

THE PROFESSOR IN GRADUATE PROGRAM IN ADMINISTRATION: A Lattes Research

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INTRODUCTION

The theme about a professor's formation is become more and more emphasized, being object of study in others areas as: didacticism and curriculum.

Today in our country, there are a set of effort to improve quantitative and qualitatively the formation of the professors in Brazil. The Diretrizes and Bases of the National Education Law (LDB) – number 9.394/94 (Brazil, 1996), in the article 52, says that the universities have one third of the professors with MA and Ph.D. The estimates of the conditions course offerings that the Ministry of the Education are implementing one of the main requirements to the qualification of the professor people, evaluates by the level of titration and by the consistency of the professional formation with the area in which his/her acting.

The formation of the professors/researchers also have been a frequent theme on the discussions related to the improvement of the quality of the universities teaching and, in some time, are receiving incentive by development agency, by through scholarship awards that, on the main agency Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES – they focus 96% of the budget (INFOCAPES, 2002)

With the process of the amplification of the research formation, it was necessary to develop alternatives that would enable the evaluation of the generated educational products. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) assumed such function to develop the evaluated process, producing indicators related to quantifiers aspects of the researchers formation in the level of MA and Ph.D programs too. Such evaluations give a view of the operation from the Graduate Programs but it doesn't enable specifics analysis, example of coherence between the track and the formation from the acting of the Graduate Program students who has Ph.D.

This work has as an aim to know the characteristics from the academic formation of the students/researchers that are offers to these professionals which work in Graduate Program academic programs in Administration, having as main source of research the Lattes curriculum. It was considering for this work only academic Master (professional and inter Masters were out) on the student profile in the system.

1.1- Research's Problems

In the context of educational reforms, a new profile of professors is being built, with features necessary and appropriate to fulfill the mission of education in the country. As regards the current Administration in the Graduate Programs in Brazil, this profile, it is believed, is already prescribed and, even if not explicitly detailed, seems to have its contours outlined by the objectives and CAPES evaluation criteria.

According to the guidelines of CAPES, the profile of the professor / researcher should be consistent with the master or doctor to be formed. For acting in graduate programs professor must have a doctorate and work in consistent areas of expertise and consistent with the focus areas and research areas of the course. So training (on acquired knowledge) should be adequate to meet the majors and research lines of the course and also sufficient to meet the specific needs of the result - practice or action (mobilizing knowledge) - to be produced by the programs : a trained and prepared administrator to take the best waves of the market and bibliographic production preferably with international participation and, necessarily, must be made available to the community in which it operates the educational institution, or to external customers or consumers, levels required quality.

The quality of the product depends on the functionality of the internal environment composed of the administrative staff and professors. Those last, the specific input holders and necessary for the processing of that product - intellectual capital - with which these workers contribute most.

Over time, there was a growing participation of professor / researchers with basic training in other areas, working in Management programs and professional with basic training in management working in different areas of their training. On this subject, opinions are divided: there are those who understand that they should act in the Administration area only those professors with basic training in management, thus preserving the identity and the

position of the professional manager in academic and organizational spaces and there is a current defends the diversity of training areas, saying it contributes to the growth and the quality of the area, for example, supports the training or career with interdisciplinary trajectory. If the diversity of basic training faculty contributes to the growth of the area, could not be established with specific study. Only this topic already deserve further study will not be covered in this paper, not part of the scope of the search.

Recognized the position that these human resources occupy in the knowledge production system, it should announce it's these inputs we will address in this paper. Therefore, it is necessary to search for identification of "wires" to indicate congruence or not, between the academic and the professional performance, in fulfillment of the mission of the programs.

This is not to evaluate each or all programs there squarely, but rather identify the percentage of professor with graduate training and doctorate in business administration, working in the area, those who are trained in the administration area and work in other areas and also professor who have no training in management and work in the area.

In this perspective, we tried to answer the following research question: What is the profile of the permanent teaching, packed in academic stricto sensu graduate programs in Business Administration in the Northeast of Brazil, with respect to the characteristics of academic background and areas of performance from Lattes?

The study is justified by the importance of the topic and, although it is an exploratory study, had the intention to contribute to this area of knowledge has within the prescribed directions, more transparency and more concrete steps.

Theoretically, the work can help advance the theme specifically for the reality of Postgraduate Management Programs. In practical level, it is expected that broaden the discussions on the subject.

The objective of this study is to know, based on the Lattes curriculum information, the profile of permanent teaching that belongs to academic stricto sensu graduate programs in Business Administration in the Northeast of Brazil.

To meet the overall objective was formulated specific objectives indicated below: a) identify and characterize the professors belonging to the Master Degree in Administration of the Northeast programs; b) Investigate the areas of academic training (titration) of teachers belonging to the Master Degree in Administration of the Northeast programs; c) investigate the areas of professional practice (practice area, courses taught, completed guidelines and publications) of teachers belonging to the Master Degree in Administration of the Northeast programs; d) Building a summary table of results depicting the profile of professor in relation to the characteristics of academic background and areas of expertise, production object in the Postgraduate in the Northeast Administration programs.

Based on the proposed objectives, the literature review of this study was developed as follows:

- a) Higher education in business administration in Brazil - the training and the Administrator profile: brief presentation of the history of higher education in Business Administration and his resume, the Federal Board of Directors - CFA and research with discussion of the profile, training and the identity of the Administrator;
- b) The Postgraduate in Brazil: evolution of graduate system, characteristics of graduate programs, the evaluation criteria of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), general considerations on the profile of teachers and items courses taught, publications and instructions given by the professors.

Because it is quite broad themes, it is not feasible to address them in detail.

In contemporary times, administrator training gains importance and thereby greatly increases the responsibility of those involved in the profession. According to data in the MEC Report (2000), this training lies guided by the following objectives:

- a) Contribute to the improvement of the administrator training, as a citizen and professional, to collaborate with rising standards of life in society;
- b) Part of a larger evaluation process and continued the course of Directors, encouraging actions to improve the quality of education.

Today, universities have greater autonomy in defining their curricula, which puts face to face with the challenge of defining the professional profile that you want to train and you can take the best waves of the market. Another challenge is behind and at the same level: the recruiting professor with consistent training to work in their graduate programs.

2- THEORETICAL

2.1 The Postgraduate in Brazil

In Postgraduate students should develop the capacity for reflection and critical on vocational training, have received graduation and had as main objective the practice of the profession. For the student body, requirement levels grow in relation to the dedication and distinguished academic production from those found in graduation. From this perspective, it is important to delineate the ideal profile of the teacher able to create in their mentees the necessary skills.

The increasing production of Graduate programs in Brazil has received glowing testimonials on the basis of the figures. It's a scenario that arouses curiosity and to satisfy it, is not enough to appreciate statistics on the evolution of the number of programs and courses, it is also necessary to undertake evaluations that contribute to better understanding of the phenomenon.

Nowadays, it was elected by consensus as one of the variables of this assessment the qualification of workers involved in the production of knowledge. Are professionals (internal customers) education, the essential inputs for the fulfillment of the mission of graduate programs and making up, together with the administrative staff, it's most important features.

Like all workers, professor working in this segment of education, need to be clearly specified professor requirements necessary to perform its function and regulatory clarifications regarding the consistency of the research lines with the program proposal, with the disciplines taught and the good level of involvement of students in relation to pedagogical guidance practices. These criteria and indicators for measuring and evaluating itself of proposals for new programs and that are active in post-graduate studies, situated in the main areas of knowledge, are under CAPES responsibility.

2.2 CAPES and their evaluation criteria

CAPES is a development agency established in 1951, abolished by President Collor and re-created in 1992 as a foundation, consolidated national and internationally (INFOCAPES, 2002). For over thirty years, CAPES has been concerned with the systematic evaluation of the graduate studies program. To carry out this intention, it's produced quantitative indicators that provide an overview of the functioning of the programs. Contributes, through its evaluation reports and proximity maintained with the leaders of the programs, guiding the implementation of measures for the continuous improvement of the products generated, which today translate into professionals ready to take the best waves of the market and production Bibliographic preferably with international integration.

In macro view, an important work and presenting a true picture of the situation of graduate programs was done by Horta (2002). The author highlights important features of Graduate Programs in education, believed, should be the same reality from the other programs.

Table: Characteristics of Graduate Programs with reference to visibility.

	<i>Evaluation</i>	<i>Publications</i>	<i>Competition</i>	<i>Enrollment</i>	<i>Time/ titration</i>	<i>Titles</i>	<i>Student's evasion</i>
Programs with high visibility	The higher grades, including 6 and 7.	Professors more dedicated to scientific production, including international publications	Strong in the CNPq resource competition and state of development bodies.	Low professor for enrollment ratio.	Average time to the highest titer.	Number of graduates by teaching average below	Lose more students for shutdown.
Programs with low visibility	Low grades.	Less publications.	Less competitive in funding dispute other agencies.	Higher rate of registration.	Seek to reduce the time for titration.	More titrated.	They lose fewer students.

Source: information extracted from the text by Horta (2002): "A bússola de escrever".

