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Teacher Identity Formation, Socio-Spatial Representations and University Autonomy: The Complex Case of a Public University of Minas Gerais*

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ABSTRACT

This article aims to understand and analyze, in the context of teaching, the relational movement between identity formation and social representation of space. For this purpose, the case of the State University of Minas Gerais (UEMG) is used when the declaration of unconstitutionality of complementary law n°. 100/2007. The argument that permeates this study is that teacher identity formation results from an unstable process intrinsically associated with the socio-cultural appropriation of spaces. With this understanding, a theoretical approach was sought between the conceptions of teacher identity and socio-spatial representation, made possible by the conceptual deepening of the categories territory, place and culture. As methodological procedures, in addition to the bibliographic review, documentary research was adopted in order to understand narratives and discourses from documentary sources (administrative, journalistic and electronic). The analysis of the content of these sources allowed a better understanding of the productions of sense to the context investigated. Among other contributions, the study showed that, in the face of the constant "making" of the teacher identity, the unveiling of state actions and the teacher-subject's awareness of the processes related to this "making" are essential for a liberating identity formation and, consequently, for the consolidation of the university as a territory/place increasingly closer to its genuine mission of social institution.

KEYWORDS

Culture. Space. Formation. Identity. Social representation. University.

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Formação de Identidade Docente, Representações Socioespaciais e Autonomia Universitária: O Complexo Caso de uma Universidade Pública Mineira

RESUMO

Este artigo tem como objetivo compreender e analisar, no contexto da docência, o movimento relacional existente entre formação de identidade e representação social do espaço. Para tanto, utiliza-se do caso da Universidade do Estado de Minas Gerais (UEMG), quando da declaração de inconstitucionalidade da lei complementar nº. 100/2007. A argumentação que permeia este estudo é a de que a formação identitária docente resulta de um processo movediço intrinsecamente associado com a apropriação culturalpartner dos espaços. Com tal entendimento, buscou-se uma aproximação teórica entre as concepções de identidade docente e representação socioespacial, viabilizada pelo aprofundamento conceitual das categorias território, lugar e cultura. Como procedimentos metodológicos, além da revisão bibliográfica, adotou-se a pesquisa documental, a fim de apreender as narrativas e os discursos provenientes de fontes documentais (administrativas, jornalísticas e eletrônicas). A análise do conteúdo dessas fontes possibilitou uma melhor compreensão das produções de sentido ao contexto investigado. Dentre outras contribuições, o estudo demonstrou que, diante do constante “fazer-se” da identidade docente, o desvelar das ações estatais e a tomada de consciência do teacher-sujeito sobre os processos relacionados a esse “fazer-se”, são imprescindíveis para uma formação identitária libertadora e, conseqüentemente, para a consolidação da universidade como um território/lugar cada vez mais próximo da sua missão genuína de instituição social.

PALAVRAS-CHAVE

Cultura. Espaço. Formação. Identidade. Representação social. Universidade.

Formación de Identidad Docente, Representaciones socioespaciales y Autonomía Universitaria: El Complejo Caso de una Universidad Pública Minera

RESUMEN

Este artículo tiene como objetivo comprender y analizar, en el contexto de la docencia, el movimiento relacional existente entre formación de identidad y representación social del espacio. Para ello, se utiliza el caso de la Universidad del Estado de Minas Gerais (UEMG), cuando de la declaración de inconstitucionalidad de la ley complementaria nº. 100/2007. La argumentación que permea este estudio es la de que la formación identitaria docente resulta de un proceso movedizo intrínsecamente asociado con la apropiación culturalpartner de los espacios. Con tal entendimiento, se buscó una aproximación teórica entre las concepciones de identidad docente y representación socioespacial, viabilizada por la profundización conceptual de las categorías territorio, lugar y cultura. Como procedimientos metodológicos, además de la revisión bibliográfica, se adoptó la investigación documental, a fin de aprehender las narrativas y los discursos provenientes de fuentes documentales (administrativas, periodísticas y electrónicas). El análisis del contenido de estas fuentes permitió una mejor comprensión de las producciones de sentido al contexto investigado. Entre otras contribuciones, el estudio demostró que, ante el constante "hacerse" de la identidad docente, el desvelar de las acciones estatales y la toma de conciencia del profesor-sujeto sobre los procesos relacionados a ese "hacerse", son imprescindibles para una formación identitaria liberadora y, conseqüentemente, para la consolidación de la universidad como un territorio/lugar cada vez más cercano a su misión genuina de institución social.

PALABRAS CLAVE

Cultura. Espacio. Entrenamiento. Identidad. Representación social. Universidad.

Introduction

This article seeks to understand and analyze, in the context of teaching, the relational movement between identity¹ formation and socio-spatial² representation. To this end, part of an interpretative effort that uses as reference the case of UEMG³ when declaring the unconstitutionality of a complementary law, Law N°. 100/2007 (LC 100/2007)⁴, which greatly impacted the teacher at that university.

He was interested in problematizing the theme from a geopolitical⁵ analysis perspective without, however, disregarding other important intra/interdisciplinary studies to investigate the meaning and meanings of the teacher identity and representations in the process of socio-spatial appropriation of UEMG. This perspective evidences a better understanding of the triad Identity-Teaching-Socio-Spatial Representation, considering it inserted in a web of personal (individual) and social (historical, economic, political and cultural) relationships.

It is true that at first sight, research is closer to a cultural approach to geography, given the discussions about socio-spatial representations. However, only this or another approach, taken in isolation, would not allow a deep analysis of the theme, especially with regard to the search for a reflection that overcomes dichotomies and frontiers of knowledge, which is capable of promoting "geography"⁶.

The article thus intends to raise a relational approximation between teacher identity and socio-spatial representation made possible by an exercise of geographic space analysis based on the approximation and conceptual deepening of the categories territory and place. This bias will allow the apprehension of the meanings about the process of socio-spatial appropriation, whose space is represented by UEMG, having as guiding axes the socio-spatial conflicts, the objective and subjective bases, the continuities and ruptures and the spatialities and temporalities, which allow the apprehension of the representations of the social subjects who have experienced and/or experience the context of UEMG since the declaration of unconstitutionality of LC100/2007.

¹ In the light of Diniz-Pereira (2015; 2016), the specific concept of teacher identity is highly complex, relational and contrasting.

² In the light of Moraes (2005), called by him "space consciousness".

³ According to its PDI 2015-2024, UEMG is a public institution of higher education in the State of Minas Gerais, of a multicampi nature, with headquarters and forum in the city of Belo Horizonte. Created, in 1989, by state constitution, elevated to the condition of a special regime authority, a legal entity under public law, in 1994, under Law N°. 11.539, it currently accumulates three decades of existence.

⁴ Law approved by the Legislative Assembly of the State of Minas Gerais, published on november 5, 2007, which employed education professionals without proper public tender.

⁵ For Lacoste (1997), geopolitics ceases to be a science at the service of the State and invests its role in performing a critical geography committed to the social issue.

⁶ According to Moreira (2007), the relationship between geography and other areas is based on the space category. In this perspective, we sought to perform, in this article, an intra/interdisciplinary theoretical analysis, because it refers to approximations of themes/categories that are also intra/interdisciplinary: territory, place, socio-spatial appropriation, formation of teacher identity and social representations.

The investigation of the proposed theme is based on the conceptual demarcation chosen for the categories territory and place, adopted as central in this study, which, in the geographical field, have different meanings of analysis. Thus, for the conception of territory, Haesbaert's understanding (2004, p. 42) is adopted, according to which, territory is the result of social relations that take place in the material space and, simultaneously, are represented in the "geographical imaginary". In this same sense, Moraes (2005, p. 59), dialectically conceives territory as a material-symbolic construction of the space inseparable from the processes "[...] economic, political and cultural aspects." Complementing this understanding, Del Gaudio (2006, p. 186), in explaining Raffestin's understanding (1993, p. 143-144) about territory, conceives it as associated with "[...] relations of power established between societies, but also includes their 'symbolic value' and their material and symbolic appropriation by societies."

