

HIGHER EDUCATION: BETWEEN TEACHING AND VIOLENCE

ENSINO SUPERIOR: ENTRE DOCÊNCIAS E VIOLÊNCIAS

EDUCACIÓN SUPERIOR: ENTRE LA ENSEÑANZA Y LA VIOLENCIA

Mônica Pereira dos SANTOS¹
Sandra Cordeiro de MELO²
Mylene Cristina SANTIAGO³

ABSTRACT: Based on data from the Commission on Human Rights and Violence Combat and the Directorate of Accessibility of the Federal University of Rio de Janeiro, as well as on the data from the Directorate of Affirmative Actions and Institutional Image Directorate of the Federal University of Juiz de Fora, this article aims to analyze and discuss the violence in the relationship between teachers and students from an omnilectic perspective (SANTOS, 2013). We start from a literature review on the general theme of classroom violence in higher education and, next, through the case study methodology (YIN, 2010), we analyzed two occurrences in the years 2015 and 2017 at UFRJ and UFJF respectively. The results point to the urgency of the promotion of institutional cultures, policies and practices to combat violence in the institutions investigated.

KEYWORDS: Higher education. Inclusion in education. Violence. Omnilectic perspective.

RESUMO: Com base em dados da Comissão de Direitos Humanos e Combate às Violências e da Diretoria de Acessibilidade da Universidade Federal do Rio de Janeiro e nos dados da Diretoria de Ações Afirmativas e Diretoria de Imagem Institucional da Universidade Federal de Juiz de Fora, este artigo tem por objetivo analisar e discutir as violências nas relações entre professores e alunos na perspectiva omnilética (SANTOS, 2013). Partimos de uma revisão de literatura sobre o tema geral da violência em sala de aula no ensino superior e, na sequência, por meio da metodologia de estudo de caso (YIN, 2010), analisamos duas ocorrências nos anos de 2015 e 2017 na UFRJ e na UFJF, respectivamente. Os resultados apontam para a urgência da promoção de propostas balizadoras de culturas, práticas e políticas institucionais de combate às violências nas instituições investigadas.

PALAVRAS-CHAVE: Ensino superior. Inclusão em educação. Violências. Perspectiva omnilética.

¹ Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro – RJ – Brazil. Associate Professor. Department of Education Fundamentals. ORCID: <https://orcid.org/0000-0002-7057-7804>. E-mail: monicapes@gmail.com

² Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro – RJ – Brazil. Associate Professor. Department of Education Fundamentals. ORCID: <https://orcid.org/0000-0002-8437-1671>. E-mail: sandracmello@gmail.com

³ Federal University of Juiz de Fora (UFJF), Juiz de Fora – MG – Brazil. Adjunct Professor. Department of Education. ORCID: <https://orcid.org/0000-0003-2769-8421>. E-mail: mylenesantiago87@gmail.com

RESUMEN: *Basado en datos de la Comisión de Derechos Humanos y Lucha contra la Violencia y en la Dirección de Accesibilidad de la Universidad Federal de Río de Janeiro y en datos de la Dirección de Acción Afirmativa y Dirección de Imagen Institucional de la Universidad Federal de Juiz de Fora, este artículo tiene como objetivo analizar y discutir la violencia en la relación entre profesores y estudiantes en la perspectiva omnilectica (SANTOS, 2013). Comenzamos a partir de una revisión de la literatura sobre el tema general de la violencia en el aula en la educación superior y luego, a través de la metodología de estudio de caso (YIN, 2010), analizamos dos acontecimientos en los años 2015 y 2017 en UFRJ y UFJF respectivamente. Los resultados apuntan a la urgencia de promover culturas, prácticas y políticas institucionales para combatir la violencia en las instituciones investigadas.*

PALABRAS CLAVE: *Educación superior. Inclusión en la educación. Violencia. Perspectiva omnilectica.*

Introduction

This article is based on the awareness of the authors, active participants in contexts such as: the Commission on Human Rights and Combating Violence - CDHCV/UFRJ, the Directorate of Accessibility of the Federal University of Rio de Janeiro - DIRAC/UFRJ, the Directorate of Actions Affirmative - DAA/UFJF and the Institutional Image Directorate of the Federal University of Juiz de Fora - DII/UFJF, and therefore knowledgeable about reports of violence at the institutional level. We seek, based on the data of this Commission and Directorates, to reflect on the development of institutional policies that adopt a more prophylactic rather than remedy character of the issue of violence in the relations between teachers and students in Higher Education.

These spaces have, among their attributions, the receipt of denunciations and taking of measures, however, the data collected there are confidential. For this reason, we chose to carry out exploratory research on widely publicized platforms and collect cases that were discussed by the media.

