

Original Article

Corporatism in Federal Universities: a systematic bibliographic review

Corporativismo nas Universidades Federais: uma revisão bibliográfica sistematizada

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Abstract

Purpose: The aim of this research was to analyze the state of the art on the phenomenon of corporatism in federal universities, by investigating how the topic is addressed in academic literature and its implications for institutional governance.

Methodology: The research employed a mixed approach, both qualitative and quantitative, using documentary analysis and descriptive statistics. Eight articles on the topic were analyzed and organized into five thematic categories through the Iramuteq software: Development of Staff Competencies, Organizational Values, Higher Education Institution, Faculty Autonomy, and Democratic Management.

Results: Out of the 8 articles analyzed, 4 discuss the concept of corporatism. The categorization revealed overlaps between some categories, indicating that faculty autonomy is intertwined with institutional and management dynamics.

Research limitations: A primary limitation was the small number of articles that met the selection criteria, which constrained the depth of the analysis. Furthermore, the research did not include field data, which could have enriched the results.

Practical implications: The study provides valuable insights for academic management in federal universities, offering guidance on how to address the challenges of corporatism to foster more balanced and effective governance.

Originality/Value: This research stands out for its originality by addressing a little-explored topic and offering a new perspective on corporatism in federal universities.

Keywords: Corporatism; Federal Universities; Literature review

Resumo

Propósito: O objetivo da pesquisa foi analisar o estado da arte sobre o fenômeno do corporativismo nas universidades federais, investigando como o tema é tratado na literatura acadêmica e suas implicações para a governança institucional.

Metodologia: A pesquisa utilizou uma abordagem mista, qualitativa e quantitativa, com análise documental e estatística descritiva. Foram analisados 8 artigos sobre o tema, que foram organizados em 5 categorias temáticas através do software Iramuteq: Desenvolvimento de Competências dos Servidores, Valores Organizacionais, Instituição de Ensino Superior, Autonomia Docente e Gestão Democrática.

Resultados: Dos 8 artigos analisados, 4 discutem o conceito de corporativismo. A categorização revelou que algumas categorias se sobrepõem, indicando que a autonomia docente está interligada com as dinâmicas institucionais e de gestão.

Limitações da Pesquisa: A principal limitação foi o número restrito de artigos que atenderam aos critérios da pesquisa, o que limitou a profundidade da análise. Além disso, a pesquisa não incluiu dados de campo, o que poderia enriquecer os resultados.

Aplicações Práticas: O estudo contribui para a gestão acadêmica nas universidades federais, fornecendo insights sobre como enfrentar os desafios do corporativismo, visando uma governança mais equilibrada e eficaz.

Originalidade/Valor: A pesquisa se destaca pela originalidade, ao abordar um tema pouco explorado e oferecer uma nova perspectiva sobre o corporativismo nas universidades federais.

Palavras-chave: Corporativismo; Universidades Federais; Revisão bibliográfica

1 INTRODUCTION

Corporatism refers to a system of interest representation in which institutions are organized into a limited number of functionally distinct and hierarchically ordered categories Schmitter (1974). The goal of corporatism is to establish a form of cooperation and collaboration between various groups and the government, often evolving into social stability and political control. It is important to note that corporatism may vary in its implementation and form depending on the historical and political context of each country.

Corporatism is a complex and multifaceted phenomenon that has been the subject of analysis and debate in various spheres of society. In an academic context, such as federal universities in Brazil, corporatism manifests in a unique way, reflecting the dynamics, challenges, and aspirations inherent to academic governance.

Corporatism in federal universities refers to the tendency of different groups within the academic community, such as faculty members, students, and administrative staff, to organize into associations, unions, or other forms of representation to defend and promote their specific interests. This phenomenon is a manifestation of the complex dynamics that permeate the academic environment of these higher education institutions in Brazil.

Professors often organize into unions or professional associations to negotiate issues related to salaries, working conditions, career plans, and academic policies. Administrative staff also have their own unions and associations, seeking to safeguard their rights and interests within the university setting, including matters related to career advancement and working conditions.