This conceptual choice of territory approaches theoretically and conceptually to the category place, because it highlights both the subjective and symbolic dimensions, as well as the issues related to power and its contradictions, which are intertwined in the process of socio-spatial appropriation, allowing to understand "[...] the conceptions of the world that the actors project in the territory" (ALMEIDA, 2003, p. 108), as well as, it makes it possible to advance the discussion beyond the objective-material aspects of the production of space and/or a conception of territory that, when the area is not limited, proves to be imprecise.

The place, in turn, is understood as a stage product pregnant with contents and meanings, which are printed socio-and culturally according to the social relations (political, economic, historical and cultural) fought by the subjects, which culminate in the formation of their identities, which, according to Carlos (1996, p. 82), are "inseparable" of the places, whose production is linked to them.

The understanding of the contradictory and, at the same time, relational movement of the internal (subject's) and external (other- people and structures) variables that make/build the place, it is fundamental to consider this category as a product that is simultaneously the stage of social tessituras, which can only be understood "in its references, which are not specific to a function or a form, but to a set of meanings and uses" (CARLOS, 1996, p. 21-22), which each subject confers socio and culturally when appropriating space, giving it a singular meaning (his) amidst the plurality of meanings. In this same direction, Lefebvre (1985, p. 152) understands that places "are both opposed and complemented or met [...], but also and, above all, a highly pertinent opposition between the dominated and appropriate spaces".

As for the question that goes through this study - whether or not it is a territory/place? -, its justification is linked to the apparent representational ambiguity of UEMG in a period of identity conflict, whose analysis of its process of socio-spatial appropriation requires, for this reason, a look capable of perceiving that, given the neoliberal logic of understanding public universities as reduced to economic rationality, UEMG is the concrete case chosen because it experienced, notably between 2014 and 2018, a legal, political, economic, historical and cultural conflict in view of the declaration of unconstitutionality of LC100/2007, which affected its internal dynamics significantly, especially in relation to the faculty.

To achieve the proposed objective, this article is structured in five sections, in which the first refers to this introduction. Sequentially, we present the methodological path that was based on theorists who understand the importance of case studies for deep and singular analyses of social themes, among which: André (1984), Ludke and André (1986), Trivinõs (1992), Yin (2005) and Gil (2008). It will be theoretically supported, also, in Bardin (2011) and other scholars, who value the technique of oral sources, narratives, discursives and documentaries as significant pieces for detailed, in-depth and singular studies on relevant social themes.

In the third section, we dialogue with theorists who allow us to understand the complexity that involves teacher identity formation, culturalpartner appropriation and social representation of the university space, as well as the philosophical problem that involves the nature of the university as an institution or mere social organization.

The fourth section consists of the analysis of the context experienced by UEMG when it was stated that LC 100/2007 was unconstitutional, which brought to light a scenario of latent conflict, directly affecting the process of identity resignification of its teaching staff.

We conclude by understanding that, in view of the constant "making up" of the teaching identity, the unveiling of state actions and the teacher-subject's awareness about the processes related to this "doing itself", are essential for a liberating identity formation and, consequently, for the consolidation of the university as a territory/place ever closer to its genuine mission as a social institution.

Construction of Teacher Identity, Social Representation of the University Space and Institutional Autonomy

The Brazilian contemporaneity is revealing that the University, as a social organization⁷, through which higher education takes place, is not what, as a social institution⁸, should be or, at least, goes out of step with the institutional mission⁹ of promoting Teaching, Research and Extension, aiming at the formation of professional citizens committed to the development of society and the country.

Conceived as an organization, the University regresses to a genesis marked by social segregation and vulnerability of meaning. Regarding this incongruity, Fávero (2006) enables a dialectical understanding, remembering that the University "was created not to meet the fundamental needs of the reality of which it was and is a part, but thought and accepted as a cultural asset offered to minorities, without a clear definition in the sense [...] " (FÁVERO, 2006, p. 19).

⁷ "Operational entity determined by its administrative instrumentality" (CHAUÍ, 2003, p. 24).

⁸ "Aspires to the University. It has society as its principle" (CHAUÍ, 2003, p. 24).

⁹ "Mission: To promote Teaching, Research and Extension aiming at the formation of citizens committed to the development and integration of the sectors of society and regions of the state" UEMG (PDI 2015-2024).

Reduced to the condition of social organization, therefore, a managed entity, it is peaceful to understand the University as an indefinite product of meaning based on the maintenance of a status quo¹⁰. However, when changing from the condition of social organization to that of social institution, it is inconceivable that the University does not assume a broad social meaning; do not invest in the social role that goes far beyond the mere “literacy” function, currently attributed to it; do not integrate social life in a constant, full and permanent way; and do not present itself as a singular instrument of society capable of unveiling ills and contributing to the transformation of possibilities into humanly effective achievements.

In other words, the institution perceives itself as part of the social and political division and seeks to define a universality (either imaginary or desirable) that allows it to respond to the contradictions imposed by the division. On the contrary, the organization intends to manage its particularity space and time accepting its insertion in one of the poles of the social division as raw data, and its aim is not to respond to contradictions but to win the competition with supposed equals (CHAUÍ, 2001, p. 188).

Contaminated by contemporary neoliberal logic, education and, therefore, the University, distances itself from the questioning and reflective function of its *raison d'être* (teaching, research and extension), fulfilling, in this way, faithfully the role assigned to it by State attentive to the dictates of Capital¹¹: “operational, productive and flexible” organization (CHAUÍ, 2001, p. 191).

In turn, thinking of the university teacher, notably the teacher of undergraduate courses, that is, the teacher of a probable future teacher, in a scenario of structural identity duel (organization versus institution), which potentiates the loss of identity and autonomy¹² of the professional himself, seems, at the very least, complex. However, since he (the teacher) is the promoter of the reason for being of the University as a social institution, it is up to him, in the teaching, to contrast this logic of administered organization. He is, the teacher, for Pimenta (2005), a critical and reflective professional, whose teaching exercise:

[...] it is not reduced to the application of previously established models, but which, on the contrary, is built in the practice of historically situated subject-teachers. Thus, a formative process would mobilize the knowledge of the theory of education necessary to understand the teaching practice, capable of developing the competencies and skills for teachers to investigate their own teaching activity and, from it, constitute their teaching knowledge-to-do, in a continuous process of construction of new knowledge (PIMENTA, 2005, p. 528).

¹⁰ “Guarantee of dominant structures” (“Grundrisse”, MARX, 2011).

¹¹ “Capital is productive, an essential relationship for the development of social productive forces. It only ceases to be so when the development of these own productive forces finds a limit in its own capital” (“Grundrisse”, MARX, 2011, p. 256). “[...] In the concept of capital is contained the capitalist” (“Grundrisse”, MARX, 2011, p. 422).

¹² According to Diniz-Pereira (2015), collective autonomy, directed to a collaborative and non-individualistic perspective.

It is a challenge that is presented, which permeates the teaching praxis¹³ and the understanding of human intra/intersubjectivities related to becoming a teacher, that is, by discerning how their identities are constructed, maintained and modified in the future of experiences and practices, which will participate in the dialectical process of (re) construction of their knowledge and identity. Thus, for Tardif (2014, p. 70)

The knowledge of teachers is temporal, because they are used and developed within the scope of a career, that is, throughout a temporal process of long-term professional life in which identity dimensions and dimensions of professional socialization are present, that is, a process of marking and incorporation of individuals to the institutionalized practices and routines of work teams.

According to these reflections, conceiving the teacher and his training as passive products of organizations administered by dominant structures (the State) is, according to Chauí (2001, p. 191), to move towards the "disappearance of education, an essential mark of teaching" and, sneakily, to feed the teacher-passive's unprestigated vision, contributing to the increasing devaluation of the teaching career.

As an "essential brand of teaching" (CHAUI, 2001, p. 191), the training of the subject as a teacher, that is, his professionalization, in the opinion of Forte and Flores (2012, p. 917), is indispensable for the quality of teaching and reinforces the need to understand training in a critical-valued perspective, because "when the teaching profession is respected and teachers supported in their professional learning, there is more likely to be an improvement in the quality of students' learning".

For the aforementioned authors, teacher professionalization is a relational, permanent process (initial, continuous, formal and informal), inseparable from the contextual dimension, not unilateral and that, therefore, needs the personal decision of the subject (of the teacher) in wanting to change. This decision is influenced by their experience, intellectual capacity, the institutional conditions offered and, fundamentally, by the collaboration between peers.