In the author's view of the above, the programs are divided into two groups, based on the evaluation CAPES:

- a) Those with high grades - grades six and seven, directed to the publication with international participation - are programs that represent the CAPES concept of "excellence profile". Are more competitive, so to play alternative resources of CNPq and state development companies. To these programs is interesting recruit and select the teacher / researcher with a history of international publications, as if the program did not previously enjoyed high visibility and concepts, you can now have them and, if already occupied the highest level, thus keep if professor continue to produce and, especially, to be published. This strategy, if it can be considered, could trigger a rush by hiring teachers with this profile, is incorporated by some programs, where the average time for titration is high, and the guidance of activity appears to be low, items that little bearing on their evaluation of the program, as professors proven to dedicate more time to scientific research;
- b) Those with low visibility - with the lowest grades, are less competitive to compete in the alternative resources. The interest these programs seems that mentees are title as quickly as possible, which has a decisive influence on the distribution of CAPES bags, because in this scholarship program that these programs raise funds and so remain in the ambience of higher institutions.

From these findings of Horta (2002), it can be said that for a long time, it was stated on the mission of academic graduate programs, "the researchers form", remains. The above table shows that, even if other items have gained weight or been added to the mission, research remains the main product and reinforces the idea that the changes implemented are still fragile. "Strong", importantly, remains the quality of research with mandatory publication.

The rating ranks programs between grades one to five, five being reserved for those with the best quality in the area - a second time, these programs are evaluated and can reach six or seven, if and only if, they have quality equivalent to the best in area with a clearly international standard (INFOCAPES, 2002).

In the evaluation by CAPES in 2004, a total of evaluated programs - 58 in all - more than 12% (7) were discredited. Those programs that the previous evaluation (2001) had been lowered recovered and some have reached higher levels of performance making the jump from 3 to 5 and 4 to 6. Of the total, 51 programs had their accreditations renewed in 2004, 6% (3) reached the 6 concept and no concept reached 7 (CAPES, 2004-2006).

The assessment, thus characterized, allows a competition between programs, according to the indicators of excellence, at any time, can be moved up when the reach higher development level.

As shown, to perpetuate this ambience, it is necessary to invest in the adoption of regulatory processes related to legislation and procedures required by CAPES, since the compliance with legal requirements, depend on the accreditation and re-accreditation, which authorize the legal operation the institution and the receipt of necessary funds apportioned on the basis of meeting the expectations of results and their subsequent stay in the teaching environment. For the features and benefits of the government, should be the institution of higher education to achieve satisfactory levels of evaluation by CAPES.

Notably, the new courses end up being more required because the assessments are made case by case, to be "confronted with the whole system, eventually leading pump even though it was recently approved" (INFOCAPES, 2002, p.6). The author also draws attention that good graduate is one that has at its outset research groups already established and around which the program should be organized.

This generalizing character makes difficult the understanding of what we are talking researcher if the researcher master or PhD researcher. To understand the text, it was necessary to backdate the time, only what is necessary for such an understanding. Based on Opinion 977/65 of the former MEC / CFE, the Master initially had a character of "terminal degree". Even requiring research for completion of that degree, stated the opinion that the course was for those "who have no vocation or capacity for research activity." It was, therefore, the initial phase of training, with the sequence a doctorate, which should be routed if the candidate knew a flair for research.

The purpose of these courses was higher than the formation of "researchers" or "professors" and at that time in sequential phases, because there was a requirement of the Master completed to attend the PhD, which meant a longer time required for titration to exercise the teaching function in Graduate Program.

From the 80s, with increasing complexity of the market "non-academic" and the growing demand for sophistication of its products, the graduates have become fixed target this market due to the prestige of the fall of said professions academic and the emphasis on business. These were redirected to the non-academic careers. It took a better definition of the mission of academic Master with respect to their specificity.

The course that took graduate, from that date, in relation to demand and customer service, is mainly, according to Guimarães and Caruso (1996, p.9), the distribution of financial resources of the Government. The authors point out as a cause the "crisis in living" the National Fund for Scientific and Technological Development - FNDCT - and that is "the main financial instrument for fostering graduate infrastructure", a situation that contrasts the status of CAPES, through the Institutional Support Program has been fulfilling its role as "guarantor", "catalyst" and "encouraging". It is believed, however, that the investments have, so far, insufficient.

In Brazil, the postgraduate level courses, have their characteristics determined based on the laws governing higher education in Brazil and the rules relating to postgraduate issued by the National Education Council (CNE), Ministry of Education (MEC) and Coodenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES).

The postgraduate studies in the strict sense have been deployed in the country after the university reform from 1968. According to Almeida (1993), are designed to meet three main reasons: a) forming competent professors that can meet the quantitative expression of higher education ensuring at the same time, the increase of the current quality levels; b) encourage the development of scientific research through proper preparation of researchers; c) ensure the effective training of technical and intellectual workers of the highest standard to meet national development needs in all sectors.

They have postgraduate name those courses that are conditioned upon prerequisite that students have completed an undergraduate degree. In Brazil, these courses are divided into two levels: the broad postgraduation and the strict sense graduate (CASTRO, 2002, p.136). The Postgraduate broad sensu is characterized as a sort of graduation extension. Aims at improving and / or specialization of basic vocational training achieved at graduation held. The Postgraduate stricto sensu is regarded as the actual graduate, and is divided into two sequential levels: Master and Doctorate. Aims at academic education, specifically focused on training researchers. The professor dedication rule is, as a rule, unique.

Each level has its defining element (SEVERINO, 2002, p.137): "the broad sense graduate has as a defining element teaching and stricto sensu graduate research," why happened, as a matter of preferably using the term program for the strict sense graduate - graduate program or the Postgraduate Program, when it comes to MA, PhD, and graduation courses, Specialization Course or Training Course. According to the author, the "term course binds directly to education, and its center is a list of subjects that students must attend. The postgraduate program, besides teaching, involves a central element, research. It uses the term program to cover both teaching activities as research."

This distinction appears in the text of the new Diretrizes and Bases of National Education Law, law number. 9394, enacted on December 20, 1996, Article 44:

Higher education will cover the following courses and programs:

- I - sequential courses ...;
- II - undergraduate ...;
- III - graduate, comprising master's and doctoral programs, specialization courses, improvement and others, open to candidates graduates. (BRAZIL, 1996)

In addition to the academic master another course called master professional master's degree, the document issued by CAPES, upon its creation of master courses - Decree 080/98, evident in his writing the qualitatively different nature of academic masters, to enumerate its main features: a) relationship between an established research base; b) scientific and technical production; c) faculty qualified academically and managerial experience; d) curriculum designs and innovative teaching strategies, clearly articulated the professional experiences of students and the demands of society learning.

The academic Postgraduate programs, in the way have been included, have the mission to train researchers effectively and could not therefore meet expectations with respect to professional roles, drawn. Through the document mentioned above, another characteristic of differentiation becomes evident between the two masters: the quality of the faculty, on the one hand, it is essential on the other hand is not necessarily measured in terms of production QUALIS The journal articles, as with academic masters. A distinction is also important and that should be noted is that the professional graduate or professional Masters, is addressed to the business market that certainly seeks another egress profile.

According to Fischer's sayings (1977, p.99) "the Administration programs and courses are, informally, a teaching resource in its structure and functioning, because the student is living an organizational reality while learning" the

author emphasizes so the practical nature of the Administration Area activities, represented by the set of experiences lived by the teacher and students in the classroom.

On the professional postgraduate, it doesn't make major insights not part of the scope of this study.

CAPES created a model of hegemonic national assessment. If, then, there was no textualized its concern about the regional issues, fulfill this expectation in a document issued in October 2005 on the Guidelines and the courses of Proposed Assessment Standards New Academic Master's and Doctoral in item 3 - Parameters Analysis - item - Featuring the proposal, "the institution of higher education shall describe the importance of the course in the context of its development plan and the relevance and the regional impact of the training of professionals with the expected profile."

In the same proposal, are also the CAPES criteria (2005), to be followed strictly by the programs, which theoretically substantiate the study now done and they are broken down as:

- a) Faculty: permanent professor, faculty staff and visitors teachers, with a total of eight, the Master, and 12, PhD;
- b) Everyone should have a doctorate;
- c) Should act in consistent areas of expertise and consistent with the areas of concentration and stroke research lines;
- d) The bibliographic production, evaluated qualitatively, technology and travel permanent staff of the technique must be consistent with its research;
- e) Research groups, the themes for the guidance of students and subjects should be coordinated with lines of research - research projects must be consistent with the expertise and the type of training.
- f) A research group at least in the case of Master and two groups in the case of Doctoral degree - recorded in the Lattes Platform.

Presented by writing, programs must maintain complete consistency in all his actions, specifically in items d: bibliographic production, consistent with its research, (the program); item: research groups, themes for articulated orientation with lines of research, and also research projects consistent with the expertise and the type of training.

According to CAPES, the research lines should express specific production knowledge of their area of concentration, for example, represent a specific cut and well-defined this. The permanent faculty should be able to adequately support the research lines. Each line of research should include the participation of at least four permanent professors. The subjects must be aligned to the research lines.

For better understanding, some conceptual elements are presented on area of concentration: a) according to the CAPES, corresponds to the program's area of expertise, ie, the general outlines of the program, or even the general outlines of its specificity in knowledge production and the expected training; b) according to the Federal Education Council - CFE, it is the "meeting related content" (Opinion 69/72).

Note that the concept of concentration area is implicit the principle of integration, according to Fischer (1972, p.105) determine an interdisciplinary approach to knowledge, in addition to establishing "connections between disciplines with a view to achieving educational goals, but the occurrence of interaction between the staff involved in achieving the same. "Continuing its reasoning, the author states that "if you want the integration between different branches of knowledge, assume the interaction between experts from different disciplines," the emphasis is given to the involvement of professionals.