The issue of violence in educational settings has been increasingly studied, particularly in relation to Basic Education and the world of work, according to the exploratory survey that we conducted on Google Scholar, on the G1 website and on the Google platform. In Higher Education, productions have been more frequent since the last 5 years. Another interesting observation we made is that violence in school and university environments has taken on a varied nomenclature to mean basically the same thing, such as: harassment, moral harassment and other forms of bullying. According to paragraph 1 of Law no. 13,185, 6 of November, 2015 (BRASIL, 2015), which institutes the Program to Combat Systematic Intimidation (Bullying), it is characterized by:

Any act of physical or psychological violence, intentional and repetitive that occurs without evident motivation, practiced by an individual or group, against one or more people, with the objective of intimidating or assaulting, causing pain and anguish to the victim, in a power imbalance relation between the parties involved (BRASIL, 2015, s/p).⁴

This same Law still classifies systematic intimidation in its article 3.:

Art. 3 - Systematic intimidation (bullying) can be classified, according to the actions taken, such as:

I - verbal: insulting, cursing and calling pejoratively;

II - moral: defaming, slandering, spreading rumors;

III - sexual: harassing, inducing and / or abusing;

IV - social: ignore, isolate and exclude;

V - psychological: stalking, frightening, terrorizing, intimidating, dominating, manipulating, blackmailing and annoying;

VI - physical: punching, kicking, hitting;

VII - material: robbing, stealing, destroying someone else's belongings;

VIII - virtual: to depreciate, send intrusive messages of intimacy, send or tamper photos and personal data that result in suffering or with the intention of creating means of psychological and social embarrassment (Idem).⁵

Bearing in mind that this law covers a definition consistent with the scientific basis on the subject (NUNES CALDEIRA *et al.*, 2015; GOMES, 2016; BANDEIRA, 2017; FONSECA *et al.*, 2017; MATEUS; PINGOELLO, 2018; SILVA, 2018; SOUZA, 2018), in this article, we will adopt the concept of violence as a synonym for harassment, systematic intimidation and bullying. We will discuss the production of these authors in the following sections.

Methodology

This article consists of an exploratory and case study, because, as we said, studies on harassment, bullying and violence in higher education are still relatively scarce. Its production has increased in the last five years, but it still remains incipient. In this paper, we adopted the definition proposed by Gil (2002, p. 41), for whom exploratory research:

⁴ Todo ato de violência física ou psicológica, intencional e repetitivo que ocorre sem motivação evidente, praticado por indivíduo ou grupo, contra uma ou mais pessoas, com o objetivo de intimidá-la ou agredi-la, causando dor e angústia à vítima, em uma relação de desequilíbrio de poder entre as partes envolvidas (BRASIL, 2015, s/p).

⁵ Art. 3º - A intimidação sistemática (*bullying*) pode ser classificada, conforme as ações praticadas, como:

I - verbal: insultar, xingar e apelidar pejorativamente;

II - moral: difamar, caluniar, disseminar rumores;

III - sexual: assediar, induzir e/ou abusar;

IV - social: ignorar, isolar e excluir;

V - psicológica: perseguir, amedrontar, aterrorizar, intimidar, dominar, manipular, chantagear e infernizar;

VI - físico: socar, chutar, bater;

VII - material: furtar, roubar, destruir pertences de outrem;

VIII - virtual: depreciar, enviar mensagens intrusivas da intimidade, enviar ou adulterar fotos e dados pessoais que resultem em sofrimento ou com o intuito de criar meios de constrangimento psicológico e social (Idem).

[...] aim to provide greater familiarity with the problem, in order to make it more explicit or to make hypotheses. It can be said that these researches have as main objective the improvement of ideas or the discovery of intuitions. Its planning is, therefore, very flexible, so that it allows the consideration of the most varied aspects related to the studied fact. In most cases, these researches involve: (a) bibliographic survey; (b) interviews with people who have had practical experiences with the researched problem; and (c) analysis of examples that “stimulate understanding” (SELLTIZ *et al.*, 1967, p. 63).⁶

In this sense, in addition to the bibliographic survey on the subject, the cases were collected on the G1 and Google websites using the keywords "UFJF complaint" and "UFRJ complaint", framing in type (c) defined by Gil, quoting Selltiz (examples that encourage understanding). We have found, in total, since 2015, about eight cases aired on journalism websites for the two universities, of which we have selected two cases for discussion in this article.

The second design used for this research was the case study. Yin (2010) provides a double definition for the case study in general, to only then classify it. According to the author:

The case study is an empirical investigation that investigates a contemporary phenomenon in depth and in its real life context, especially when the boundaries between the phenomenon and the context are not clearly evident and the case study investigation faces the technically different situation in that there will be many more variables of interest than data points, and, as a result, it has multiple sources of evidence, with the data needing to converge in a triangular way, and as another result it benefits from the previous development of theoretical propositions to guide the data collection and analysis (p. 39-40).⁷

For the analysis of the data, we chose the Omnilectic perspective (SANTOS, 2013), because it is a perspective that provides researchers with an analysis from different points of view, as it simultaneously considers five dimensions: that of cultures, policies, practices, dialectics and complexity. It is based on the principle that human (and social) life manifests itself through these dimensions, which, in turn, are constantly and incessantly intertwined, sometimes in an asymmetric relationship in which one overlap with the other(s), depending on

⁶ [...] têm como objetivo proporcionar maior familiaridade com o problema, com vistas a torná-lo mais explícito ou a constituir hipóteses. Pode-se dizer que estas pesquisas têm como objetivo principal o aprimoramento de idéias ou a descoberta de intuições. Seu planejamento é, portanto, bastante flexível, de modo que possibilite a consideração dos mais variados aspectos relativos ao fato estudado. Na maioria dos casos, essas pesquisas envolvem: (a) levantamento bibliográfico; (b) entrevistas com pessoas que tiveram experiências práticas com o problema pesquisado; e (c) análise de exemplos que “estimulem a compreensão” (SELLTIZ *et al.*, 1967, p. 63).