Teacher collaboration, "one of the crucial dimensions for the development of the work of schools (institutions) and teachers" (FORTE; FLORES, 2012, p. 903), is an important ally to break with the individualistic culture present in the identity of many teachers averse to collective work (together¹⁴). As a barrier to collaborative practices, individualism, "one of the strongest and most resistant marks of teacher identity" (DINIZ-PEREIRA, 2015, p. 128), impairs an effective teacher education in its completeness, since it hinders the relational process necessary for teaching learning.

Thus, as Fullan (1996) argues, it makes perfect sense to change the school culture (institutional) so that teachers can work collaboratively. In this sense, we consider it essential to know and deepen the collaborative dynamics existing in the workplace and its relationship with the opportunities for continuous professional development of teachers and their implications for the development and improvement of the school (institution) (FORTE; FLORES, 2012, p. 904).

¹³ According to Konder (1992, p. 115), praxis is the concrete activity by which human subjects affirm themselves in the world, modifying objective reality and, in order to be able to change it, transforming themselves.

¹⁴ For Boy and Duarte (2014) it refers to a form of collaboration that creates stronger interdependencies.

Teacher education, in this way, needs an environment conducive (people and structures) to the construction of a collaborative culture among the subjects (the teachers), which permeates the (re) constitution of personal and social identity bonds, so that teachers can (re) think about the complexity of the relational process they maintain with space and with the other, as a way of (re) meaning and (re) constructing their identities, by assuming an active attitude towards the existing structural culture that often "naturalizes daily mechanical and conservative practices" (FIORENTINI, *et al*, 2012, p. 70).

Against this culture, Fiorentini *et al.* (2012, p. 74) consider that

Public policies should democratically foster spaces dedicated to professional development, conceiving it as a complex process that is not isolated from the rest of life and involves the teacher as a human totality permeated with feelings, desires, utopias, knowledge, values and social and political conditionings.

By also contributing to the teacher's movement to break with identity characteristics sustained in isolationist cultures, which have their maximum expression in individualism, the formation of teacher identity, based on collaboration, fulfills this role more. However, Boy and Duarte (2014) warn that:

The existence of collaboration in the relations involving teachers does not imply the existence of a collaborative culture, since it refers to a higher degree of the collaborative process. Some types of collaboration should be avoided, according to Fullan and Hargreaves (2001), since they are a waste of time and have limited impacts; others organize themselves as a transition to be overcome in the search for more ambitious forms (p. 87). [...] It is necessary to consider that collaborative cultures are complex and difficult to construct and maintain for long periods of time (p. 99).

As one of the traits of an effective and effective teacher identity formation, collaboration and, consequently, the institutional collaborative culture and between teachers is not something intact and static, since the very formation of identity is not, it results from "complex webs of social, historical, political, economic and cultural relations" (DINIZ-PEREIRA, 2016, p. 14), which significantly impact on teacher professionalization. Also, according to Diniz-Pereira (2016, p. 14):

Similar to the concept of identity, the specific concept of teacher identity is also highly complex. It is equally relational and contrastive. The teacher identity is constituted in relation to the "other" – this "other" conceived both as institutions, such as the state, universities and colleges, teacher training programs, schools and unions, as well as people such as students, their parents, other teachers, school administrators and others. In addition, gender, class, race-ethnicity and sexual orientation dynamics are crucial elements that also participate in the construction of this professional identity.

The formation of the teaching identity, understood in its procedural, multifaceted and changing character, is thus intertwined with the socially constructed culture¹⁵ in a territory that is also a place, since there are ruptures and permanences imbued in the identity

¹⁵ According to Arendt (2007), Culture is threatened by a mass culture society.

constitution, whose presence of the "intra/intersubjectivity" factor, makes it unpredictable, conflicting and, at the same time, relational, corroborating the sociological understanding that,

[...] it (identity) is no more than the result simultaneously stable and provisional, individual and collective, subjective and objective, biographical and structural, of the various processes of socialization that together build individuals and define institutions (DUBAR, 1997, p. 105).

To approach the formation of the teacher identity through the inseparability of the categories territory and place in the perspective of geopolitical readings about social representations, necessarily involves a focus on the cultural systems that impact the meanings and meanings that surround the subject-teacher, shaping their identities. These systems undoubtedly interfere in the resignification processes and (re) construction of the teaching identity, in which meanings that are constantly decoded are communicated. In view of this finding, it can be affirmed that identity, which gives meaning to the territory and place, is linked to cultural systems, these, in turn, give the one, as well as to those, a mobile and transitory characteristic.

And this close connection between identity and cultural systems is evident, especially when one turns to the view of the mass culture produced by capitalist society, a society marked by the overexploitation and subjugation of the other, the struggle of interests between classes, inequalities, domination, economic rationality and utilitarianism, in which, according to Arendt (2007),

Culture is related to objects and is a phenomenon of the world [...]. An Object is cultural in that it can last; its durability is the opposite of its functionality [...]. Culture is threatened when all cultural objects [...] are treated as mere functions for the vital process of society, as if they were there only to satisfy some need (ARENDR, 2007, p. 260, 261).

The cultural systems by investing in this utilitarianism, the ephemeral and the capitalist brands mentioned, (re) construct the identity of the subject and, so to speak, that of the teacher, culturally conditioning him to the (re) production of the ideologies of the dominant minorities, which, in the conception of Del Gaudio and Pereira (2014), are not only necessary to maintain the status quo, as they sustain the (re) production of space according to the discursive practices of the different actors and/or social segments.

Subjugating culture to utilitarianism, ephemeralism and investing it in the capitalist brands mentioned, directly implies reflexes in the teacher identity formation, given the power it exercises in the identity of the subject and, similarly, in that of the teacher, conditioning him to (re) the production of the ideologies of the dominant minorities.

Taking into account these theoretical reflections, the paradoxical character and the association of the theme with discussions about territory/place and culture, therefore, it is increasingly evident that understanding the process of formation of the teacher's identity implies potentiating him as a subject, as, in this process, cultural obstacles of multiple orders, which participate in the culturalpartner construction of the teacher-subject, can be unveiled.

Methodological Path

With regard to the proposed methodology, this research is characterized as a "case study" that, according to Gil (2008, p. 57-58), is a "[...] almost impossible through the other types of designs considered." The case study is an important research strategy because it allows the deepening of the subject in a specific context, whose "interest focuses on what he has unique, particular, even if later, certain similarities with other cases or situations become evident" (LUDKE; ANDRÉ, 1986, p. 17).

The UEMG is the case proposed in this study, whose choice complies and is consistent with the methodological proposal chosen (case study), which is anchored in the "need for close and prolonged contact of the researcher with the situation or object studied" (ANDRÉ, 1984, p. 53).

For the methodological path, after a dense bibliographic review and, based on the recommendations required in case studies, Documentary research was adopted as a procedure within the administrative bodies of UEMG, in local and national newspapers, as well as, through systematic consultations with blogs, news sites and other social networks of the State of Minas Gerais and the country, referenced at the end of the article, seeking to observe, from the discursive point of view, the period experienced by UEMG between the years 2014 and 2018.

Regarding the technique of analysis of the sources obtained with documentary research, we use the content analysis defined by Bardin (2011) as a technique that allows the apprehension of the multiplicity of meanings printed in the documents, which, when systematized and analyzed qualitatively¹⁶ (BOGDAN; BIKLEN, 1994), fill important gaps for a better understanding of the theme under study.

The analysis of the information obtained through the administrative documents, journalistic and electronic consulted was developed through the methodology proposed by Bardin (2011), which defines content analysis as a "set of techniques of analysis of communications" (2011, p. 37), whose procedure constitutes an analysis of the meanings resulting from the data and information of the sources explored, with a view to "understanding the players or the game environment at a given time" (p. 49). The focus given in this research was the discourse printed in the aforementioned documents, taking into account the meanings of the respective contents, which they would reveal, by inferences and interpretations, on the context adopted as an empirical case of analysis (the fall of LC 100/2007 in UEMG), with the perspective of problematizing them taking into account the presence or absence of the characteristics of the analyzed contents.