Therefore, this research aims to investigate the literature on corporatism in federal universities in Brazil. To achieve this, the study is divided into five sections in addition to the introduction. In “Theoretical Foundations,” an analysis of the concept of corporatism is presented, addressing its fundamental characteristics and its relationship with interest representation in the context of federal universities, as well as the historical evolution of federal universities and their connection to the emergence of corporatist structures.

In the “Methodological Procedures” section, the methods used for conducting the systematic bibliographic research are described. Subsequently, in the “Results” section, the findings from the literature review are presented. The data obtained are then discussed in the topics identified as relevant for analyzing corporatism in federal universities. Finally, the “Concluding Remarks” summarize the study.

2 THEORETICAL FOUNDATIONS

Corporatism is a political and sociological concept that refers to an organizational structure based on the representation of social or professional groups within a given society or institution (Boschi & Gaitan, 2008). In public organizations, corporatism

manifests through associations and unions representing specific categories of employees, such as public servants and administrative technicians (Alves & Nogueira, 2011).

In federal universities, corporatism is a complex phenomenon reflecting the dynamics and challenges inherent to academic governance. This concept refers to the tendency of different groups within the university community, such as faculty members, students, and administrative staff, to organize into associations or unions to defend and promote their specific interests (Vieira, 2004).

Corporatism can manifest in various forms within federal universities. Faculty groups may organize to demand better salaries, research conditions, and academic autonomy. Students may unite to advocate for more comprehensive student assistance policies, quality education, and participation in academic decision-making. Administrative staff may seek improved working conditions and recognition of their role in university activities (Vieira, 2004).

These actions may take the form of strikes, protests, and negotiations with university administrations. While the objective often focuses on securing benefits for these groups, excessive corporatism can lead to undesirable consequences such as prolonged strikes that disrupt institutional operations, difficulties in implementing necessary reforms, and internal divisions that hinder cooperation and the pursuit of common goals (Martins, 1990).

One of the challenges faced by federal universities is to achieve a balance between the legitimate representation of group interests within the academic community and the need to make decisions that promote the institution's overall well-being. Academic governance must address both the specific demands of each group and broader academic and institutional goals (Barros, 2014). Federal universities are environments for learning, research, and knowledge creation that must remain sustainable and capable of addressing societal demands (Silva & Oliveira, 2015).

Corporatism in federal universities reflects power dynamics, the pursuit of rights, and the need for representation. Proper management of these dynamics is crucial to ensure a healthy and productive academic environment where teaching, research, and outreach priorities can be effectively and equitably achieved (Ribeiro, 1994).

The analysis of the historical origins of federal universities and their relationship with the emergence of corporatist structures involves understanding the history of these institutions over time and the factors contributing to the development of a culture and governance with corporatist characteristics.

Higher education institutions in Brazil originated in the early 19th century with the transfer of the Portuguese court to the colony in 1808, influenced by the European academic structures of the time (Neves & Martins, 2016). During this period, higher education was concentrated in a few institutions, and governance was centralized, heavily influenced by the state and the interests of political and economic elites (dos Santos & Freitas, 2014). This centralization and hierarchy in higher education institutions can be considered a precursor to the corporatist structures that would later develop (Martins, 1990).

With the 1930 Revolution and the rise of Getúlio Vargas to power, a process of centralization and state control emerged across various societal sectors, including education (Paiva, 2009). This period saw the creation of the Ministry of Education and Public Health (now the Ministry of Education), tasked with coordinating and regulating education nationwide (Silva, 2017).

The University Reform of 1968, also known as the University Reform Law, brought significant changes to higher education in Brazil (Fávero, 2006). The reform established the structure of federal universities, enshrining principles such as the inseparability of teaching, research, and outreach, university autonomy, and the participation of diverse segments in academic management.

However, during this period, councils and collegiate bodies were consolidated, often with segmented representation, potentially contributing to the formation of corporatist structures. Throughout history, various student and union movements have played a prominent role in advocating for rights and better teaching and working conditions in federal universities (Buarque, 2003; Panizzi, 2004).

