

Between Teaching and Research: the Role of Professors in Higher Education in the View of Researchers in the Field of Collective Health

Entre o Ensino e a Pesquisa: o Papel do Docente no Ensino Superior na Visão de Pesquisadores do Campo da Saúde Coletiva

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Abstract

This article aims to analyze the role of professors in higher education from the perspective of researchers in the field of Collective Health. In the new political scenario of Brazilian graduate reforms, the evaluation process has shifted the centrality of teaching to research, given the educational paradigms implemented over the last thirty years. This was supported ideologically by the concept of society (super) production of knowledge, bringing a new condition to the didactic-pedagogical practices of post-graduate professors / researchers, increasingly competitive and submitted to the logic of the market. For that, a case study was carried out in the field of Collective Health, in a federal public institution of Science and Technology in Health. It is a qualitative research and data were produced through in-depth interviews with professors / researchers of a *stricto sensu* graduate program in Public Health of said institution, and analyzed through the method of content analysis. To support the study, a brief analysis of the impacts of neoliberal globalization on the processes of transformation of Brazilian university life was carried out; then the theories about the role of the professor in the knowledge society were rescued. Finally, a dialogue was proposed between the constitution of alienation in the teaching work, from the perspective of Marx, and the effects of subjectivation coming from the current context of higher education in Brazil.

Keywords: Collective Health. Higher Education. Professor.

Resumo

Este artigo busca analisar o papel do docente no ensino superior a partir da perspectiva dos pesquisadores do campo da Saúde Coletiva. No novo cenário político de reformas da pós-graduação brasileira, o processo de avaliação deslocou a centralidade na docência para a pesquisa, face aos paradigmas educacionais implementados ao longo dos últimos trinta anos. Este foram sustentados ideologicamente pelo conceito de sociedade da (super)produção do conhecimento, trazendo uma nova condição às práticas didático-pedagógicas dos professores/pesquisadores de pós-graduação *stricto sensu*, cada vez mais competitivos e submetidos à lógica produtivista do mercado. Para tanto, realizou-se estudo de caso no campo da Saúde Coletiva, em uma instituição pública federal de Ciência e Tecnologia em Saúde. A pesquisa é de natureza qualitativa e os dados foram produzidos através de entrevistas de profundidade com professores/pesquisadores de um programa de pós-graduação *stricto sensu* em Saúde Pública da referida instituição, e analisadas através do método da análise de conteúdo. Para dar suporte ao estudo, realizou-se uma breve análise dos impactos da globalização neoliberal nos processos de transformação da vida universitária brasileira; em seguida, foram resgatadas as teorias acerca do papel do docente na sociedade do conhecimento; por fim, propôs-se um diálogo entre a constituição da alienação no trabalho docente, sob a perspectiva de Marx, e os efeitos de subjetivação advindos do contexto atual do ensino superior no Brasil.

Palavras-chave: Saúde Coletiva. Ensino Superior. Docente.

Introduction

In Higher Education, public quality assurance mechanisms originated in the nineteenth century and aimed at ensuring the uniformity of national curricula, budget allocations and a national career of the teaching staff as national civil servants. “Through these mechanisms, in a combination of formulas of their own and imported from the American experience, updated information would be sought to the interested public - students, parents, professors - for authorities and for the evaluated institution”.¹

In the 1980s, a number of different evaluation mechanisms in the educational sector were implemented with different purposes and different conceptual foundations, with the main objective of promoting the management of quality education systems in countries such as the United States,

France, the Netherlands, Sweden and England. The institutional evaluation extended to the developing countries in the following decade, in order to complement the reforms initiated by globalism, including the decentralization of the functions of the State.²

The Organization for Economic Co-operation and Development (OECD) and the Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO), in conjunction with national projects, have developed extensive evaluation programs as an international comparative diagnosis for the purpose of sustaining political decision-making, at the level of nations or even of wider regions, such as Latin America.²

Neves³ observes that, in Brazil, the government policies implemented since the 1990s have contributed to the formation of a new urban intellectual, disseminating new democratic parameters and practices that may inhibit the confrontation between antagonistic projects of society, depoliticizing the social organization based in class relations. The author considers that educational reforms, and especially the reform of higher education, contribute significantly to the ethical-political formation of this new intellectual.