⁷ O estudo de caso é uma investigação empírica que investiga um fenômeno contemporâneo em profundidade e em seu contexto de vida real, especialmente quando os limites entre o fenômeno e o contexto não são claramente evidentes e a investigação do estudo de caso enfrenta a situação tecnicamente diferenciada em que existirão muito mais variáveis de interesse do que pontos de dados, e, como resultado, conta com múltiplas fontes de evidência, com os dados precisando convergir de maneira triangular, e como outro resultado beneficia-se do desenvolvimento anterior das proposições teóricas para orientar a coleta e a análise de dados (p. 39-40).

who looks and how they look, sometimes in a more apparently symmetrical relationship, in which each one is perceived with the same intensity, also depending on who and how one looks at the phenomena under analysis.

Specifically, each dimension brings opportunities for analysis from a point, namely: the dimension of cultures proposes a look at values, likings, what is believed to be good, bad, beautiful, ugly. The dimension of the policies offers a look at the rules, the laws, the combinations and the intentions that are present in a context of analysis. The dimension of practices suggests a look at what is actually done, such as everyday action. We understand that the relation between cultures, policies and practices is neither linear nor tension-free. On the contrary, it is full of contradictions. For this reason, to the three-dimensionality proposed by Booth and Ainscow (2012), we added (SANTOS, 2013) two more dimensions: that of complexity and dialectics. The complexity dimension, based on the writings of Morin (2011), guides a look at these so-called contradictions and creates a three-dimensional relation with the uncertainty paradigm, bringing an instituting degree of provisionality in the knowledge and relations established until then. The dialectic dimension illuminates the three-dimensionality for a perspective of transformation of the inherent contradictions and creation of new possibilities, complex and dialectical, of arrangements between cultures, policies and practices.

In this way, to think and see omnilectically means to recognize that the same analyzed event can assume different possibilities of interpretation at the same time and later. It is to understand that reality are realities, and that the only thing that surely surrounds and guarantees the production of any knowledge, is the uncertainty that it engenders. This puts the researchers in a constant state of alert, something that we consider very beneficial, considering, also, the theme of this article, which, in turn, is not distant from the daily life of the academy: arrogance (and consequent practices of violence) that we can develop by considering our perspectives as certain and true. In this sense, omnilectic analysis can contribute to what we consider to be a healthy act that researchers should be committed to: challenging, on a continuous basis, academic self-centering (vanity).

Higher education and teaching

One of the main characteristics of the Higher Education model adopted in Brazil is that of university autonomy. In order to launch guidelines on Human Rights (HR) for countries to guide their institutions, standards and procedures, UNESCO launched, in 2003, the document *A Guide to human rights: institutions, standards, procedures*. The purpose of this document, in

addition to raising the awareness of managers, politicians and others interested in the cause of human rights, was to strengthen the role of education as the main propagating agent of the principles necessary for the development of peoples who adopt these principles and program them in their policies.

The referred document consists of a type of Dictionary in which several terms important to the theme of HR are defined, the first term being precisely “Academic Freedom”. Let's see what the definition says:

Academic freedom can be defined as the freedom of researchers, teachers and students to teach, **study and seek knowledge** and research without interference or excessive restriction of the law, institutional regulations or public pressure. Academic freedom is closely related to the right to education [...]. It is also closely linked to the freedom of opinion and expression, the freedom of scientific research and the freedom to seek, receive and transmit information. The justification for academic freedom lies in its benefits to society, which means that a society's interests are best served when the educational process leads to the advancement of knowledge and the latter progresses best without any restrictions on research. [...] Academic freedom is composed of the following rights: [...]; **the right of students to study, to choose their field of study, to participate in the organization of the educational process and to receive official recognition of the knowledge and experience gained** [...] (UNESCO, 2003, p. 1-2, our highlights).⁸

The reason why we brought this definition to the present article lies in the fact that this concept applies to all university segments known in Brazil (teachers, technicians and students), in addition to, as we stress in our highlights, bring out the specific side student rights. Let us note that there is stated that this segment of the university owes the recognition of its knowledge and experiences. However, we ask: is this taken as a common practice in our universities? We believe not.

What do we want to score? The idea that, in spite of this and so many other national and international norms, referring to HR (of which students are obviously part), we have observed,

⁸ Liberdade acadêmica pode ser definida como a liberdade de pesquisadores, professores e alunos para ensinar, **estudar e buscar conhecimento** e pesquisa sem interferência ou restrição excessiva da lei, regulamentações institucionais ou pressão pública. A liberdade acadêmica está intimamente relacionada com o direito à educação [...]. Também está intimamente ligada à liberdade de opinião e expressão, à liberdade de investigação científica e à liberdade de procurar, receber e transmitir informações. A justificativa para a liberdade acadêmica reside em seus benefícios para a sociedade, o que significa que os interesses de uma sociedade são melhor servidos quando o processo educacional leva ao avanço do conhecimento e o último progride melhor sem quaisquer restrições sobre a pesquisa.