These movements demanded greater participation in academic decisions and representation of their interests within governance structures. This struggle for representativeness and voice may have influenced the formation of corporatist structures through the creation of participation and negotiation bodies (Albuquerque, 1977; Fávero, 2009; Foracchi & Fernandes, 1964; Rompinelli et al., 2005).

The growth and expansion of federal universities in the 1960s led to an increase in courses, faculty, students, and administrative staff (Broch et al., 2020). This expansion may have contributed to the strengthening of interest groups and the need for representation within institutional governance, which is also linked to the emergence of corporatist structures.

A corporatist organization is a system of social and political structuring characterized by its unique features, shaping the dynamics between interest groups, the government, and society at large (Martins, 1990). Characteristics of a corporatist organization include the active participation of intermediary groups, tripartite collaboration (government, workers' representatives, and employers' representatives), collective bargaining, state intervention, and the pursuit of stability (Gomes, 2012).

The presence of corporatism in federal universities reflects the social, political, and organizational dynamics within these institutions. The historical evolution, governance theories, and their impacts on university autonomy and quality form a complex interconnection that warrants close attention and thorough study. The balance between interest representation and academic responsibility is crucial to ensure that federal universities continue to play a vital role in knowledge building and national development.

3 METHODOLOGICAL PROCEDURES

This study was developed based on a systematic bibliographic review, adopting a mixed-methods approach, combining qualitative and quantitative strategies to collect and analyze data within a single study (Creswell & Poth, 2016). The quantitative research aimed to ensure more precise results, thus avoiding distortions in analysis and interpretation, allowing a margin of safety in inferences (Tavares & Richardson, 2015). Conversely, the qualitative research sought to address questions with unquantifiable degrees of reality, by working with universes of meanings, motivations, aspirations, values, and attitudes that correspond to deeper spaces of relationships, processes, and phenomena (Minayo & Minayo-Gómes, 2003).

The selection of articles was carried out between September 2022 and March 2023 through a systematic bibliographic review. The “Harzing’s Publish or Perish” software (Harzing, 2017) was used with the Google Scholar database (Google Scholar, 2022), applying the following search formula: (corporatism) AND (university OR higher education institution OR educational institution) AND (federal OR public). The data obtained were then exported in CSV format to XLSX, allowing it to be processed using Google Sheets.

Using the spreadsheet software’s filtering tools, the formula “University or Institution” was applied to the column containing the titles of published articles (1st filter). From the initial 981 results, 870 articles remained after the first filtering. Then, after applying the second filter, which excluded works published before 2010, 475 results were obtained.

In the third filter, articles without citations or those published solely on university repository websites were excluded, reducing the number to 68 works. Finally, a fourth filter was applied to the “abstract” column, selecting articles containing the words *university* or *education*, which resulted in 58 articles. From these, 8 articles were selected that aligned with the research objective.

Chart 1 – Selected articles

(Continued)

Article No.	Title	Authors	Educational Institution	Year of publication	Periodic in which it was published	Qualis' Periodic
Article 1 (A1)	Teaching Work at Federal Universities: Tensions and Contradictions	Denise Lemos	UFBA	2011	Caderno CRH	A1
Article 2 (A2)	The decentralization of power in Brazilian public universities: a comparison between multicampi universities and democratic federative states	Ricardo Cunha Grünnewald Zarantoneli, Victor Cláudio Paradela	UFJF	2020	Revista de Gestão do UNILASALLE	B2
Article 3 (A3)	Perception of evaluation: a portrait of public management in a higher education institution (HEI)	Jonas Cardona Venturini/ Breno Augusto Diniz Pereira/ Ronaldo Morales/ Carolina Freddo Fleck/ Zeno Batistella Junior/ Mateus de Brito Nagel	UFSM	2009	Revista de Administração Pública	A2
Article 4 (A4)	Determinants of the development of collective skills in people management	Jandmara De Oliveira Lima/ Anielson Barbosa Da Silva	UFCG	2015	Revista de Administração Mackenzie	A2

Chart 1 – Selected articles

(Conclusion)