In this scenario of reforms, whose main objectives are the expansion and improvement of the quality of education, professors are considered as strategic foci for the elaboration of policies and for the educational transformation, through the promotion of the innovations of the curricular and organizational processes, and in the redefinition of the role of the didactic-pedagogical practices of the professors in the present time. This is one of the principles proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Fund for the recognition of the social role of professors and the strengthening of their importance in the transformation of existing educational paradigms.⁴

The reform of the State, as Chauí states,⁵ has brought considerable transformations to the Brazilian public university, seen today as a social organization, instead of exercising its democratic role as a social institution which, in a determined way, expresses the structure and functioning of society as a whole. Its new *modus operandi* takes place through management contracts, productivity evaluation, flexibility, considering the reduction of training times and operational research.

The heteronomy of public universities led to the deepening of policies for the evaluation of higher education, carried out from a system of verification and measurement of performance, reflecting on the teaching work, in that it promotes devices not only of institutional functioning, but also influencing the quotidian of academic practices.⁶

Therefore, the present article sought to analyze the role of the professor in higher education, from the perspective of researchers in the field of Collective Health, considering the educational paradigms implemented during the last thirty years in Brazil, supported ideologically by the concept of knowledge (super)production society. A new condition was attributed to the didactic-

pedagogical practices of *stricto sensu* graduate professors / researchers, increasingly competitive and submitted to the productivist logic of the market.

In order to meet the objective proposed in the study, a review of the literature and a qualitative field research were carried out with faculty members of a federal public institution of Science and Technology in Health.

Impacts of Neoliberal Globalization on the Transformation Processes of University *Ethos*

According to Antunes,⁷ the main changes in the world of work have been accentuated by contemporary capitalism on a global scale, both in its productive structure and in the universe of its ideals and values. In this context, public services such as education, which have undergone a significant restructuring process, have been introduced, showing flexible and deregulated forms of production, called *flexible accumulation* and *toyotism*, replacing the Taylorism / Fordism pattern. There was also the dismantling of the model of social-democratic regulation that underpinned the so-called Welfare State in several central countries through neoliberal and privatizing deregulation.

The central element of this neoliberal scenario was the maximization of competition and market competitiveness for growth and development, thus promoting labor market flexibility, “which has come to mean an agenda for risk and insecurity transfer for workers and their families” (p. 15).⁸

The model of globalizing capitalism has brought intense technological changes to the contemporary world, with considerable impacts on the relations of the individual and the society, especially with regard to the senses of work, education, economics and other social spheres. It should be mentioned that the complex relationships established between the process of globalization and the development policies promoted by the International Bank for Reconstruction and Development and the International Monetary Fund, since the 1950s, were the drivers of these changes, especially in Europe, Latin America and the United States.

According to Castells,⁹ in the following decade, this political scenario defined the informational capitalism established through the process of capitalist restructuring, inducing the formation of the paradigm of information technology and its consequent social forms. The information economy, cited by the author, aimed to follow the guidelines of supranational organizations, forming a global society characterized by the prevalence of flexibilization, science and technology, in the forms of production.

At the end of the twentieth century, there was a rupture of the school's promise as an integrating entity, of training for employment, for the “[...] revaluation of the economic role of education, the proliferation of discourses that began to emphasize the productive importance of knowledge” (p. 49), within the context of economic competition, in the era of globalization.¹⁰

Within the framework of these policies, the educational reforms promoted by international organizations in the Latin American countries, during the last two decades of the twentieth century and underway in the new millennium, have led to considerable changes in the organization and management of public higher education institutions, impacting mainly on professors' work.

According to Maués & Mota,¹¹ structural changes in the management of the capitalist State also had repercussions in the area of Education, highlighting the decentralization of actions, centralization of decisions regarding the pedagogical process and State action in promoting the evaluation of results. The authors observe that the teaching work, today, is a reflection of the structural and conjunctural injunctions of capitalism.

The changes undergone in the world of work, from the crisis of Fordism to the current models of flexible accumulation, as well as the technological revolution of the last quarter of the twentieth century, had an indelible and often negative impact on the nature of teaching work (p.397).

