Management of the Activities of the Academic Secretariat of a Public Higher Education Institution in Florianópolis / Sc / Brazil

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Resumo: *This article has as its theme the management of Academic activities, delimiting itself for the Management of the activities of the Academic Secretariat of a Higher Education Institution / public HEI in Santa Catarina / Brazil. It aims to analyze the management of the main activities of the Support Processes Subprocesses of the Academic Secretariat of Primary Processes Graduation of the referred IES. It assumed that the Academic Secretariat is the main legal communication link between students and the institution. And for this reason, the activities of the processes that are being processed by it become a relevant theme because they directly impact the academic life of undergraduate students of the institution itself. Therefore, it was used as methodology a research that was characterized as being basic due to its nature, classified as descriptive where it made possible a greater approximation and identification with the problem, with the focus on the qualitative approach, using as technique and instruments of collection of data from the document analysis and interviews with course managers and the administrative area and with employees of the academic secretariat of the institution. After, the gathering of the information, the analysis of the data was carried out, and thus the final considerations of the work were the need to review the institutional documents based on the integration between sectors to define the operationalization of the activities of the Support Processes Subprocesses from the Academic Secretariat of Primary Process Graduation.*

Keywords: *Management, processes, activities, process owner, IES legal documents.*

I.   Introduction

The Academic Secretary stands out, it is the main legal link of communication between students and the institution. And for this reason, the activities of the processes that are being processed by it become a relevant theme because they directly impact the academic life of undergraduate students of the institution itself. And, also, it can be considered the business card, the "heart" of a Higher Education Institution and because it is one of the support processes of the HEI, it is the area that is responsible for the activities of the graduation processes from the moment of the academic entry until your certification. In other words, it supports the main business process: Higher Education.

For these reasons, when seeking the quality of service management provided by the Academic Secretariat, one should invest not only in the people involved and who are in charge of the activities carried out, but also prioritize the efficiency and effectiveness of the main activities of the Process Subprocesses. Support Academic Secretariat of Primary Processes Graduation.

According to the Association of Business Process Modeling Notation (ABPMN-Brasil, 2013, s.p.) "primary processes are often referred to as essential or finalistic processes, as they represent the essential activities that an organization performs to fulfill its mission".

The activities of the Subprocesses of the Support Process Academic Secretariat of the Primary Processes Graduation of the researched HEI are defined in order to meet the legal issues of the institution. In the case of this investigation, the "Primary Process" corresponds to a set, a group of activities, actions and regulatory acts that results in the end activity of that institution. As such, the Primary Graduation Processes were defined as processes that are constituted from the provision of the superior educational service to students and the community surrounding the researched HEI and which is located in one of the municipalities of greater Florianópolis, in the State of Santa Catarina, Brazil.

These primary processes, to fulfill their role, have sub-processes that are formed by an activity or a set of activities that can be decomposed and analyzed in detail.

The Subprocesses of the Academic Secretariat Support Process pertinent to this research are from the Primary Graduation Process: Selection, Re-enrollment, Training and Certification / Diploma.

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Working with the Subprocesses of the Support Process Academic Secretariat with all those involved in their activities, regardless of whether they are from the administrative or pedagogical area, is one of the possibilities of ensuring the breaking of barriers, shortening paths and defining an institutional culture about the service the Academic Secretariat in a Higher Education Institution (HEI), through those involved, the academic community and management.

The market is increasingly fierce, due to the expansion of institutions that offer face-to-face undergraduate courses, so defining processes, sub-processes and their effects on the courses of Higher Education Institutions - IES can be one of the paths towards their quality management. . The scenario that is presented, is still of contradictions when it comes to the management of Higher Education in the public or private sector that aims to satisfy social needs and to manage quality in the provision of services.

In this perspective, the researched institution, transcended the concept of being one more HEI offering Undergraduate courses by assuming a latent social demand in the municipality where it is located / SC and surroundings and, above all, by offering free and quality Undergraduate courses. Such procedures, in addition to being effectively differentiated alternatives, are configured, as the responsibility of the same with the community of the municipality where it is inserted, due to their conceptions and the commitment to the real social, economic and cultural needs of the Region and the State of São Paulo. Santa Catarina.