In the same way, CAPES defines interdisciplinarity as:

“ [...] The convergence of two or more subject areas, not belonging to the same class, which contributes to the advancement of the frontiers of science or technology, which could entail a professional again with a distinct profile of existing ones, with a solid and integrated basic training, while transfer methods from one area to another, generating new knowledge and new disciplines or, faculty must have a diverse disciplinary training, but consistent with the focus areas, lines or project search integrators” (INFOCAPES, 2002, P.50).

In this context, the term "knowledge area or field of knowledge" was replaced by the word "discipline".

Although the CAPES interdisciplinarity as a principle for the activities of the area is worth considering that the Academy universe as Aran quoted by Hoff (2007) disciplines are characterized by strong "sense of autonomy by the finality and stability." It is understood from then, that in order to achieve the objective pursued by CAPES

lacks examine in practice, other questions seen as necessary for the interdisciplinary happen, have been served by the programs.

If so, several ideas from different fields of knowledge should be contributing to the area in question, and may be said that the discipline constitutes a system of ideas. Then, as defined Fischer (1972) if,

“...discipline is seen as a system of ideas, to be structured, acquired its own configuration, one can understand management as an area of knowledge, at least multidisciplinary, because obviously many disciplines contribute to it.”

As Hoff et al (2007) when it mentions "multidisciplinary" is referring to the possibility of treating a subject matter from multiple facets to cover all its complexity.

In the search for better understanding of the text submitted by CAPES there was, initially, that the meaning of the word consistent is what has well structured and consistent basis, the second word highlighted, articulate, means fit between parts and, finally, consistency, which means logic or harmony between two facts or ideas (Dictionary Antonio Houaiss). These meanings seem to refer to the same idea of harmony, in the case of a cohesive whole, as it seems, the knowledge offered by professors for working in the programs must follow the same principle, for example the training area offered by the professor / researcher should also be consistent with to the area where you want to act, - is what usually come to mind - but are observed-in continuity, CAPES guidelines (2002),

“The program must check that the training of professors is diverse as the environments and institutions; value the update indicators of training and exchange in other institutions. It is recommended that the permanent teaching core of a program to egress different Postgraduate programs, with relative heterogeneity in academic education; where there is a concentration above 40% of teachers receiving their doctoral level by the same post-graduate program, it is strongly recommended the participation of these teachers in post-doctoral internships in other programs in order to reduce the influence this academic inbreeding. It is worth adding that endogenous is quality that is originated within the organism or system, or by internal factors.”

Note, by the wording presented, that the understanding of this Development Agency goes in another direction, is believed to be expressions of his position in favor of diverse knowledge with regard to teacher training.

For a long time, the main objective of the Postgraduate in Brazil was to train researchers and teachers with formal title of top level. In view of the more optimistic, this endeavor was successful, considering only the published numbers. In fact, this goal was achieved, on time, due to the differences and difficulties faced by regional institutions of higher education.

You can check the evolution of the number of professor in postgraduate school and its relationship to the number of students enrolled in PhD equivalent, which indicated that for every three students of Master, there is a Doctoral student for guidance capacity effect the permanent faculty.

In terms of the main areas of knowledge, increasing the number of teachers is really exciting, if deemed this item alone. The impact is much less taken the number of graduate professor and the population of enrolled students. According Marchelli, (2005, p.9), following the tradition and forming molds in Brazil by the year 1985, 40% of doctors in activity had obtained titration in foreign educational institutions. A significant change can be seen in the following years, the evolution of the graduate, depending on the expansion policies.

Still, according to data collected by Marchelli (2005), for 2000, researchers working in Brazil, more than six in ten, formed in institutions of the State of São Paulo; of the total, 37% had their titles at the University of Sao Paulo, known unifying pole of training quality professionals. This change was accentuated from the 90s, with the move toward institutions and / or programs located in other regions of the country - the Northeast and South, generated by the community as a whole effort interested in offering an education of quality.

Recent research by CAPES show that in 2004-2006 the number of the Administration Area programs grew more than 45%, ie 51 accredited programs in 2004 rose to 74 in 2007, there was also a considerable increase in the number doctoral courses (42%) were 12 courses evaluated in 2004 rising to 17 courses evaluated in 2007 (CAPES, 2004-2006). With the increasing number of courses, notably, there was a growth in the number of trained doctors. Two other items followed this phenomenon: a decrease in the average time to obtain the title and the significant participation of females in courses and doctoral degrees.

Therefore, another factor that deserves attention is the location of the program or region in which it operates.

The data presented demonstrate significant differences between the number of courses offered to post-graduate training in the different regions of the country, which could indicate lack of researchers mainly in the North and Midwest.

The explanation may lie in the variables, causing difficulties faced by would-be researcher, among them, the country where the egress is. This generalizing character covers professor / researcher at the level of Master's and Doctoral. To further clarify the issue, the authors resort to quantitative surveys, sometimes coupled with qualitative interpretations.

Other features stand out in our graduate program; with respect to the student body - the student body - this should have different characteristics from those required graduation.

From this perspective, other factors contribute to the achievement of good results: consider the profile of the teacher is essential to observe the constant subjects of the curriculum, and pay attention to the teaching-learning methods in management education, and those more usual: seminars, the method of cases and business games. Be in the work done individually or in a group must follow the nature and the area of the structure that is governed by the principles of interactivity, flexibility, reality, innovation and organization. With the adoption of these principles it is assumed that is contributing to learning through experience (Fischer, 1977).

The literature elect with the ideal profile the teacher able to create in their students and mentees, skills so they can follow their path, both for work in business and in teaching and research.

Professors with a framework able to minister and subjects under their responsibility, whether in formal terms or in content, the production of scientific and technological knowledge of good quality will become viable, meaning the program will increasingly be adjusted and conditions to fulfill the mission of higher education institution to which they belong.

Even in the universe of Instituto Federal de Educação Superior (IFES), which seems to be less heterogeneous than the complex system of Higher Education Institutions (HEIs) in Brazil is very difficult the task of transforming the training in a window or operationalize it to which can be measured. In Brazil, imitating international universities - especially the US - titration ended up being an indicator of differentiation, based on the idea that the higher the formal title will be the quality of the faculty. In founding proposal of the Brazilian postgraduate, already it was clear the issue of teacher training, even for this is the regular exercise of higher education.

However, the increase in enrollment program these courses aimed to give adequate training to university professor with the use of postgraduate courses as a training tool. Thus, it was observed that the most titled professor began to be out of undergraduate teaching, in which lies the basic component of the university mission, an effect certainly perverse of "successful" Brazilian postgraduate (Guimarães; CARUSO, 1996).

According to the same authors, based only in degree, as you increase the number of doctors, the training indicator loses the discriminatory character, which already occurs in some areas of knowledge, such as physics, for example. With this mass, it was created a segment of professors / researchers who, after obtaining his diploma, left the classroom without producing any "written" material thicken the statistics as trained professors. Because of this, more emphasis was the incorporation of other scientific and technological productivity components for the improvement of assessment tools of teacher training and the measures required for training that, in the 90s, happened in two ways: a) through to encourage teacher training programs: institutions release professors to attend graduate courses, with continued payment of wages and other benefits. In some institutions, in addition to the salary maintenance, they still receive additional grants; in some cases it away teaching is replaced by an hourly professor; b) the encouragement of open tendering with private jobs for professors already certificated.

With the departure of professors and the training needs identified, universities began to invite visitors professors with doctor titration to stay for a period in all departments - a teacher in the traditional way, a professor - highly qualified researcher - linked to another institution that almost always ends up celebrating more extensive administrative contracts and the end can result in a vacancy for public tender. Can participate in this mode both young doctors, the newly doctors CNPq fellows as recently retired hired by the university. Although not a procedure of most universities, a visiting professor of absorption on its faculty has contributed to professor training and contributed to the strengthening and sedimentation of the research lines.

In Severino vision (2002, p.75)

“[...] The line of research should be understood as a sufficiently circumscribed core theme that reflects the expertise and skills of Program professor, and the research lines should constitute guiding element for defining the study centers for the design theme of dissertations and theses to the scientific production of professor and students.”

In the opinion of the author, the creation and the development of research lines must be the work of "a collective subject." It's interesting that production is collective, which the program has few lines of research and involving several of its faculty and students. Thus, research line should be created if coincide with the interests of its various researchers with their skills and also with the common goals.

In fact, that objective is to build a team of researchers and cohesive enough integrated with their students in order to obtain a bibliographic production quality, preferably with international integration.

One of the criteria is considered important by CAPES, to infer the quality of a program, are any publications of dissertations. Thus, it should be assumed that each complete theory, it is of good quality should add at least one publication.

In the opinion of Moreira et al. (2004, p.31), the importance given to publications in indexed journals is exaggerated. According to the author, "it must be circular to theories that give the expansion of knowledge and paradigms that are accepted or not, while recognizing that this is only part of the process of doing science," citing the work of Thomaz Kuhn.

It is understood, the evaluation criteria CAPES, a special emphasis on the researcher figure, even though some authors reject the dichotomy - researcher, professor and mentor - one can't deny the effect on the final evaluation of the program in the framework, there are researchers "strong" in the production of their work. Here one is confronted with the complex question to what extent this dedication to write and publish texts in indexed journals may favor or hinder the transmission of knowledge and interaction with the students, which, over time, could put, perhaps teaching in a secondary position, since, in the current process of evaluating graduate, bibliographic production is the question that really sets the most prestigious universities.