Institutional reform of higher education, embodied in the Law of Guidelines and Bases of National Education, in 1996, was inspired by the ideals of State reform and principally by the World Bank and UNESCO guidelines. Within the scope of the Brazilian Ministry of Education.¹²

Among the governmental policies of induction and growth of the graduate studies and establishment of an agenda to reduce inequalities between regions of Brazil, the evaluation system implemented by the Coordination of Improvement of Higher Education Personnel (Capes) stands out, responsible for the periodic academic quality examination of all *stricto sensu* graduate programs (Masters and Doctorates) in operation in the country.

The evaluation model of the current *stricto sensu* graduate programs emphasizes the role of the university, a privileged *locus* of knowledge production, as a promoter of national development.¹¹ It is reflected in the change in the didactic-pedagogical practices of professors, acting either positively or negatively on the characteristics of innovation, originality and cumulativity, according to the establishment of norms and degree of formality applied to the intellectual production of professors.

The Role of the Professor in the Knowledge (Super)Production Society

Saviani¹³ observes that the generalization of the pattern of the Brazilian model of professor training at higher education lost its essence, its reference of origin, “whose support was the experimental schools responsible for providing a research base that intended to give scientific character to the formative processes” (p. 146).

Already in the 1990s, with the reform of the State, whose basic ideological presupposition was to make the market the bearer of socio-political rationality and the main agent of the welfare of

the Republic, social rights such as health, education and culture were inserted in the sector of services defined by the market. This fact widened the private space not only in these services, but also in activities linked to economic production and even in the fields of conquered social rights, such as the university.⁵

In this respect, Youg¹⁴ points out the fundamental importance of the role of knowledge in education, considering that a disciplinary and knowledge-based approach to the curriculum comes from it, and less on the learner and his/her interests.

According to Chauí,⁵ “meeting the needs of modernization of the economy and social development is measured by productivity, guided by three criteria: how much a university produces, how long does it take to produce and what is the cost of what it produces” (p.6), and it is possible to observe an ideological inversion of quality into quantity. The author concludes that meeting the demands of the market by the university eventually promoted the growing separation between teaching and research.

The process of capitalist restructuring, over the last few decades, has had the renewal of the university as a direct consequence, as the holder of the space dedicated, par excellence, to the development of research and “training of creative, innovative, competitive professionals, capable of entering the world of work, which is increasingly selective, demanding and flexible” (p. 312).¹⁵

Today, it is considered to be a third industrial revolution, due to the exponential growth of scientific and technological knowledge that takes place in humanity. “The transformation of knowledge into an input, that is, a product of potentially economic value, has epistemological implications for science itself, since it has also been seen as a commodity” (p. 311), affecting both macro and microdimensions of human life.¹⁵

In addition, Brazilian educational policies, which promote changes in academic life, consider evaluation as its main tool. It presents consequences for the teaching work, fomenting devices not only of institutional functioning, to the detriment of the quality of the knowledge production and the political-pedagogical process of the institutions.¹⁶

Santos¹⁷ observes that work, as a universal converter for appreciation and valuation of human activities,

focused on modeling teaching activity from industrial work, so that teachers could gain greater autonomy, without necessarily expressing the limits and consequences that this determination would bring to the school and to the activity of the teacher (p. 566).

The immediatist business logic, as opposed to the medium and long term of the university institutional logic; the academic evaluation by the criterion of the degree and the publications,

to the detriment of the teaching; the measurement of the academic-scientific production of the graduate programs through the quantity of published works; and the measurement of teacher productivity considering the number of classes taught, are some factors listed by Simões¹⁸ which show the neoliberal impact on university life and the constitution of alienation in teaching work.

Alienation in Teaching Work and the Effects of Subjectivation in the Current Context of Higher Education in Brazil

For Marx,¹⁹ the constitution of alienated labor is the work external to the worker, because it is not part of his/her nature. Consequently, the worker does not feel accomplished in his/her work, denying himself/herself and having a feeling of suffering rather than well-being, not freely developing his/her mental and physical energies, becoming physically exhausted and mentally depressed. In this case, work is not the satisfaction of a need, but only a means to satisfy other needs, translating into externalized work, in which the individual alienates himself/herself, making his/her own sacrifices for this work.