[...] A liberdade acadêmica é composta pelos seguintes direitos: [...]; **o direito dos alunos a estudarem, a escolherem seu campo de estudo, a participarem da organização do processo educativo e a receberem reconhecimento oficial do conhecimento e da experiência adquirida** [...] (UNESCO, 2003, p. 1-2, grifo nosso).

in Brazil, that such rights are not always respected, including by our teachers, when the focus is our students.

Certainly, Brazil, for a long time, is internationally recognized for being one of the countries that most violate human rights, to our despair and sadness. However, this “fame”, as far as we can tell, never extended to Higher Education. We know that cases of harassment and disrespect for rights have always existed, including at the Academy, and that such cases can occur with any of its three segments. However, to date, no such number of cases has been identified that would justify further investigations and reflections on the subject, but now we have the impression that we are waking up to it. In our view, this urgency is even greater when we think of the segment at the bottom of the hierarchical pyramid of university institutions: students, who in addition to being victimized by civil servants in general (teachers and technicians), victimize each other.

Teachers, including university students, are known to be subjects of one of the most stressful professions today. It is very likely that the working conditions themselves, nowadays and increasingly so precarious, combined with the increasing multiplicity of tasks that these professionals are charged to perform, explain, in part, the fact that teachers are both victims and perpetrators of bullying. Even so, explaining cannot serve to justify. It is important, therefore, to know what the studies say about those teachers who perpetrate bullying, with a view to raising the issue for broad debate, since it is apparent that this segment is also responsible for committing violence.

Higher education and violence

In this section, we will present our bibliographic review on the topic of violence, based on a search carried out on Google Scholar since 2015. We chose this path because it is a site already well recognized by scientific communities, and we chose this period in view that the oldest case to be handled dates from 2015.

In 2015, Mateus and Pingoello conducted a study in which they sought to investigate the occurrence of bullying in Higher Education. They also sought to carry out a statistical analysis on the relation between the following variables: Undergraduate Course, Age, Graduation Stage and Sex in the event of bullying. Their results pointed to a significant relation between the variables: Graduation Course, Age and Graduation Stage with the bullying phenomenon.

Although the authors warn that bullying should not be confused with racism, sexual or moral harassment or punctual aggression, they recognize that bullying covers all these (and other) acts, which is in line with our definition. The authors say that, in order to be characterized as bullying, there needs to be specific reference to an “intimidation systematically exercised by the strongest on the weakest using racist, discriminatory and offensive behavior”⁹ (MATEUS; PINGOELLO, 2015, p. 31). The authors continue to explain that:

Bullying can be defined as a set of aggressive, repetitive and intentional attitudes adopted by a person or a group of people with the purpose of causing anguish, pain and suffering. Such form of aggression occurs in an unequal power relation, culminating in a real situation of disadvantage for its victims (idem).¹⁰

With this definition, it is clear that bullying is not just a school phenomenon, but that it can also happen among adults and in various places of study and/or work.

The research by Mateus and Pingoello (2015) found that, unlike studies with the Basic and Medium levels of education, in Higher Education sex was not a significant variable. Bearing in mind that our cases (and many others), as well as studies in Basic Education (MOURA *et al.*, 2011), have pointed to the variable sex as a differential, we believe that further investigations need to be made on this variable. In this regard, Gadelha (2019, p. 358) states that:

Several studies have reported that both aggressors and victims of bullying are mostly male. However, there are also studies arguing that the variation between genders is due to the type of aggression practiced, with the prevalence of bullying being equivalent between men and women.¹¹

Another worrying aspect of the research by Mateus and Pingoello (2015) refers to the fact that age is correlated with bullying: of the 25% of the sample of students interviewed who declared to be bullied, 53% were in the first period of graduation, being that the most frequent type of bullying suffered was verbal, which affected 68% of these participants, which is in line with studies on the topic at the Basic level of education (MOURA *et al.*, 2011).

⁹ “intimidação exercida sistematicamente pelo mais forte sobre o mais fraco utilizando-se de comportamentos racistas, discriminatórios e ofensivos”

¹⁰ O Bullying pode ser definido como conjunto de atitudes agressivas, repetitivas e intencionais adotadas por uma pessoa ou um grupo de pessoas com finalidade de causar angústia, dor e sofrimento. Tal forma de agressão ocorre em relação desigual de poder, culminando em real situação de desvantagens para suas vítimas (idem).

¹¹ Diversos estudos reportaram que tanto os agressores quanto as vítimas de bullying são, em maior parte, do sexo masculino. No entanto, há também estudos defendendo que a variação entre os gêneros é devido ao tipo de agressão praticada, sendo a prevalência do bullying equivalente entre homens e mulheres.

Finally, the most alarming data of the referred study was the fact that 76% of the sample that declared suffering bullying reported having suffered it in the classroom, contradicting data on Basic Education, whose research (MOURA *et al.*, 2011) point out that the predominantly common place is the schoolyard. We are surprised that the authors did not even consider the hypothesis, in their article, that the practitioner may be the teacher himself, as it seems to us that this is exactly what happens in higher education. In this sense, it would be very important for future research on the subject to bring teachers - and teachers - as a central object of research interest.

Seeking to understand how bullying is characterized at the university, Gadelha (2019) carried out a systematic literature review based on 5 different databases, including the ERIC (Education Resources Information Center), seeking productions from 2009 to 2018 and using the descriptors “*bullying*” AND “*universities*”. The author reached 54 works, of which selected 14 produced in South America.

