areas of concentration, research lines, ongoing projects, curricular structure, and the available infrastructure concerning the program's objectives, mission, and modality.
- Profile of the faculty, and its compatibility and adequacy with the Program's Proposal.
- Strategic planning of the program, including alignment with the institution's strategic planning, aiming at future development, infrastructure improvement, and enhanced student training linked to intellectual output – bibliographic, technical, and/or artistic.
- Processes, procedures, and results of the program's self-assessment, focusing on student training and intellectual production.

Describe what you consider the STRENGTHS (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the WEAKNESSES (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the OPPORTUNITIES (external environment) for the PPG-EST.
[Free response]

Describe what you consider the THREATS (external environment) for the PPG-EST.
[Free response]

Describe ACTIONS or GOALS for the PROGRAM Dimension.
[Free response]

Section 3: Dimension 2 – TRAINING

To perform a diagnostic evaluation of the PPG-EST at UNISANTA, we ask you to describe your assessment of the INTERNAL ENVIRONMENT (Strengths and Weaknesses) and EXTERNAL ENVIRONMENT (Opportunities and Threats) within the TRAINING Dimension, considering the following aspects:

- Quality and adequacy of theses, dissertations, or equivalent, about the program's areas of concentration and research lines.
- Quality of intellectual output from students and graduates.
- Destination, professional activity, and evaluation of alumni concerning the training received.
- Quality of research activities and intellectual production by faculty members.
- Quality and involvement of faculty in training activities within the program.

Describe what you consider the STRENGTHS (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the WEAKNESSES (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the OPPORTUNITIES (external environment) for the PPG-EST.
[Free response]

Describe what you consider the THREATS (external environment) for the PPG-EST.
[Free response]

Describe ACTIONS or GOALS for the TRAINING Dimension.
[Free response]

Section 4: Dimension 3 – IMPACT ON SOCIETY

To perform a diagnostic evaluation of the PPG-EST at UNISANTA, we ask you to describe your assessment of the INTERNAL ENVIRONMENT (Strengths and Weaknesses) and EXTERNAL ENVIRONMENT (Opportunities and Threats) within the IMPACT ON SOCIETY Dimension, considering the following aspects:

- Impact and innovative character of the intellectual production about the nature of the program.
- Economic, social, and cultural impact of the program.
- Internationalization, regional insertion, and visibility of the program.

Describe what you consider the STRENGTHS (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the WEAKNESSES (internal environment) of the PPG-EST.
[Free response]

Describe what you consider the OPPORTUNITIES (external environment) for the PPG-EST.
[Free response]

Describe what you consider the THREATS (external environment) for the PPG-EST.
[Free response]

Describe ACTIONS or GOALS for the IMPACT ON SOCIETY Dimension.
[Free response]