According to Bauman,²⁰ the main role assigned to labor, in modern times, is to place the human species in command of its own destiny, as a natural condition of the human being, in search of affirmation in the social space, through a collective effort. However, Gaulejac²¹ points out that there is a paradox according to which each individual “is invited to cultivate his/her autonomy, his/her freedom, his/her creativity to better exercise a power that reinforces his/her dependence, his/her submission and his/her conformism” (p. 123), in this way, characterizing an alienation, a freely consented submission. Also according to the author:

Capitalist management obeys the logic of obsolescence. [...] modes of legitimization and regulation are in crisis. The discourses on ethics sound empty. The elevation of insignificance draws each person into a search for meaning and recognition that is never satisfied, like an unrestrained competition that generates a feeling of generalized harassment. The culture of high performance imposes itself as an efficiency model. It puts the world under pressure. Occupational exhaustion, stress, and suffering at work are trivialized. (p. 28).²¹

In this sense, it is possible to relate the human consequences of the organization of teaching work to the dimensions of alienation described by Marx, according to Lemos,²² such as: (a) the progressive alienation of the product of labor, increasingly being appropriated by capital, since the University opens the possibility of the teacher to exercise a remunerated function, using public resources and serving the companies (law of technological innovation); (b) the alienation in relation to the teaching process, when an increasing number of professors move away from the undergraduate degree, on the one hand, and suffers, on the other hand, by the overload of research, reaching

illness and cultural alienation by filling the leisure time with work; (c) the alienation in relation to the other, to the human being when it is involved in disputes for the meager resources and in processes of systematic disqualification of the pairs; and, finally, (d) the alienation of its political role, restricting its performance to the professional field.

According to the author:

Perceived autonomy is not the autonomy exercised. This is the main symptom of the academic and political isolation of the teacher, involved in an institutional process of individualization and “grouping” of academic production, dispute of resources for research, sale of services to the private sector (many without a return to institution) and work overload, which prevent him/her from exercising his/her creative critical function in terms of the essential definition of a public university. (p.263)²²

However, the connected and without-walls university is made up of academics (professors, researchers) who are not necessarily engaged in the prison connection of the productivist demands of a constant flow of international publications in English, but committed and dedicated to the improvement of indicators of collective social life.²³

In this sense, it is considered that the role of the teacher transcends that of mere producer of papers, also covering an action in other dimensions of academic activity. Sometimes, he/she can contribute to these spaces. But the focus of his/her activities should be seminars, congresses, articles in weekly journals and newspapers of great circulation, establishing the new renewing role of higher education institutions, promoting the development of research and the training of professionals suitable for the world of work.

Methodology

This work adopted a qualitative approach, with the purpose of identifying and analyzing the role of higher education professors/researchers in contemporary society. For that, it considered a federal public institution of Science and Technology in Health as a case study.

The interview was used as instrument for data collection, with a semi-structured script based on the analytical categories that emerged from the theoretical framework. These categories were also used later to analyze the *corpus* of the research, constituted from the reports produced by the subjects interviewed, namely: the “processes of transformation of the academic *ethos*”, the “role of the teacher in the knowledge society” and, finally, “the constitution of alienation in teaching work”.

The choice of the method was based on Gaskell,²⁴ in order to contribute to the knowledge of basic data that allow the development, understanding of the local situation and the relationship

established between the social actors. The objective was to understand “the beliefs, attitudes, values and motivations” (p. 65) about the behavior of the individuals in certain social contexts, when analyzing content.

This study was approved by the Ethics Committee of the proposing institution, under No. 164,936, on 12/6/2012; as well as the Ethics Committee of the cooperating institution, under No. 197,550, on 12/21/2012, through the Informed Consent Form presented to the participants.

Data Presentation

Data were collected through a semistructured interview, *in loco*, with 12 faculty members of a federal public institution of Science and Technology in Health. The interviews, composed of 20 questions, were collected according to the availability of the interviewees, obeying the principle of saturation cited by Godoi & Mattos.²⁵ The duration of each interview was, on average, 40 minutes.