As an example of what was found by Mateus and Pingoello (2015), the author also revealed that the most common form of bullying present in the investigated studies, at the university level, is verbal. In fact, in general, this study confirms practically all aspects of the research by Mateus and Pingoello (2015), except for one factor: gender. It seems that this variable has become more significant in more recent research.

Another important variable raised in this study was the presence or absence of disability characterizing the profile of the victims. The author found that people with disabilities, particularly those with physical disabilities, are more likely to experience violence than others.

Gadelha (2019) concludes recommending that universities adopt anti-bullying measures and policies, and that these take into account, especially, the variables of gender, sexual orientation, race, socioeconomic status and disability, considered by the author as the most likely inherent characteristics the victim. Once again, we call attention to the fact that the possibility of aggression by teachers was not even considered in this study.

Another important study to mention is that of Fonseca *et al.* (2017), in a survey carried out with 773 students of Accounting Sciences (attending the 1st to the 10th period) of a federal university in 2014, which sought to assess bullying from the perspective of victims, practitioners and witnesses. The authors identified that bullying is more practiced by male subjects, it is seen by the witnesses as a playful joke, that it is not reported either by the victims or by the witnesses and that its greatest occurrence is in the classroom, confirming much of what has already been discussed here.

On the other hand, this article presents an important differential: the consideration that teachers and educators can be aggressors, or bullies, as much as any other subject. For 29% of the sample, the highest incidence of bullying occurs in the classroom, but they were responsible for only 27% of these acts, which raises the serious question: Who else, then, in the classroom, could be practicing the bullying? Or was it that part of these students lied?

Silva (2018) studied 310 university students (undergraduate and graduate) to understand how bullying affects the lives of university students. 22% of their sample reported being bullied, a number very close to the study by Mateus and Pingoella (2015). Silva's findings also corroborate those of the aforementioned studies: the author also draws attention to the fact that the majority of victims suffer silently, and also that the witnesses reveal the situation by trying to consider it as a joke - a factor, by the way, rated as highly inadequate and as being in immediate need of intervention in almost all articles we found.

The novelty presented by this article, and which accompanies that of Fonseca (2017), is the consideration of the possibility that teachers also commit acts of violence (bullying), as well as that the attacked are also aggressors:

It is utopian to believe that university students have a greater capacity for defense, they are abused by colleagues and also by the Teaching Team, but they also attack, ignore, discriminate and in some cases, even kill because they can no longer bear to be humiliated (GARCIA; MARTA; VECCHIATTI, 2013 *apud* SILVA, 2017, p. 142).¹²

In other words, as undesirable, unethical and wrong as it may be, our review of the literature allows us to at least suspect, with some certainty, that teachers are also aggressors. And that is precisely why we set out to work on this aspect of bullying and violence in higher education; when the aggressor is the teacher.

The cases

We chose to present cases that gained visibility in the media, for not violating ethical issues and for maintaining the anonymity of those involved. The selected cases denote the multidimensionality and complexity of the relations and circumstances that involve the delicate and tenuous line that Paulo Freire (1996) calls common sense, which means the balance

¹² É utópico acreditar que estudantes universitários apresentam maior capacidade de defesa, eles sofrem abusos por parte de colegas e também da Equipe Docente, mas também agredem, ignoram, discriminam e em alguns casos, até matam por não suportarem mais serem humilhados (GARCIA; MARTA; VECCHIATTI, 2013 *apud* SILVA, 2017, p. 142).

between authority and freedom. If the imaginary scale hangs more to one side, we teachers are at risk of acting in a licentious or authoritarian way. What does that mean? That the teaching task requires great balance and ethics, in order to prevent distortions or misrepresentations between the principles of authority and freedom from incurring any type of violence or abuse of power.

Case 1: UFJF denies appeal and dismisses professor accused of harassment and aggression (G1, Zona da Mata, 21 February 2017)

The Superior Council of the Federal University of Juiz de Fora (UFJF) denied the appeal of the professor of the College of Dentistry, who was accused of assaulting and harassing a student. At this Tuesday (21) meeting, which dealt with his Disciplinary Administrative Process (PAD), it was decided to dismiss the professor. The institution had already analyzed the case and decided in January, but the 61-year-old professor appealed the result.

The defense of the professor informed that he will seek redress through Justice. The victim reported the case in June 2016, claiming that during a class, he called her by name and asked her to leave the room. Then, according to a student, he locked her up, grabbed her by the arms and placed his body next to hers. In addition to the administrative process, another investigation of the complaint is underway at the Civil Police.

In the middle of the process, he suffered a scooter accident and was away from the university for two months, resuming his duties in August. In November, he was removed from office as a way of preserving the progress of the internal process. According to the Bulletin of Occurrence (BO), the professor said that the student could not call him by name and would have to show respect, since she was a “*reles acadis*” (academic) and could not be with the “*docs*” (doctors). After releasing her, she continued in class and the teacher started to offend her saying that the student would not graduate at the end of the year because she would not have the competence to pass three subjects with him, also according to the BO.