¹⁶ 1. In qualitative research the direct source of data is the natural environment, and the researcher is the main instrument. [...] 2. Qualitative research is descriptive. [...] 3. Qualitative researchers are more interested in the process than simply results or products. [...] 4. Qualitative researchers tend to analyse their data inductively. [...] 5. The meaning is of vital importance in the qualitative approach [...] (BOGDAN; BIKLEN, 1994, p. 47-51).

As an organization method for the applicability of the content analysis technique, we used the three phases proposed by Bardin (2011): the pre-analysis of the documents most appropriate to the research objectives and that would support the conclusive interpretation of the data and information collected. To this end, we performed the "floating" reading, which consisted of "establishing a contact with the documents to be analyzed and knowing the text letting itself be invaded by impressions and orientations" (BARDIN, 2011, p.126).

The exploration phase of the material made it possible to encode and enumerate the pre-analyzed documents. According to Bardin (2011), coding means transforming the raw data of the text allowing the expression of its content, while the enumeration makes it possible to identify the presence or absence of elements of the discourse, so that the interpretation of the raw data is condensed and presented in a more synthesized way.

The third and last phase concerns the treatment of the results, inference and interpretation, whose intention was to evidence the significance of the data and information synthesized from the realization of inferences and the interpretation in accordance with the objectives established for the research. In the author's words, this phase allows making information and data "talkative and valid" (BARDIN, 2011, p.131).

With the reliable application of these three phases, the analysis focused on the elements evidenced in the documentary sources consulted, whose data and information found were expanded in dialogue with the theoretical contribution that supported the research.

THE UEMG in the Context of the Fall of LC 100/2007

According to UEMG its Institutional Development Plan 2015-2025 (PDI 2015-2025), is structured in the multicamp system, comprises 16 (sixteen) municipalities of the State of Minas Gerais and has as its headquarters the city of Belo Horizonte, where are located 05 (five) units – School of Design, Guignard School, School of Music, School of Education and Faculty of Public Policy.

In its 30 (thirty) years of experience in higher education in the State, UEMG's mission is to contribute to the socioeconomic and cultural development of the region, promoting, inextricably, Teaching, Research and Extension, with a view to training professional-citizens linked to the multiple areas of knowledge. To this end, it is based on ethical values of social responsibility, as well as on the commitment to innovation, cooperative work and public policies that guarantee its mission.

Until the 2019 school year, as shown on the "UEMG in numbers" website, the University has 118 (one hundred and eighteen) undergraduate bachelor's degrees, degree and technologist in face-to-face and distance modalities and with 10 (ten) stricto sensu postgraduate courses, being 08 (eight) masters and 02 (two) doctorates, in addition to 27 (twenty-seven) specialization courses, lato sensu, distributed in various areas of knowledge.

As for the student body, also according to the data available on the aforementioned digital page, there are 20.815 (twenty thousand eight hundred and fifteen) undergraduate students, 77% (seventy-seven percent) from the public school system in Brazil, in addition to 829 (eight hundred and twenty-nine) graduate students.

Regarding its functional staff, 69% (sixty-nine percent) belong to the temporary staff, in which 1.067 (one thousand sixty-seven) are designated teachers and 493 (four hundred and ninety-three) are non-effective analysts and technical-administrative. Of the only 31 percent (thirty-one percent) of the staff, 580 (five hundred and eighty) are teachers and 115 (one hundred and fifteen) are analysts and technical-administrative staff, that is, a university with 30 (thirty) years of existence, has only 35% (thirty-five percent) of full teachers and 19% (nineteen percent) of full staff.

This functional body is mostly precarious, however, already reconfigured by the last public tender held and governed by the SEPLAG/UEMG N°. 08/2014, of november 28, 2014, is due to the fact that, in these 30 (thirty) years of existence, public tenders were practically non-existent. Especially in relation to the faculty, only one contest was held in 2012 with an insignificant number of 22 (twenty-two) vacancies, asserting that, the above, held in 2014, only occurred by decision of the Supreme Court (STF).

The association of two factors also contributed to this permanent functional framework: the enactment of Complementary Law N°. 100 of november 5, 2007, which established the Integrated Social Security Management Unit - UGEPREVI - of the Own Pension Scheme of Public Servants of the State of Minas Gerais and the Own Pension Scheme of the Military of the State of Minas Gerais and the State Council of Social Security - CEPREV -, amended Complementary Law N°. 64 of march 25, 2002, and took other measures, notably those related to Article 7, which made holders of effective positions, due to the permanent nature of the function for which they were admitted, the servants who, at the date of publication of that law, fit any of the hypotheses of the items of the article, thus transcribed:

Art. 7º Due to the permanent nature of the function for which they were admitted, they are holders of an effective position, pursuant to item I of art. 3 of Complementary Law N°. 64, of 2002, the servants in office on the date of publication of this law, in the following situations: I - referred to in art. 4 of Law N°. 10,254, of 1990, and not achieved by the arts. 105 and 106 of the Transitional Constitutional Provisions Act of the State Constitution; II - stabilized in accordance with art. 19 of the Act of transitional constitutional provisions of the Constitution of the Republic; III - referred to as the caput of art. 107 of Law N°. 11.050 of january 19, 1993; IV - referred to as paragraph "a" of § 1 of Art. 10 of Law N°. 10.254, of 1990, admitted until december 16, 1998, from the date of entry; V - referred to in paragraph "a" of § 1 of Art. 10 of Law N°. 10.254, of 1990, admitted after december 16, 1998 and until december 31, 2006, from the date of entry. § 1 - The position of the servants referred to in this article shall be at the level and degree corresponding to the standard of maturity used to pay their remuneration on the date of publication of this Law. § 2 - The period in which the servers were not in effective practice, as defined by law, shall not be computed for the perception of advantage or benefit. § 3 - The servers dealing with this article are linked to Funfip, established in Complementary Law N°. 64, of 2002 (LC 100, 2007, art. 7).

And the stateization, with the signing of the respective bill by the governor of the state in 2013, of the 06 (six) Foundations Associated with UEMG (Foundation Faculty of Philosophy, Science and Letters of Carangola - FAFILE, Educational Foundation of Divinópolis - FUNEDI, Educational Foundation of Ituiutaba - FEIT, Foundation of Higher Education of Passos - FESP, Cultural Foundation Campanha of the Princess - CAMPANHA and Educational Foundation of the Jequitinhonha Valley - FEVALE) , not accompanied by the necessary public tenders.

In 2014, by unanimous decision of the Ministers of the Supreme Court, LC 100/2007 was declared unconstitutional, based on a constitutional instrument called Direct Action of Unconstitutionality (ADI)¹⁷, thus annulling the provisions of this complementary state law, which allowed the effectiveness of education professionals in the State of Minas Gerais without proper public tender. According to the document of Full Content of the Judgment of the Supreme Court, reported by Minister Dias Toffoli, on march 26, 2014:

Visas, reported and discussed these records, agree the Ministers of the Supreme Federal Court, in plenary session, under the presidency of Minister Joaquim Barbosa, in accordance with the minutes of the trial and the tachygraphic notes, by unanimity of votes, to reject the preliminaries. In addition, ministers agree, knowing the direct action, to judge it partially well-founded, declaring the unconstitutionality of paragraphs I, II, IV and V of art. 7º of Complementary Law Nº. 100/2007 of the State of Minas Gerais, won, in part, ministers Joaquim Barbosa and Marco Aurélio, who judged it totally well-founded. Finally, ministers agree, by a majority vote, to modulate the effects of the declaration of unconstitutionality [...] (STF, 2014, p. 3-4).

This legal decision resulted in the publication of the SEPLAG/UEMG Notice Nº. 08/2014, which provided for the public tender for the completion of UEMG's staff, which represented for one side - teachers impacted by the unconstitutionality of LC 100/2007 - a denial of rights, trajectories and a supposed threat of their jobs, positions and salaries:

The teachers of the State University of Minas Gerais (UEMG) are on strike since last Wednesday (6) for better conditions for the 359 designated professionals that were effected after law 100/2007. The stoppage is expected to last until august 18, when a meeting will take place with the Education Commission of the Legislative Assembly of Minas Gerais (O TEMPO, 08/08/2014).

