



Corresponding to Authors

¹ Franciane Ester de Souza

E-mail:

francianeestersouza@gmail.com

Universidade Federal de Minas Gerais

Belo Horizonte, MG, Brasil

CV Lattes

<http://lattes.cnpq.br/3148741769409238>

² Inajara de Salles Viana Neves

E-mail: inajara.salles@ufop.edu.br

Universidade Federal de Ouro Preto

Ouro Preto, MG, Brasil

<http://lattes.cnpq.br/2093998668162304>

Submitted: 16 Jan. 2022

Accepted: 18 Jun 2022

Published: 11 Sept 2022

[doi> 10.20396/riesup.v9i0.8668125](https://doi.org/10.20396/riesup.v9i0.8668125)

e-location: e023026

ISSN 2446-9424

Antiplagiarism Check



Distributed under



Voices From Teaching Experience and Management in Academic Life

Franciane Ester de Souza¹  <https://orcid.org/0000-0002-5668-0514>

Inajara de Salles Viana Neves²  <https://orcid.org/0000-0002-7729-0558>

¹Universidade Federal de Minas Gerais; ²Universidade Federal de Ouro Preto

ABSTRACT

This paper discusses teaching work against the background of critically understanding the tensions that permeate the work process of higher education faculty, considering, centrally, the exercise of management activities related to positions of leadership, coordination or direction and representation in collegiate bodies in University. The research problem is linked to the author's professional practice in view of the perceived silence regarding the work of higher education professors in these activities. As a strategy to achieve the general objective of the research, it was sought to understand teaching work and the place that academic management occupies in its professionalism, identifying the implications of the training process in the practice of the profession. In a qualitative approach, the study was developed through the analysis of Memories of Promotion to Full Professor of five professors from an Academic Unit of the Federal University of Minas Gerais. The investigation had Narrative Research as its methodological choice and as object of analysis the narratives of the professors of higher education to understand the experience from the perspective of management. Bardin's Content Analysis (2008) was used as a method to operationalize the exploration of the research object, as well as the treatment of results. The research results recognize that professionals in higher education face the challenge of being a teacher-researcher-manager on a daily basis within the logic of capitalist society, permeated by contradictions that are expressed in the education and work of this professional.

KEYWORDS

Teaching work. Academic management. Higher education.

Vozes da Experiência Docente e Gestão na Vida Acadêmica

RESUMO

Este trabalho discute sobre o trabalho docente tendo como o pano de fundo compreender criticamente as tensões que atravessam o processo de trabalho do docente do magistério superior considerando, centralmente, o exercício das atividades de gestão relacionadas a cargos de chefia, coordenação ou direção e representação em órgãos colegiados na Universidade. O problema da pesquisa está articulado à prática profissional da pesquisadora diante do silêncio percebido em relação trabalho do docente do ensino superior nessas atividades. Como estratégia para atingir o objetivo geral da pesquisa buscou-se compreender trabalho docente e o lugar que a gestão acadêmica ocupa na sua profissionalidade, identificando as implicações do processo de formação no exercício da profissão. Em uma abordagem qualitativa, o estudo se desenvolveu a partir da análise dos Memoriais de Promoção à Professor Titular de cinco professores de uma Unidade Acadêmica da Universidade Federal de Minas Gerais. A investigação teve como escolha metodológica a Pesquisa Narrativa e como objeto de análise as narrativas dos docentes do magistério superior para compreender a experiência na perspectiva da gestão. Utilizou-se a Análise de Conteúdo de Bardin (2008) como método para operacionalizar a exploração do objeto da pesquisa, bem como o tratamento dos resultados. Os resultados da pesquisa reconhecem que o docente do magistério superior enfrenta cotidianamente o desafio de ser professor-pesquisador-gestor na lógica da sociedade capitalista, permeada de contradições que se expressam na educação e no trabalho deste profissional.

PALAVRAS-CHAVE

Trabalho docente. Gestão acadêmica. Ensino superior.

Voces de la Experiencia y Gestión Docente en la Vida Académica

RESUMEN

Este trabajo discute el trabajo docente teniendo como antecedente comprender críticamente las tensiones que atraviesan el proceso de trabajo del docente docente superior considerando, centralmente, el ejercicio de actividades de gestión relacionadas con cargos de dirección, coordinación o dirección y representación en órganos colegiados a nivel de Universidad. El problema de investigación se vincula con la práctica profesional del investigador frente al silencio percibido en relación al quehacer del profesor de educación superior en estas actividades. Como estrategia para lograr el objetivo general de la investigación, se buscó comprender el trabajo docente y el lugar que ocupa la gestión académica en su profesionalización, identificando las implicaciones del proceso de formación en el ejercicio de la profesión. En un abordaje cualitativo, el estudio se desarrolló a partir del análisis de los Memoriales de Promoción a Profesor Titular de cinco profesores de una Unidad Académica de la Universidad Federal de Minas Gerais. La investigación tuvo como opción metodológica la Investigación Narrativa y como objeto de análisis las narrativas de docentes de educación superior para comprender la experiencia desde la perspectiva de la gestión. Se utilizó el Análisis de Contenido de Bardin (2008) como método para operacionalizar la exploración del objeto de investigación, así como el tratamiento de los resultados. Los resultados de la investigación reconocen que el docente de educación superior enfrenta el desafío de ser docente-investigador-gestor en la lógica de la sociedad capitalista, permeada por contradicciones que se expresan en la formación y el trabajo de este profesional.

PALABRAS CLAVE

Trabajo docente. Gestión académica. Enseñanza superior.

1 Introduction

This research is the result of the partnership between two researchers involved in the study of problems and challenges in public education systems, as well as in the production of alternatives to face them. In connection with the activities performed as federal public servants, the motivation for the research exposes a clear purpose of finding links between living, working and educating oneself.

The apparent evidence of an almost complete silence in relation to the work of higher education faculty in management activities is what particularly motivated this research. The investigation stems from the concern caused by the perception that the professor often participates in decision-making processes within the university, however, the great challenges involved in teaching work regarding the exercise of management activities concurrently with other activities are evident.

The importance given to professional practice has the character of symbolizing the nature of research/science that is born from experience and, at the same time, of demonstrating the strategic-methodological position adopted - the narrative view of experience - for understanding the work process of higher education faculty from the Progression Memorials to Full Professor. In this sense, education for work refers to the integral education of the subject in a space directed, above all, to emancipation.

Given this panorama that situates the problem felt in the relationship/work activity, there is a central question that expresses the research problem: on what are the tensions that cross the work process of the higher education professor based on, considering the specificity of management activities? Therefore, the core of the research problem lies in the acknowledgment that a higher education professor faces the challenge of being a teacher-researcher-manager on a daily basis within the logic of capitalist society, which is permeated with contradictions that are expressed in education and obviously in the work of this professional.

Analyzing the teaching work process, as well as the challenges and difficulties that comprise it, allows for better opportunities for understanding that reality and, consequently, better alternatives for overcoming them. According to Freire (2005, p. 30), “when man understands his reality, he can raise hypotheses about the challenge of this reality and look for solutions. Thus, you can transform it and with your work you can create a world of your own: his own self and circumstances”. This reflective process comprises a step in the realization of the desire to contribute institutionally to the solution of problems posed by the reality of work, where scientific research supposes the power to increase the sum of knowledge to transform the world of labor. In summary, the mobilization for research brings together a personal interest in the theme and an imaginary of possible contributions to the questions posed by reality that unveils the proper meaning of the interchangeable relationship between work and education.

From this perspective, there was an interest in conducting this investigation entitled *Voices of the Teaching Experience: An analysis of management from the Promotion Memories to Full Professor*, with as a general objective of understanding the teaching work and the place that academic management occupies in its professionalism¹ and the identification of the implications of the training process in the exercise of the profession. The intention was to take a pulse of the professor's work process, trying to answer the questions: how does the professor carry out the management activities concomitantly with the other activities of the position? And, what are the strategies used for this? Furthermore, we sought to critically identify the tensions that permeate the work process of higher education faculty, considering, centrally, the exercise of management activities related to positions of leadership, coordination or direction, and representation in collegiate bodies in a public federal University.

The delimitation of the research is based on the professional place of the higher education professor and his experience in management activities. This delimitation is also methodological because it is made from a specific research object that in turn delimits the research subjects. That is, the analysis made from the memorials of promotion to full professor leads to necessarily having as a research subject the scholar who has a trajectory, a path, an academic life that he expresses in the narratives present in this research object.

Given the above, this article initially presents the methodological aspects of the research, as well as the details of the path towards the analysis of the memorials of the teachers who were part of the investigative sample of this work.

Afterwards, there is the analysis of the Academic Life index, which resulted in six (6) registration units from the categorization performed by Bardin (2008), they are: Under the sign of urgency, Intensification of work, Work and Education, Necessity and Freedom, (Un)professionalization and Counterpart. And finally, some considerations are made about the investigative approach carried out.

2 Methodology: Achilles, Between the Lines

The investigation had Narrative Research as its methodological choice and as object of analysis the narratives of higher education faculty to understand the experience from the management perspective. The structure of this research is based on the analysis of the *Memories of Promotion to Full Professor*, with a sample of five professors from an Academic Unit of the Federal University of Minas Gerais. Bardin's Content Analysis (2008) was used as a method to operationalize the exploration of the research object, as well as the treatment of results.

¹Professionalism primarily designates what has been acquired by the person as experience and knowledge and their ability to use it in a given situation, their way of carrying out tasks. (COURTOIS, 1996, p. 172 *apud* LUDKE, Menga; BOING, Luiz Alberto)

Clandinin and Connelly (1995, p. 12) understand that “narrative is both the phenomenon under investigation and the research method”. With this direction, the methodological procedures for approaching the research theme involve narrative as a phenomenon, that is, how the research subjects experience it, in the case of the researchers and the participating professors, who are in the process of collaborating with each other to understand the phenomenon; and the narrative as a method, coming from a process that determines the path to achieve such objectives.