Table 09: Papers published in journals with international circulation: comparison Brazil, Latin America and the World - 1981-2003.

Year	Brazil (A)	Latin America (B)	World (C)	% (A)/(B)	% (A)/(C)
1981	1.923	5.789	454.021	33,2	0,42
1982	2.220	6.353	466.671	34,9	0,48
1983	2.256	6.638	475.611	34,0	0,47
1984	2.329	6.670	475.199	34,9	0,49
1985	2.360	7.098	508.604	33,2	0,46
1986	2.521	7.640	528.017	33,0	0,48
1987	2.565	7.979	524.805	32,1	0,49
1988	2.815	8.243	545.167	34,2	0,52
1989	3.142	9.033	565.114	34,8	0,56
1990	3.597	9.833	579.640	36,6	0,62
1991	3.935	10.321	594.696	38,1	0,66
1992	4.650	11.633	631.287	40,0	0,74
1993	4.461	11.764	623.176	37,9	0,72
1994	4.857	12.872	658.428	37,7	0,74
1995	5.482	14.433	688.228	38,0	0,80
1996	6.008	15.868	698.193	37,9	0,86
1997	6.712	17.626	703.804	38,1	0,95
1998	8.037	19.657	729.574	40,9	1,10
1999	9.052	21.841	743.229	41,4	1,22
2000	9.676	22.979	742.207	42,1	1,30
2001	10.686	24.877	759.834	43,0	1,41
2002	11.423	26.200	756.129	43,6	1,51
2003	12.627	28.428	813.233	44,4	1,55

Source: BRAZIL. Ministry of Education - MEC. Higher Education Personnel Training Coordination - CAPES. Final Report of the Evaluation Postgraduate Triennale - Reviewed Period: 1981-2003.

The numbers presented indicate fluctuations in the production of this type of work in the World, in percentage terms, in Brazil; however, their growth is visible.

Among the efforts of CAPES, in order to evaluate and assess the scientific production in Brazil is the creation of Qualis base in 2004, at an early stage, had its rating criteria considered precarious and brought consequences to those issued results.

Depending on the credibility of the Capes, as evaluator of graduate programs organ, acceptance of Qualis basis for assessment of periodic occurred promptly both by professors and by the researchers. Thus, an auxiliary instrument for evaluating the programs, began to take center stage, perhaps determinant of the direction of editorial production, according to (BONINI, 2004, p.141-159). In the classification categories prepared for the Qualis database, the author found two problems: "the circulation or distribution to be taken as a central element to be elected as a basis for classification categories 'local, national and international', and pointed complicating aspects understanding of the academic community that this nomenclature indicates ascending levels of quality and the distribution of more complex item in the periodic evaluation and quotes by graduate programs causes no increase in the circulation of the magazine nor the quality."

The author is right when he says that, in practice; there is the risk of finding a job an excellent researcher in journals that did not have evaluation level A. There is also the risk of some magazines, which are not as successful, be listed as international and, as a result, entered the ranking for the first places, bordering the best.

Bonini (2004) suggests, then, a change in nomenclature for classifying categories of editorial quality of the journals for high, medium and low and differentiation of publications in national and foreign, to facilitate the identification of the journal source, instead of relying in the circulation mode. It also states that in the Qualis database, you can find in an area of knowledge, periodicals from other areas, making the classification confused, as if in that area its members have knowledge and means to evaluate the journals of other areas. In these sayings, is referring to how this assessment and classification are being conducted in the area of Arts / Linguistics.

For the insertion of new researchers in this scenario, it is essential that student's tickets in graduate school are accompanied in their research projects. In the proposed Pardo (1999), is the responsibility of the professor to discuss the development and implementation of the project in its various stages, working together with the student, set the difficulties, provide suggestions on the different courses of action to address them, without exempting them from the commitment to overcome personal difficulties and thus can achieve positive results.

A good professor advisor states for their good texts, for their well-structured and fruit and for his successful guidance of scholarly research. Based on this thought, was implanted in Brazil a university model focused on research, with prioritization of items that make up the mission of the institution in which scientific research is by far more valued than the other activities (PARDO,1999).

The researcher must develop qualities that will enable the student to research, among which are: the filling, depending on the specificity of the research activity, the aspects of training that must be addressed within parameters that ensure a successful training.

On the other side, the research methodology books are the works of the "how-to" that aim to "guide" the research in its various stages: a description of the design features; the definition of the concepts necessary for the reasoning of the study; the list of procedures for collection and analysis of data and, finally, the development of the research report (OLIVEIRA, 1997; SALOMON, 1999; Figueiredo, 2004). These procedures apply to any field of knowledge, including the Administration Area.

With the presentation of the section on higher education theoretically searched up substantiate the position of the CFA in relation to the need for basic training graduation in the Administration area in the organizational setting that is in one of the chains mentioned in the research problem. The following section on the Postgraduate in Brazil, seeks to show the second school of thought that refers to the CAPES option for diversity of professor education with emphasis on research output - considerable item in the assessment carried out by that body.

In order to show which of the current features are located the training and performance of professors, are identified areas of academic background and areas of professional activity and their crosses.

3- METHODOLOGY

This study is an exploratory and descriptive work. Exploratory, in that it seeks to extend the degree of knowledge of the Postgraduate Diploma in Management programs; descriptive, in that it only has the characteristics of certain aspects of the programs in question, for example the characteristics of academic and professional performance of their permanent professor.

Depending on the purpose to be achieved, for example to know a little of the reality of the Northeast Postgraduate Programs, specifically those referring to the reality of their professor / researchers, it was decided to conduct documentary research and elected -If the Lattes Platform for credibility it enjoys in academic spaces and beyond.

The Lattes Platform is the CNPq experience in integrating database of resumes and Science Area institutions and Technology in a single Information System, whose current importance extends not only to the operating activities of promotion of CNPq, but also the development actions of other federal and state agencies (PLATFORM LATTES, 2006).

From CNPq initiative, the CV Database, precursor of Lattes Platform was created in the late 1980s. In the mid 1990s, the Lattes Platform was launched and standardized as the curriculum form to use. It is considered a success, now 800,000 registered resumes, allowing, depending on the operating facility, access to complete information that can be readily viewed and compiled by the public. Evaluations are done by peers, according to Luiz (2005).

According to Figueiredo (2004), for the registration of curricular data, researchers must fill out the electronic form of the Ministry of Science and Technology (MCT), CNPq, the Financiadora de Estudos e Projetos (FINEP) and the Foundation – Coodenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES / MEC). Your data is used to: a) assess the competence of candidates for scholarships and grants; b) selection of consultants, committees and members of advisory groups; c) grant to the evaluation of research and Brazilian graduate.

Since 2002, the existence of Lattes is mandatory for all research fellows, either MS, PhD and Scientific Initiation, counselors and other clients of the board. The lack of curriculum may result in suspension of payments and the renewal of grants.

From the drawing presented in Lattes, the research aimed to identify existing congruence in the relationship between the variables: degree, taught courses, research projects, guidelines and publications that the professor / researcher constructed.

The research involved the strict sense of academic graduate programs in Business Administration, located in the states of Bahia, Pernambuco, Rio Grande do Norte, Ceará and Paraíba.

The universe researched included the teachers of six of the eight programs accredited by CAPES and located in the Northeast, four of these federal programs - PPGA - Graduate Program in Management of Federal University of Paraíba - UFPB, NPGA - Graduate Nucleus Directors of Federal University of Bahia - UFBA, PPGA - Graduate Program in Business Administration from the Federal University of Rio Grande do Norte UFRN and PROPAD - Graduate Program in Business Administration from the Federal University of Pernambuco -UFPE - and two individuals - PPGA - Graduate Programme in Management at the University Salvador -UNIFACS and CMA - Master in Business Administration from the University of Fortaleza - UNIFOR - totaling 99 (ninety nine) teachers corresponding to 99 (ninety-nine) curricula in message form (Lattes) of teachers / researchers of the programs studied. Only two of them were not included: the CEPPAD - Center for Research and Graduate Studies in Business Administration from the Federal Rural University of Pernambuco - UFRPE the dissimilarity with others and the CMAAd - Academic Master's in Administration from the State University of Ceará- UECE, that meets the off site and did not respond to attempts to contact them through e-mails and phone calls.

The group of professor / researchers, treated as an object of study, work permanently in academic graduate programs, strictly speaking, under Administration in institutions located in the Northeast, of both sexes and all, with doctor's degree.

The term professor / researcher the professional engaged directly with the production of scientific knowledge - with doctor titration - academic evaluation of the object formal nature by CAPES and also the internal character assessments.

Composition of the universe studied:

Group	Professor
Specification	Permanent, with titration Doctor indiscriminately active in the Graduate Program in Management accredited by CAPES, the Northeast.
Total	100% (99)

Source: Direct Research (2007)

To reach that number, was used a method of teaching belong to the permanent category. Visitor's professors and employees were not included due to their transitory character in programs.

In order to meet the specific objectives of this study were explored two dimensions: areas of academic training of professors / researchers and areas of the same in the strict sense academic programs of the Administration area.

The first dimension - training - was measured by titration variable. For the second dimension - performance - the following variables: areas, teaching subjects (areas), completed guidelines (areas) and publications, focusing on the distribution of professors / researchers, with regard to the relationship between the two dimensions . In this perspective, the study aimed to outline a profile of these professionals.