THE ACT WAS AGAINST THE DISMISSAL OF 348 TEACHERS AS OF DECEMBER 31. ENTITY CLAIMS THAT THEY ARE NOT CONCURSADOS: Teachers and students of the State University of Minas Gerais (UEMG) made on Monday morning a demonstration at the door of the School of Design, on Avenida Antonio Carlos, against the dismissal of 348 employees of the institution. According to the Press Office of UEMG, teachers who did not provide public tender and were effected by Law 100/07 – considered unconstitutional by the Supreme Court (STF) in April last year will be shut down (SINJUS, 12/01/2015).

We are in a transitional period after the fall of Law 100. We advocate public tenders and the hiring of effective teachers, but we know that it is impossible to start the school semester like this. That's why we're dealing with the university scenario of hiring designated teachers for the year, while conducting public tenders, says the

¹⁷ Direct action of unconstitutionality Nº. 4.876, of 03/26/2014. Article 7 of Complementary Law Nº. 100/2007 of the State of Minas Gerais (BRAZIL, STF, Ementa de Full Teor of Wake, 2014).

president of Aduemg – Ssind [...]. Kanitz points out that the problems began at the end of 2013, when UEMG incorporated six new units inside, with no staff. With the fall of Law 100 and the dismissal of designated teachers in 2015, the situation worsened. We have reached a point where the rectory itself and the University Council have lost an important part of their members. It is necessary to sit on committees and restructure the UEMG. We have, for example, an old statute that does not meet the new needs of the university, comments the teacher (ANDES-SN, 20/01/2016).

For the other - candidates for a position as a teacher of higher education - possibilities of a "promising" professional career and strengthening of the university:

In a meeting held on the morning of last Thursday (25/05), the Working Group that includes representatives of the Secretariats of Planning and Management (SEPLAG), Economic Development, Science, Technology and Higher Education (SEDECTES) and University of the State of Minas Gerais (UEMG) signaled that the nominations of the approved contest no. 08/2014 (519 vacancies) should occur before the beginning of the second semester of 2017. The expectation and efforts are that the first batch of appointments, which can reach up to 346 vacancies, may occur next month (SEPLAG, 29/05/2017).

Leave a comment: VERA LÚCIA DO LAGO SOUZA AUGUST 18, 2017 AT 21:31: I would like to know news about the Contest Notice 08/2014 - Sinduemg is doing some mobilization for appointments of Former Teachers Law 100 who were classified in the position immediately below the number of vacancies for your position when there are classes beyond what was for the notice? I hope I made myself understood. [...] EMERSON BATISTA FERREIRA MOTA DECEMBER 28, 2016 AT 01:47: Good night to all. We have some position on nominations of this last contest no. 08/2014. The union has been in dialogue with the government in this regard, since it was given assurance by the government in the movement of the strike. Nominations at Unimontes are taking place, since the contests were in the same period. I await response [...] RENATO OCTOBER 18, 2016 AT 00:10: I was wondering if nominations for the last UEMG competition are expected to start? [...] Leave a comment: LAVINIA ROSA RODRIGUES SEPTEMBER 28, 2013 AT 23:00: What a good initiative this blog! I suggest that the Union Board be aware of Decree 46.289/2013. This decree fell bizarrely on the UEMG. In § 3 of Article 5 the legislator (who is the Governor) judged to exclude from the sticking (20% of cutting commissioned positions) those destined to schools, seeking to safeguard the offer of this service, highlighting it as a republican right. Unfortunately, for SEPLAG, the university is not a school (sic). Even clt safeguards the teaching profession as a differentiated category that is exercised with a labor bond (employee) in SCHOOLS. Let's be outraged, because how can an educational institution function without the work of technical-administrative servers? We cannot do without this partnership. How about we include this subject in the fight plan? I also suggest that the discussion be taken to the Assembly's Education Committee on 2 October. All we needed was this: convincing SEPLAG that we are also a school? Managers have already complied with the SEPLAG verdict: they have cut 20% of THE, reducing the much-balanced server team. In the FaE the academic secretariat works in reduced hours, for more than 6 months, because it does not have enough employees. Of course we want the contest, but some of the bonuses cut were from concursados employees. If we do nothing, next time, the cuts could be even greater (SINDIUEMG, 2017).

The conclusion of the event and, sequentially, the appointment and the beginning of the exercise of the approved ones, showed a dual characteristic of professional anteriority with UEMG among the appointed teachers, dividing them into two groups: the re-entered and the incoming.

This segregation has given rise to the interest in the research that is presented here, especially because it makes evident a scenario of latent austerity, individuality and resistance in the relational process between peers, leading researchers to the restlessness to reflect on the process of identity formation in a university immersed in a context of normative and interpersonal conflict, given the clear attacks of the neoliberal¹⁸ State¹⁹ in diverting the focus of teachers from the real place of battle (technical-economic rationality) to a common and exhausting struggle between peers, for jobs, positions and salaries and, thus, to fulfill the neoliberal logic of subjugate education and, in turn, educational²⁰ institutions, among them, the University.

As some of the marks of this separatism between peers within the teaching staff of the territory/place UEMG, we highlight the coexistence of two unions defending the category of professors of this University: Union of Professors of UEMG (SINDIUEMG) and Association of Teachers of UEMG (ADUEMG).

STATUTE OF THE UNION OF TEACHERS OF THE UNIVERSITY OF THE STATE OF MINAS GERAIS.- Sind-UEMG CHAPTER I OF THE DENOMINATION, HEADQUARTERS, PURPOSES, ORGANIZATIONAL PRINCIPLES AND PATRIMONY Art. 1º – SIND-UEMG – Union of Teachers of the State University of Minas Gerais is a free and democratic entity, founded on October 24, 2011, in the city of Belo Horizonte by professors in education of the State University of Minas Gerais, with an indefinite duration, with headquarters 'Rua Paraíba nº 29, Bairro Funcionários , – BH - MG. Organized to defend the fundamental rights of all teachers, especially the effective, employed, designated, civil service, retirees and public employees of UEMG - University of the State of Minas Gerais. Single paragraph. SIND-UEMG is a non-profit trade union entity, without discrimination of race, religious creed, gender or political or ideological conviction, based on the principles inserted in Article 8 of the Constitution of the Federative Republic of Brazil (SINDUEMG, 2011).

REGIMENT OF THE UNION SECTION OF TEACHERS OF THE UNIVERSITY OF THE STATE OF MINAS GERAIS /ADUEMG - UNION SECTION OF ANDES SN TITLE I - OF HEADQUARTERS, DURATION AND PURPOSES Art. 1º The Union Section of Professors of the State University of Minas Gerais/ADUEMG - Andes SN Union Section, is an organizational and deliberative body of the National Union of Teachers of Higher Education Institutions - ANDES-SN, having headquarters and forum at Av. Afonso Pena, 867 - Room 1012 to 1014 - Centro, Belo Horizonte/MG, CEP: 30130-002, with indeterminate duration, having its own Rules of Procedure, approved in a general assembly of the teachers linked to it, respecting the Statute of andes-sn. Sole paragraph - The Teachers' Union Section of the State University of Minas Gerais - ADUEMG - Andes SN Union Section, has political, patrimonial, administrative and financial autonomy guaranteed by the Statute of ANDES - National Union (ADUEMG, 2015).

While the former is constituted, mostly, by the teachers of the group of re-entered and does not have a public qualification for operation, the second is composed of teachers from the group of freshmen and has legitimacy of representation, since it holds the union charter, a

¹⁸ "Neoliberalism refers to the new modes of operation of capitalism" (DUMÉNIL; LÉVY 2003, p.29).

¹⁹ The State and the organization of society are not, from a political point of view, two different things. [...] (The State), is based on the contradiction between general interests and private interests ("Grundrisse", MARX, 2011).

²⁰ According to Freire (1987), Education as a practice of freedom, unlike in what is the practice of domination.

kind of record that legalizes its legal personality, recognizing its public existence and qualification for union practices, such as the representation of the demands of the category. However, the existence of two parallel movements in defense of the interests of the same category, however, treating it in a sectioned way, in no way strengthens it, on the contrary, it confirms the lack of unity and, mainly, the weakening of the class.

This lack of unity among teachers re-entered and entering uemg added to the limited number of effective teachers, which leads, in many situations, to reckless postures and the lack of lasting perspective in the public career of the superior magisterium, given the provisional and precarious bond, as well as compliance by a large majority of the mitigated number of effective teachers of the probationary stage²¹ therefore, not stable, had as one of its expressions the approval of a resolution by the University Council of the institution, the CONUN²², which established complementary rules related to the registration, control and electronic calculation of the frequency of the occupants of the effective position of Professor of Higher Education and teachers designated based on Law N°. 10.254²³ of July 20, 1990 under the UEMG.