The object of study of narrative research are narrated stories and it is in this that the memorials constitute a matter of exploration where “experience is what occurs, what happens to us, what touches us” (LARROSA, 2002, p. 21). This perspective takes into account both the subject who narrates and the researchers who study narratives. It is important to emphasize that the Memorial is an assessment device for career promotion, where through writing “[...] the authors-actors narrate their intellectual and professional life story, describing/analyzing what was significant for their training, in response to an institutional demand”. (PASSEGGI, 2008, p. 105) Thus, the Memorials are the source records of experiences and memories of the professional place that the professor of higher education occupies.

Narrative Research begins with the approach and selection of professors collaborating in the research. This selection took place following the criterion of convenience, considering the cession of the Memorial, in addition to considering the most recent inclusion of the presentation of a memorial as a requirement for promotion to the Full Professor class, in the period between 2016 and 2019. Considering these criteria, five Memorials were provided by the professors themselves to carry out the research, three referring to the defenses that took place in 2016, 2017 and 2019 and two referring to the year 2018. It is also important to say that the option of structuring the research from a sample of five Memorials and not ten or fifteen or twenty, has in view the expectation of being able, in some way, to bring relevance to the study as the analysis is carried out with the care of not being superficial, not to say profound, and that, consequently, it may have a degree of usefulness expected from a beginning researcher and to the extent of the energy necessary to carry it out.

As indicated by Bardin (2008), the phases of pre-analysis, material exploration and treatment of results are the foundations of the content analysis of the reports obtained in the Memorials. Inspired by these phases, initially, in the pre-analysis, a fluctuating reading of the Memorial, of an exploratory nature, in order to provide familiarity with the genre of discourse.

In order to make it possible to carry out the second phase (exploration of the material), the operation of cutting statements is adopted to organize the coding into record units, which must correspond directly to analysis indexes. The perspective in this sense is to formulate analysis indexes based on the initial guiding question, considering the parameters of interest and objectives of the investigation. Still in the material exploration phase, a categorization scheme is instituted to classify and aggregate the cut data, also correlating them to record units.

The codification in registration units is carried out from the notion of theme, which according to Bardin (2008, p. 131) "is the unit of meaning that is naturally freed from a text analyzed according to certain criteria related to the theory that serves as a guide to reading". Thus, the organization of coding is carried out by thematic analysis, which consists of "[...] discovering the core meanings that make up the communication and whose presence, or frequency of appearance, can mean something for the chosen analytical objective". (BARDIN, 2008, p. 131).

It is noteworthy that the content analysis process requires a set of techniques in order to support the description of the content of messages allowing inference and interpretation of data. In addition to the specific procedures of each phase of content analysis, it is important to emphasize an element that permeates this entire process: reading. Reading the material deserves special attention despite seeming to be a common task. Thus, inspired by the emphasis given by Gil (2008, p. 75) to the reading of material in the steps of bibliographic analysis, the indication of the specific type of reading involved in the objective and in each phase of the content analysis is presented.

Table 1. Types of reading suitable for the purpose and for each phase of content analysis

Phases	Reading Type	Purpose
Pre-Analysis	Exploratory/Fluctuating	"Knowing the text, letting yourself be invaded by impressions and orientations" (BARDIN, 2008, p. 12)
Material exploration	Selective reading	Select and cut text statements according to the parameters of interest and research objectives
	Analytical reading	Develop an in-depth reading of the statements clipped from the text, discovering their core meaning and ordering and summarizing such statements from the text, categorizing them
Treatment of Results	Interpretive reading	Establish a relationship between the content of statements and the theoretical foundation

Source: Prepared by the author (2020)

The process of analyzing the Memorials is concluded with the treatment of results, making the inference and interpretation of the data obtained from the two previous phases. It seeks to establish relationships between the content of the statements and the theoretical foundation of the research. Which, in short, means giving a range of critical elucidation to the results.

The research has, therefore, the narratives present in the Memorials of Promotion as a research object, which sought to understand the teaching experience in relation to management activities having the professional place as the main reference. In this sense, it is worth emphasizing the type of text required for this promotion, referring to the academic memorial that, according to Passeggi (2008, p.120),

may be defined as an autobiographical academic genre, through which the author (self)evaluates him or herself and weaves critical reflections on his or her intellectual and professional path, based on an institutional demand. The interest of this narrative is to clarify significant experiences for his or her training and to situate current and future projects in the process of academic insertion and professional advancement.

In this sense, this type of memorial reveals the need to initially recognize, at the risk of falling into traps or ingenuity, that, yes, professors weave their narratives according to an institutional injunction, but, despite this, expose themselves even under the angles chosen in a self-assessment of their trajectories to argue for themselves in the defense before an evaluation committee. This weaving reveals, however, the source to which the narrators resort: the experience itself, what happened, how it happened. Thus, even taking into account the limitations of the genre, the narrative's potential is undoubtedly imprinted “[...] like the potter's hand in the clay of the vase” (BENJAMIN, 1985, p. 205).

During the process of reading the memorials, it was defined that the teachers who produced the material under analysis would be identified by the name Achilles, accompanied by numbers from one to five, in reference to Achilles' heel. In addition to being a way of meeting ethical recommendations for research involving human beings, maintaining confidentiality, respecting and preserving the privacy of research participants, this form of identification is full of meaning.

The expression², Achilles' heel, comes from Greek mythology and means someone's weakness. According to Greek legend, Achilles was dipped in the river Styx in order to make him invulnerable, except for his heels, where his mother would have held him. In the Trojan War, Achilles would have been fatally wounded in the heel, the only point of his body that was vulnerable. This designation has a particular meaning for the researchers, primarily by its implication, or rather, crossing – such as the arrow that struck Achilles at the heel – and thus mobilized in search of knowledge for a question posed by the reality of work and, secondly, due to the perspective adopted to analyze the teaching work vis-à-vis management activities. Are management activities the Achilles' heel of higher education professors?

Before initiating, in fact, the second phase of memorial analysis it is necessary to explicit some methodological adjustments that were necessary due to what was imagined to be found and what was actually found in the memorials of higher education faculty that were analyzed.

In this author's imagination there was the assumption of finding in the memorials a delimited section dedicated to telling the stories and experiences in the management activity, but only two of the analyzed memorials (Achilles 2 and 4) presented this format. To increase restlessness, in the memorial identified as Achilles 3, the first introductory sentence, or rather,

²Expression consulted in the Portuguese Online Dictionary, definitions and meanings.

the first narrative, says: ³**This memorial intends to provide an overview of the most relevant aspects of my philosophical investigations since the beginning of my graduation up to my current research. Considering as most significant the theoretical issues in this entire trajectory, I will not dwell on matters relating to the exercise of administrative positions, teaching duties, guidance, and not even the post-doctoral internship. I believe that approaching these items would remove much of the interest in this text. Such choices certainly do not turn it into a thesis, but make it out of step with the usual pattern followed in writing memorials for the same purpose.** (Achilles 3)

At that moment, it was possible to understand that it would not be possible to expect a specific format in view of the greater ease of dealing with them methodologically, because as Achilles 4 says: **In this memorial I tell a story, my story. I chose to report some facts and not others.** Understanding that the absence or presence of the record in the professional trajectory memorial depends on the speaker's own predilection is a key point for the research. From this it is understood that the narrative of the author's interest could perhaps be more in the unsaid than in most lines that may be written. In other words: between the lines.

But how to extract from between the lines what would constitute the dynamics of being a teacher in the dimension of management? When the general objective is resumed as the place one wants to reach, indicating the core of the research, and the specific objectives as intermediary ways or strategies to reach the general objective. Thus, as the specific objectives are closely related to the general objective, it was possible to perceive in a very natural way that, in the absence of narratives that evidenced the experience of teaching work in the management activity, to seek it from the other narratives of work experiences; whether in teaching, research or extension. So, like a prism⁴, it was possible to decompose white light into the color spectrum! In this sense, the wealth of possibilities that this methodological option brought was enormous because, in the same way, the diversity and complexity of teaching work is gigantic. Breaking down white light into the color spectrum means that in the apparent absence of narratives (in white light) I was able to find an alternative way of being able to see. It is Galileo's lens.

It is important to highlight that the choice of going one way and not the other in the writing of the memorial reveals more than the desire to bypass the autobiographical exercise, as in the case of Achilles 3, who chose to write a quasi-thesis under the title of memorial. Considering more significant the investigations, theoretical questions and research in the academic path, Achilles 3 expresses appreciation for these activities in contrast to the exercise of administrative positions and teaching activities. Furthermore, he recognizes the inadequacy

³Highlights in bold refer to fragments of the memorials of professors who agreed to participate in the research. Research Project: Voices from the teaching experience: An analysis of management based on the Memorials promoting the Full Professor. Approved by the UFMG Ethics Committee in the month of 06/2020, through CAAE: 29001320.9.0000.5149.

⁴In the figurative sense, the prism refers to the proper way of seeing and understanding things as a point of view. In the literal sense, a prism is a solid in glass or triangular crystal that has the property of decomposing white light into the color spectrum.

that such formatting may entail given the commonly recognized genre of the memorial. In this sense, the choice of writing in such a way is based on greater comfort in the field of research to talk about oneself and even an ease of writing with impersonality and neutrality. Far from the 1st person, closer to science?