Thus, when the academic secretariat is assumed by an employee or some commissioned position indicated that the secretariat does not have the processes defined or that the latter does not know the processes of the Academic Secretariat, these indicators become an aggravating factor that compromises the quality of the institution and consequently the suitability of the same before its students and the tranquility of the academics with regard to their academic life.

Another relevant point that provoked this research, is also due to the fact that as a higher education professional, he assumed the academic secretariat of the researched HEI while he was pursuing a lato sensu postgraduate course in Business Process Management. There were many difficulties encountered in carrying out the activities and defining who was responsible for certain activities.

II. Theoretical Foundation

Over the years, Academic Management has been restricted to curricular structuring, teacher training and the routine monitoring of pedagogical activities. He was rarely involved in the other issues of the Higher Education Institution, be they financial, planning, organization of the processes in the areas and administrative organization (SOUZA, 2011).

However, in current times, when addressing the theme "Management of Processes, Subprocesses and Activities of the Academic Secretariat" of a Higher Education Institution, it is worth thinking that such concepts and expressions are not restricted to the area of Education; quite the contrary, they are intrinsically related to the daily lives of educators, managers, administrators, researchers, researchers, associations and study groups.

2.1 RECOGNIZING THE RELEVANCE OF EDUCATIONAL PROCESS MANAGEMENT FROM LEGISLATION, SOME THEORETICAL DISCUSSIONS AND BUSINESS PROCESS MANAGEMENT - BPM.

The topic of process management in Higher Education is still something new, mainly due to the fact that the management process implies the analysis and permanent improvement of processes, aiming to meet the demands of customers with a focus on quality and for contemplating management indicators and tools that are still being used. distance themselves from the academic part and get closer to the IES administrative area.

Management (management) can be defined as an "action" or "omission" related to human interference in the processes of an organization with a view to achieving the goals not yet achieved or reversing negative trends observed by previously established metrics and available to decision makers (JÚNIOR E SCUCUGLIA, 2011, p. 36).

The fact is that understanding and recognizing yourself as a Higher Education Institution / HEI providing services is very common among private HEIs. However, for the Federal, State and Municipal IES it is still something in the process of discussion, since for them the pedagogical management is still their great commitment. Not that for private individuals it is not; however, financial management weighs even more for those who do not have a maintainer at the federal, state or municipal level. In addition, when it comes to the management of the processes involving the courses offered by the HEI and its Academic Secretariat with a focus on institutionalization, optimization and quality of and on the delivery of the service provided by it, this look is further removed. And this distance becomes even greater because there are still few authors who deal with this topic through the use of Business Process Management - BPM in the management of the processes of the Secretariat and improvement in the result of the services provided to the academic community.

It was in February 1776 that Adam Smith, in his book "The Wealth of Nations", introduced the production system in which workers were organized by structured functions and tasks. These were the first steps

taken by "work by processes" (emphasis added by the researcher). Currently, in addition to the division of labor represented in the form of organization charts of higher education institutions, which in turn emphasize functional silos, there is also the BPM vision, focused on "end-to-end" business processes, which transgress and cross the areas represented in the diagrams / organization charts. The fight for quality, in Brazil, started in the 90s, last century, due to its great growth in opportunities and free competition, generating, consequently, the fight for the quality of processes, products and services.

The 1996 Law of Guidelines and Bases establishes in its National Education Guidelines the concern with the management of teaching when in its Art. 3, it already emphasized that teaching must be taught based on some principles. The first of this set of principles is the guarantee of equal conditions for access and permanence at school. While the ninth principle emphasizes the need for HEI to guarantee the quality standard of the service provided.

The article "The Strategic Management of Higher Education Institutions: a multi-case study" by Mainardes et al (2011), published in the Exodus Magazine - Contemporary Journal of Economics and Management points out that it was from the 90's that new possibilities opened up for Higher Education; so that the market dispute led teaching to be perceived as a business. And with the possibility of access to Higher Education expanded by Law No. 9394/96 - Law of Directives and Bases of National Education (LDB), free competition has led Higher Education Institutions to invest in the quality management of their processes.