So that they could better understand these dimensions were chosen some aspects to be explored during the search. The search for characteristics of training and the performance of teachers determined the importance of defining in advance the variables, as well as their respective operational definitions (indicators) and, above all, the understanding of the meaning of titration in the ambience where it occurs.

In this study, the variable components of the development and performance dimensions are the same as suggested by Luiz (2006, p. 305) in its Preliminary Proposal and Non-Covenanted Items and Academic Production Weighting presenting the certain variables from items priced in Lattes curriculum and linked to the theoretical framework. The choice of such size for this study is justified because of that it was documentary research in which it sought follow the content and the sequence of items presented in electronic form. Due to the volume of information found in the curriculum of teachers were just selected some variables for the search to be viable in the predetermined time.

The meanings of the variables are defined operationally as shown below:

Variables and indicators of academic dimension:

Dimension	Variables	Indicators
Academic Formation	Titration	Graduation Doctorate

Source: Direct Research (2007)

It is understood by **titration**: the hierarchical level acquired after completion of undergraduate and graduate.

Variables and indicators of the size professional performance:

Dimension	Variables	Indicators
Professional Performance	Performance areas	Administration area performance
		Performance in others areas
	Subjects	Administration subjects
		Others áreas subjects
	Place where Ph.D. course takes place	Country
	Language	Kind of language
	Bibliographic Production	Number of complete articles published
		Number of chapter in published books
		Number of complete works published
		Number of other kind of bibliographic production
Finished orientations	Number of others works	
	Orientations in the area	
	Orientations in others areas	

Source: Direct Research (2007)

- Bibliographic search

This step was extended until the end of the elaboration of the composition of the work. In addition to ongoing review of the literature, at first, the energies were concentrated on understanding the topic under investigation, seeking to clear the various questions presented. For this, we used various secondary sources such as: academic publications, electronic magazines, portals and Lattes data.

The academic papers themed identification had special attention also because it could bring the most current information, but give the books the same level of importance.

- Documentary research

For systematic data collection, made use only of the electronic form (Lattes). To Cervo and Bervian (2002, p. 106), this type of research, are investigated documents in order to be able to "describe and compare customs, trends, differences and other features." This document was used as a function of information and indications that brings in content, relating to the size formation and performance of teachers / researchers. For indication of the distribution created a database from a fixed sequence information and writing exactly the same for all components of the research.

At this stage, it was necessary to know the environment of the Lattes Platform, the format of curricula and the variables related to training and professional performance and its detailing. Of the established curriculum, most were updated in 2007.

The relation of permanent researchers, professors in Administration area was obtained on the websites of the programs. After identification, the Lattes curricula were consulted, one by one, all the professors-researchers, handled to observe the formation and performance dimensions.

In the characterization of scientific publication, we classified articles as periodic ratio indicated by CAPES, selected according to the requirements of indexing of databases in the Qualis System Administration area.

Based on the information found in the Lattes curricula, we used Excel software - 2003 to build a database for the information of teachers raised in the Lattes Platform on the variables: training and professional performance and its detailing. The data contained in the database were transferred to SPSS (Statistical Package for Social Sciences) - Version 13.0. Most variables: languages, areas, subjects taught, completed guidelines and periodic publications are used for qualitative, and dichotomous measures in nominal scale, except the variables year undergraduate and doctorate and the variables on academic production, all these and quantitative measures and interval scale.

Initially, we performed the encoding of the relevant variables, and proceeded to data consistency and thereafter, proceeded to the statistical treatment of the data.

Following, and in accordance with proposed specific objectives for the group of professors, proceeded to exploratory data analysis by building simple frequency tables and use of descriptive measures defined as - "statistical relationships that enable describe under various angles, the data set representing the Universe "as Costa (1992, p.35) - measures of association or correlation, variable crossings (joint frequency tables) and relevant statistical graphs for the target population of interest.

Based on the results of quantitative research, conducted a qualitative evaluation of the variables using the multiple-answer feature, for most of the variables, except for the titles of undergraduate training and graduate.

4- RESULTS

The results obtained in academic study dimensions of formation and professional performance of professor surveyed are presented in tables, charts and tables focusing on them in relation to the intended objectives and responding initially to the specific objectives, relating them later to the general objective of research.

Based on the relationship of professor / researchers, permanent, the Postgraduate Diploma in Management programs, available on the websites of the programs, presents the following chart on the distribution of teachers in the programs of the different institutions.

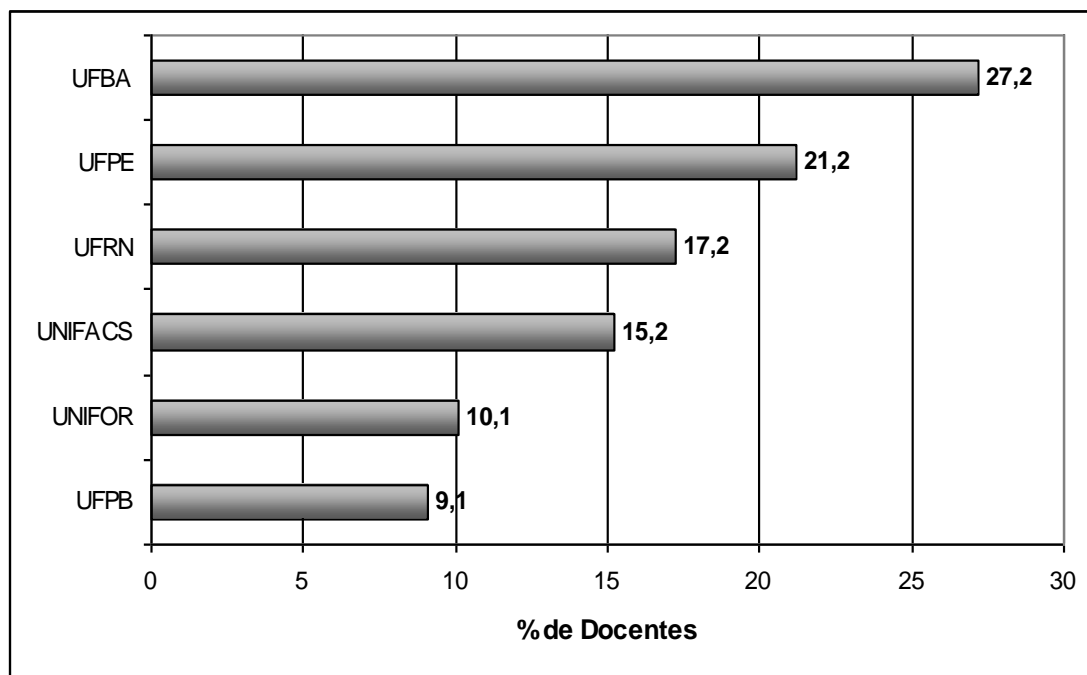


Figure 1: Distribution of teachers in the programs of the different institutions (%)

Source: Direct Research (2007)

Professor / researchers are distributed in six programs in six institutions, these four are federal and two individuals, in the Northeast, with 42.5% (42) nearly half belong only to two of these programs - UFBA 27.3% (27) and the UNIFACS 15.2% (15) in Bahia. If we consider the programs one by one, the highest concentration of teachers is the Federal University of Bahia, with 27.3% (27) of the total; secondly, is UFPE, with 21.2% (21), and fewer in number are professors / researchers of Paraíba, with 9.1% (9).

Based on the information contained in Lattes, are shown below the table concerning the distribution of professor / researchers by gender.

Table: Distribution of teachers by gender

Genre	Number of Professor	%
Male	68	68,7
Female	31	31,3
Total	99	100,0

Source: Direct Research (2007)

All the doctors in activity in the programs that make up the universe of surveyed faculty consists of 68.7% (68 men) and 31.3% (31 women), respectively. Therefore, there is a predominance of males. The figures presented here reflect the space that exists and is yet to win on the part of professors / researchers.

With respect to age, and marital status, it was observed that the Lattes not have fields for this information, which is why the data for the characterization of professors were not included.

4.1 Summary table of results

Here are presented summary tables of results extracted from the variables crosses representing the dimensions: education and performance of professors.

The preparation and presentation of summary tables were designed to contribute further clarification with respect to the diversity observed, with regard to the relationship between the two listed dimensions, after analyzing the variables in combination.