The subjects of the research were full time, affiliated and visiting professors - who were accredited in the *stricto sensu* Graduate Program in Public Health of said institution - were considered, since the 2010 evaluation, carried out by CAPES.

Of the total number of respondents, six were female and six were male, aged between 40 and 60 years old. The institutional bonding time comprised a period of more than ten years. All the interviewees were part of the doctoral collegiate and developed teaching, research and management activities in the institution. The interviews were recorded individually, and later transcribed, ensuring the confidentiality of the interviewees.

Presentation of the Research Corpus

The main academic activity reported by interviewees is that of researcher, in overlapping with teaching, quoted less frequently. This fact characterizes the pragmatism present in the University, given the prestige character given to the research, to the detriment of teaching, as can be observed in the speech of the professors interviewed:

I consider research as the main activity. As I work with primary data, in my case, specifically, it feeds everything I do. It feeds the courses, the management and the extension. It really feeds all the steps that I develop today. I mean, for the last twenty years.

I think that the current model of graduate evaluation used by CAPES evaluates the scientific production of the teacher to the detriment of the disciplines, which creates a competition for the production of scientific articles among people, leaving aside the teaching-learning process, so important in a graduate course.

The increasing devaluation of teaching is questioned by professors. The implementation of an evaluation system that fosters academic productivism promotes the rupture of the dialogue between the teacher and the society, discharging the teacher as transforming intellectual, by encouraging the formation of researchers. This feeling is reflected in the testimonies collected:

I disagree with the criteria used by CAPES, although I recognize that some progress has been made. I think that it is a model that does not express the dynamics of the programs and which overestimates only one of the dimensions of the research-teaching binomial, which is the publication. In addition to privileging only one form of production - publication in indexed journals, and more recently in recognized publishing houses [...] All other activities are fundamental to the production of quality jobs and to the formation of a good professional. That is, it is a model that operates in an individualistic and productivist logic, which values the researcher as an individual and not as a professional working in a process of collective knowledge production.

The subjection of the teacher to the rules imposed by the evaluation body of the graduate programs reflects a growing process of alienation verified in the course of the didactic-pedagogical practices of the professors/researchers. They do not realize that the dissemination of results among the agents involved in the field of Collective Health is an ethical and necessary process of contribution to society and not just a criterion of productivity:

I am very competitive. In my Masters and Doctorate training, I have always been encouraged to produce. So to me it is very natural that I should be charged for this and that any comparisons with colleagues should occur. This is natural to me.

Another factor to be observed in the interviewed professors' speech is the pressure to produce, coming from their colleagues and recognized only as "peer counseling", which can be analyzed as a characteristic of this alienation. In the majority of cases, it is verified that the autonomy exercised by the professors is not the autonomy perceived, in front of the pressure by which they are exposed to, in the daily life of their work:

I feel a relative pressure. In fact, it appears more in the form of peer counseling, raising the need for my accreditation to contribute to the permanent teaching staff and to be able to guide. And also strengthen research groups, favor my research perspectives, and have greater access to the public notices.

However, for the interviewees, a motivating factor to work in teaching is the fact that they can guide and develop the process of creation with their students: "[...] I like to teach, I like the research process, but I think that student orientation work is a job that requires a lot of creativity, a lot of dedication. And I like to do this job."

The role of the teacher / researcher in management activities, along with the publication processes, as well as other activities - such as teaching classes, preparing teaching materials, attending events, advising, consulting, among others - favors the removal of the teacher from the classroom due to the overload of the activities he/she exercises. It can lead to sickness and cultural alienation, due to the filling of the leisure time by the work, as it is observed in the speech of the teacher interviewed:

I started taking medicine to lower the blood pressure, which I did not have [...] But I think it is difficult to identify what has the most impact on my health. If it is the pressure I get at work or if it is another pressure we make on ourselves, in relation to the dedication that we have besides work.

The dispute over resources and the intermittent processes of systematic disqualification of peers, through the accreditation of the teacher in the Graduate Programs, are also products of the process of alienation, creating great tension within the institution itself. The logic of the system of professors' de-accreditation, which does not meet the criteria of productivity, regardless of their ability to work or scientific productivity, obeys the logic of obsolescence and quantitative to the detriment of expected quality.