The facts narrated and their contexts, conditions or implications are based on deliberate choices made by the speaker in the writing of the memorial, but not exclusively, because the present is dynamic as well as being in movement. In this sense, Achilles 1, before concluding the last section of the memorial, remembers: when it's **time to conclude, I realize that many things were “forgotten”**: among them the administrative activities at the time. Achilles 1 highlights his learning about memory traps with authors such as Halbwachs, Portelli, Pollack and Thompson. In this sense, he writes: **In its selectivity, memory is woven in the game between forgetting and remembrance, a plot through which the past is constructed through the lenses of the present time. A dynamic present, often driven by social and political processes that, outside of the strictly academic environment, emerge in/from society and call us to action through the commitment assumed with the production of critical and liberating knowledge, inextricably co-produced with the subjects who are, in short, the raison d'être of the research we carry out and the substance – body, blood and knowledge – of the theories shared with generations of students in the classroom. Commitment that can be compromise, in the double meaning of the word - responsibility and difficulty - given the urgency of the processes that weave the trajectory of a single academic life.**

Achilles 1's narrative alludes to the dichotomy between remembering and forgetting, which reflects, in its relationship with the past and the present, in the difficult task of **expressing in an academic text, the complexity of the experiences I had lived over my nearly 18 years at UFMG**. As Achilles 1 says about the complexity of expressing lived experiences, one can say about the complexity of dedication to reading each line and each line between the lines of the five memorials selected to carry out the research.

Narratives are not just the object itself, in its composition, formatting and meaning. They are, above all, for this research, also the subject that constitutes it. For this reason, reading them invites the duty of zeal, empathy and respect for the history and path of each professor who collaborates in the research. Rego (2014, p. 784) points out that “[...] no autobiographical narrative will be able to exhaust the labyrinthine figure of the one who writes it” and that is how it is understood, in this research; that no person fits into an autobiography although the way he or she externalizes their life in the writing of the memorial coincides with what is proper to his or her being.

In the second phase of the analysis, that is, in the exploration of the material (Table 1), the in-depth reading of the memorials is developed, in order, from Achilles 1 to Achilles 5, cutting out the narratives according to the identified analysis indexes. As seen in the narrative of Achilles 1, a kind of risk involves the narrative due to the selectivity of memory, which is why Kleiman (2008, p. 31-36) helps to be mindful to the goals and expectations of reading

when he emphasizes: “we understand something and we selectively remember that information that is important for our purpose”, and “if the material the eyes are noticing is not processed quickly, there will be a situation similar to the traffic jam that forms when car traffic ceases to flow normally [...]”.

Thus, a framework was created to organize the narratives so that the research process follows a structured path. In order not to fall into memory traps, the instrument of content analysis with the didactics of table 1, which separates the phases of content analysis according to a type of reading and objective, fulfills its role. It is important to emphasize that although Table 1 guides a type of reading for each phase of the content analysis, this does not mean that only one reading was performed in each phase. Quite the contrary. Many readings of the memorials were required to complete the pre-analysis and many readings were required throughout the research.

The frame created initially foresees three columns. One to paste the cut-out narrative in selective reading, another to reference the analysis index created according to the research objectives and a third column to record the narrative in a recording unit later, according to its theme, in the analytical reading.

Table 2. Registration of narratives by Analysis Index and Registration Unit

Analysis Index	Registration Unit	Cropped Narratives
Academic life	Under the sign of urgency Intensification of work Work and Education Need and Freedom, (Un) professionalization Counterpart	Achilles 1
		Achilles 2
		Achilles 3
		Achilles 4
		Achilles 5
Training		
Teaching		
Research		
Extension		
Management		
Teaching, Research, Extension, Management		

Source: Prepared by the author (2020)

In selective reading, seven analysis indexes were previously created, indicating the field of professional activity of the teacher to which the narrative refers. A color was also defined (yellow, blue, pink, green, white) to facilitate the identification of the narrative by subject. The “Academic Life” index refers to narratives that are related to the daily work of faculty in general, and the “Teaching, Research, Extension, Management” index refers to narratives that relate to more than one field of activity. The other indexes allude to the very meaning that the word refers to. At this stage, the premise was to make a kind of inventory of appearance which, according to Paulo Netto (2011, p. 22), based on Marx's method, is “[...] where knowledge necessarily begins, with this appearance being a level of reality and, therefore, something important and not disposable”. Thus, 166 excerpts of narratives were cut

from the five memorials which, apparently, had elements that characterized the presence and/or absence of experience.

The starting point for the analytical reading is the reflection on Marx's famous phrase: “all science would be superfluous if the form of manifestation [the appearance] and the essence of things immediately coincided” (PAULO NETTO, 2011, p. 22, author's interpolation). The phrase, so often heard but so little understood in academia, acquires a unique meaning for the author because it is an invitation to go beyond appearance to reach the intimate structure of the research object, that is, its essence.

Therefore, the in-depth reading of the cropped statements begins in order to categorize them according to the meanings that emanate from them. This phase is decisive and crucial in the research. It is from there that it was possible to identify the core meanings of the narratives and begin to correlate them with theoretical references.

The first issue to be highlighted in this phase of the research is that some narratives were excluded from the initial framework because they did not present a specific theme to be treated and interpreted, but merely represented a complement to a previous or subsequent narrative. In addition to these narratives, those that, despite having considerable significance, inevitably identified the teachers in an immediate way, were excluded from the table. In this process, the de-identification of narratives that had potential importance to the research and whose suppression of words or acronyms did not compromise their content and meaning was carried out. This process resulted in the selection of 100 of the 166 excerpts of narratives to proceed as the object of research.

Another point is about the organization of narratives into record units. This resource establishes a correlation for each narrative according to its core meaning, frequency of appearance and analytical objective to be accomplished. At this stage, therefore, the central column of table 2 was completed, paying attention to its analytical focus. After completing the correlation, 35 registration units were identified for the seven analysis indexes. It was possible to perceive that, without this setting, it would be very difficult, if not impossible, to carry out any type of interpretation or analysis.

From this perspective, the alternative found was to group the narratives that had an internal articulation with the intention that they could be classified in the same record unit. Thus, synthetic registration units were defined that summarized a set of meanings or contents. This rearrangement resulted in six registration units for the “Academic Life” index, four for “Education”, one registration unit for “Teaching”, two for “Research”, one for “Extension”, six for “Management” and two for “Teaching, Research, Extension, Management”. As there was only one narrative classified in the Teaching index, the excerpt was removed from the analysis table, because it was not presented frequently. In the Extension analysis index, there was also only one record, but as this narrative was compatible with another index and record unit, it was transferred from the analysis table.

In this sense, the narratives were categorized by thematic analysis according to the category that seemed most convenient from an analytical point of view. Thus, through a process of coming and going, characteristic of categorization, 99 narratives, five analysis indexes and 17 registration units remained, which were the object of interpretive reading in the research. It is noteworthy that in this text, the “Academic Life” index/category that resulted in the following registration units will be analyzed: “Under the sign of urgency”, “Intensification of work”, “Work and Education”, “Need and Freedom”, “(Un)professionalization” and “Counterpart”.

3 Teaching Work In Higher Education and Academic Life

Everyday academic scenes mark many experiences. In them one can observe a dynamic in which many, many things happen, which sometimes run over, sometimes come together, sometimes overwhelm, sometimes transform. Among the things that happen are the responsibility and difficulty **given the urgency of the processes that weave the trajectory of a single academic life** (Achilles 1), which result in nothing more than a process that makes many things occur, but nothing happens, as observed in the lack of narrative of Achilles 3 indexed in “Academic Life”.

Man's relationship with nature indicates how things are experienced. Thus, by exercising the freedom to be with all the uniqueness that this process imposes on individuals in establishing interactions with nature, both leave modified/transformed. “Experience is a phase of nature, it is a form of interaction, by which the two elements that enter it – situation and agent – are modified” (TEIXEIRA, 1980, p. 113). Experience is, therefore, a continuous interaction between the self and the world. Said another way: if experience is a phase of nature, then, experience is, in some way, the very revelation of nature itself.

For Dewey (1936, p. 181) the nature of experience can only be understood based on its constitution. This constitution is based on an active and a passive element. The first concerns the making of the experience, that is, trial, in a sense that involves the words experiment and experimentation. The second refers to suffering or going through something. Thus, “when we experience something, we act on it, we do something with it; then we suffer or feel the consequences. We do something to the object of the experience, and then it does something to us in return.” Heidegger (2011, p. 121) corroborates this understanding by highlighting that:

Experimenting with something, whether with a thing, with a human being, with a god, means that something runs over us, comes to meet us, comes to us, overwhelms us and transforms us. ‘Doing’ does not say here in any way that we ourselves produce and operationalize the experience. Doing here has the sense of crossing, suffering, receiving what comes to meet us, harmonizing and attuning ourselves to it. It is this something that does, that is sent, that is articulated.

The link between the active and passive elements of experience, also called phases of experience, determines their value. In this sense, it is important to highlight that experience and education are not directly equivalent. This highlight may seem obvious, however, its importance is related to the fact that some experiences may have an uneducational character. This means that “any experience that has the effect of preventing or distorting the ripening of future experiences is uneducational” (DEWEY, 2010, p. 27). Thus, it is essential to reflect on experiences that have an effect contrary to their enlargement.

As a reference, Dewey (2010, p. 27) indicates that “an experience can be of such a nature that it produces indifference, insensitivity and inability to react [...]”, as well as, “another experience may increase the dexterity of an automatic skill, so that the person gets used to certain types of routine [...]”, and thus limits or retracts the possibility of enriching a future experience.

Also according to Dewey (1936), it is important to emphasize that a simple activity does not project an experience, since the experience in its characteristic of trial implies change. Thus, change that does not operate a meaning and that does not have a conscious relationship reflecting on the other consequences of the action, entails only an impoverished transition, since it does not promote the continuity of change. Dewey (2010) makes this idea understandable by mentioning the disconnect between experiences that, despite seeming pleasant or intense, do not articulate with each other cumulatively, thus generating “[...] dispersive, disintegrated, centrifugal habits” (DEWEY, 2010, p. 27). When this occurs, the ability to control future experiences is lost.