Table Synthesis 1: Practice Areas declared by the Alumni and the Doctors versus number of teachers working in Administration and in Other Areas

Performance áreas
Graduates in ADM that work in ADM(Base=88)
Graduates in ADM that work in others areas 45% (9) work in Economics (Base 20) 33,3% (3) work in Political Science (Base 9) 44,4% (4) work in Education (Base 9) 66,7% (4) work in Psychology (Base 6) 80% (4) work in Communication (Base 5) 40% (2) work in Sociology (Base 5)
Graduates in others areas that work in ADM 13,6% (12) graduated in Engineering (Base 88) 10,2% (9) graduated in Economics (Base 88) 5,7% (5) graduated in Exact Sciences (Base 88) 4,5% (4) graduated in Psychology (Base 88) 3,4% (3) graduated in Law (Base 88) 3,4% (3) graduated in Accounting Science (Base 88) 2,3% (2) graduated in each of the areas : Agronomy , Health Sciences , Social Sciences , Architecture and Pedagogy (Base 88) 1,1% (1) graduated by area: Society and State Integration Perspective, Communication, Philosophy, Sprachen und Wirtschafts-Kulturraumstudien and Geology.
Ph.D in ADM that work in ADM (Base 89)
Ph.D in ADM that work in others areas 33,3% (7) work in Economics (Base 21) 22% (2) work in Political Science (Base 9) 11,1% (1) work in Education (Base 9) 20% (1) work in Communication (Base 5)
Ph.D in others áreas that work in ADM 7,9% (7) Ph.D in Production Engineering (Base 89) 5,6% (5) Ph.D in Sociology (Base 89) 5,6% (5) Ph.D in Economics (Base 89) 5,6% (5) Ph.D in Education (Base 89) 2,2% (2) Ph.D in each area: Psychology, Communication and Contemporary Culture, Urban Planning, Political Science, Controlling and Accounting, Labour and Organizational Psychology (Base 89) 1,1% (1) Ph.D in each of the areas: Humanities and Economics, Socio Economic Development, Science and Technology Policy, Communication, Economic and Organizational Sociology, Regional Planning, Strategic Management, Industry Economics and Technology, Economic Sciences y Empresariales, Supply chain Management, Marketing, Business Policy and Planning Government.

Table-2 Summary: Graduates and Doctors of Directors and Other Areas teach the Administration Area and Other Areas

Graduation subjects	N	%
Graduated professors in ADM that teach in ADM(Base 74)	32	43,2
Graduated professors in ADM that teach in others areas 16,7% (1) teach Accounting Science (Base 6) 20% (1) teach Economics (Base 5) 25% (1) teach Tourism (Base 4) 25% (1) teach Hotelaria (Base 4) 33,3% (1) teach Executive Secretary (Base 3) 33,3% (1) teach Law (Base 3)	6	
Graduated professors in others áreas that teach in ADM 18,9% (14) graduated in Engineering (Base 74) 9,5% (7) graduated in Economics (Base 74) 5,4% (4) graduated in Exact Science (Base 74) 4,1% (3) graduated in Social Science 2,7% (2) graduated in Psychology (Base 74) 2,7% (2) graduated in Architecture (Base 74)	42	

2,7% (2) graduated in Psychology (Base 74) 2,7% (2) graduated in Accounting Science (Base 74) 1,4% (1) graduated in each of the areas: Society and State and Integration Perspective, Health Sciences, Communication, Philosophy, Accounting and Sprachen- Wirtschafts und Kulturraumstudien		
Ph.D professors in ADM that teach in ADM (Base 75)	34	45,3
Ph.D professors in ADM that teach in others areas 50% (3) teach in Accounting Science (Base 6) 40% (2) teach in Economics (Base 5) 25% (1) teach in Tourism (Base 4) 75% (3) teach in Hotelaria (Base 4) 33,3% (1) teach in Executive Secretary (Base 3)	10	
Ph.D professors in others areas that teach in ADM (Base 75) 8% (6) Ph.D in Production Engineering 6,7% (5) Ph.D in Education 5,3% (4) Ph.D in Sociology 4% (3) Ph.D in Economics 2,7% (2) Ph.D in each area: Town Planning, Economics of Industry and Technology, Political Science, Labour and Organizational Psychology 1,3% (1) Ph.D in each of the areas: Psychology, Social Development Economics, Communication and Contemporary Culture, Science and Technology Policy, Engineering, Communication, Economic and Organizational Sociology, Regional Planning, Strategic Management, Economic Sciences y Empresariales, Informatique, Supply chain Management, Government, Marketing and Law.	41	

Synthesis Table 3: Graduates and Doctors of Directors and Other Areas teach the Administration Graduate and Other Areas

Subjects in Postgraduation	N	%
Graduated professors in ADM that teach in ADM(Base 82)	32	39
Graduated professors in ADM that teach in others areas 14,3% (1) teach Engineering (Base 7) 100% (1) teach in Regional and Urban Development (Base 1) 100% (1) teach CPA (Base 1) 100% (1) teach Business Mathematics (Base 1) 50% (1) teach Sociology (Base 2) 100% (2) teach Social Dentistry (Base 2) 50% (1) teach International Business (Base 2)	8	
Graduated professor in others areas that teach ADM (Base 82) 17,1% graduated in Engineering 9,8% (8) graduated in Economics 6,1% (5) graduated in Exacts Science 3,7% (3) graduated in Psychology 3,7% (3) graduated in Law 3,7% (3) graduated in Accounting Science 2,4% (2) teach in each of the areas: Health Sciences, Social Sciences, Architecture, Pedagogy. 1,2% (1) teach in each of the areas: Agronomy, Society and State Integration Perspective, Communication, Philosophy, Sprachen und Wirtschafts-Kulturraumstudien and Geology.	50	
Ph.D professors in ADM that teach in ADM (Base 83)	36	43,4
Ph.D professors in ADM that teach in others areas 50% (1) teach Economics (Base 2) 100% (1) teach Social Management (Base 1) 28,6% (2) teach Engineering (Base 7) 100% (1) teach CPA (Base 1) 100% (1) teach Nursing(Base 1) 100% (1) teach Business Mathematics (Base 1) 50% (1) teach Social Dentistry (Base 2) 50% (1) teach Análise Regional (Base 2) 50% (1) teach Finance (Base 2)	10	
Ph.D professors in others areas that teach in ADM (Base 83)	47	

6%(5) doctorate in Sociology 6% (5) doctorate in Production Engineering 6% (5) doctorate in Education 4.8% (4) doctorate in Economics 2.4% (2) doctorate in each of the areas: Communication and Contemporary Culture, Urban Design, Planning Regional Industry Economics and Technology, Political Science, Contoladoria and Accounting and Psychology of Work and Organizations. 1.2% (1) doctorate in each of the areas: Humanities and Economics, Psychology, Social Economy of Development, Science and Technology Policy, Engineering, Communication, Strategic Management, Economic Sciences y Empresariales, Informatique, Government, Marketing, Business Policy, Government Planning and Law.		
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Table- Summary 4: Graduates and Doctors of Directors and Other Areas guide in Scientific Initiation

Science orientation	N	%
Graduated professor that guides in ADM (Base 39)	15	38,5
Graduate professors Administration guide in IC-Other Areas 40% (2) guide the Secretariat (Base 5) 33.3% (1) guide in Social Sciences (Base 3) 66.7% (2) guide tourism (Base 3) 50% (1) guide in Economics (Base 2) 33.3% (1) guide in Foreign Trade (Base 3)	7	
Graduate professors in Other Areas guide the Administration IC- (Base 39) 10.3% (4) teach in each of the areas: Engineering and Physical Sciences 7.7% (3) teach in each of the areas: Economics and Law 5.1% (2) teach in each of the areas: Architecture, Education and Accounting. 2.6% (1) teach in each of the areas: Psychology, Society and State Integration Perspective, Communication and Philosophy.	24	
Doctorate professors in ADM that guide in HF-Administration (Base 39)	21	53,8
Doctorate professors Administration that guide in IC-Other Areas 50% (2) guide in Psychology (Base 2) 20% (1) guide the Secretariat (Base 4) 66.7% (2) guide in Social Sciences (Base 3) 66.7% (2) guide in Accounting (Base 3) 100% (1) guide in Law (Base 1) 100% (1) guide History (Base 1) 100% (1) guide in Nursing (Base 1) 33.3% (1) guide Tourism (Base 3) 50% (1) guide in Economics (Base 2) 100% (3) guide in Foreign Trade (Base 3) 100% (1) guide in International Business (Base 1)	16	
Doctorate professors in Other Areas guide in HF-Administration (Base 39) 10.3% (4) doctorate in Sociology 5.1% (2) doctorate in each area: Production Engineering and Education 2.6% (1) doctorate in each of the areas: Psychology, Urban Planning, Regional Planning, Strategic Management, Economic Sciences y Empresariales, Government, Marketing, Accounting and Finance, Labour and Organizational Psychology.	18	

Table- Summary 5: Graduates and Doctors of Directors and Other Areas guide in Graduate Management and Other Areas

Graduation orientation	N	%
Graduated professors that guide the ADM in Management (Base 44)	22	50
Graduated professors in Administration that guide in other areas 80% (4) guide Tourism (Base 5) 75% (3) guide in Hospitality (Base 4) 100% (3) guide the Secretariat (Base 3) 25% (1) guide in Economics (Base 4) 100% (1) guide in Social Sciences (Base 1) 50% (1) guide in International Business (Base 2)	13	

Graduated professors in Other Areas that guide in ADM (Base 44) 11.4% (5) graduated in Economics 15.9% (7) graduated in Engineering 4.5% (2) graduated in Social Sciences 2.3% (1) degree in each of the areas: Psychology, Physical Sciences, Architecture, Education, Philosophy, Law, Accounting and Geology.	22	
Doctorate professors that guide the ADM in Management (Base 45)	20	44,4
Doctorate professors in ADM guide in other areas 100% (1) guide in Nursing (Base 1) 66.7% (4) guide tourism (Base 6) 75% (3) guide in Hospitality (Base 4) 66.7% (2) guide the Secretariat (Base 3) 75% (3) guide in Economics (Base 4) 50% (1) guide in International Business (Base 2)	14	
Doctorate professors in other areas guide the ADM (Base 45) 15.6% (7) doctorate in Production Engineering 8.9% (4) doctorate in Education 4.4% (2) doctorate in Psychology of Work and Organizations 2.2% (1) doctorate in each area: Town Planning, Engineering, Sociology, Economic and Organizational Sociology, Economics, Economic Sciences y Empresariales, Supply chain Management, Government, Political Science, Marketing, Business Policy and Planning Government.	25	