Within this context, competitiveness and individualism are recurrent in the interviewees' speech, because the current productivity criteria guide the definition of the most qualified and also the most disqualified ones, not promoting cooperation among professors.

In the interviews, it was also observed the existence of the limitation of the performance of the political role of the teacher, in his/her professional field, for the full exercise of his/her critical and creative function in the program: *"Self-assessment is an essential component for improving course quality [...] I think it would be very important, really, if we had a transparency of what is done, how it is done. [...]"*

Analysis of the Corpus

In the historical perspective of higher education, Antunes⁷ states that the main changes suffered by the world of work have been accentuated by contemporary capitalism on a global scale, both in its productive structure and in the universe of its ideals and values. The organizational, technological and management changes that affected the world of work in services, such as education, were evidenced.

In this context, we can observe the assumption presented by Costa & Bittar,²⁶ that the subordination of the Brazilian economy to the intense changes that occur in the productive base of capitalism led to a significant process of restructuring of higher education. From the present study, it is possible to verify the alignment of the national evaluation system of higher education

institutions with this process, through the definition of guidelines, strategies and goals. The aim was to continue and advance the proposals for education and research policy in Brazil, which since the 1990s has guided the centrality of the evaluation, according to productivity criteria, as cited by Maués & Mota¹¹ and as observed in the reflections made by the professors interviewed.

In the course of this study, it was verified that the *stricto sensu* graduate programs are the scene of this new political scenario, whose evaluation process promoted the shift from centrality in teaching to the centrality in research. Particular attention was paid to the lines of research and their organization with the disciplines, projects and products of research, theses and dissertations, curricular structure and publications.

The mercantilist logic of the production of knowledge, based on the emphasis on efficiency, produces reflexes not only in the institutional functioning, but also in the daily practice of academic practices. This fact can be verified in the high loads of overwork, occupational diseases and cultural and behavioral changes (competitiveness) in the teaching work, verified by Maués & Mota¹¹ and identified in the field research.

The use of indicators, starting in the 1990s, prioritizes scientific production as a new instrument of evaluation, in keeping with the assertion that the intensive use of knowledge and information becomes the most important factor in contemporaneity, evidencing the emergence of a new economic and productive paradigm.

It is also identified the role of the State in the redirection of graduate studies, *locus* of knowledge production and training of researchers, a condition recognized as a requirement to ensure economic independence in the country, verified through the emphasis on research technology, innovation, agreements signed between universities and companies, as well as increased funding from development agencies.

In the productivity criteria adopted by CAPES and applied to the professors for evaluation of the *stricto sensu* graduate course, one can identify the informational capitalism defined by Castells,⁹ characterized by the prevalence, in the world of work, of flexibilization, science and technology and in the forms of production. It was also defined by Maués & Mota¹¹ as the technological revolution that has impacted, in an “indelible and not infrequently negative way, the nature of teaching work”, from the crisis of Fordism to the current models of flexible accumulation. Such flexibility is verified in the interviewees’ speech, based on the case study, in the multiplicity of activities that professors are responsible for: teaching, management, project coordination, orientation, among other activities.

In this scenario of structural and ideological reforms of Brazilian higher education, made possible at the end of the twentieth century, new demands and challenges were proposed to the education system in order to attend to the constitution of a new type of worker, necessary to

increase productivity, under new technology and management bases. These changes promoted the ethical-political formation of the new intellectual through the consolidation and dissemination of a new civic culture, in which the citizen begins to assume, individually or collectively, the role of the State in promoting social welfare.

Academic productivism has had considerable repercussions for teaching work, and failure to meet the production criteria stipulated by the Capes Assessment System has consequences for professors, such as the accreditation and de-accreditation processes of graduate programs, non-recognition by the research promotion agencies and the disqualification of professors by their own peers, with the imminent usurpation of the right to teach, among other situations mentioned in the interviews.

The alienation of the political role of the teacher is another factor inhibiting the improvement of the quality of the courses, not allowing the progressive feedback of the self-assessment in the institutions, whereas the evaluation should be a system of shared responsibility. Failure to comply with this important process was verified in the field research, which was considered an important exercise to bring institutional benefits. It was suggested that it should be extended to the students and communities where the research projects are applied.