Benjamin (1985) corroborates Dewey's perspective on the diseducational experience. In the texts *Experience and Poverty* and *The Narrator*, the author highlights the milestone of the First World War as a reference to the decay of experience, mentioning the return of combatants, mute, from the battlefield. In the words of Benjamin (1985, p. 115) “poorer in communicable experiences, not richer”. This highlight refers to the reflection that the actions of experience are in decline, as well as the art of narrating. Two assertions are important when Benjamin (1985) deals with the relationship between experience and narrative: 1 – “The experience that passes from person to person is the source to which all narrators have resorted” (BENJAMIN, 1985, p. 198) and 2 – “The narrator removes from experience what he tells: his own experience or that reported by others” (Ibid., 1985, p. 198). From these assertions one can conclude, therefore, a relationship of exchange. No narrative exists without experience. Metaphorizing, it is as if the experience is the oxidizing agent of the narrative, just as oxygen is in the combustion reaction.

In the words of Benjamin (1985, p. 114-115):

it is clear that the actions of experience are in decline, and this in a generation that between 1914 and 1918 lived one of the most terrible experiences in history. Maybe this isn't as weird as it sounds. At the time, it was already noticeable that the fighters had returned silent from the battlefield. [...] The war books that flooded the literary market for the next ten years contained no word-of-mouth transmissible

experiences. No, the phenomenon is not strange. Because there have never been experiences more radically demoralized than the strategic experience by trench warfare, the economic experience by inflation, the experience of the body by hunger, the moral experience by rulers.

The author highlights, therefore, the relationship between experience and narrative considering one of the most terrible experiences in history, but without stories to tell. Thus, one can conclude in the words of Heidegger (2011, p. 121): “nothing is where the word is missing. Where something is absent, there is a rupture, a break, there is an interruption. To break with something means to take something from it, to let something be lacking and failing”.

Benjamin (1985, p. 116) states that the poverty of experience is not private, but belongs to all humanity. This phenomenon stimulates individuals “[...] to go forward, to start again, to settle for little, to build with little, without looking either to the right or to the left.” In this sense, Dewey (1936, p. 181) warns that we learn something only when “[...] an activity continues due to the consequences that internally result from it, when the change made by the action is reflected in a change operated on us, this flow and reflux are passed on with meaning”. Like a wave that at the end of its own movement – by the sea – retracts; and immediately finds a new wave that reaches it, and, in this encounter, they advance together reaching a new point towards the coast. That is, experience and continuity of experience happen when elements of change and learning are present. Dewey (1936, p. 182) further points out that: “blind and capricious impulses drive us without reflection from one thing to another. As it happens, it's as if we wrote on water.”

Using Benjamin's words as a reference (1985), the narrator takes what he tells from the experience and, in this context, Achilles 3 highlights his option of dwelling, in the writing of the memorial, on the theoretical issues of his path of philosophical investigation which results in the disappearance of the subject, in addition to the revelation of a detail that refers to the essence of language. In the words of Heidegger (2011, p. 127), language “is the home of being”. Indeed, there can only be being where word exists. What language indicates, in this case, in an analysis that exceeds discretion, is the awareness of not being faced with the poverty of experiences. Or in a more cautious analysis, with reference to Dewey (2010), indicating that some experiences may be constituted by particularities that produce indifference or insensitivity.

Still discussing the “Academic Life” index, among the things that happen, there is what, “Under the sign of urgency”, tramples on. In his account of scenes from academic daily life, Achilles 1 writes: **On the way, a member of staff greets me: “Hi professor, in the usual rush?” I signal with a "yeah", while listening to my light feet down the hallway tlac tlac tlac...I reflect for a very brief moment on my busy life in academia. What a hurry! What's the urgency? Fast science? Productivism? I think about the “demands and dynamics of extension”. Soon I am interrupted by the arrival at my destination.** In this sense, there is a trampling of how academic life is organized.

Experience, according to Teixeira (1980, p. 115) is of little significance for human life when it does not reach a conscious reflection, that is, when it does not provide any form for appropriation of these realities. However, its significance becomes great when “it is completed with the element of perception, analysis, research, leading us to the acquisition of ‘knowledge’, which makes us more able to direct it, in new cases, or to direct new experiences.” The relationship between experience and labor occurs in the sense that both participate in life, transforming man and the situation in which he finds himself. For Mezan (2002) having an experience means being affected by something, translates a perceptible experience for those who cross it.

Dewey (1936, p. 107) arrives at a technical definition of education considering it as a constant reconstruction: “it is a reconstruction or reorganization of experience, which clarifies and increases its meaning and also our ability to direct the course of subsequent experiences.” According to the author, an activity promotes education when a person is able to perceive previously unknown relationships and connections; being an educational experience precisely because it provides direction and regulation to subsequent experiences.

Larrosa (2002) exposes a conviction that the way the educational system is organized, where events happen in an accelerated way, provoke the destruction of experience. In the highlighted narrative, the onomatopoeia reproduces the shortness of time to even reflect on the rush of academic life. Furthermore, the terms Fast science and Productivism cited by Achilles 1 demonstrate how time is short in academic life.

Thus, taking as a starting point reality as denounced by Larrosa (2002, p. 21): “Each day many things happen, but at the same time, almost nothing happens to us. It could be said that everything that is going on is organised so that nothing happens to us. [...] There have never been so many things, but experience is increasingly rare.” Larrosa (2002) points out in ascending order four reasons why experience is less and less frequent. Firstly, there is the excess of information, followed by the excess/obsession with opinion; thirdly, there is the lack of time and finally the excess of work.

According to Larrosa (2002), the dizzying speed with which events take place prevents significant connections between them. In addition, it also prevents memory, considering that the fleetingness of one event results in its immediate replacement by another as fleeting as that one. At this point, Dewey (2010, p. 124) brings a reflection on the speed with which things happen and what this entails, bringing implications such as the perception of a lack of time:

Experiences also have their maturation abbreviated by the excess of receptivity. In this case, what is valued is the mere passing through this or that, regardless of the perception of any meaning. The accumulation of as many impressions as possible is taken as ‘life’, even though none of them is more than a flutter and a swift sip. (emphasis added)

Dewey (2010, p. 109-110) agrees that things are often experienced without even being able to be conceived of as a singular experience. For him, an experience is unique when “the material experienced trails until its achievement. Then, and only then, is it integrated and demarcated in the general flow of experience from other experiences.” It is important to emphasize in this sense that the conclusion of an experience in Dewey's view (2010) is not a cessation but rather a consummation, precisely because its dynamics follow a direct flow of carrying something forward, continuing the process based on what was preceding. In this perspective, complementing the above, Dewey (2010, p. 111) states that:

Because of continuous fusion, there are no gaps, mechanical junctions, or dead centers when we have a unique experience. There are breaks, resting places, but they punctuate and define the quality of the movement. They summarize what has happened and prevent its dissipation and its negligent evaporation. Continuous acceleration is exhausted and prevents parties from acquiring distinction. **(emphasis added)**

Overwork is also pointed out by Larrosa (2002) as an obstacle to experience from the point of view of hyperactivity and too much stimulation to change things. Larrosa (2002) also criticizes the continuous mobilization of the modern subject for the production and regulation of the world. According to the author, making room for experience requires a gesture of interruption that is almost impossible nowadays. Thus, he concludes that “[...] because we are always in activity, because we are always mobilized, we cannot stop. And because we cannot stop, nothing happens to us.” Dewey (2010, p. 123), in this line of thought, reinforces the criticism of the proposal. According to him:

The taste for doing, the eagerness for action, leaves many people, especially in the hasty and impatient human environment in which we live, with experiences of almost unbelievable poverty, all superficial. No isolated experience has the opportunity to be concluded, because the individual enters into something else with much precipitation. What is called experience gets so scattered and mixed up that it hardly deserves that name. [...] The individual begins to seek, even more unconsciously than by a deliberate choice, situations in which he can do as many things as possible in the shortest possible time.

Dewey's (2010) contributions highlight the distinction between experience and the simple going through one thing and the other. It is important to remember the basic elements that make up experience to think about its relationships with the world of life and the implications generated in this relationship. If we think of an action and a suffering and the potential for conscious reflection provoked in a subject we can begin to reflect on the value and meaning of having an experience, which passes almost unnoticed in the face of haste and impatience.

According to Achilles 1's narrative, acceleration and pressure shape academic life in its purpose of producing knowledge considering social demands and intending, somehow, to produce social changes in Brazilian society: [...] **I need to speak a little more about time. The acceleration and pressure that, as associated aspects, configure the academic life of those who do research, teaching and extension with exclusive dedication and are**

committed to the production of knowledge intertwined with social practices that aim, in some way, to produce changes in the unequal society of Brazil. Time is short.

In this sense, work is the component that intervenes to constitute the human being as a social being, because it acts on nature and transforms it, surpassing the sphere of a dominated being. In this exchange, the human being also transforms himself in the relationship he establishes with nature to produce his existence. Thus, labor competes as a fundamental category of human existence as it employs a personal effort to produce the means of its survival. According to Lukács (2012, p. 199), who especially highlights the terms of an excerpt from Karl Marx's *Capital*,

labor gives rise to a double transformation. On one hand, the very human being who works is transformed by his work; he acts on the outer nature and modifies, at the same time, his own nature, develops "the powers that are latent in it" and subjects the forces of nature "to his own domain". On the other hand, objects and forces of nature are transformed into means of labor, objects of labor, raw materials, etc. **(emphasis added)**

Through this conception we understand the ineliminable condition of labor for the existence of the social being characterized by an ontological leap, that is, the overcoming or distinction of a merely biological being. This conception indicates labor as "original phenomenon, the model of social being" (LUKÁCS, p. 35), – protoform of social being.