Guimarães et al, (2012), when they published the article "Process Innovation in Higher Education Institutions" in the ReFAE Magazine - Magazine of the Faculty of Administration and Economics and pointed out the relevance of innovation processes in academic management, not only to meet the quality standards required by the regulatory bodies of Higher Education in Brazil, but also, by charging the community as a whole and also, so that the HEI occupies a prominent position in the market.

Brett Champlin, CBPP, founder of ABPMP International, in the Guide to Business Process Management - ABPM BPM CBOK V3.0 - 2013, states that an organization is composed of a system of processes and that only through a set of processes cross-functional, it will become more efficient and therefore achieve greater results.

Eberle (2009), in his article "Identification of the Dimensions of quality in services: a study applied in a Higher Education institution located in Caxias do Sul" highlighted the relevance of quality in the delivery of services in an HEI, from pre-dimension -defined. Corroborating with the author, two relevant dimensions that are linked to service provision stand out: performance management and quality perceived by the client.

In 2011, Rojas et al, pointed out how much it is necessary to manage information knowledge in a Higher Education Institution, given the great possibility of employee turnover, whether due to dismissal, absence, change of sector, etc. Based on these indicators, Business Process Management (BPM) can become one of the ways to map the processes from end to end (from beginning to end), enabling the integration between the different areas / sectors / coordinations and directions, in addition to enable the socialization of processes, which in many HEIs do not flow as they should because they still have employees, collaborators who feel they own the processes. In his article published in Revista Gestão Universitária in Latin America - GUAL (2011, s.p.) he points out that, "Use of the BPM methodology to adapt an integrated management system and knowledge retention in a public higher education institution".

The Ministry of Education has defined some assessment instruments that can also be used by HEI as quality indicators and that contribute to the preparation of the Strategic Planning and the Institutional Development Plan - PDI. Among such instruments is the National Higher Education Assessment System - Sinaes, whose purpose is to analyze the HEI, its Courses and the performance of academics through the result of the National Student Performance Exam - Enade (which has as indicators evaluation questionnaire and proof).

Another indicator of the aforementioned ministry is the Internal Institutional Assessment, which is elaborated, applied, evaluated and socialized by the IES Own Assessment Commission. The evaluation system of the Ministry of Education is also responsible for this search for efficiency, effectiveness and efficacy - here it reads quality - of the management processes of Higher Education Institutions, since its evaluation instruments cover both the institution as its undergraduate courses and has criteria and indicators that cover everything from the authorization process to its permanence in the market.

From the survey of the presented background, it was possible to realize that even with a concern with the quality in the provision and delivery of the service, in particular by a Higher Education Institution, the processes are still not perceived and institutionalized as organizational culture and when they are Most of them are still in the administrative, financial and infrastructure dimensions.

2.2 MANAGEMENT AND BUSINESS PROCESS MANAGEMENT - BPM

The activities of the Subprocesses of the Support Process Academic Secretariat of the Primary Processes Graduation of the researched institution are defined in order to meet the legal issues of the HEI. In the case of this investigation, the concept of "Primary Process" was defined as the whole, a group of activities,

actions and regulatory acts that results in its ultimate activity. For that, the Primary Graduation Processes were defined to offer superior educational service to students and the community surrounding the municipality of Greater Florianópolis, State of Santa Catarina, Brazil.

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The Subprocess of the Support Process Academic Secretariat of the Primary Graduation Process, of this investigation, has the concept of Subprocesses of the Primary Process "Graduation" as the decomposition of the activities carried out during the first stage of formation in Higher Education until obtaining bachelor's degrees, degree and technologist.

2.3 THE OPERATIONALIZATION OF THE SUBPROCESSES OF THE ACADEMIC SECRETARY SUPPORT PROCESS OF THE PRIMARY GRADUATION PROCESS

Here the theoretical bases that guide the Subprocesses of the Academic Secretariat Support Process are addressed, covering from the entry of the candidate to one of their courses, until the completion of the course and, consequently, the issuance of the diploma.