Synthesis Table 6: Graduates and Doctors in the Administration Area and Other Areas guide at the Graduate - Master in Business Administration and in Other Areas

Postgraduation orientation in MS	N	%
Graduated professors in ADM that guide in ADM (Base 79)	28	35,4
Graduated professors in ADM guide in other areas 100% (2) guide in Economics (Base 2) 20% (1) guide in Education (Base 5) 25% (1) guide in Engineering (Base 4) 100% (1) guide in Architecture (Base 1) 100% (1) guide in Social Work (Base 1) 50% (1) guide in International Business (Base 2) 100% (1) guide in Regional and Urban Development	8	
Graduated professors in other areas guide the ADM (Base 79) 16.5% (13) graduated in Engineering 10.1% (8) graduated in Economics 6.3% (5) graduated in Physical Sciences 5.1% (4) graduated in Psychology 3.8% (3) teach in each area: Social Sciences, Education, Law and Accounting. 2.5% (2) teach in each area: Health Sciences and Architecture. 1.3% (1) teach in each area: Agronomy, Society and State Integration Perspective, Communication and Philosophy.	51	
Doctorate professors in ADM that guide in ADM (Base 81)	33	40,7
Ph.D professors in ADM that guide in Other Areas 25% (1) guide in Engineering (Base 4) 100% (1) guide in Social Work (Base 1) 100% (2) guide Regional Analysis (Base 2) 50% (1) guide in Nursing (Base 2)	5	
<i>Ph.D professors in Other Areas guide the Administration (Base 81)</i> 7.4% (6) doctorate in Production Engineering 6.2% (5) doctorate in Sociology 6.2% (5) doctorate in Education 4.9% (4) doctorate in Economics 2.5% (2) doctorate in each area: Psychology, Urban Design, Planning Regional Industry Economics and Technology, Controlling and Accounting and Psychology of Work and Organizations.	48	

1.2% (1) doctorate in each of the areas: Humanities and Economics, Socio Economic Development, Science Policy and Tecnologia, Engineering, Economic and Organizational Sociology, Strategic Management, Economic Sciences y Empresariales, Supply chain Management, Government, Political Science, Marketing, Business Policy, Government Planning and Law.		
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Table-Summary 7: Graduates and Doctors of Directors and Other Areas guide in Graduate - Doctorate in Business Administration and in Other Areas

Postgraduated orientation	N	%
Graduated professors in ADM that guide in ADM (Base 18)	7	38,9
Graduated professors in Administration that guide in Other Areas 100% (1) guides in Public Health (Base 1)	1	
Graduated professors in Other Areas that guide Administration 22.2% (4) graduated in Engineering 16.7% (3) graduated in Economics 5.6% (1) graduated in each area: Social Sciences, Architecture, Education and Geology	11	
Ph.D in ADM that guide in ADM Base 19	5	26,3
Doctors professors in Administration that guide in Other Areas 100% (1) doctorate guides in Public Health (Base 1)	1	
Doctors professors in other areas that guide in ADM (Base 19) 15.8% (3) doctorate in production engineering 10.5% (2) doctorate of Regional Planning 10.5% (2) doctorate in Economics 5.3% (1) doctorate in each area: Town Planning, Science and Technology Policy, Economic and Organizational Sociology, Strategic Management, Marketing, Government Planning and Work Psychology and Organizational.	14	

After presenting the summary tables, which represent most of the results, and then addresses the item - Bibliographic production - also analyzed.

Regarding the bibliographic production quantitative analysis revealed significant differences for the various products under consideration, corresponding to the period: the date of doctor titration until the year 2006.

Indeed, the scientific production is greatly influenced by the time of obtaining the doctoral researchers, therefore, that they could present a closer productivity of reality were excluded from the count two (2) teachers with quantitative production in raw data, far and above most of the observed numbers, and also the teacher with doctor titration obtained in 2007, and is the start of production. Thus, we considered the 99 teachers universe, only 96 in the determination of this production.

Table: Bibliographic production

	Nos. Válidos	Média	D. Padrão	Mínimo	Máximo	Soma
Trabalhos completos publicados em anais de congressos	89	20,89	19,623	1	96	1859
Produção bibliográfica: demais trabalhos	25	10,80	9,301	1	37	270
Nº de artigos completos publicados em periódicos	84	10,01	10,661	1	50	841
Demais tipos de produção bibliográfica	39	8,46	11,069	1	52	330
Nº de livros publicados/organizados/edições	38	3,18	3,048	1	12	121
Textos em jornais de notícias/revistas	48	4,48	6,298	1	39	215
Capítulos de livros publicados	60	4,07	4,129	1	18	244

Source: Direct Research (2007)

Of the 96 professors, 92.7% (89) have complete papers published in conference proceedings, total production is 1859 works, ranging from 1 to 96 products, with an average of 20.89 per researcher; 39.6% (38) have published / organized / edits books, the total output is 121 works ranging between 1 and 12, with an average of 3.18 per researcher; chapters are those published are 62.5% (60) teachers, the total yield of the product is 244 sections, ranging from 1 to 18, with an average of 4.07 per researcher; have texts published in newspapers / news / magazines 50% (48) of professors, the total output is 215, ranging from 1 to 39 units, with an average of 4.48 per researcher; Articles were published in scientific journals by 87.5% (84) of professor in total were produced 841 articles, ranging from 1 to 50, with an average of 10.01 per researcher, is 40.6% (39) the teachers who underwent other types of research output (Example: Research / Consulting Report, Conference, Lecture, among others), in total there were 330 citations, ranging from 1 to 52, with an average of 8.46 per researcher. The item other works (Example: Course taught, Debater, Reviewer, among others), was cited by 26.04% (25) of professor, in total are 270 works, ranging from 1 to 37 and the average is 10.80 works by researcher.

Also regarding the bibliographic production of the products generated, journal articles was also analyzed qualitatively, with respect to the periodic used as vehicles for publication of these articles. Elected to the items by importance of this product in the set of items evaluated by Capes and could even determine the achievement of higher levels of the concept Capes by the program, if it is publications with international integration. For checking of vehicles used by professors to publish their articles, we tried to follow the trend in academic work, to ascertain the production of the last three years due to the volume produced since obtaining the doctorate.

Thus, it was decided to identify journals used in the three years 2004, 2005 and 2006, ranked in the Qualis Management System as International A, B and C, National A, B and C and Site A, B and C.

Table: Number of professors with publications in journals Administration Qualis in the last triennium.

Valid		Missing		Total	
N	%	N	%	N	%
55	55,5	44	44,5	99	100

There were 55 teachers who mentioned the journals used for their articles publications

Table: journals used by professor's publications

PERIÓDICOS	Classification	Citation N	Percentage of Professors
Organizações e Sociedade	Nac A	20	36,4%
Cadernos EBAPE	Nac A	14	25,5%
Revista Adminst. Contemp.- RAC	Nac A	13	23,6%
Revista Eletr. Administração - REA	Nac A	13	23,6%
Revista Bras. de Adm. Pública - RAP	Nac A	11	20,0%
Gestão e Planejamento	Nac B	8	14,5%
Revista Eletr. Gest. Organiz.	Nac B	8	14,5%
Revista de Adm. Empresas - RAE	Nac A	6	10,9%
Alcance	Nac B	4	7,3%
Revista de Adm. e Contab. BASE	Loc A	4	7,3%
Gestão e Regionalidade	Loc C	3	5,5%
Revista de Adm. da USP - RAUSP	Nac A	3	5,5%
Turismo, Visão e Ação	Nac C	3	5,5%
ERA Eletrônica	Nac A	2	3,6%
Cadernos de Pós-graduação	Loc C	1	1,8%
Psicologia, Reflexão e Crítica	Nac A	1	1,8%
Revista Bras. Ciências Sociais	Nac A	1	1,8%
Revista Contemp. Econ. E Gestão	Loc B	1	1,8%
Revista Gest. Tecnol. Sist. Infor	Nac C	1	1,8%
Revista de Negócios	Nac C	1	1,8%
Revista do Centro de Ciên. Adm	Nac A	1	1,8%
Revista IMES	Loc C	1	1,8%
			Base = 55 professor

Source: Direct research (2007)

Of the surveyed professors, 55 reported having published in journals classified in the Administration Qualis system in the three years 2004, 2005 and 2006. Table 51 shows the distribution of journals that were used as disclosure of vehicles by professors. Among these journals, the most common were: first, with a concentration of as many articles, we highlight the journal Society Organizations and classified as National A, with 36.4% (20) quotes, followed by publications in notebooks Ebape, The National, with 25.5% (14); publications in Contemporary Administration Magazine (RAC), The National, were 23.6% (13) in the same percentage, 23.6% (13) mention the Administration Electronic Journal (READ), National A and the fifth Brazilian Journal of Public Administration (RAP), National a, with 20% (11). On a smaller percentage the journals were cited: Management and Planning, National B, with 14.5% (8) of the quotes, the Electronic Journal of Organizational Management, Nacional B, was also cited with the same percentage 14.5% (8), the Journal of Business Administration - RAE, the National 10.9% (6), the journal Range, National C, 7.3% (4) in equal percentage are the publications in the Journal of Business and Accounting BASE, Location a, with 7.3%, the administration area, make up the top ten most used by researchers.