Likewise, Saviani (2007, p. 154) points out that "the production of existence implies the development of forms and contents whose validity is established by experience, which constitutes a true learning process". This formulation is precious when thinking about its relationship with the definition of learning that for Robbins (2005, p. 37) is "any relatively permanent change in behavior that occurs as a result of an experience". In this perspective, experience is resumed based on the idea of Marx and Engels (2007, p. 87): "As individuals externalize their lives, so are they. What they are coincides, therefore, with their production, both with what they produce and with the way they produce".

In the "Work Intensification" registration unit, the idea of time and overwork also shapes the academic life of teachers. Achilles 1 mentions the teaching, research and extension activities in a regime of exclusive dedication, but there are also activities that, although not formally recognized as inherent to the teaching work, are part of everyday academic life. Achilles 1 in this sense says: **This is how time permits, and does not permit. It is necessary to attend to that student, finish the article, prepare the class and present at the event, but it is still necessary to do fieldwork, finalize the report, respond to the leadership, attend that public hearing, review the public statement (technical and political, all together and mixed) on that case: Irapé, Murta, Mata do Planalto, Bairro Camargos, Conceição do Mato Dentro, Mariana... And write the memorial to claim promotion to the full professor. What dates? I miss a deadline. What's next? And halfway there, there was disaster. An event that erupts and, suddenly, intercepts the routine among so many "violences that summon us".**

Achilles 4, on the other hand, refers to the activity of editing scientific journals, classifying it as a management activity, even though it is not recognized as such. At this point, it is important to highlight that this non-recognition is justified by the fact that it is an intermediary activity that mediates the relationship between research and publication, not being within the scope of management activities. Perhaps the difficulty of classifying it is a reflection of the invisibility of these activities from a legal point of view, while at the same time activities that demand a lot of dedication, as Achilles 4 says: **One of the most perennial functions I have performed in the management area - and that, curiously, it is often not seen as such – it is the editorship of scientific journals. I have been working in this craft for nearly 20 years.**

Therefore, the “Intensification of work” occurs in two ways, one by the numerous activities that are incorporated into faculty work in the context of teaching, research and extension, and the other by the incorporation of activities that demand time and dedication, but which are intermediate or invisible in the work process. These are activities that Achilles 1 highlights as forgotten, including **participation in examination boards for professors at other universities, acting as a reviewer for funding agencies and journals, opening classes in undergraduate and graduate courses, post-doctoral guidance, book prefaces, administrative activities [...]**. The problematization made about the intensification of work regarding the work process shows subtle signs of subsumption to the capitalist form of production that combines several crafts in the constitution of an object. The implication in faculty work of this organization is the loss of the ability to exercise, in its entirety, the specific activities of the profession. In this context, professors are forced to divide their time into various demands that academic life imposes and which, consequently, characterizes “Deprofessionalization” from the weakening of the specific character of the profession.

In the context of faculty “Professionalization”, considering the contradictory functionalist bias of professional qualification present in educational reforms from the 1980s onwards, the qualification factor is imperative: **The vacancy in the DCA/CCSA/UFPE tender was in the area of Human Resources and required the candidate to have a Ph.D. in Administration, Psychology or Sociology. [...] I confess that I had never thought of migrating to the area of Administration, although I knew that the field of research in which I worked and my qualifications in quantitative methods brought me closer to that area than the vast majority of social scientists. I must admit, however, that I decided to apply for the said position basically because I didn't have much hope that, in the short term, an interesting opportunity would arise in some good department in the area of Social Sciences at a large Brazilian university. Mainly, because the competitions at the Federal Institutions of Higher Education (IFES) were practically suspended, the opportunities, at that time, were very rare.** In this sense, it is interesting to note that, regardless of the field of knowledge, be it administration, psychology or sociology, which remarkably has its own particularities, the occupation of a vacancy in the context of the late 1990s is influenced by the dominant character of the degree. In addition, the exposed contradiction demonstrates the impact of state reforms and, consequently, of education, which

began to have a broad interest in efficiency indicators and, at the same time, little investment in quality education in the federal public universities, which had to make concessions in the face of the impasse of years of suspension of public tenders. The result of this subsumption dynamics has numerous implications considering the centrality of work in the production of existence. In a critical analysis, if the conditions and means of work are related only to a way of producing survival and not humanization, denying the educational character of work, these mediations cannot serve anything more than the denial of the social being, disqualifying the profession and devaluing teaching in higher education.

From the point of view of the development and division of labor, for example, the discussion about teaching and professionalization is interwoven in the determinations of the capitalist state. For Borges Netto and Lucena (2016, p. 58), starting from the understanding of the ideas of Marx and Engels, “education in capitalist society is an ideological instrument in the hands of the ruling class, which determines its character according to its particular interests”. These interests are tainted, according to Sguissardi and Silva Júnior (2020), from the articulation of multilateral organizations, such as the International Monetary Fund and the World Bank.

A careful reading of the terms that define the state administration model in the reform demonstrates the imperative based on flexibility, control, merit, results. Shiroma (2003) draws attention to these terms that are strategically ornate to mask the concrete reality of what they mean. For the author “these perverse mechanisms proposed by the educational reform allow us to say that, despite the label, it is not a policy of professionalization, but rather of proletarianization and deprofessionalization of the professor” (SHIROMA, 2003, p. 6).

For Enguita (1991, p. 46), the category of professors is also subject to the same processes of most wage laborers: proletarianization. According to the author “a proletarian is a person who is forced to sell his labor power [...]” and proletarianization is, therefore, “the process by which a group of workers loses, more or less successively, control over the means of production, the objective of their work and the organization of their activity” (ENGUITA, 1991, p. 46). The author also emphasizes the term semi-professions to designate the first stage of submission of labor to capital. Semi-professions, in the words of Enguita (1989, p. 18),

[...] are composed of members of the bodies that constitute the liberal professions, not exercising them, however, as such, but as wage earners, and by other groups that have never achieved, collectively, the status of a liberal profession, although having undergone equivalent training processes. Their natural place seems to be the public services that require a high level of qualification, a degree and an ethos similar to those of the liberal professions [...]

According to Nóvoa (1995, p. 23), “professionalization is a process, through which workers improve their status, raise their incomes and increase their power, their autonomy”. Thus, deprofessionalization logically corresponds to the opposite direction, where “[...] weakening of the specific character of the professor's profession” occurs (JEDLICKI; PINO, 2010, p.1), that is, loss of what makes an activity performed by a group unique and particular. But what exactly characterizes the professor's profession?

Reflecting on this question leads us to the central point that Enguita (1991) discusses about the crisis of faculty identity. For the author, the category has lived over the years with a condition of ambiguity, reflected in the occupation of a place consisting of elements of opposite dynamics, but which appear juxtaposed: proletarianization and deprofessionalization.

Jáen (1991) and Enguita (1991) emphasize the problem of faculty proletarianization and warn of the need to understand it in its specificity, avoiding the simplism of associating it or considering it only from an industrial standpoint. The alternatives presented by the authors are distinct, yet complementary.

Jáen (1991), on one hand, presents an alternative conceptual way to understand the proletarianization of professionals (or semi-professionals) as Enguita (1991) refers to when mentioning the category of professors. The analysis and historical review elaborated by Derber and cited by Jáen, (1991), considers different conceptions of proletarianization according to the ways in which control is exercised over workers and depending on the types of decisions that are controlled. Thus, both types of proletarianization are conceptually distinguished: ideological and technical.

Technical proletarianization refers to the control of the modes of execution of work, that is, loss of the possibility of controlling the procedures themselves in the work process, being subject to the conditions imposed by the rationalizing logic of capital, which is the intensification of work, the division of tasks or submission to technique. Ideological proletarianization "refers to the loss of control over the purposes and social purposes to which one's work is directed" which generates "a type of worker whose integrity is threatened by the expropriation of their values or the meaning of their purposes, more than their skills" (Derber apud JÁEN, 1991, p. 77-78).

It is important to emphasize in the analysis made by Derber and discussed by Jáen (1991), the effect of the loss of control in the context of professionals, which, instead of provoking resistance, generates the accommodation response in two ways: ideological desensitization, which implies the non-recognition of the value and importance of the area where control was lost and as a result, in the words of Jáen (1991, p. 78),

[...] translates into an abandonment of commitment to the uses and social purposes of work. It is, in essence, a denial or separation of the worker from the ideological context of his employment: if something interests him it is not so much the "moral" or "social" dimension of his work but, in any case, to carry it out according to strictly "scientific" and "technical" criteria;

and the ideological co-optation that means a kind of adaptation of the purposes and moral objectives of work in order to give them consonance in relation to the impositions of an organization (DERBER apud JAÉN, 1991, p. 78).

Enguita (1991), on the other hand, makes the selection of certain characteristics that appear in professional groups and asks if, comparatively, professors have them. It is clear, in relation to these characteristics, especially those that most draw attention when they are evoked in the context of the exercise of the profession of professor in higher education, that faculty in general share these attributes only partially.

With regard, for example, to competence, according to article 66 of the Law that establishes the guidelines and bases of national education, LDBEN 9.394/1996, "the preparation for the exercise of higher education teaching will be done at the postgraduate level, primarily in master's and doctoral programs" (BRASIL, 1996). Thus, it appears, from a legal point of view, that the training provided in graduate programs allows professionals from the most varied fields of knowledge to enter the field of teaching without questioning about the real competence to do so, simply being a professional with a master's or doctoral degree. This dynamic does not occur in the same sense for professions such as physician or lawyer. No biologist can exercise the activity of a physician, nor can a philosopher file a writ of mandamus. Only the lawyer can do that. Thus, the predominance of a supposed technical competence supersedes the need for specific training for teaching in higher education.