According to the student's report, as soon as the June 23 class ended, she called her parents and sought the direction of the Faculty of Dentistry to formalize the complaint. Still according to the student, he would have harassed her before. The Ombudsman was called and the Military Police (PM) called to register the occurrence. According to the PM, the college board informed that the professor was not in an academic environment at the time of registration of the occurrence and was not found to talk about the complaint.¹³

¹³ O Conselho Superior da Universidade Federal de Juiz de Fora (UFJF) negou o pedido de recurso do professor da Faculdade de Odontologia, que foi acusado por agressão e assédio a uma estudante. Na reunião desta terça-feira (21), que tratou do Processo Administrativo Disciplinar (PAD) dele, ficou decidido pela demissão do docente. A instituição já havia analisado o caso e decidido em janeiro, mas o professor, de 61 anos, recorreu do resultado. A defesa do professor informou que ele buscará reparação via Justiça. A vítima denunciou o caso em junho de 2016, alegando que durante uma aula, ela o chamou pelo nome e ele pediu que ela saísse da sala. Em seguida, ainda de acordo com a aluna, ele a trancou, a agarrou pelos braços e colocou o corpo próximo ao dela. Além do processo administrativo, outra investigação da denúncia está em andamento na Polícia Civil. Em meio ao andamento do processo, ele sofreu um acidente de motoneta e ficou afastado da universidade por dois meses, reassumindo as funções em agosto. Em novembro, ele foi afastado do cargo, como forma de preservar o andamento do processo interno. De acordo com o Boletim de Ocorrência (BO), o professor disse que a aluna não poderia chamá-lo pelo nome e teria que mostrar respeito, visto que era uma “*reles acadis*” (acadêmica) e não

This complaint points to a case of classroom violence, committed by a teacher who felt offended when the student called him by his name. According to him, a “poor acadis” (academic) could not be with the “docs” (doctors). His indignation led him to attack her physically and morally, and to threaten her with failing.

This case leads us to the cultural issue of vanities in the academic environment and the view (also cultural) that the distance between students and teachers must be part of the learning process. Another important point is in the institutional procedures triggered (the practices and policies): the formalization of the complaint by the student in the direction of the unit, the contact with the ombudsman and the immediate activation of the military police. After these procedures, the unit opened a disciplinary administrative process and dismissed the professor. These actions suggest the unit's commitment (cultures) to student issues, mainly because they immediately accept a student's complaint.

In general, from an omnilectic perspective, we see that both cultures, policies and practices mentioned here merge and hybridize with each other, in both divergent and converging relations, which points not only to the dialectical character with which these dimensions are 'related', as for the complex character, insofar as each new relational configuration between these dimensions (produced in and for each new historical moment) can open new doors for the construction of new cultures, practices and policies on the matter.

It should be noted that the answer given by the institution was not an answer commonly found in the reports we investigated. In general, what is done is to silence or treat the case “internally”, or in secrecy.

Case 2: Professor [UFRJ] is accused of assaulting student (Site Band Rio, 26 May15)

While students from the three courses of the College of Administration and Accounting Sciences (FACC) met at UFRJ University City, on Ilha do Fundão, yesterday (25), with the university dean to denounce authoritarianism, threats, persecution, criminalization of the student movement and moral harassment, committed by the Director of the FACC, in the Administration department meeting held in Praia Vermelha. In that meeting, the director attacked the student [...] without any reason. Causing

poderia estar junto aos “docs” (doutores). Após soltá-la, ela continuou na aula e o professor passou a ofendê-la dizendo que a universitária não se formaria no fim do ano porque não teria competência para passar em três disciplinas com ele, também conforme o BO.

De acordo com o relato da estudante, assim que a aula do dia 23 de junho terminou, ela chamou os pais e procurou a direção da Faculdade de Odontologia para formalizar a denúncia. Ainda segundo a estudante, ele já teria a assediado antes. A Ouvidoria foi chamada e a Polícia Militar (PM) acionada para fazer o registro da ocorrência. De acordo com a PM, a direção da faculdade informou que o professor não estava em ambiente acadêmico no momento do registro da ocorrência e não foi encontrado para falar sobre a denúncia.

astonishment and fear among the teachers in the room, the director also took his cell phone out of his hand and threw it on the floor, then stomped on it.

The images were taken by one of the students using a cell phone. Initially, the camera is filming only the floor. In the next moment, there is a confusion and the video shows the teacher trying to take the cell phone from the hands of [...] an Administration student.

Students will enter a request for the departure of the teacher from the direction of the School. According to the students, the teacher had already shown authoritarianism at several times when he threatened students. Also, according to the students, the director decreed 3 days of "disgust" at the College of Administration. UFRJ informed that it should institute a disciplinary process to investigate the conduct of the civil servant. He could not be reached for comment.¹⁴

This 2015 complaint is very current, as it deals with abuse of authority and physical violence. In this case, the aggression is perpetrated by the Faculty director against a student member of the student movement who attended the Department meeting. With this action, the director proved that the act of the students with the dean proceeded, since he showed the same violence about which he had been denounced for.

The culture put here is that against authority every action is subversive, deserving of physical violence and the seizure and destruction of personal objects. It is the conception that only obedience belongs to authority. This interpretation is consistent with the studies discussed here (NUNES CALDEIRA *et al.*, 2015; GOMES, 2016; BANDEIRA, 2017; FONSECA *et al.*, 2017; MATEUS; PINGOELLO, 2018; SILVA, 2018; SOUZA, 2018), according to which the subjects who practice bullying are part of unequal power relations, being at the top of the hierarchy, and deliberately abuse it.