At the HEI in question, the entrance exam is held once a year with entries for the first and second semesters and after the publication of the results of the Vestibular, as many calls are made as necessary for the entry of the semester, until the total number is completed of vacancies offered. That is, you cannot start the semester with the lower number of vacancies that were offered to candidates on the waiting list.

It was from the 1996 Law of Guidelines and Bases that Higher Education Institutions were able to create their criteria and evaluation methods for the Simplified Selection Process. The research institution has legislation that supports the offer of excess vacancies and has as a form of entry a "Written Test" through the production of an Essay with the theme to be defined by the Selection Process Commission. In this selection process there will also be as many calls as are necessary for the entrance of the semester, until the total number of vacancies offered is completed.

Law nº 9.394 / 96, which establishes the guidelines and bases of National Education, in its Article 49, defines that Higher Education Institutions - that have vacancies available - must accept the External Transfer of students for courses in similar areas, since that are regular and through a selection process. However, at the same time that the Law transfers to IES the responsibility of defining how the External Transfer process will take place, it requires that such a Transfer process must be included in the IES Academic Calendar. However, since this is a new process for the Academic Secretariat of the HEI in question, this has been one of the great challenges, since the activities established and by whom the processes go are still not aligned and efficient.

The Graduated or Graduated Return is the decision by the Higher Education Institution of a vacancy for an undergraduate course, provided that the interested party already has an undergraduate diploma. Only candidates who have a Higher Education Diploma, recognized by the MEC, can enroll in the Public Notice. Only in 2016/2 was the IES instituted, in its academic calendar, the offer of a Notice for Graduate Return.

Return from Abandonment is the granting of a place in an undergraduate course at the Higher Education Institution. It occurs only for candidates who have already been students and have abandoned the course. Only in 2016/2, after deliberation by the Superior Council, the date for the offer of Notice for Return of Abandonment is now included in the calendar.

The activities involving the external transfer, graduate return and dropout Subprocesses are still clear to the employees of the academic secretariat, since these Subprocesses were instituted in 2016/2 and were only carried out once. On the occasion, errors occurred causing the publication of errata by means of a public notice and leaving candidates confused with the mismatch of information. In this Subprocess of the selection process it is also necessary to define where the activities of the Subrocesses begin and where they end, in addition to the definition of the actors involved.

It is worth mentioning that the selection process of the researched HEI already starts with its truncated Subprocesses, since they are not defined where the activity starts and ends and which actors are involved.

For IES, the only situation in which withdrawal is effective is backed by Law No. 12,089 of November 11, 2009, which in its Article 1 states that "This Law aims to prohibit the same person from occupying, as a student , 2 (two) vacancies, simultaneously, in the undergraduate course, in public institutions of higher education throughout the national territory ". The withdrawal Subprocess does not have institutionalized activities, since it is not determined where they start, how they are concluded and how the Legal Control of the withdrawal Subprocess is made.

Enrollment is the act that guarantees the candidate, regularly classified in a selection process, the link of the same to the Higher Education Institution, providing a place in a certain course, won through a public competition for admission to the institution.

The enrollment, according to the opinion of the National Education Council / CNE and the Chamber of Higher Education / CES, is one:

[...] complex act (which can only be perfected with the manifestation of two or more wishes) according to which the candidate regularly classified in a selection process is linked to an educational institution, providing a place in a certain course, won through a competition public of admission to the institution, in such a way that the bond results not only from the manifestation of the student's desire to belong to the institution, but also from the institution that complies, on its part, with the publicity rules, its statute and its regulations, impersonal for all, thus resulting in the meeting of the wills from which enrollment is consummated and the institutional link is established (Opinion CNE / CES n ° 365/2003).

The enrollment Subprocess has different contexts, that is, when enrollment is through the entrance exam and is carried out at the Academic Secretariat and occurs in a succinct and institutional way. However, enrollment for the Subprocesses simplified selection process, selection process, document analysis, external transfer, return from graduate and return from dropout, depend on the academic calendar and when other routine activities of the academic secretariat occur simultaneously, it can be a complicating factor.