The intensification of teaching work as a result of the productivity criteria obeys the logic of obsolescence cited by Gaulejac,²¹ dragging the individual in search of meaning and recognition, never satisfied. It generates a competition, through a feeling of generalized harassment, with the culture of high performance imposing itself as a model of efficiency. Such circumstances lead to professional exhaustion, stress, while suffering at work is trivialized. The scenario presented by Gaulejac²¹ characterizes the framework presented by today's higher education institutions, generated by the burden of overwork and teacher illness, reported in the field research and summarized in the following report:

Academic space, today under the productivist logic, lives under pressure and competition, just like a capitalist working environment. In fact, productivity premiums from capitalist enterprises are seen here as productivity indicators that give access to research resources (equipment purchase, hiring of personnel, material, airline tickets, daily expenses, etc.), agreements, consultancies and better places in the academic field. Some of these accesses have material value, others have symbolic value, but they mean a place of distinction in the work and the possibility of greater autonomy.

As a result of capitalist restructuring, the university was chosen as the holder of the space dedicated, par excellence, to the development of research and training of creative, innovative, competitive professionals, able to enter the world of work.

Conclusions

The productive restructuring in the world of work, with direct repercussions on the work process of *stricto sensu* graduate professors can be observed both in the relevant literature and in the production of the data compiled through field research with professors/researchers in the field of Collective Health, held at a Federal Public Institution of Science and Technology in Health.

It was verified, *a priori*, that the imaginary ideal overcame the collective ideal, proposed by international bodies to the peripheral countries of Latin America, such as Brazil, with the intention of minimizing the inequalities verified within the scope of its population in the area of education.

In this context, the evaluation criteria for quality higher education, adopted by the country for graduate programs, *locus* of science and technology, and fomenting the teacher's dialogue with society, are inserted through a process of collective knowledge production.

However, despite the advances that have been made, the current evaluation model does not express the dynamics of the programs, because it operates in a productivist and individualistic logic that promotes competition between professors and programs, devaluing the researcher as an individual, since publishing is necessary in the knowledge society. These precepts compromise the quality of the students' education, promoting the lightening of the research, compromising its quality and the possibility of contributing to the great challenges of the Collective Health field.

From this research, it was verified that the current graduate scenario, under the productivist logic, lives under pressure and competition, just like a capitalist working environment.

The emphasis given to research promoted the productivity category in academia. In this way, the university, characterized as the *locus* of the production of knowledge and the training of researchers, builds its foundation based on the teaching production, symbol of ascension and professional *status*, aiming at the possibility of competing for better structural and budgetary conditions for the production of the research.

The new communication and information technologies brought benefits to the evaluation process, as they allowed advances to the systems implemented through public policies. But this process has also become an instrument of intensification of the teaching workday, as well as the multiple tasks that it exerts, such as: research, teaching, extension, management and guidance, providing surplus tasks outside of the work environment.

Some of the health problems most commonly reported by professors relate to anxiety, stress, distress and pressure problems. These consequences, for the most part, are considered natural, given the unconscious internalization of the work process.

The alienation of teaching work occurs at the individual and collective levels, due to the teacher's subservience to the *modus operandi* of the productivist metric, through a passive relation with the criteria implanted by the system, in an unconscious battle with the numbers that indicate the growth of his/her scientific production.

The academic evaluation by the criterion of degree and publications, privileging quantity to the detriment of quality, promoted the process of separation between teaching and research, devaluing the activities of the educator. Lectures, thesis evaluations, conferences, debates, interviews, among other activities, have less weight for the measurement of intellectual production of professors.

Therefore, it is concluded that the current emphasis on the training of researchers, not professors, compromises the proposal of improvement of teaching and the social function of the university - democratic space, full of reflection and criticism, and pedagogical and scientific practices - because it indirectly impacts the field of Collective Health and its ability to respond and dialogue with society.

Contributors

Salvá MNR and Nascimento RP worked on all stages of the study, from design to review of the final version of the article.

Conflict of interests: The authors declare no conflict of interest.

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Received: April 28, 2017

Reviewed: July 12, 2017

Accepted: September 30, 2017