Article No.	Title	Authors	Educational Institution	Year of publication	Periodic in which it was published	Qualis' Periodic
Article 5 (A5)	Higher Education Institutions inserted in a context of reforms and innovations of the contemporary state	Eliete dos Reis Lehnhart/ Ingri T. de Medeiros Pozzobon/ Vanderléia Leal Losekann	UF	2014	Revista Palotina de Administração	C
Article 6 (A6)	Teaching work at public universities: a reflection on academic productivism in contemporary times	Maria Augusta Tavares	UFPB	2011	Revista de Administração Contemporânea	A2
Article 7 (A7)	Organizational values declared and practiced at the Federal University of Santa Catarina	Thiago Soares Nunes, Suzana da Rosa Tolfo, Ivone Steinbach Garcia	UFSC	2018	Administração Pública e Gestão Social	A3
Article 8 (A8)	The trajectory and functionality of the Brazilian public university	Júnia Maria Zandonade Falqueto, Josivania Silva Farias.	UF	2013	Revista Gestão Universitária na América Latina	A4

Source: the authors

Then, for the analysis and interpretation of the data, this study used Bardin's (1977) content analysis. Content analysis refers to a set of analysis techniques directed towards the field of communications, using systematic and objective procedures to describe the content of messages, which both favors exploratory attempts and enhances the tendency towards discovery.

According to the method proposed by Bardin (1977), content analysis is divided into three stages: the first stage is the pre-analysis, which consists of selecting the material to be used and defining the procedures to be adopted. The second stage is the exploration of the material, which is done as impartially as possible, aiming to familiarize oneself with the content and identify relevant elements in relation to the predefined themes. The third and final stage is the treatment of the data and the interpretation (inferences) of the results obtained.

Following the stages of content analysis, during the pre-analysis, a reading and analysis of the articles were carried out. Thus, through skimming, initial contact with the documents was made in order to understand the texts and separate them for content analysis. The next step involved the exploration of the material, which consisted of identifying and defining categories.

To support the data analysis, this study used Iramuteq, a free software program that is based on the statistical environment of the R software and Python language. It offers various content analysis methods and types of textual analysis techniques, including classical lexicographical analysis or statistical analysis, specificity analysis, word cloud, the Hierarchical Descending Classification (HDC) method or Reinert method, correspondence factor analysis, and similarity analysis.

For the analysis of textual content, the techniques of hierarchical descending classification, similarity analysis, and word cloud were used, which group and organize the content graphically according to its frequency. These analysis techniques allow for easy identification through a single file, properly configured in text format (.txt), called a corpus, which corresponds to the combination of all articles, and the texts are identified by the software using a command line with **** (four asterisks) (Camargo; Justo, 2021).

Finally, the treatment of the results was processed, giving due emphasis to the analyzed information, concluding with intuitive inferences and critical analysis. Thus, using the methodology described above, the 'results' and 'discussion' of this study were carried out, which are, respectively, topics 4 and 5 described below.

4 RESULTS

This section presents the data from the analyzed works, which were processed through Bardin's content analysis and the Iramuteq software, and will now be described and interpreted in order to infer similarities and discrepancies between them. This section will be divided into sample characterization, Hierarchical Descending Classification (HDC), similarity analysis, and word cloud.

4.1 Sample Characterization

From the data obtained it was possible to visualize the scenario of national scientific productions on the topic. In this first moment, the eight articles were classified with regard to their type of approach, objectives and technical instruments in accordance with what is exposed in Chart 2. In this second moment, the eight articles were classified according to whether or not they deal with the concept of corporatism in its context, as shown in Chart 3.