The fact is that the situation is uncomfortable, not only for us, but for students who are members of the student movement, mainly because it is an academic environment that should be guided by dialogue and exchange, reflection, study and plurality of thoughts. However, in order for this positive relation to exist, force must give place to word. The complexity is in the

¹⁴ Enquanto estudantes dos três cursos da Faculdade de Administração e Ciências Contábeis (FACC) se reuniam na Cidade Universitária da UFRJ, na Ilha do Fundão, ontem (25), com o reitor [...] para denunciar o autoritarismo, ameaças, perseguição, criminalização do movimento estudantil e assédio moral, cometidos pelo Diretor da FACC, acontecia na Praia Vermelha a reunião do departamento de Administração. Nessa reunião o diretor agrediu o estudante [...] sem haver qualquer motivo. Causando espanto e medo entre os professores na sala, o diretor também tomou o seu celular de sua mão e o arremessou no chão, pisoteando em seguida.

As imagens foram feitas por um dos estudantes através do aparelho celular. Inicialmente, a câmera está filmando apenas o chão. No momento seguinte, há uma confusão e o vídeo mostra o professor tentando pegar o celular das mãos de [...], aluno de Administração.

Os alunos vão entrar com um pedido para a saída do docente da direção da Escola. Segundo os alunos, o professor já havia demonstrado autoritarismo em diversos momentos em que ameaçou estudantes. Ainda segundo os alunos, o diretor decretou 3 dias de "nojo" na Faculdade de Administração. A UFRJ informou que deve instaurar um processo disciplinar para apurar a conduta do servidor. Ele não foi encontrado para comentar o caso.

possibility of subjects with such different lives and thoughts to see each other, respect each other, cross their perspectives in the same learning objective, of formation.

We ask ourselves: who does this college, represented by this director, intend to form? What kind of culture does a teacher 'transfer' to students when he behaves in such a way? What kind of institutional policy can this reflect? What future practices can this point to? When the director takes and breaks the student's cell phone, what he is interrupting is the recording of his image, acting aggressively. Certainly, he would know that he only destroyed one recording source and that there would be others, but his anger and indignation led him to this absurd. The students' act threatened his authority as a director because they questioned his actions. There was no room for dialogue: it is the culture of authoritarianism, the politics of silencing, the practice of violence in action.

Through the omnilectic look, we can conceive, even so, that the situation may (and must have brought) bring changes, mainly by pressure in the opposite direction, that is, by the reaction to fight the aggression committed. This shows us the aforementioned omnilectic character, which argues that cultures, policies and practices are immersed in a dialectic and complexity such that it is impossible not to recognize that social and human life is pure uncertainty and movement - contradictory and not.

Final considerations

Based on the experiences of our participation in the aforementioned Commission and Boards and on omnilectic analysis, we realize that cases like the ones we analyze here happen with some regularity. What differentiates them are the referrals given by the Universities and the effectiveness of the complaint by the victim. At UFRJ, each unit has a degree of autonomy, which often allows "warm cloths" to be placed on the reported cases, unless the victim accesses the ombudsman. In this case, the conclusion of the complaint returns to this instance, higher than that of the unit, becoming known to the management, which has the option of opening a disciplinary administrative process - PAD, regardless of any corporate interests that may be identified.

At UFJF, complaints are made at the Ombudsman's Office, which acts as a gateway to receive and listen to citizens' demands in a qualified and active way, promoting their participation in public management. In this way, it plays the role of spokesperson for the applicant in the institution. The UFJF Ombudsman is responsible for receiving, welcoming and forwarding demands regarding the citizen's relation with the João XXIII Application College,

the Juiz de Fora and Governador Valadares campuses. In the case of the University Hospital (HU), there is an own ombudsman, but depending on the characteristic of the request, it is also accompanied and monitored by the General Ombudsman.

Sensitized by these realities, and based on the studies presented, we believe that, aware of these adverse conditions for victims, universities would need to develop mechanisms and strategies to combat violence, including those perpetrated by those who have more power and status in the university hierarchy. In the case of UFRJ, an example of these mechanisms (in addition, of course, of the Ombudsman itself), was the constitution of the Commission on Human Rights and Combating Violence, in 2017, which has, since then, dealt with a wide variety of cases, much to our chagrin. In the case of UFJF, specific issues related to harassment, discrimination, prejudice, violence and oppression experienced in the university environment, since 2014, are treated and welcomed by the Specialized Ombudsman, directly linked to the Affirmative Action Directorate (Diaaf).

If, on the one hand, the very existence of these actions means that such cases are present in the daily lives of educational institutions, on the other hand, it also represents an important way of giving visibility to the issue of violence, which opens up the possibility of building debates, mobilize collectives, enlighten and re-educate our population, plan support and, perhaps, improve this exclusive and undesirable reality.

ACKNOWLEDGEMENTS Capes, CNPq, FAPERJ.

REFERENCES

BANDEIRA, L. M. Trotes, assédios e violência sexual nos campi universitários no Brasil. *Revista Gênero*, v. 17, n. 2, 2017.

