



ACADEMIC GARDENING: FROM THE SWEET PERFUME OF ROSES TO THE NARROWNESS OF THEIR THORNS

The Brazilian graduate program was originated in the 1930s, from the Decree No. 19.851/31, aiming to implement the scientific research in all fields of human knowledge as a purpose of higher education. In 1951, the Law No. 1.310/51 was responsible for creating the National Research Council (CNP), today the National Council for Scientific and Technological Development (CNPq). This institution ensures the formation of researchers and scholars in all areas of knowledge, through programs, grants and investments. That same year, the Decree No. 29.741/51 created the Campaign for the Improvement of Higher Education Personnel (CAPES), the forerunner of the current Coordination for the Improvement of Higher Education Personnel, with the purpose of assessing and funding the Brazilian graduate programs⁽¹⁾. It is worth mentioning that, in the assessment of graduate programs, CAPES is based on objective and subjective criteria that are analyzed by peer experts from several areas of knowledge; on the meritocratic nature of the programs; and on the current policies for the development of these programs.

The work of the university teaching staff, acting in undergraduate and graduate programs, metaphorically resembles the work of a gardener: both labor persistently to offer society their best products and conquer the spaces that the dedicated activity should provide them.

In this learning to know, learning to do, learning to live together, learning to be⁽²⁾, one must highlight the importance of these four pillars of education and qualification required for the professor inserted in undergraduate and graduate programs to do their job, considering the steps, paths and roads guided by norms that permeate the relationship inside and outside university boundaries.

The university teaching career is based on teaching, research and extension. Thus, the professor is in charge of developing teaching activities at both the undergraduate and graduate school. These skills, besides inseparable, are the framework that supports the four pillars of academic education. However, in practice, the process can be painful sometimes, for it is usually marked by stressful workload in undergraduate or graduate. Therefore, we must speak of roses and thorns.

The professor's will of doing it well, with quality, motivates students to look carefully at their project of academic and professional life. From this articulated communion of ideas, values and beliefs, the professor, such as the gardener, actuates the bud formation and the subsequent blooming of roses; phenomena that take place in the teaching gratification of contributing for the accomplishment of dreams from students and achievement of their academic and professional life projects.

However, in the academic gardening environment, the path is not strewn with roses. There are also the thorns: the professor teaches components while planning classes, teaching classes, assisting students, and also the summative

evaluation of student performance, guided by the understanding that undergraduate is the basis of the graduate. But without graduate school there is no university. In this knowing and doing, teaching, extension and research are the tools to give the return that, by right, society expects from public institutions. In their research group, the professor needs to guide undergraduate students, together with those of the graduate program, a basic requirement for that all together exercise properly the four pillars of education. They also must guide the Course Conclusion Works, the Scientific Initiation, the master's dissertations and doctoral theses. Participate in defense boards of programs at their institution and, when invited, those elsewhere. Write books and book chapters. Participate in national and international events. We also add up to this: get project approval for raising money for the university where they work; trying, relentless and determined, the publication of manuscripts in journals with Qualis CAPES consistent with the need of the graduate program to maintain or improve its concept in the triennial assessment; participate as Ad Hoc Consultant and/or Editorial Board Member of national and/or international journals; seek internationalization through researches in scientific collaboration networks with internationally renowned institutions; motivate students to participate in sandwich master and/or doctorate in renowned institutions, among other possibilities.

This labor, of caring for roses and thorns, is indispensable for proper distribution of teaching workload in undergraduate, so that professor enjoys sufficient and necessary time for the proper performance of all activities related to graduate school. The professor knows and seeks to meet the CAPES criteria for accreditation of professors and programs. They know that neglecting these criteria implies harmful consequences for themselves and for the program in which they operate.

The reader must be wondering: If it is so painful, why continue the gardening? The provocation requires answer: the gardener is responsible for its roses. It's the time that you spent on your rose that makes your rose so important. Oh, the roses... They have the power to tame and to be tamed⁽³⁾.

Inacia Sátiro Xavier de França
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