When the draft of this resolution was included as the fifth agenda²⁴ of the 5^a ordinary meeting held by the aforementioned Council on September 18, 2019, there were numerous manifestos within the departments and academic units of UEMG, whose professors denounced an extrapolated interpretation of Law N°. 10.254/1990, the disregard of the special situations provided for in art. 25 of SEPLAG Resolution N°. 10²⁵, of March 01, 2004, which concerned teaching activities, as well as the devaluation of the principle of legal equality called analogy²⁶. According to this principle, the registration, control and calculation of the frequency of UEMG teachers should be the same adopted at the federal level, in which the teacher of the career of higher teaching is exempted from electronic frequency control, since, according to Federal Decrees N°. 1.590²⁷ of August 10, 1995 and N°. 1.867²⁸ of April 17, 1996,

²¹ Art. 41. The servants appointed for effective service by virtue of a public tender are stable after three years of effective exercise. § 1 - The permanent public servant will only lose his position: I - due to a final judgment; II - by means of an administrative procedure in which it is guaranteed a broad defence; III - through a periodic performance evaluation procedure, in the form of a complementary law, ensuring broad defense [...]. § 4 - As a condition for the acquisition of stability, it is mandatory the special evaluation of performance by commission instituted for this purpose (BRASIL, CF, 1988).

²² Composed of the nato counselors Rector, Vice-Rector, Deans of Planning, Management and Finance, Research and Graduate Studies, Teaching, Extension, Boards and Campus and units and President of FAPEMIG, as well as representatives of professors, analysts, university technicians and students.

²³ It establishes the single Legal Regime of the civil servant of the State of Minas Gerais and provides other measures.

²⁴ Available at: http://uemg.br/images/Pautas-conun-coepe/PA_CONUN_2019-09-18.pdf.

²⁵ It establishes complementary rules related to the registration, control and calculation of the frequency of public servants of the direct, municipal and foundational administration of the Executive Power.

²⁶ According to the law, the analogy must prevail in order to have the same solution to the same infringement or reason of the law.

²⁷ It provides for the working hours of the employees of the direct Federal Administration, the municipalities and the federal public foundations, and gives other measures.

²⁸ It provides for the registration instrument of attendance and punctuality of federal public servants of the Direct, Municipal and Foundational Federal Public Administration, and provides other measures.

teachers are not required to register from an electronic point of view, given the nature and peculiarity of the activities they carry out, which are identical to those of the state level.

The implementation of the registry, control and electronic calculation of the frequency of uemg teachers, according to the manifestos proposed by some of the professors, undermined Article 207 of the Federal Constitution of 1988, as well as Article 199 of the State Constitution of Minas Gerais of 1989, which provide that universities enjoy didactic-scientific, administrative autonomy, and financial and patrimonial management, and obey the principle of inseparability between Teaching, Research and Extension, the *raison d'être* of any university institution. Similarly, article 54 of the Law of Guidelines and Bases of National Education (LDBEN No. 9,394, of December 20, 1996) establishes that universities maintained by the Public Power will enjoy, in the form of the law, special legal status to meet the peculiarities of their structure, organization and financing by the public authorities, as well as their career plans and the legal regime of their staff.

What these professors denounced was not merely a matter of form, that is, whether the registration, control and calculation of the frequency of their activities would be electronic or not, but referred to a matter of content, that is, what would devalue this impetus of initiative of the University itself in guiding an internal resolution with the aim of controlling such activities, even if this control was ineluctable given the special nature of them, recognized, even, by various legal systems?

Alluding to Foucault's (1987) ideas, this initiative of uemg to implement an excessive and unenforceable control system would be a consequence of the reduction of educational institutions, such as universities, to a manufacturing model of appropriation, whose

The organization of a serial space was one of the major technical modifications of elementary education. It allowed to overcome the traditional system (a student who works a few minutes with the teacher, while being idle and unattended the confused group of those who are waiting). Determining individual places made it possible to control each and the simultaneous work of all. It has organized a new saving of learning time. It made the school space function as a machine of teaching, but also of watching, of hierarchizing, of rewarding (p. 173).

According to this contemporary philosopher, control in this serial space becomes necessary because what is always at stake is the force of production. The subjects of this space (in the specific case of this article, UEMG teachers), are reduced to productive bodies immersed in a political field and invested by power and domination relations, so they need control. In the words of Foucault (1987):

It means that there may be a "knowledge" of the body that is not exactly the science of its functioning, and a control of its forces that is more than the ability to overcome them: this knowledge and this control constitute what one could call the political technology of the body. This technology is diffuse, of course, rarely formulated in continuous and systematic discourses; it is often composed of pieces or pieces; uses a material and processes unrelated to each other. More often than not, despite the coherence of its results, it is just a multiform instrumentation. Moreover, it would be impossible to locate it, either in a defined type of institution

or in a state apparatus. They turn to it; use it, value it or impose some of its ways of acting. But she herself, in her mechanisms and effects, is on a completely different level. It is somehow a microphysics of power put into play by devices and institutions, but whose field of validity is somehow between these great functionings and the bodies themselves with their materiality and strengths (p. 29).

Foucault (1987), about the various types of control increasingly strict, constant and driven by the excesses of an economic rationality of power that submits bodies by the control of ideas, warned of their ideological effects, since:

[...] in any society, the body is trapped within very tight powers, which impose limitations, prohibitions or obligations. Many things however are new in these techniques. The scale, first, of control: it is not about taking care of the body, in bulk, roughly, as if it were an inseparable unit but of working it in detail; to exert on him a coercion without slack, to keep it at the same level of mechanics — movements, attitude gestures, speed: infinitesimal power over the active body. The object, then, of control: not, or no longer, the significant elements of the behavior or language of the body, but the economy, the effectiveness of movements, their internal organization; coercion is done more about forces than about signals; the only ceremony that really matters is that of the exercise. The modality finally: it implies an uninterrupted, constant coercion, which watches over the processes of activity more than on its result and is exercised according to a coding that scans the time, space, movements to the maximum. These methods that allow the detailed control of the operations of the body, which perform the constant subjection of its forces and impose on them a relationship of docility-utility, are what we can call the "disciplines". Many disciplinary processes existed long ago: in convents, in armies, in workshops as well. But the disciplines became in the course of the seventeenth and eighteenth centuries general formulas of domination. Different from slavery, because they are not based on a relationship of appropriation of bodies; it is up to the elegance of discipline to dispense with this costly and violent relationship by obtaining utility effects at least equally great. Different also from domesticity, which is a relationship of constant domination, global, massive, non-analytical, unlimited and established in the form of the singular will of the boss, his "whim" (p. 163).

Among some of the manifests of teachers opposed to the implementation of control, registration and electronic verification of their frequency, we highlight open letter grafts forwarded by the Department of Educational Administration (DAE) of the Faculty of Education (FaE) of UEMG to CONUN:

[...] Given this scenario, it is understood that the initiative of the UEMG CPGD to propose a joint resolution UEMG SEPLAG with the objective of inserting the digital point, hurts the university autonomy of uemg, especially by creating a mechanism that mischaracterizes the nature of the social function of teaching in Higher Education. This is reckless, and extremely harmful, from the point of view of the inseparability between teaching, research and extension. It is understood that the nature of the teaching function cannot be controlled only by the physical presence in the unit of origin of the teacher. Many tasks that are assigned to teachers go beyond the physical space of the Unit. The lack of knowledge of the characteristics of teaching functions can cause numerous losses to the construction of knowledge and the proposition of new teaching approaches. It also adds the argument that the functioning of a Public University is very different from a Secretariat of State. The specificity of the teaching work in Higher Education, and especially the tripod that sustains the University, which is the indissociability between teaching, research and extension will be considered by this egregious council. Uemg needs, as a priority, to regulate the exemption of digital point to the occupants of uemg's higher teaching career, and to guarantee university autonomy, a

legal achievement so dear to our university. Teaching activities in higher education do not present a routine that point control can encompass, that is, they are forms of work, which, due to their specificity, do not fit in a traditional frequency record. The actual conditions of the physical spaces of uemg units, often inappropriate for their operation, should also be considered when thinking about ways to control the teacher's work. The orientations to students, the classes offered in addition to traditional classrooms, the fieldwork present in the research, the extension activities and others, do not fit in the format of control the nature of the teaching work in universities. Decree 1,867/1996, which establishes the non-imposition of electronic point control of higher education teachers, safeguards this right precisely because of the clarity of the specificity that is teaching, research and extension, as founding and inseparable parts of the activities of these teachers. Therefore, we share with the direction pointed out by the various entities representing higher education teachers, who consider that the implementation of an electronic point for the control of teaching work in Universities violates institutional rights achieved in the joint struggle for the autonomy of universities, for freedom of chair, for the autonomy of teachers' work and free transit by the freedom to create the most diverse ways of transiting between teaching, research and extension (UEMG, DAE, 2019).