Re-enrollment, on the other hand, is carried out every six months to guarantee the student's place in the course / phase / discipline and, according to article 47 of Law 9.394 / 96, item I, Higher Education, the regular school year, regardless of the civil calendar. , must include at least two hundred days of effective academic work. Since the organization of the academic semester is the responsibility of the HEI through the definition of its academic calendar.

As for locking up, this is the right of the undergraduate student, because according to Opinion CNE / CES nº 365/2003, of the National Education Council and the Brazilian Higher Education Chamber, it is considered a regular student "one who keeps the its link with the institution (enrollment) and with the course (occupying the vacancy won in the selection process), but temporarily interrupts studies through the legal institute called "locking" (Opinion CNE / CES nº 365/2003).

The adjustment is provided for in the academic calendar and occurs only after re-enrollment. At this stage of the process, students can perform: Exchange and / or cancellation of shifts, schedules and subjects. In the researched HEI, the adjustment period included in the academic calendar is also intended to unlock enrollment. Such procedure guarantees the right to re-enroll in the matrix that is being executed in the semester of request for return, according to the Academic Secretariat Manual.

According to the National Education Law, any HEI (Universities, University Centers and Faculties) must provide in its regulations how the locking process occurs. At the institution in question, students who have re-enrolled and submit a request for discipline and / or phase locking at the academic secretariat are considered to be regularly locked, always respecting the academic calendar.

In locking it is no different, as any HEI (Universities, University Centers and Colleges) must provide in its regulations how the Locking process takes place. A student with an unlocked enrollment is considered to be one who, during the adjustment period, enters a request at the academic secretariat requesting the unlocking and effectiveness of their re-enrollment. The difficulties of unlocking are related to the definition, the institutional systematization of when it should occur, because for some it must be in re-enrollment and for others in adjustment. Therefore, it is necessary to understand and define institutionally what a locked student is and what his right is.

Training, according to Opinion no. °: CNE / CES 67/2003 of March 11, 2003 points out that it is necessary to gather all the specificities (references and regulations) existing in the Chamber regarding "the design and conceptualization of the Minimum Professional Curricula established by the Federal Council of Education and of the National Curriculum Guidelines established by the National Education Council ", however, guaranteeing the flexibility of the course matrix to the specific legislation, in force, of each modality and course.

The complementary activities have the purpose of enriching the teaching-learning process, privileging the complementation of social and professional training, according to the Opinion of CNE / CES nº 492/2001. The regulations of an IES (Universities, University Centers and Colleges) must provide in its regulations and in the Pedagogical Course Project - PPC the academic and pedagogical norms regarding the Complementary Activity. The Subprocess that contemplates the Complementary Activity, for not presenting a defined process in relation to the form and the period of validation of the activities developed, often compromises the completion of the course, which can lead the academic secretariat to compromise the process of preparing the certification / diploma of the trainee.

The certification / diploma will only occur upon completion of the course and necessary documentation available in the academic portfolio, at the academic secretariat of the IES, based on Opinion No.: CNE / CES

67/2003 of March 11, 2003 and respecting the exposed in curricular guideline and proposed in the Pedagogical Curing Project - PPC with regard to the specificities in relation to / o: approval in all the curricular units that make up the course matrix, time of course completion, fulfillment of mandatory internship hours (where applicable) and complementary internship activities (where applicable).

The completion of the course is the last stage of the academic certification, even because it only occurs after the end of the academic semester. At this time, approval and completion of the subjects and activities that make up the course load are checked for the completion of the course, regardless of the conclusion of the course. According to Opinion CNE / CES nº 8/2007, Art. 1 and 2, the completion of a course must contemplate the minimum workload for the completion of the face-to-face undergraduate courses, either for the Licenciatura, Bacharelado and Tecnólogo. "Art. 2º Higher Education Institutions, in order to comply with art. 1st, they must fix the minimum and maximum times of curricular integration per course, as well as its duration."