Pimenta and Anastasiou (2010) highlight the series of knowledge that researchers and professionals carry and for this reason, among others, enter teaching in higher education, without even reflecting on the meaning of being a professor. According to the authors, "[...] the institutions that receive them already assume that they are, thus releasing themselves from the obligation to contribute to making them" (PIMENTA; ANASTASIOU, 2010, p. 104). Some graduate programs in public universities determine a Teaching Internship as a way to contribute to the didactic and pedagogical training of their students and their integration into academic activities related to teaching. The Coordination for the Improvement of Higher Education Personnel (CAPES), likewise, conditions the granting of scholarships to the realization of a Teaching Internship. These initiatives, according to Pimenta and Anastasiou (2010, p. 106), "question the importance of the necessary preparation of the professional for the exercise of teaching, in order to avoid leaving him to his own devices, improvising actions that his common sense tells him are necessary, but educational actions are not always configured".

In this context, concerning the legal aspect, according to Law No. 12.772, of December 28, 2012, management activities are considered academic activities of higher education teaching staff. However, it seems common to understand that the essence of the teacher's work is dedication to teaching, research and extension; nevertheless, management activity is considered a collaborative activity.

The problematization that Cotta (2018) makes in the article that has under the title the question "dormem os docentes e acordam os pesquisadores?" (do teachers sleep and researchers wake up?), brings to light the reflection on teaching and research in the context of competition of these activities, where one is privileged to the detriment of the other and consequently compromises the relationship of inseparability between teaching, research,

extension. According to Cotta (2018, p. 88), “[...] little by little, university professors, when conquering the research space, the status of researcher, and seeing themselves demanded by institutions and bodies to produce, start to consider teaching as a minor activity”. Therefore, the author's critical analysis reaches a decisive understanding for the understanding of management activities within the university. Considering that teaching activity is neglected in favor of research, despite being traditionally present, side by side and in constitutional equality, it is possible to imagine where management activities lie.

Meyer (2003, p. 173-174) points out that “most of the occupants of management positions in higher education institutions are, truly, teachers who, under various circumstances, are led to administrative positions”. Thus, as these teachers do not feel like managers, their actions will hardly be cladded with postures of this nature. This statement shows that the distance between faculty in higher education and management activities is directly related to the process of building their identity.

Pimenta and Anastasiou (2010, p. 105) complement this position by stating that “the construction of identity based on a profession begins in the process of effecting training in the area”. In this sense, if we consider university teaching, composed of professionals from various areas of knowledge and who dedicate themselves to it integrally, as proposed by Behrens (2008) in one of his formulations, we understand the tendency to identify this professional with training for research. This dynamic, of course, directs the career inducing it to the primacy of prestige to research as opposed to training for the integrality that makes up the teaching function.

Still on the characteristics that Enguita (1991) mentions, he is interested in what refers to license, vocation, independence and self-regulation. The analysis of these four characteristics contributes to the reflection on the process of deprofessionalization and proletarianization of the professor of higher education.

In this perspective, the license, which is constituted from the demarcation of an exclusive field of action that commonly has the recognition and protection of the State in return for the required technical competence, according to Enguita (1991), is established only partially. This is because, as already argued, teaching in public higher education has as a legal prerequisite only training at the *stricto sensu* graduate level, more precisely, the doctorate, therefore without single jurisdiction.

With regard to vocation, the teaching profession has characteristics that lead to the same framework of the liberal professions where the desire to serve is marked, evoking a meaning that refers to the idea of a call or prophecy and in this case, “work cannot be paid, because it is priceless” (ENGUITA, 1995, p. 44). However, unlike liberal professionals, their pecuniary retribution is in the form of certainly high fees as noted by Enguita (1995), the teaching profession receives a markedly opposite treatment although admittedly, in the field of discourse, it is considered as much as in relation to other professions. Still in the words of Enguita (1995, p. 45):

Traditionally, a vocational component was recognized in the practice of teaching, but the return of consumerist individualism associated with good political and ideological health in our day seems to be ending with this: the image of the graduate in a university course that is dedicated to teaching moves between someone who renounced economic ambition in favor of a social vocation and those who did not know nor could find something better.

Similarly, in relation to independence and self-regulation, teachers are also guided by the status of partiality. They are partially autonomous and share their self-regulation with external agents. In this sense, Oliveira (2010), explains that professionalization finds its first barrier in the organization of the educational system where the State “[...] through the conversion of teachers into public servants and, therefore, state officials, removes their autonomy and self-control over their craft” (OLIVEIRA, 2010, p.19).

For Sguissardi and Silva Júnior (2018), the State reorganizes graduate studies through the Coordination for the Improvement of Higher Education Personnel (CAPES) and the National Council for Scientific and Technological Development (CNPq) in order to make the research a central element of teaching work. Derived from a process of control and regulation under the aegis of evaluation, it reveals the overvaluation of research to the detriment of teaching. In this sense, the authors also emphasize the “academic productivism at the expense of intensification and precariousness of the work of the researcher-professor” (SGUISSARDI; SILVA JÚNIOR, 2018, p. 58).

Under this logic, there is a hierarchy with the conformation of a division of activities that brings some implications, such as the intensification of work and academic productivism that imply mainly a weakening of the other activities for which the professor must dedicate himself from a formal point of view. There is also the loss of autonomy over the means of work, since the professor sees himself, paradoxically, in the logic of publishing or perishing. Veiga-Neto (2012), points out how evaluation systems conquer space and bring critical consequences such as the loss or limitation of freedoms. According to the author,

In this agonistic evaluative delirium to which we submit others and to which we ourselves submit, our own spaces of freedom are reduced to almost nothing. On the tracks of an endless struggle against ourselves — because, after all, when someone thinks he has reached the normative standards he realizes that such standards have shifted further [...] (VEIGA-NETO, 2012, p.3)

In this logic, the ability to decide on the products of work is systematically lost due to the research evaluation and induction model. The work process of higher education faculty appears with a rupture between teaching, research and extension, and an abyss with regard to management activities, which distances him from the specificity or the totality of his work.

In the same way, the contradictory relationship between “Need and Freedom” is presented in the narrative of Achilles 5 regarding the possibility of choosing between alternatives: [...] **at the professional level, the year 2008, in which I transitioned to the condition of associate professor, also caught me in limbo regarding my personal work schedule. After a three-year period (2004-2006) dedicated to the theoretical agenda**

opened by Putnam on the relationship between social capital and interpersonal trust, at that moment I was experiencing a forced break in the status of researcher at CNPq to exercise the role of tutor in the PET program of the Social Sciences course at UFMG while seeking to contribute to some of the latest fruits of the inter-institutional cooperation materialized in Social Hubble almost a decade earlier. The forced pause that Achilles 5 points out reveals the controversial face of social determinations imposing on the teacher a decision contrary to his purpose and/or intentionality; certainly, under pressure.

As pointed out by Lukács (1978), based on Marx's outline, these conditions, from which one can exemplify the way in which individuals are led to act against their conviction, demonstrate the subordination and hierarchical division of labor as perhaps it is not possible in the aforementioned logic, at the same time, to exercise the role of tutor and have the status of researcher with CNPq. Another interesting aspect regarding the contradictory character between necessity and freedom is demonstrated by Achilles 1 among diverse demands of everyday academic life: **For a moment, I remember with nostalgia my doctoral days in Essex, England. A time just for studying, exclusively for reading and writing.** According to Mancebo (2006), intellectual activity requires time for thought and reflection, meaning that market demands impose an opposite form to the process of creation and gestation of ideas and projects in favor of applied knowledge. In this context, it is possible to conclude that the potential for mediation at work is subject to the inflection of agents external to the action itself.

It is important to highlight the contradictory character between necessity and freedom, of which Lukács (1978) names emerging problematic complexes, taking as a starting point the work based on teleological positions. Within the teleological character in the work process, it is necessary to consider and understand that there is a dubiousness: while a social being lacks and meets his own needs, guided by his will and intention, there is a link with external or social needs, which imply a limitation of his freedom. In the words of Antunes (1995, p. 122),

which makes transparent the contradictory present in the social process: formulate teleologies about the alternatives made possible by reality – whose movement is the result of causalities present in this same reality and that were given by the set of previous human acts –, which restricts and limits the possibilities and alternatives of teleological action.

Lukács (1978, p. 7) points out the exceptional outline that Marx makes about the fact that, under certain circumstances, individuals are impelled to act contrary to their conviction “under penalty of being ruined”. In other words, they are urged to act in disagreement with their own need, being, at this point, subordinate to the work that should now free them. In this sense, Lukács (1978, p. 7) clarifies:

Every social praxis, if we consider work as its model, contains in itself this contradictory character. On the one hand, praxis is a decision between alternatives, since every singular individual, whenever he does something, must decide whether he does it or not. Every social act, therefore, arises from a decision between alternatives about future teleological positions. Social need can only be affirmed through the pressure it exerts on individuals (often anonymously), so that their decisions have a certain orientation.

Besides the contradictory relationship between necessity and freedom considering the teleological capacity of the social being, it is possible to reflect on this same contradiction, but considering the ontological sense of labor. For Engels, labor "is the fundamental condition of all human life; and it is so high that, in a certain sense, one can say: labor, by itself, created man" (ENGELS, 1976, p. 215). Labor is, therefore, in its ontological sense, the way in which human beings produce their humanization. In other words, the way humans produce and reproduce their existence.