Chart 2 – Initial categorization of articles

Article No.	Classification of articles according to objectives	Classification regarding research approach	Classification regarding technical instruments
A1	Exploratory	Qualitative	Closed-ended interview
A2	Exploratory	Qualitative	Bibliographic and documentary research. Proposed comparative study, establishing comparisons between the national states and universities.
A3	Descriptive	Quantitative and qualitative	Questionnaire/scalar method developed by Likert
A4	Exploratory	Qualitative	Closed-ended interview
A5	Explanatory	Qualitative	Proposed comparative study
A6	Explanatory	Qualitative	Proposed comparative study
A7	Descriptive	Quantitative and qualitative	Case study and questionnaire
A8	Exploratory	Qualitative	Proposed comparative study

Source: the authors

Chart 3 – Classification in relation to corporatism

Article No.	Concept of corporatism	Location in article
A1	"[...] legitimate reaction of a professional group that, in the absence of laws that protect their rights, and finds themselves obliged to articulate and assume this role [...]"	p.114
A2	"[...] It is worth mentioning that, as Antonietto and Severi (2016) point out, it is common to notice, in so-called democratic institutions, the promotion of unequal distribution of power, since being under an absolute majority regime, it allows the interests of minorities to be overlooked by the so-called "tyranny of the majority". Furthermore, decision-making prerogatives of the deliberative chambers may be limited or biased in the name of particular interest (corporatism) or by practices and syllogisms [...]"	p.84
A3	"[...] Corporatism, the element of solidarity among teachers, can represent a great ally to resistance [...]"	p.36
A4	Does not conceptualize	-
A5	Does not conceptualize	-
A6	Does not conceptualize	-
A7	Does not conceptualize	-
A8	"[...] a dysfunction of power as it imposes positions, establishes confrontations and creates a body of resistance within a bureaucratic system [...]"	p.30

Source: the authors

4.2 Descending Hierarchical Classification

The second processing carried out in Iramuteq was the classification of the corpus according to the Reinert Method (Camargo; Justo, 2021) which proposes a Descending Hierarchical Classification (DHC). In this analysis, text segments (ST) are classified according to their respective vocabulary, with the set of terms partitioned according to the frequency of the word roots (Salviati, 2017).

In Reinert's DHC analysis, we opted for simple classification over the ST, in which the classification focuses on the text segments delimited by the software (standard analysis), due to the length of the texts (Camargo; Justo, 2021).

The results of the DHC classification demonstrated the existence of 8 texts, containing 1,597 text segments that make up the textual corpus. Of these 1,597

text segments, 1,339 segments of significant content (83.84%) were classified. For a classification to be considered valid, there is a need to retain a minimum of 75% of the ST (Camargo; Justo, 2021).

In DHC, 56,143 occurrences (words, forms or words) emerged, 7,396 of which were distinct forms, 4,793 lemmas (word without inflection) and 2,088 with a single occurrence. The corpus was divided into 1,597 STs and, of these, 1,339 STs were equated using DHC, that is, 83.84% of the total ST, which indicates the degree of similarity in the vocabulary of the resulting classes.

The content of the analyzed corpus was structured into five classes by Iramuteq, according to its number of classified word segments, as shown in Table 1 below.

Table 1 – Classification by word segments

Class number	Word segments	Word segments (in %)
1	334	24,94%
2	249	18,60%
3	181	13,52%
4	300	22,40%
5	275	20,54%
Total	1339	100,00%

Source: the authors

Iramuteq's DHC analysis also groups the content of articles based on a statistical base whose formula is chi-square (X^2), organizing the data into a dendrogram, which serves to illustrate relationships with classes Camargo and Justo (2021). In the DHC dendrogram generated in its vertical form, it was possible to identify the words contained in the text segments associated with each class, in addition to the percentage that each class represents.

After processing the data by the software, an analysis of the five classes began. The word segments grouped in each class were read and analyzed, and according to the highlighted words and their relationship with the 8 articles that met the research objective, each class was named, as shown in Chart 4.

Chart 4 – Alignment of word segments with the research objective

Class number	Class	Highlighted words	Word segments	Word segments (in %)	Article that forms the class
1	Teaching autonomy	Teacher, control, fight for autonomy, teacher.	300	22,40 %	A(1), A(3) e A(6)
2	Developed ment of skills of employees res	Competence, individual, server, development, member.	334	24,94 %	A(4)
3	Organizational values	Value, organizational, behavior, organization, culture.	249	16,60 %	A(7)
4	Higher education institution	Teaching, higher, institution, education, research.	181	13,52 %	A(1), A(3) e A(5)
5	Democratic management	Decentralization, model, federative, democratic, centralized.	275	20,54 %	A(2) e A(8)

Source: the authors

4.3 Similarity analysis

The third processing carried out in Iramuteq was the similarity analysis that represents, through statistical indicators, the links between words in a corpus. The analysis of similarity, or similarities, has its bases in graph theory, a part of mathematics that deals with the relationships that occur between objects in a given set. Its result provides indications of the connection between words; assists in identifying the structure of a textual corpus; and also distinguishes the common parts and specificities depending on the illustrative (descriptive) variables identified in the analysis (Salviati, 2017).