This is one of the most critical moments of the certification / diploma subprocess of the researched HEI, since the delay in referrals due to the definition of compatible deadlines and indefinite processes has already created situations of wear and tear for the institution among academic secretariats, students and coordination of course, given the fact that some students learned a few days and even hours before graduation that they would not be qualified for diplomacy.

Document Analysis. For the Municipal Faculty of Palhoça, this is the first stage of the academic certification process. According to the Manual of the Academic Secretariat of the FMP, the student needs to keep an eye on the academic calendar, because on the expected date, he / she must enter a request requesting a degree. The analysis of documents in the student's folder is registered only from this moment on, and that only after this procedure does the Academic Secretariat check the documents in the student's folder. In the absence of any document, the application is dismissed with the missing documents indicated. If all documents are in the academic file, the application is granted.

This should be considered the final stage of the Support Process Academic Secretariat of the Primary Graduation Process, however such procedure also presents problems in the development of its activities. The greatest weakness of this activity may be the lack of control over the documents delivered by the students during the course and also due to the deadline and systematization of delivery of the teachers' diaries closed (in) correctly, by the course coordination.

III. Methodological Procedures

According to Gil, in order for research and scientific production to be recognized, certain rules, standards and methods must be followed "by combining available knowledge and the careful use of scientific methods, techniques and other procedures [...] (2002, p. 17).

As for the focus, the definition of the method is directly linked to the nature of the problem that the qualitative approach was contemplated in this research (DIEHL, 2004).

For Minayo (2002) qualitative research:

[...] works with the universe of meanings, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables (pp. 21- 22).

The research was characterized as being basic due to its nature, because it allowed new and significant knowledge to be generated focusing on the study carried out. For Gil (2002, p. 32) basic research "seeks to develop scientific knowledge without the direct concern for its applications and practical consequences".

As for the scope, the research is classified as descriptive and enabled a greater approximation and identification with the problem. For Silva & Menezes,

[...] The descriptive research aims to describe the characteristics of a given population or phenomenon or the establishment of relationships between variables. It involves the use of standardized data collection techniques: questionnaire and systematic observation. It generally takes the form of a survey (2000, p.21).

The case study applied to a Higher Education Institution Study, according to Hartley apud Roesch (1996),

[...] consists of a detailed investigation, often with data collected over a period of time, [...] aiming to provide an analysis of the context and processes involved in the phenomenon under study (pp. 208-209).

The case study, as a method, involved not only the choice of procedures, but also the definition of the object that was researched that could have been a person, a program, an institution, a company or a certain group of people who live in a same environment and share the same experience (STAKE, 1994).

The case study is "an empirical investigation that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly defined" (YIN, 2001, p.32).

Data collection was carried out using techniques that, according to Lakatos & Marconi (2000, p. 107), "are a set of precepts or processes used by a science; they are also the skills to use these precepts or norms in

obtaining their purposes".

As for Richardson (1999), only the step-by-step steps could provide the success of the research wherever it was carried out. And this was the differential of the research carried out: all stages of the research were respected, step by step.

Making the research design, skeleton or guide, allowed the study to be planned in its broadest dimensions, including data collection, analysis and given interpretation.

For Silva and Neto (2010), the social sciences applied to organizational studies provide the trigger for debates and clashes between researchers by methods that can lead to the understanding of the social phenomenon to be researched.

The definition of the population for the research, qualitative, was intentional because they represent the totality of people involved in the researched phenomenon. According to Barbetta (2005, p.25),

[...] population is the set of elements that form the universe of our study and that we want to cover in our study. These are the elements for which we want the conclusions from the research to be valid.

The research took place with professionals, professors and contractors, who in the period in which the research was carried out had a percentage of their workload destined to the areas involved with graduation and with the activities of the academic secretariat. According to Gil, "When planning an experiment, it is necessary to determine with great precision the population to be studied. For that, the characteristics that are relevant to the clear and precise definition of the population must be considered "(2002, 98).