In this same direction, the Guignard School of UEMG pronounced itself as follows:

[...] After meeting and exposing the subject to the faculty of the Guignard School by the director of the Unit Prof. Adriano Célio Gomide, reporting that the possibility of manifestation of the Units on the subject is open, we, members of the faculty of this academic unit, have come to express ourselves respectfully with this Council [...]. As indicated in the 2018 MEC index, the five universities with the highest productivity are USP, UFRJ, UFMG, UNICAMP and UFRGS, two of them state as our UEMG. In none of them, the requirement of 60% face-to-face activity and the mandatory signature of a point with time and place defined for research, support or extension activities is required, without, however, having any deleterious effect on their productivity. 2. We can also consider the growing tendency even in large technology innovation companies to emulate this type of measurement of large universities and highlighted research and innovation centers, measurement is focused much more on results than on numerical computing of face-to-face hours for the verification of quality, productivity, efficiency and attendance. Finally, we request that a reflection be carried out on the reasonableness of the mandatory face-to-face activity in support of teaching, research and extension, since, in the case of our Unit, at the present time there is no physical space, equipment and minimum working conditions necessary for the proper exercise of our research and extension activities. Observing the above, we have proposed that the attendance and frequency of the researcher and/or extensionist teacher be performed annually by the evaluation of their productivity indexes in relation to their work plans, and may be, in the case of the activity to support teaching, research and extension, both face-to-face and distance, at flexible times and places. We express ourselves vehemently: ● against the implementation of the digital point that will oblige the professional to declare untruths, or even ● against the mandatory physical presence of the extension researcher professor in the Units in 60% of his working time (UEMG, GUIGNARD SCHOOL, 2019).

However, CONUN, contrary to all the arguments presented, probably due to lack of unity, deliberated, after the presentation of the draft resolution on registration, control and electronic calculation of the frequency of teachers, by the presiding counselor, soon, rector of the University, for approving the calculation of frequency on the computer, as extracted from the synthesis of the meeting:

Assessment of the Draft Joint Resolution SEPLAG/UEMG that establishes complementary rules related to the registration, control and calculation of the frequency of the occupants of the effective position of Professor of Higher Education and teachers designated based on Law 10.254/1990 within the scope of the University of the State of Minas Gerais - UEMG. Presentation: Lavinia Rosa Rodrigues.

The Presiding Board of Representatives read the USCI's demand by requiring the implementation of measures for frequency control, which motivated opening the discussion, initiated in April at the 2nd Ordinary Meeting of CONUN, on the frequency control of higher education teachers. Prof. Lavinia reiterated that UEMG needs to present a registration that is general for the University, be it manual or digital. He also informed that he received the manifestation of the Academic Units on the proposed resolution presented.

After a wide-ranging discussion on forms of frequency recording, the Counselor-President put to the vote the following referrals: Proposal 1 – computer frequency calculation. Proposal 2 - frequency assessment on paper.

Conun's decision was in favor of the approval of Proposal 1, which obtained 20 votes in favor, to the detriment of Proposal 2, which obtained only 17 votes.

The Counselors stressed the need to adapt the Resolution to the specificities of the teaching career. The Presiding Board chair will forward the proposal to the CPGD for verification and adequacy regarding the suggestions presented (UEMG, CONUN, 2019).

With these two examples, it is evident the internal increase in the category of teachers of uemg, which in addition to resulting in losses of legally consolidated rights, like the special nature of their activities, feeds the discourse of the subjugation of the teacher to the privatist logic, of mere fulfilling of class hours, disregarding other activities such as planning, research and extension and, above all, focuses on university autonomy immovated with identity training.

Therefore, understanding the identity formation of teachers, in the context of UEMG, implies perceiving it in motion, because identity is a consequence of a relational process "[...] their life experience, with their professional history, with their relationships with students in the classroom and with other school actors" (TARDIF, 2014, p.11), the unveiling of the connections established between him (the teacher), people and structures, permeates the notion of inseparability between the part (teacher/subject) and the whole (people and structures), or in the words of Ascensão *et al.* (2017, p. 175), in the peasant context, teacher training, "[...] it permeates a dynamic process of multifaceted education, which involves its participation in the collectives of struggle and representations [...]". The discussion of the teacher identity is associated, therefore, with the understanding of otherness and the personal and social relations maintained between the subject and the whole, which, according to Carlos (1996), are divided into relationships of belonging and non-belonging.

The social imaginary materialized in the representations produced by UEMG teachers presents itself as a reflexive continuous on the relational process of identity formation and socio-spatial representation. In this sense, investigating processes such as teacher identity training in social educational institutions, such as Brazilian public universities, whose state actions, according to Chauí (2001), point to their "disappearance", is something that, given its relevance, deserves attention, especially with regard to teachers, which, faced with neoliberal practices supported economically and ideologically by the shadows of structural

unemployment and inflation, have the focus diverted from issues related to teaching and university, among them, professional identity, to a common struggle between peers, for jobs, positions and salaries, strategically created with the purpose of occupying them, being tireless and, consequently, making it impossible for them to become aware of the political "game" in which they are inserted.

Therefore, reflecting on the process of identity formation associated with the categories territory and place in which, in the midst of ruptures (conflicts) there is a constant struggle for continuities (bonds), from the perspective of culturalpartner readings, necessarily involves a focus on the symbolic aspects and cultural systems that surround the teacher-subject, shaping their identities, which will reveal their representations about the spaces, which allows us to say that, by this singular context, UEMG is configured as a territory/place in the memory of the incoming and re-entered teachers, in which, as a socio-historical plot, the territory with political and identity configurations "unfolds along a continuous that goes from the more 'concrete' and 'functional' political-economic domination to the most subjective and/or 'cultural-symbolic' appropriation" (HAESBAERT , 2004, p. 95-96).

Thus, symbolically, Lefebvre (1985) understands that subjects do not act independently, because their objectives of appropriation of space and its structures are not established in isolation

The use reappears in sharp conflict with the exchange in space, as it implies "appropriation" and not "ownership". However, appropriation itself involves time and times, a rhythm or rhythms, symbols and a practice. The more the space is functionalized, the more it is dominated by the "agents" who manipulate it making it unifuncional, the less it lends itself to appropriation. Why is that? Because it is placed outside the time lived, that of the users, diverse and complex time (LEFEBVRE, 1985, p. 411-412).

For Haesbaert (2002;2004), the territories are multiple in their forms of territorializations "uniterritorias" (culturally homogeneous and averse to territorial plurality of powers and identity), "political-functional" (they are more traditional, they admit cultural pluralities, but condemn political plurality), "flexible" (they admit successive and concomitant territorial overlap, and "multiterritorialities" flexible connection of multifunctional and multi-identity territories).

In this understanding of territory in its cultural, political and functional singularity, therefore, approximate to the definition of the category place, Verde (2004, p. 16) understands that the territory assumes a new concept, in which

In the OECD [...] the central idea is that the territory, more than a simple physical basis for the relations between individuals and companies, has a social fabric, a complex organization made by ties that go far beyond its natural attributes, transport and communication costs. A territory represents a web of relations with historical roots, political configurations and identities that play a role still little known in economic development itself (ABRAMOVAY, 2002).