BOOTH, T.; AINSCOW, M. **Index para a inclusão**: desenvolvendo a aprendizagem e a participação nas escolas. Bristol: CSIE, 2011.

BRASIL. Lei n. 13.185, de 6 de novembro de 2015. Institui o programa de combate à intimidação sistemática (Bullying). *Diário Oficial da União*, Brasília, 09 nov. 2015. Available: http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/113185.htm. Access: 23 July 2019.

BRASIL. MEC. INEP. **Ações discriminatórias no âmbito escolar**. Projeto de estudo sobre ações discriminatórias no âmbito escolar, organizadas de acordo com áreas temáticas, a saber, étnico racial, gênero, orientação sexual, geracional, territorial, de necessidades especiais e socioeconômica. Brasília, 2009. Available:

http://www.mp.sp.gov.br/portal/page/portal/Educacao/Doutrina/Pesquisa%20Diversidade_Sumario%20resultados%20descritivos.pdf. Access: 23 July 2019.

CALDEIRA, S. N. *et al.* Estudantes do ensino superior, praxe acadêmica e satisfação com a vida. Configurações. **Revista de sociologia**, n. 16, p. 97-112, 2015.

FERNÁNDEZ, J. M. La noción de violencia simbólica en la obra de Pierre Bourdieu: una aproximación crítica. **Cuadernos de Trabajo Social**, v. 18, p. 7-31, 2005. Available: <http://biblioteca.ues.edu.sv/revistas/10800248.1.pdf>. Access: 23 July 2019.

FONSECA, K. B. C. *et al.* Incidência do bullying nos cursos de administração e ciências contábeis. **Psicologia Escolar e Educacional**, v. 21, n. 1, p. 79-92, 2017.

FREIRE, P. **Pedagogia da Autonomia: Saberes necessários à prática educativa**. Rio de Janeiro: Paz e Terra, 1996.

GADELHA, M. do S. V. *et al.* Bullying nas instituições de ensino superior: revisão sistemática/Bullying in higher education institutions: systematic review. **Revista Multidisciplinar e de Psicologia**, v. 13, n. 44, p. 357-373, 2019.

GIL, A. C. **Como elaborar projetos de pesquisa**. 4. ed. São Paulo: Atlas, 2002.

GOMES, G. Microagressões no ensino superior nas vias da educação matemática. **Revista Latinoamericana de Etnomatemática: Perspectivas Socioculturales de la Educación Matemática**, v. 9, n. 3, p. 44-76, 2016.

MATEUS, G. A. P.; PINGOELLO, I. Ocorrência de bullying no ensino superior. **Revista Uninga Review**, [S.l.], v. 22, n. 3, jan. 2018. ISSN 2178-2571. Available: <http://revista.uninga.br/index.php/uningareviews/article/view/1631>. Access: 21 July 2019.

MORIN, E. **Introdução ao pensamento complexo**. Porto Alegre: Sulina, 2011.

MOSCARDINI, G. Professor é acusado de agredir aluno. **Band Rio**, 26 maio 2015. Available: <https://bandrio.band.uol.com.br/noticias/100000753210/durante-uma-reuniao-professor-agride-aluno-.html.html.html.html>. Access: 30 Sep. 2019.

MOURA, D. R. *et al.* Prevalência e características de escolares vítimas de bullying. **J. Pediatr.** (Rio J.), Porto Alegre, v. 87, n. 1, 2011. Available: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0021-75572011000100004&lng=en&nrm=iso. Access: 23 July 2019. DOI: <http://dx.doi.org/10.1590/S0021-75572011000100004>

SANTOS, M. P. **Dialogando sobre inclusão em educação: contando casos (e descasos)**. Curitiba: CRV, 2013.

SILVA, R. B. A Prática do bullying nas instituições de nível superior: um estudo no distrito federal. **Projeção, Direito e Sociedade**, v. 9, n. 1, p. 150-158, 2018.

SOUZA, C. D.de. **Diagnóstico do enfrentamento ao assédio moral em uma instituição federal de ensino superior**. 2018. 150 f. Dissertação (Mestrado Profissional em Gestão de Processos Institucionais) - Universidade Federal do Rio Grande do Norte, Natal, 2018.

UFJF. **Conheça como funciona a Ouvidoria Geral da UFJF**. Available: <https://www2.ufjf.br/noticias/2017/08/16/conheca-como-funciona-a-ouvidoria-geral-da-ufjf/>. Access: 30 Sep. 2019.

UFJF. UFJF nega recurso e demite professor acusado de assédio e agressão. **G1**, 21 fev. 2017. Available: <http://g1.globo.com/mg/zona-da-mata/noticia/2017/02/ufjf-nega-recurso-e-demite-professor-acusado-de-assedio-e-agressao.html>. Access 30 Sep. 2019.

UNESCO. **A guide to human rights**: institutions standards, procedures. 2003.

YIN, R. **Estudo de caso**: planejamento e métodos. 4. ed. Porto Alegre: Bookman, 2010.

How to quote this article

SANTOS, M. P.; MELO, S. C.; SANTIAGO, M. C. Higher education: between teaching and violence. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 2, p. 1449-1464, Aug. 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp2.13799>

Submitted: 30/08/2019

Required revisions: 30/11/2019

Approved: 02/02/2020

Published: 01/08/2020