As for documentary research, Fonseca states that this research instrument,

[...] it uses more diversified and dispersed sources, without analytical treatment, such as: statistical tables, newspapers, magazines, reports, official documents, letters, films, photographs, paintings, tapestries, company reports, videos of television, etc. (FONSECA, 2002, p. 32).

The Matrix for Description of the Activities of the Support Process Sub-processes Academic Secretariat of the Primary Processes Graduation was developed by the researcher and the result of the individual structured interview conducted with those responsible for the execution of the Activities gave rise to the frames of the Primary Processes describing the Activities of the Sub-processes from the perspective of those responsible for its execution, aiming to describe what activities are performed and their relationship with specific objectives.

Content analysis was used because it is a more elaborate and recognized technique when it comes to documentary observation. According to Bardin (apud TRIVIÑOS, 1987, p.160), data analysis:

It is a set of communication analysis techniques, aiming, through systematic and objective procedures to describe the contents of the messages, to obtain quantitative or non-quantitative indicators that allow the inference of knowledge related to the production / reception conditions (inferred variables) of the messages.

For Bravo, "The objective of the content analysis consists in observing and recognizing the meaning of the elements that form the documents (words, phrases, etc.) and in classifying them appropriately for their analysis and later explanation" (1991, p. 287).

The documentary research allowed to have contact with the first source of information of the institution to be researched, the institutional documents, given that the Statute, the Rules and Institutional Development Plan - PDI of the researched institution were the first records of the institution's existence , in the form of a document.

Data analysis took place in two stages. First, all the institutional documents of the researched HEI were studied and analyzed. And in this first stage, some contradictions were raised from the moment that the Statute and the Regulations detail the legality of Subprocesses and Primary Processes Graduation (Selection, Re-enrollment, Training and Certification / Diploma) while the Institutional Development Plan / PDI 2014 -2018 of the HEI does not address the related indicators.

In a second step, the content analysis of the interviews was carried out based on the analysis of the data indicated by the three areas - administrative direction, academic secretariat and only by coordinating the Undergraduate course made the contradictions even more noticeable when, after the categorization of the interviews, it was it is possible to analyze that the discourse, based on the practice of the interviewees in the Management of the Activities of the Subprocesses of the Support Process of the Academic Secretariat of the Primary Processes of a public higher education institution in Greater Florianópolis, does not meet or does not happen according to what is determined in the documents that standardize and serve as a legal reference for the institution.

IV. Final Considerations

Based on what was presented in the research, it was possible to verify that it covered all the questions and presents relevant results for the management of the institution, the focus of the research.

The research answered the initial questions, since, based on the documentary analysis and the interviews, it is concluded that there are no management practices for the activities of the Subprocesses of the Support Process Academic Secretariat of Primary Processes Undergraduate researched IES. For, while the

interviews, the Rules and the Institutional Development Plan refer, more specifically, only to the event the Statute addresses legal issues, at the federal level, of the surveyed indicators.

Based on the principle that the Subprocess Management is characterized by the end-to-end management of the processes and not the definition of responsibilities for administrative functions and structures, it is concluded that, legally and institutionally, the management of the Activities of the Support Process Sub-processes is not carried out Academic Secretariat of Primary Processes Undergraduate and Graduate Studies. Because, according to BPM CBOK V3.0, process management is characterized by the definition of end-to-end processes of the organization, performance measurement, designation of process owners, selection of processes for transformation initiatives and sustaining gains through constant optimization of the organization's processes.

Data analysis, regarding the objective outlined for the research, showed that there is no characterization of management practice and the definition of the owner of the process. What was found was only the operationalization, the execution of tasks that are carried out on time and individually, de-characterizing the management practice and the definition of the person in the area / sector / board who will manage the process from end to end and not just perform the tasks which are performed on time and individually.

With the above and based on the researched theoretical support and the practices analyzed and developed, it is necessary to evaluate the possibility of first designing how each activity of the Graduation Macroprocess and its subprocesses happens. And, from then on, define who are the actors responsible for the activity, which activity triggers the entry, the step-by-step description of the activity and finally the exit, the final product.

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