And as a product stage of everyday social tessituras, which can only be understood "in their references, which are not specific to a function or a form, but to a set of meanings and uses" (CARLOS, 1996, p. 21-22), which each subject confers socio and culturally when appropriating space, the place gains a singular meaning (his) amidst the plurality of meanings. In this same direction, Lefebvre (1985, p. 152), understands that the places

Both oppose and complete or gather what introduces a classification by landscapes (equal landscapes, multiple landscapes, one landscapes, for example, contrasting places), but also and, above all, a highly pertinent opposition between the dominated and appropriate spaces.

In the specific discussions on the Place, Santos (1994, p. 97) consensually dialogues with Carlos (1996) and Lefebvre (1985), by conceiving this category as a social construction, in which

Everything in one place is in relation to the other elements of that place. What defines the place is exactly a teed of objects and actions with cause and effect, which forms a context and reaches all existing, internal variables; and the new ones, which will be internalized.

The Place, in this perspective, is essentially a culturalpartner product, pregnant with contents and meanings, which are printed socio-culturally, according to the social relations fought by the subjects, which culminate in the formation of their identities. In view of this reflection, the teacher, when appropriating this stage product, place, invests in its culturalpartner essence as a subject, because, according to Carlos (1996, p. 82):

The forms that society produces keep a history, because time implies duration and continuity [...] Memory articulates space and time, it is constructed from an experience lived in a given place. It is produced by identity in relation to the place, so place and identity are inseparable.

The conscious look at UEMG as a territory/place, in the singular context exposed here, unveils social living, the struggle between classes, patterns and cultures of structures active in the identity formation of the subject-teacher, in which, in the scenario of education, according to Diniz-Pereira (2015, p. 129), "[...] (institutional) cultures are one of the most powerful factors that shape teachers' identity."

Final Considerations

In Brazil, since the Constitutions prior to 1988, access to public office has been primarily through a public tender. Since the Federal Constitution of 1988, which is in force until the present time, although the obligation of the public tender for access to the respective positions has been repeated, it was also foreseen the possibility of temporary hiring and commissioning positions, free of appointment and dismissal, extendable both to the civil servants of the public service, as well as to those people unrelated to the public system.

With this, the exception became a rule in many cases and, consequently, had repercussions on the permanent staff, which came to be in the background, given the too

much use by the State of the constitutional possibility of the performance of functions and positions commissioned by people who did not go through a judicious process of entry, that is, the public tender.

In this case, the research was carried out in UEMG, an *autáquica* entity, endowed with legal personality of internal public law and special regime of teaching, research and extension, of multicampi character, with headquarters and forum in the city of Belo Horizonte, as provided by Law N°. 11.539 of July 22, 1994, pursuant to delegated Law N°. 91, of January 29, 2003, which defined the basic organic structure of the UEMG and Decree N°. 43.579 of September 11, 2003, which established the powers of the administrative units, their statutes and regulations in force.

Linked to the Department of Education of the State of Minas Gerais, UEMG is endowed with didactic-scientific, administrative, financial and patrimonial autonomies, according to the Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education, Law N°. 9.394/1996, which guarantees him the right to have the right to have available on his statute and rules of procedure, as well as on his resolutions, approved in the respective councils and in accordance with federal and state legislation governing national higher education.

Created by Art.81 of the Transitional Constitutional Provisions Act of the Minas Gerais Constitution of 1989, combined with the first paragraph of Art.82 of the same Act, which provided educational foundations of higher education instituted by the State or with their collaboration, choose to be absorbed as UEMG units, had their accreditation granted through State Decree N°. 40.359 of April 28, 1999, the re-accreditation with SEDECTES Resolution N°. 59, August 28, 2018 and, in accordance with its PDI 2015-2024, aiming "to be a reference as a sponsor of education, research and extension in line with regional policies, demands and vocations of the State", UEMG's mission is: "To promote Education, Research and Extension in order to contribute to the training of citizens committed to the development and integration of the sectors of regions of the state" (UEMG, PDI, 2014).

There is no doubt that as a public authority, created by law, a member of the Indirect Public Administration, UEMG must also observe the administrative constitutional principles of the Federal Constitution, which in the caput of Article 37, provides for them: the direct and indirect public administration of any of the Powers of the Union, states, the Federal District and municipalities will obey the principles of legality, impersonality, morality, publicity and efficiency (BRAZIL, CF, 1988, art. 37).

Thus, any action of its agents must be strictly based and in accordance with such principles, including when appointing agents to commission positions within the Institution, under penalty of committing illegality and violation of the constitutional text, as well as other norms and values elected by the state legislature.

However, this article revealed that, by approving a complementary law that effected mining education professionals, among them, UEMG teachers, without proper public tender, which was subsequently annulled because it was declared unconstitutional by the Supreme Court, both failed to comply with the constitutional principle of legality which should never have abstained, and generated a legal, political conflict, economic, historical and internal cultural, which impacted on identities, interpersonal relationships, social bonds, socio-spatial representations of these subjects and, mainly, the autonomy of the university.

According to its statute, the "UEMG is a state authority of special regime, endowed with didactic-scientific, administrative, financial, patrimonial and disciplinary autonomy [...]" (UEMG, 2013). Having administrative autonomy means, according to its status:

Provide on the teaching and technical-administrative staff, establishing standards of selection, admission, evaluation, promotion, licensing, substitution, dispensation, dismissal and dismissal, as well as develop programs to stimulate the improvement of functional performance, depending on the specificities and institutional policies, respecting the specific legislation (UEMG, 2013).

However, this autonomy was completely torn apart when, in the context of the repeal of an unconstitutional law, UEMG had taken away from itself the right to conduct its own public tender for the completion of the permanent teaching staff, which was carried out by a private institute (Brazilian Institute of Training and Training), with no effective participation of the university, which was obliged to the condition of mere spectator.

The precariousness of the permanent situation of any institution is a factor that hinders the full application of meritocracy, brings insecurity as to its real applicability and effectiveness among the servants, given the possibility of considering other determining criteria for choice, such as personal relationships, corporate privileges, as well as weakens the collective struggles of the class and institutional, given the constant panic generated by the weaknesses associated with precarious employment ties.

The conflicting context exposed in this article reveals that, in the midst of the celebrations of three decades of existence, the challenge presented to the builders of the territory/place UEMG, for the coming decades, translates into the resignification of university autonomy, which will only occur when these same subjects overcome separatism created with the intention of weakening the struggle, since, in 30 (thirty) years of university what we have is the consolidation of a true paradox: while UEMG promotes the training of professional citizens, based on ethical values of social responsibility and constituting as a means for innovation, cooperative work and the effectiveness of public policies necessary for the socioeconomic and cultural development of the State of Minas Gerais, the attacks committed in its disappearance as a social institution grow in an accelerated proportion, the investments committed to its disappearance as a social institution, especially when we see that there are three decades of precariousness of its functional structure, its structural and budgetary conditions with the intention of succumbing it from its genuine mission of social institution,

relegating it to the mere condition of social organization, that is, reducing it to a reproducivist instrument controlled by a State attentive to the dictates of capital.

The celebration of these 30 (thirty) years of UEMG should mean the struggle for its existence as a social institution, the public competition of which ISPLAG/UEMG N°. 08/2014, here taken as an empirical case of analysis, carried out by judicial act to increase, qualify and legitimize part of its teaching staff, even if in a little significant amount, can not be interpreted, by any of the parties (re-entered and ingressing), as the beginning of an internal conflict between peers, but as an advance that will strengthen the institutional struggle for its survival.

Therefore, we understand that, in the present and in the present times to come, uemg is urgently needed to rebuild its continuities interrupted by the insurgencies experienced over time and that reached their apex with the episode of the aforementioned public tender, which demands a process of identity resignification by its subjects, which cannot dissociate itself from the search for university autonomy.

Therefore, more than wondering what to celebrate in these 30 (thirty) years of UEMG, their subjects should ask themselves how to celebrate that date. And as an answer to this second question, we try, throughout the article, to demonstrate that the best form of this celebration is, undoubtedly, in these subjects constructors of the territory/place UEMG do not allow themselves to be carried away by the tergiversations intentionally created as a way of succumbing to university autonomy, principle of the reason for being a university, against which the attacks are constant, whether attacking the capacity for self-government, moral and intellectual independence of social institutions, whether causing ruptures, breaking ties, strengthening interests, alienating peers and destroying identities.

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