The similarity analysis was constructed with the 18 most frequent active forms in the articles. The graphical representation in Figure 4 reveals a semantic range of the most frequent words: “university” appears in centrality in strong connection with the words “teaching”, “process”, “public”, “value” and in small connection with the word “corporatism” according to the tree.

4.4 Word Cloud

The fourth and final processing carried out in Iramuteq was the word cloud. This involves the grouping and graphic organization of words depending on the frequency they appear in the texts, and the result can be seen in Figure 1 (below). According to Camargo and Justo (2013), the method is a simple lexical analysis. In this processing, only the 40 most frequently active forms in the articles were used. Thus, it is considered that words with larger fonts become the most relevant because they were used more times in the corpus. When constructing the word cloud, the words were grouped according to the frequency in which they appear in the corpus, as shown in Table 2.

Table 2 – Word cloud clustering

Order of appearance	Words	Occurrence in the text	Order of appearance	Words	Occurrence in the text
3	University	296	32	Model	93
6	Institution	224	34	Activity	91
7	Value	205	37	Server	86
8	Public	189	42	Knowledge	80
10	Teaching	177	46	Society	77
9	Search	177	48	Context	75
11	Teacher	176	47	System	75
12	Organization	169	49	Autonomy	75
13	Process	168	52	Academic	73
14	Management	153	53	Service	72
15	Higher	151	58	Administrative	67
17	Education	146	62	Individual	64
18	Organizational	138	77	Structure	57
19	Relationship	135	100	Decentralization	49
20	Assessment	132	104	Decision	48
21	Competence	130	128	Bureaucratic	42
22	Teacher	127	163	Centralization	34
25	Development	116	184	Democratic	30
30	Training	95	271	Corporatism	22
33	Study	93	533	Precariousness	12

Source: the authors

In Table 2 above, the words are presented in their order of appearance, descending with the number of times they appear in the corpus. Prepositions and words unrelated to the research object were excluded from the table, leaving only words that are related to this (research objective). The word *university* is the third most common word in the corpus with a total of 296 repetitions, the word *server* is the thirty-seventh with 86 repetitions and the word *corporatism* is the two hundred and seventy-first with 12 repetitions.

Figure 1 – Word Cloud



Source: the authors

In the word cloud above, it can be seen that the most frequently mentioned words were: university, institution, value, public, teaching, research, teacher, organization, process, management, higher education, education, organizational, relationship and evaluation. Thus, the larger and more centralized a word is in the cloud, the greater the degree of its citation. And, the further away and smaller its size, the lower its degree of avocation will be.

5 DISCUSSION

The analysis of the frequency of the term 'corporativismo' in the articles through the similarity tree technique and word cloud (Figure 1) indicates that the term was used infrequently, with a frequency of only 22 times out of a total of 1,339 words. The low frequency of the term 'corporativismo' in the articles suggests that the theme of corporatism is not a central focus in the discussions addressed in these works, and therefore, corporatism is not a widely explored or discussed topic within the context of the analyzed articles.

The similarity tree reveals two contrasting perspectives of corporatism in the university context. On one hand, it is described as something foreign, misunderstood, and treated in a marginal way. On the other hand, the same analysis suggests that corporatism is intrinsically linked to the university, as if it were part of its identity, although the connection is merely superficial, leaving the true nature of corporatism still unclear. The similarity tree does not seem to provide a definitive answer about the nature of corporatism in the university. Instead, it suggests that it is a phenomenon that needs to be better understood.