Other journals are as follows: 5.5% (3) were cited, Management and Regionality, Site C; Journal of USP Administration - RAUSP, The National and Tourism, Vision and Action, National C; with 3.6% (2) Electronics SAR, National A and the other with 1.8% (1): Postgraduate Notebooks, Site C; Psychology, reflection and criticism, National A; Journal of Social Sciences, National A Contemporary Journal of Economics and Business - contextus, Site B, Journal of Technology Management and Information System, National C, Business Magazine, National C, Journal of the Center for Administrative Sciences, National A Magazine and IMES, Local C.

This work is held to present, based on the Lattes curriculum information, the profile crowded permanent teaching in academic stricto sensu graduate programs in Business Administration in the Northeast of Brazil, with regard to the characteristics of academic training and performance professional perspective on the coincidence or not between the areas of knowledge of the listed dimensions.

Based on the results reported in the quantitative research, conducted a qualitative evaluation of the variables, using the use of multiple response, except for the identification of securities of undergraduate training and graduate.

Regarding the first specific objective of this work, which is the identification and characterization of professors, the study results showed that now performed by preceptors researched, there is a predominance of males, and 68.7% (68) of them were male and 31.3% (31) were female. It was not possible to determine, through desk research, data with respect to age and marital status, as in Lattes no field for this information. This is a contingent of "young" doctors, regarding the titration time. Half of professors, 47.5% (47), Base 99, won their titles between 2000 and 2006. And, as it turned out most, 89.9% (89), is up to 20 years of title.

Responding to the second specific objective on basic training graduation in the Administration area, which is observed that 40.6% (39) of professors, base 96, are graduated in Business Administration. Of these, only 20.8% (20) have chosen to hold a doctorate in the same area (Administration). There is also a considerable part of teachers, 21.9% graduated in Other Areas who opted for the Doctorate in Administration area, we see a small concentration of doctors of the Administration Area. When analyzed the two levels of training in combination, we observed the number of doctors which together make up the total of 37.5% (36) graduated teachers in Other Areas of knowledge who have chosen also Doctorate in Other Areas and that, at the time of the survey, were contributing to the Administration area.

Regarding the third specific objective of this study, the results indicated that these professors work in more than one area, and the majority, 91.8% (89), cites management as an area. With regard to the subjects taught, most of the teachers teaching at one (1) area in undergraduate and one (1) area at the Graduate. The highest concentration of teachers is in the Administration area.

As for the students of guidelines, it was found that on average, each professor guides in an area and also there is a higher concentration of professor guiding the Administration area in two levels of training: Undergraduate and Graduate.

From the presented summary tables, also shows up the existence of a considerable number of teachers working in Other Areas Administration area and elsewhere, a very unobtrusive insertion of teachers with training in administration acting in Other Areas.

In almost all items, the relationship observed between doctors trained in administration, 41.8% (41), and the doctors trained in Other Areas, 58.2% (57), Base 98, working in administration, is maintained on the

proportionality of 4 for 6 (40% / 60%) in approximate percentages, except for doctors in management, guiding the Scientific Initiation.

The results presented, seems to show some opening for doctors trained in Other Areas. Note also the very evident approximation of Engineering with Management. The close relationship appears when looking at the titles of Other Areas teachers working in Administration. This finding includes the current thinkers (CAPES) defending the diversity of the areas of training and understanding that this is a factor that contributes positively to growth and higher quality of the area and contrary to the expectations of those who support the struggle of professionals work in the area of business Administration from academic and professional legitimacy and believes that the administrator must have its own, unique and unmistakable space, which does not allow the inclusion of other professions (CFA, 2004).

The surprise was due to the significant number, 37.5% (36), teachers who work in the Graduate Program in Business Administration and have basic training graduation and doctorate either in the Administration area as shown. But this may also denote other variables that might contribute to this situation, for example, the inaccuracy of the limits of knowledge of the field.

With regard also to the academic training, more than half of professors, 68.7% (68), Base 99, chose to conduct his doctoral training in the country. Of those who opted for Doctoral outside the country, most received a doctorate France, 12.1% (12), and in England were 10.1% (10), as shown most cited locations.

Another characteristic observed, this universe, is the domain of languages; English was cited by 97.8% (91) of teachers and, secondly, among the most cited is the Spanish language, with 88.2% (82) quotes.

The survey regarding the bibliographic production, although it has been held in isolation, can demonstrate in quantitative terms, the production of teachers, during his time Doctoral, and also proved an opportunity to create an average indicator of individual production by product per year titration.

Still referring to bibliographic production, it was also found the ranking of the ten (10) journals most used by professors for their publications, among those classified in the Qualis Management System. The journals that focus more publications are: Organizations and Society (National A), EBAPE Notebooks (National A), Brazilian Administration Review - rac- (National A), Electronic Journal of Directors - read- (National A) Magazine Brazilian Government - RAP - (National a).

Of course, for a clearer idea about the production would require more research, including international publications in research and analyze the content of the articles to then present them more fully.

As shown by the same body when setting management as "the art of leading people and managing technological, material, physical, financial and others, in order to search for better results for the organization," it becomes apparent the difficulty of define the area's boundaries and recognizes as the main cause of this difficulty the "incongruity" between what is taught and what is practiced in organizations, ie the generated product, which is formed administrator, is not acting in accordance with the objectives programs, with respect to their training, whether at the undergraduate or graduate.

The reality is that in a country like Brazil, with a mass of unemployed, professionals and guideposts having to settle for underemployed, the expected teacher attitude is seeking academic degrees that guarantee them employment (employment), even though it does not reflect what you really want.

Admittedly, the title of Doctor is prominent reason, especially in the poorest regions of the country, like the Northeast, where the number of professors is insufficient to meet demand, and the need to meet the requirements of CAPES for evaluation of programs. It is believed this is the factor that increasingly seeks new titles to continue in the job market.

Even guided by the thought here above, it cannot rule out the possibility that the observed diversity revealed by research carried out now, can be a sign of inadequate teacher training and after new studies could indicate the lack of coordination between the "teaching knowledge "and the" teaching practice "responsible perhaps for the performance observed in studies conducted by the researchers.

This finding suggests that further studies on the characteristics of professor education along the lines of this praying was done and others who can answer about the implications of diversity training in the results achieved

by the Postgraduate programs in relation to the product Ultimately, the quality of training Administrator and also the concept obtained by the program after the evaluation of CAPES.

There is also the risk you run when you assign exclusively to titration to guarantee excellent quality of education. Hence be understood that these results raise other investigations involving training and curricula of programs, and, research production and their publications with international participation since the assessment of these variables is crucial for the program to achieve higher levels in the evaluation CAPES power would thus investigate the implications of this diverse background in productivity programs observing the question of affinity between the areas.

5- CONCLUSION

This study, while pointing out the diversity of the areas of academic training and areas of professional activity of those teachers, reveals a particular situation: professors who do not have on your academic record basic training graduation and doctorate either in the Administration area, but operate in the training of administrators programs are teachers who opted for interdisciplinary course in their training, therefore, have undergraduate and doctorate in Other Areas of knowledge.

This finding encourages the author to say that the experiences called interdisciplinary provided in accordance CAPES, have led to "field deviations" (SPANOLO et al, 2004) due to the misperception that interdisciplinarity is "passport" to work in any area.

The fact is that the targeted evaluation and performed by CAPES presents itself as a very centralized system, and that a "quantitative" aspect seems to overlap the "qualitative" presented by the programs and values above all the research and the results of Bibliographic publications at the international level as a determinant for the accredited programs reach the highest evaluation scores (6:07). Thus, CAPES seems to give less importance to education and consequently the impact that the graduates - administrators and teachers - may have through their performance in business and government segments.

Recognize the need for additional studies involving other programs - PPGAs- other regions for comparisons in order to prove or disprove the ideas presented in this work. These findings, although preliminary, suggest a reflection on the results that we have obtained from the now current CAPES Evaluation System.

Based on the results of this work, in which there was a mirror of the curricula of professor/ researchers listed in Lattes system, it is recommended:

- a) An electronic form to make mention of the Great Area, Area and Subarea of all variables constant in the two dimensions - education and performance, allowing various comparisons of the data, according to the purpose of the researcher. This would provide an immediate mirroring of data;
- b) That includes links that allow associate the item bibliographic production and the Qualis Base for automatic classification, instead of manual labor;
- c) That one may use the count presented in the curriculum with partial individual production results, to perform in the system itself, specific sample surveys of professors of different programs and / or regions.

Today, we seek to obtain real-time information and reliable source, and the Lattes System, which enjoys national and international credibility, can be expanded and may become an important tool in conducting research with regard to the study of the trajectories professionals and other alone or in combination with other tools. Future studies may confirm the effectiveness of such use.

Additionally, based on this exploratory and descriptive study, other quantitative studies and / or quality can be developed, investigating other issues, like:

- Investigate how the diversity of basic training (graduate) and teaching doctoral / research can contribute to the growth and improved quality of Administration Area, based on the principles of interdisciplinary and multidisciplinary between areas;
- Identify the impacts of the diversity of training areas on the effective productivity of Administration Graduate Programs - PPGAS;
- Analyze data resulting from crosses between the variables: a) place of the training and training areas; b) domain languages and publications with international integration.

Information such as those systematized by this research are relevant because they indicate qualitative aspects in the training and teaching of the action / researcher, whose analysis can generate initiatives for other studies.

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