From the point of view of production, Marx (1996, p. 328) describes labor in three component elements: firstly, labor is the "activity aimed at an end", that is, the action itself in the labor ahead of teleological positions and ontological meaning. Secondly, it points to "its object" and classifies it as pre-existing and raw material. The first determining that object in which the activity of labor only separates it from its direct link with the totality of the Earth, and the second determining that object preceded by previous labor. Marx (1996) gives as an example the fish caught and separated from water in the first case and the ore extracted from the mine for the second. Finally, the third element is the "means", which in Marx's description (1996, p. 328), are "a thing or a complex of things that the worker interposes between himself and the object of labor and that serves as a guide to his activity on that object." For Marx (1996, p. 329), as soon as the development of the work process begins, there is a need for previously existing means (tools) to carry it out. In a broad sense, as Marx himself (1996, p. 330) says, among the means of labor there are always interposed conditions that enable the realization of the labor process, even though these conditions do not contribute directly to its realization. To him:

[...] the labor process includes among its means, in addition to the things that mediate the effect of the work on its object and thus serve in one way or another as conductors of the activity, also all the objective conditions that, in general, are necessary for the realization of the process. Such conditions do not enter directly into the process, but without them it cannot be realized, or it can only do so incompletely.

In the Marxist view, the determination of labor in the genesis of human existence is clear. This determination, therefore, places labor closely linked to life itself, so that it is radically determined by the way it is produced.

At the other extreme, there are resistances that expose the potential of the social being as one mediates with nature, curiously in the literal sense, and brings into play the double transformation that work establishes in the production of existence, transforming oneself and nature. Achilles 1 in this sense says: **As soon as I arrived at UFMG, the issue of environmental licensing for hydroelectric power plants emerged as an issue that "affected" me particularly. A waterfall and beautiful riparian forest were threatened by a dam project in my homeland. [...] It was because of the experience forged in the search for information on the licensing of the Small Hydroelectric Power Plant (PCH) Aiuruoca that the subject systematically entered the academic agenda.** Thus, the relationship between "Work and Education" in the context of teaching work reflects a process

of learning at work, the result of lived experiences, in the sense of exposure as proposed by Larrosa (2002) and in the sense that Heidegger (2011) proposes that making an experience with something and receiving what comes to us, transforming us. **In extension, I exposed myself to battles and fought alongside those affected. Some shared achievements make me feel honored: the Aiuruoca and Murta dams have yet to materialize, which means that a piece of the Atlantic Forest is still preserved in the Aiuruoca River, in the south of Minas, and the Jequitinhonha communities, in the northwest of the state, threatened by UHE Murta, still maintains its living spaces.** It is very important to think in this sense, that the centrality of work in the constitution of the social being, together with the intersections between work and experience and life and education, constituting an inseparable link between them and producing, above all, beyond survival, humanization.

Finally, the “Counterpart” registration unit questions the presence of conditions that may not have the exact capacity to configure the forms of response present in the submission to ideological proletarianization as highlighted by Jáen (1991), but certainly have, at least, elements that they configure defensive strategies aimed at protecting private interests as observed in the narratives of Achilles 4: **From that moment onwards, I deliberately avoided taking on new lasting commitments, such as administrative burdens at UFMG or representation in our associations, due to the prospect of a season outside Brazil, which opened up with my wife's decision to start a doctorate in demography at UFMG. Since the beginning of my career, my only professional experience abroad had been the summer of 2002 at the University of Michigan, in their methodological training programs. With my wife on her Ph.D., however, the prospect of a postdoc opened up for me, along with a possible sandwich program of hers. We finally managed to leave in the 2014/2015 northern school year, with scholarships from Capes to the University of Pennsylvania, in Philadelphia.** Achilles 5, in the same way, in a post-doctoral fellowship at Capes, highlights the period in which there was a lot of learning and a lot of academic production, but which, on the other hand, a lot of travel: **I traveled to all corners of the United States. I bought a used car and felt like a typical American sleeping in roadside motels and eating at drive throughs. In the style of road movies, I went from north to south and east to west. Leaving the Northeast, where I used to live, I headed north, to Detroit and Chicago, I visited cosmopolitan and progressive New York and the entire East Coast, to Florida, passing through the beautiful North and South Carolinas. I also passed through the conservative states of Arkansas and Texas. From coast to coast, I headed to California following Route 66. I stopped on the road to put a flower in my hair. If you're going to San Francisco. Be sure to wear some flowers in your hair. If you're going to San Francisco. You're going to meet some gentle people there... And I really met a lot of nice people, both along the way and at my destinations. It was in the United States that I lived, for the first time, with Jews and Muslims, with Europeans from little-spoken countries like Iceland and Romania, with North and South Africans, with many Asians, mainly Chinese, Koreans, Japanese, Russians and Indians. Most of these trips were made together, me and my partner Sidnei, who spent six months with me in the United States, to complete the luck of this experience.** The words of Sguissardi

and Silva Júnior (2018, p. 190) sum up well the understanding that some personal benefits can be understood as “[...] forms of sublimation, of compensating an evil for something that is thought of as good [...]”, thus supporting the busy academic life, especially the intensification of work.

4 Some Considerations

Initially, in the “Academic Life” analysis index, the understandings that suggest tensions are highlighted in the way in which the teaching work relationships are configured in a daily life in which the rush, urgency, pressure and acceleration in the exercise of teaching activities, research and extension are present. This first understanding is translated as work intensification by the way in which the exercise of these activities is configured in exclusive dedication, but also in reference to other activities carried out that are not formally described in the scope of teaching work at the university, but which are part of the daily workload in itself. Possible tensions are also highlighted considering the invisibility of these activities, the demand for work seen as surplus and the little recognition that is made of them. These considerations are already beginning to present the nuances of how management is considered in the context of teaching work, which, in view of the intensification of work characterized by the incorporation of various crafts, finds resources in the neglect of some activities in favor of others, notably the activities of research, teaching and extension.

The resource of valuing some activities over others may be related to a form of coping if perceived as an attempt to preserve the character of what is specific to the profession, but as a form of deprofessionalization if the subsumption of this work dynamic is understood as something that no one escapes. The implication of these conditions seems to be in an intermediary place, a field of disputes, between Professionalization and Deprofessionalization.

With these initial indications, management activity is so far from the outline of preterition that it is barely mentioned. It is through this view of the research subjects that the tensions related to the non-incorporation of the management activity to the position of professor of higher education are observed. This outlook highlights at least two categories of activities specific to faculty: core activities and non-core activities. Just this categorization already makes explicit hierarchical and subordinate configurations - division imposed by the organization of work - causes that begin the weakening of the class, in addition to diminishing its collective power in conditions where teachers are put, in prospective analysis, to compete with each other.

When management activity is highlighted for analysis, several elements of the narratives contribute to understanding the tensions that permeate faculty work process. Among these elements is the silence or the scant mention of work experiences in reference to the activity of coordination, leadership, direction and representation in collegiate bodies at the University. This perceived absence also represents the place of management in the professional life of higher education teachers.

Thus, the intermediary place of teaching, between professionalism and proletarianization, as highlighted by Enguita (1991), appears with an outline given by the situation that emphasizes the importance of training at the master's and doctoral level to teaching in higher education, but which enters into dispute with the field of education in the undergrad degree (*licenciatura*).

The relationship of condition and dependence submits teaching practice to external control and regulation that compromises professional autonomy and educational processes insofar as it interferes in the course of these activities, especially if interests are focused on capital, as pointed out by Sguissardi and Silva Júnior (2020). It is necessary to consider in this equation the work overload and the pressure for productivity in a systematic way, with evaluation mechanisms that tend to domination, where the limitation of freedom of decision about the work product becoming real.

In this way, the conflicts that further strain the work process in management activities concomitantly with those of teaching, research and extension manifest themselves intensely, because there seems to be a lack of reasonable balance in politics and career development that allows for valuing of “Being” a professor of higher education in its entirety that makes up the position, with the professional achievement and social recognition it deserves. Thus, the greatest tension observed in the perspective of the management activity seems to have deep roots in the lack of balance between this and those activities, which makes being a teacher-researcher and manager a complex challenge in the level of demand that this implies.

If management activities would be the Achilles heel of higher education teachers, it will only be possible to be closer to knowing if more questions are asked and more answers are given. For now, it can be said that it is a stone in the path or, at least, a pebble in the shoe. This is what the approach, dimension and perspective of the research and, above all, the voices of the teaching experience allowed us to affirm from the memorials. Forwards! And a lot!

Referências

ANTUNES, Ricardo. **Adeus ao trabalho?** Ensaio sobre as metamorfoses e a centralidade do mundo do trabalho. 2. ed. São Paulo: Cortez/UNICAMP, 1995.

BARDIN, Laurence. **Análise de Conteúdo**. Tradução de Luis Antero Reto e Augusto Pinheiro. Ed. rev. atual. Lisboa: Edições 70, [2008].

BENJAMIN, Walter. **Magia e técnica, arte e política**: ensaios sobre literatura e historia da cultura. Tradução de Sérgio Paula Rouanet. 3. ed. São Paulo: Brasiliense, 1985.

BEHRENS, Marilda Aparecida. A formação pedagógica e os desafios do mundo moderno. In: MASETTO, Marcos Tarciso. (Org.). **Docência na Universidade**. Campinas: Papirus, 1998.

BORGES NETTO, Mario; LUCENA, Carlos. A luta pela instrução pública na obra de

Marx e Engels. In: LUCENA, Carlos; OMENA, Adriana; LIMA, Antônio Bosco de.(Org.) **Trabalho, Estado e Educação: considerações teóricas.** Uberlândia: Navegando Publicações, 2016, p. 55-82.

BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996.** Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República. Available on:http://www.planalto.gov.br/ccivil_03/leis/19394.htm. Access on: 31 out. 2019.

BRASIL. **Lei nº 12.772, de 28 de dezembro de 2012.** Dispõe sobre a estruturação do Plano de Carreiras e Cargos de Magistério Federal; sobre a Carreira do Magistério Superior, [...] Brasília, DF: Presidência da República. Available on:http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2012/Lei/L12772.htm. Access on: 30 out. 2019.