The reduced frequency of the term suggests that, although corporatism is linked to higher education institutions, it is not widely studied in current academic literature (2022/2023). This may reflect a possible lack of interest or dedicated research on this specific topic, presenting an opportunity for more in-depth and contextualized analyses. The term may be underlying broader discussions, but it may not have been explicitly addressed or frequently mentioned in the textual analyses.

Additionally, the analysis of the articles that bring the concept of corporatism (Chart 3) shows that only 4 authors define the theme, suggesting that the subject has been applied in various contexts and, at times, used in an unsystematic or very generic manner. Its definition may vary depending on the political, social, and cultural context. Due to its complexity and varied interpretations, it is important for researchers and scholars to clearly define how they are using the term *corporatism* in their works to avoid ambiguities and ensure an accurate analysis. Therefore, the lack of theoretical precision in its use may be a challenge but also an opportunity for more thorough analyses.

On the other hand, the categorization of the results in Chart 4 demonstrates the presence of articles that fit into more than one category, which may indicate an interconnection and interdependence between the themes addressed in the articles, which do not appear to be isolated but interconnected.

In the categorization, the term *corporativismo* (Chart 4) did not appear, suggesting that the theme is rarely used in the articles, not being one of the most evoked words in them. The presence of the categories 'Teacher Autonomy' and 'Democratic Management' in articles related to 'Higher Education Institution' may indicate the relevance of these aspects for the academic environment. This suggests that teacher autonomy and participation in decision-making play a crucial role in the context of higher education.

The categories 'Development of Staff Competencies' and 'Organizational Values' in Chart 4 point to factors that contribute to the quality of education. The continuous development of staff skills and the presence of strong organizational values can positively impact the educational experience.

It is possible to infer that corporatism is deeply rooted in the university environment, playing a fundamental role in its structure and functioning when associated with organizational values, as shown in Chart 4. This likely occurs because corporatism does not only have a negative connotation but also positive aspects.

In this regard, articles A1, A3, and A6 show that corporatism can be perceived positively, representing unity and solidarity among public servants with the purpose of

defending common interests. This can be seen as an attempt to ensure better working conditions and benefits for the academic community. A1 discusses the challenges faced by public servants in their daily work, such as low salaries, excessive bureaucracy, lack of financial resources, and heavy workloads.

In contrast to the previous paragraph, articles A2, A4, A5, A7, and A8 highlight a negative view of corporatism. They associate it with problems such as protection of inefficiencies, resistance to change, misuse of resources, and compromised quality of teaching and research. Still, from the 'negative' view of corporatism, A4 brings aspects like the protection of inefficient teachers and staff, and resistance to profound changes in academic or administrative practices.

A2 discusses the relationship between corporatism and the unequal distribution of power, the prevalence of the interests of specific groups, and the practices that tend to favor these groups. corporatism is one of the ways in which this unequal distribution of power can manifest, regardless of the political system in question.

On the other hand, A8 observes that corporatism has negative effects on teaching and research, as research and extension are treated as appendices to teaching activities, rather than independent functions with their own academic identities. This can result in insufficient development of research, especially in individualized teaching environments. In other words, bureaucratic and structural complexity can hinder universities' ability to perform their functions efficiently.

According to Weber (1996, 1999), corporatism is considered a value intrinsically linked to bureaucracy. Organizations tend to adopt rational bureaucratic approaches, which allow for the organization of labor relations in an objective manner to achieve maximum efficiency. The bureaucratic organization, as described by Weber (1996), is an organizational structure that values order, efficiency, and rationality. It seeks to eliminate arbitrariness and favoritism in decision-making by adopting clear rules and standardized procedures.

Bureaucracy, originating from corporatism, represents an intrinsic value in organizations, whose purpose is to protect both the structure itself and the individuals that comprise it. However, this approach can create ambivalent conditions. On the one hand, bureaucracy can establish rules and regulations insidiously, ultimately suffocating and repressing small groups or individuals, inhibiting their individuality.

When this occurs, corporatism manifests as a response to the excessive bureaucratic force of organizations. In this sense, it takes on a positive role, representing the resistance of these marginalized groups against normative oppression, seeking to preserve their particular views and provide a counterbalance to the excessive bureaucracy that sometimes obstructs progress and creativity.

In Weber's view (1996, 1999), the negative aspect of corporatism lies in maintaining focus on the hegemonic group, which often fails to recognize and respect the particularities and individual perspectives of the organization's members, resulting in a governmental approach that prioritizes the power orders to the detriment of other voices and viewpoints within the organization.

Corporatism as a value refers to the emphasis placed on cohesion and solidarity within a group or organization. Values are seen as absolute criteria of preference, typically unquestioned by the individual, that guide their decisions and actions in life, indicating what is right or wrong from the individual's perspective La Taille (2010). It is the appreciation of loyalty and mutual support among the members of the group. This value can be positive when it promotes a sense of community and unity, strengthening the bonds between members and increasing collaboration.

However, corporatism can also have negative aspects. When taken to extremes, it can result in the exclusion of other groups, unfair favoritism of internal members, and resistance to change or innovation that could benefit the organization. Thus, corporatism as a value is a matter of balance. In appropriate doses, it promotes cohesion and mutual support, but in excess, it can lead to problems of exclusion and stagnation Magano (1983). The way corporatism is interpreted and applied depends on the specific context and the values of the organization or group in question.

The overall picture that emerges from these articles is that corporatism is a complex concept with both positive and negative aspects. It plays a significant role in higher education institutions, influencing the relationships among staff at federal universities. The analysis of these articles also suggests that, whether viewed positively or negatively, it is important to approach corporativism responsibly. Promoting transparency, objective performance evaluation, and active participation can help mitigate some of the challenges associated with corporativism.

The way corporatism is interpreted and applied depends on the specific context and values of the organization or group in question. The need for an open and critical dialogue about the role of this concept in higher education institutions is evident. The interpretation of the term varies according to the context and the perspective adopted, highlighting the importance of a careful and comprehensive analysis when exploring the influence of corporativism in the academic environment.

6 FINAL CONSIDERATIONS

This study demonstrated that the term *corporatism* plays a significant role in Brazilian federal universities. It is an organizational value of the institution that influences academic governance, administrative decisions, and the relationships between different interest groups, such as faculty, students, and administrative staff. It was observed that corporatism in federal universities is not a homogeneous aspect. There are different forms and degrees of corporate organization, and these dynamics vary according to the specific characteristics of each institution and the local contexts.

Corporatism, as an organizational value, can be compared to the character 'Two-Face' from the DC Comics story 'Batman,' as it presents an intrinsic duality. Just as the character Two-Face swings between 'good' and 'evil,' corporatism can bring both benefits and harms. On the one hand, it strengthens the representation of interests, allowing organized groups to have a voice and active participation

in decision-making. This can be seen as a positive aspect, akin to the 'good side' of the character. On the other hand, corporativism can also result in conflicts of interest, excessive bureaucracy, and, in some cases, the disproportionate influence of groups over decisions, reflecting the character's 'dark side.'

Corporatism can also be criticized when used excessively, resulting in the exclusion of other groups or in conflicts of interest that harm the general well-being of society or the organization. This study paves the way for future research in the area to deepen the understanding of the different manifestations of corporatism in federal universities, assess its impact on educational quality, and explore strategies to promote more balanced and efficient academic governance.

The knowledge gap (also called the 'research gap') observed was the lack of understanding in the management of corporativism, especially in the context of federal universities. The challenge lies in how staff at an institution can unite to defend their rights and interests without losing sight of the broader interests of the institution itself. This balance is essential to ensure that corporativism does not hinder the effective functioning of the organization.

In other words, staff can join forces to claim their rights without harming the broader interests of the institution. An analogy can also be made with nepotism, in which, just as nepotism seeks personal or family interests over organizational ones, corporatism can, in some cases, seek the interests of the professional category to the detriment of the institution's objectives.

It is concluded that the theme of corporatism in federal universities is a very present topic in conversations and academic articles, but its depth and definition need to be further explored to truly understand its role in the university environment. Therefore, it suggests that future research should focus on deepening the understanding of the concept of corporatism in the academic environment.

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