CALCANHAR DE AQUILES. In: **DICIO**, Dicionário Online de Português. Porto: 7Graus, 2020. Available on:<https://www.dicio.com.br/calcanhar-de-aquiles/>. Access on: 19 jul. 2020.

CLANDININ, D. Jean; CONNELLY, F. Michael. **Pesquisa Narrativa: experiências e história na pesquisa qualitativa.** Tradução de Grupo de Pesquisa Narrativa e Educação de Professores ILEEL/UFU. 2. ed. rev. Uberlândia: EDUFU, 2015.

COTTA, Maria Amélia de Castro. Dormem os docentes e acordam os pesquisadores?. In: Silva, Diva (Org.). **A docência do ensino superior em discussão.** Uberlândia: Navegando Publicações, 2018, p. 77-99.

DEWEY, John. **Democracia e educação: breve tratado de filosofia de educação.** Tradução de Godofredo Rangel e Anísio Teixeira. São Paulo: Companhia Editora Nacional, 1936.

DEWEY, John. **Experiência e educação.** Tradução de Renata Gaspar. Petrópolis: Vozes, 2010.

ENGELS, Friedrich. **A Dialética da Natureza.** 2. ed. Rio de Janeiro: Paz e Terra, 1976.

ENGUITA, Mariano Fernández. A ambiguidade da docência: entre o profissionalismo e a proletarização. **Revista Teoria e Educação.** Dossiê: interpretando o trabalho docente, Porto Alegre, Pannonica, n. 4, p. 41-61, jan. 1991.

ENGUITA, Mariano Fernández. **A face oculta da escola: educação e trabalho no capitalismo.** Tradução de Tomaz Tadeu da Silva. Porto Alegre: Artes Médicas, 1989.

FREIRE, Paulo. **Pedagogia do oprimido.** 45 ed. Rio de Janeiro: Paz e terra, 2005.

GIL, Antônio Carlos. **Métodos e técnicas de pesquisa social.** 6. ed. São Paulo: Atlas, 2008.

HEIDEGGER, Martin. **A caminho da linguagem.** Tradução de Márcia Sá e Cavalcanti Schuback. 5. ed. Petrópolis, RJ: Vozes; Bragança Paulista, SP: EDUSF, 2011.

JÁEN, Jiménez Marta. Os docentes e a racionalização do trabalho em educação: elementos para uma crítica da teoria da proletarização dos docentes. **Revista Teoria e Educação**. Dossiê: interpretando o trabalho docente, Porto Alegre, Pannonica, n. 4, p. 74-89, jan. 1991.

JEDLICKI, L.R.; YANCOVIC, M.P. Desprofissionalização docente. In: OLIVEIRA, D.A.; DUARTE, A.M.C.; VIEIRA, L.M.F. **DICIONÁRIO: trabalho, profissão e condição docente**. Belo Horizonte: UFMG/Faculdade de Educação, 2010. CDROM.

KLEIMAN, Ângela. Objetivos e expectativas de leitura. In: **Texto e leitor: aspectos cognitivos da leitura**. 11. ed. Campinas, SP: Pontes, 2008. p. 29-44.

LARROSA, Jorge Bondia. Notas sobre a experiência e o saber de experiência. **Revista Brasileira de Educação**, n. 19, p. 20-28, jan. 2002.
Avaliable on:<http://www.scielo.br/pdf/rbedu/n19/n19a02.pdf>. Access on: 24 set. 2019.

LUDKE, Menga; BOING, Luiz Alberto. Profissionalidade docente. In: OLIVEIRA, D.A.; DUARTE, A.M.C.; VIEIRA, L.M.F. **DICIONÁRIO: trabalho, profissão e condição docente**. Belo Horizonte: UFMG/Faculdade de Educação, 2010. CDROM.

LUKÁCS, György. **As bases ontológicas do pensamento e da atividade do homem**. Tradução de Carlos Nelson Coutinho. p. 1-18, 1978. Avaliable on:http://www.gestaoescolar.diaadia.pr.gov.br/arquivos/File/sem_pedagogica/fev_2009/bases_ontologicas_pensamento_atividade_homem_lukacs.pdf. Access on: 05 jun. 2020.

LUKÁCS, György. **Para uma ontologia do ser social I**. Tradução de Carlos Nelson Coutinho, Mario Duayer e Nélio Schneider. Paulo: Boitempo, 2012.

MANCEBO, Deise. Trabalho Docente: Subjetividade, Sobreimplicação e Prazer. **Psicologia: Reflexão e Crítica**, v. 20, n. 1, p. 74-80, 21 jun. 2006. Avaliable on:<https://www.scielo.br/pdf/prc/v20n1/a10v20n1.pdf>. Access on: 05 ago. 2020.

MARX, Karl. **O Capital**. Tradução de Regis Barbosa e Flávio R. Kothe. São Paulo: Nova Cultural, 1996.

MARX, Karl. **O Capital**. Tradução de Rubens Enderle. São Paulo: Boitempo, 1996. Avaliable on:http://www.gepec.ufscar.br/publicacoes/livros-e-colecoes/marx-e-engels/o-capital-livro-1.pdf/at_download/file. Access on: 29 out. 2019.

MARX, Karl; ENGELS, Friedrich. **A ideologia alemã**. Tradução de Rubens Enderle, Nélio Schneider e Luciano Cavini Martorano. São Paulo: Boitempo, 2007.

MEYER, Victor Jr.; MURPHY, J. Patrick. Dinossauros, Gazelas e Tigres. Novas Abordagens da Administração Universitária. In: MEYER, Victor Jr.; MURPHY, J. Patrick. (Org.). **Novo Contexto e as Habilidades do Administrador Universitário**. 2. ed. Florianópolis: Insular, 2003.

MEZAN, Renato. Subjetividades contemporâneas. In: MEZAN, R. **Interfaces da psicanálise**. São Paulo: Companhia das Letras, 2002.

NÓVOA, António. Formação de professores e formação docente. *In: Os professores e a sua formação*. Dom Quixote, Lisboa, 1995.

PASSEGGI, Maria da Conceição. Memoriais: Injunção institucional e sedução autobiográfica. *In: PASSEGGI, Maria da Conceição; SOUZA, Elizeu Clementino de (Org.). (Auto)biografia: formação, territórios e saberes*. Natal: EDUFRN, 2008, p. 103-131.

PAULO NETTO, José. *Introdução ao estudo do método de Marx*. São Paulo: Expressão popular, 2011.

PIMENTA, Selma Garrido; ANASTATASIOU, Léa das Graças Camargos. *Docência no Ensino Superior*. 4. ed. São Paulo: Cortez, 2010.

REGO, Teresa Cristina. Trajetória intelectual de pesquisadores da educação: a fecundidade do estudo dos memoriais acadêmicos. *Revista Brasileira de Educação*, v. 19, n. 58, p. 779-800, jul./set. 2014. Available on: <https://www.scielo.br/pdf/rbedu/v19n58/13.pdf>. 01 ago. 2020.

ROBBINS, Stephen Paul. *Comportamento Organizacional*. Tradução de Reynaldo Cavalheiro Marcondes. 11. ed. São Paulo: Pearson Prentice Hall, 2005.

SAVIANI, Dermeval. Trabalho e educação: fundamentos ontológicos e históricos. *Revista Brasileira de Educação*, v. 12, n. 34, p. 152-180, jan./abr. 2007. Available on: <http://www.scielo.br/pdf/rbedu/v12n34/a12v1234.pdf>. Access on: 28 out. 2019.

SGUISSARDI, Valdemar; SILVA JÚNIOR, João dos Reis. *O trabalho intensificado nas federais: pós-graduação e produtivismo acadêmico*. 2. ed. Uberlândia: Navegando Publicações, 2018. Available on: <https://www.editoranavegando.com/livro-trabalho-intensificado>. Access on: 28 out. 2019.

SGUISSARDI, Valdemar; SILVA JÚNIOR, João dos Reis. *Novas faces da educação superior no Brasil: reforma do Estado e mudança na produção*. 2. ed. Uberlândia: Navegando Publicações, 2020. Available on: <https://www.editoranavegando.com/livro-novas-faces>. Access on: 07 jul. 2020.

SHIROMA, E. O eufemismo da profissionalização. *In: MORAES, M. C. M. (Org.). Iluminismo às avessas: produção do conhecimento e políticas de formação docente*. Rio de Janeiro: DP&A, 2003a. v. 61-79.

SHIROMA, Eneida Oto; EVANGELISTA, Olinda. Profissionalização docente. *In: OLIVEIRA, D.A.; DUARTE, A.M.C.; VIEIRA, L.M.F. DICIONÁRIO: trabalho, profissão e condição docente*. Belo Horizonte: UFMG/Faculdade de Educação, 2010. CDROM.

TEIXEIRA, Anísio Spínola. A pedagogia de Dewey. *In: Os Pensadores*. São Paulo: Abril Cultural, 1980.

TEIXEIRA, Anísio Spínola. Experiência e Natureza. *In: Os Pensadores*. São Paulo: Abril Cultural, 1980.

VEIGA NETO, A. *Currículo: um desvio à direita ou Delírios avaliatórios*. Texto apresentado e discutido no X Colóquio sobre Questões Curriculares e VI Colóquio Luso-

Brasileiro de Currículo, no dia 4 de setembro de 2012, na UFMG, Belo Horizonte, MG, Brasil. Avaliable
on:<https://webcache.googleusercontent.com/search?q=cache:h1crOYOSo7QJ:https://docplayer.com.br/18167750-Curriculo-um-desvio-a-direita-ou-delirios-avaliatorios.html+&cd=1&hl=pt-BR&ct=clnk&gl=br>. Acesso 12 jul 2020.