



Teaching Work and Implications of Affirmative Actions in the Medical School of a Public Higher Education Institution

El Trabajo Docente y las Implicaciones de las Acciones afirmativas en un Pregrado de Medicina de una Institución de Educación Superior Pública

O Trabalho Docente e as Implicações das Ações Afirmativas no Curso de Medicina de uma Instituição De Ensino Superior Pública

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Abstract

The aims of the present research are to assess the affirmative policies of the Medical School at Federal University of Minas Gerais (UFMG) to analyze professors' work at Racial Quota scope and changes in the university due to such a process, and to better understand how professors in Medical School face racial topics. It must be done by understanding labor as a core dimension since without workers one could not talk about society, education, and economy. Therefore, this research addresses labor from a perspective that goes beyond utilitarian purposes. Questionnaires and semi-structured interviews were used for data collection. Professors in the Medical School Faculty, who have been teaching since 2013, were the investigated subjects - this year was chosen because this is the time when Racial Quotas were put in place at UFMG. Changes in the higher education scene due to the affirmative actions that have been taken and the understanding of the Teaching Function as an educative principle allowed professors' work to overcome models imposed by the market logic.

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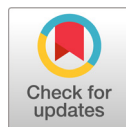
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Palabras Clave:

Trabajo, Acción Afirmativa, Raza, Trabajo Docente, Políticas Públicas

Palavras Chave

Trabalho, Ação Afirmativa, Raça, Trabalho Docente, Políticas Públicas

Resumen

Esta investigación se propuso evaluar las políticas afirmativas de la Facultad de Medicina de la UFMG y analizar el trabajo docente en el contexto de las Cuotas Raciales y las transformaciones en la universidad que resultaron de este proceso; también busca comprender mejor cómo los profesores de la Facultad de Medicina ven las cuestiones raciales. Esta investigación entiende el trabajo como una dimensión central -sin el trabajador no se podría hablar de sociedad, educación, economía- y, por tanto, lo discute más allá de los fines utilitarios. Para la recogida de datos se utilizaron cuestionarios y entrevistas semiestructuradas. Los sujetos investigados fueron los profesores que integran los departamentos de la carrera de Medicina y que trabajaron a partir de 2013, ya que fue el período en que las Cuotas Raciales estuvieron vigentes en la UFMG. En vista de los cambios en el escenario de la educación superior con la acción afirmativa y la comprensión del trabajo como principio educativo, se sospecha que el trabajo del profesor puede superar los moldes impuestos por la lógica mercantil.

Resumo

Por meio desta investigação, procurou-se: verificar as políticas afirmativas do curso de Medicina da UFMG, e analisar o trabalho docente no âmbito das cotas raciais e as transformações na universidade advindas desse processo, além de entender melhor como os professores da Escola de Medicina encaram as questões raciais. A investigação em tela entende o trabalho como uma dimensão central – sem o trabalhador não se poderia falar em sociedade, educação, economia – e, portanto, discute-o para além dos propósitos utilitaristas. Para coleta de dados, foram utilizados questionários e entrevistas semiestructuradas. Os sujeitos investigados foram os professores que integram os departamentos do curso de Medicina e que atuaram a partir do ano de 2013, por ser este o período de vigência das Cotas Raciais na UFMG. Em vista das modificações do cenário superior com as ações afirmativas e do entendimento do trabalho como princípio educativo, suspeita-se que o trabalho do professor possa superar os moldes impostos pela lógica mercantil.

Introduction

The present study aimed to analyze the “Implications of Concrete Affirmative Actions Taken by the Social Representation of Professors’ Work in Higher Education at UFMG’s Medical School”, and to discuss changes observed in the educational process in Brazil, based on education policies focused on access to higher education, mainly Racial Quotas. The most important of these policies is Law 12.711 from 2012, the so-called Law of Quotas”, which defined that “Higher Education Institutions bond to the Ministry of Education and Federal Institutions of Technical Teaching at High School Level, must reserve 50% of their vacancies for quotas” (Law n. 12.711).

Considering the social context and inequalities between opportunities given to black and white individuals in the university space and the role of education in overcoming such an issue, the idea was to understand the History of Higher Education in Brazil, whose origin was influenced by positivist purposes. Comte’s positivism reached Brazil in late 19th century. Words “order and progress”, which are written in the Brazilian Flag, clearly indicate the positivist influence. It had significant contributions in the school planning field, such as in use of technology, vocational education and scientific knowledge application. On the other hand, a purely vocational concept can affect students’ intellectual talent. Education has the power to change men and, consequently, society as a whole. How can one, then, only take into consideration one dimension of reality, i.e., the dimension of concrete things? (Ibrahim Iskandar & Rute Leal, 2002). It was substantiated by a teaching process supported by the progress and development bias, by an educational model set by science. However, as argued by Cruz (2005):

“Who would the truth about this science serve?” (p.25).

It is known that, from the perspective of reaching the purpose of progress and development sought in the second half of the 19th century, as stated by Dávila (2006), the Brazilian elite reproduced the European ideas, which were absorbed during the colonial time. It was substantiated by the white supremacy that, in its turn, pointed towards the degeneration of black individuals. In the late 20th century, there was an attempt by high society to overcome delays in the “European determinism” since a significant fraction of the Brazilian population was formed by black people. Thus, it was much more feasible to adopt measures to “whiten individuals behavior and social conditions” (Dávila, 2006 p. 55).

From the white-ideal perspective, several education paradigms were designed in Brazil, they were based on the sense of progress and population whitening; thus, black people had to follow these ideas. However, as highlighted by Gomes (2017), the will of the Brazilian elite in underlining a white nation was systematically refused by the remarkable presence and resistance of the black community in Brazilian society.

Amidst this privilege framework, and as a response to struggles and resistance by the black population against a white supremacy model, one sees the rise of affirmative policies, mainly the Racial Quotas, which provides the reserve of seats for black people to enter undergraduate courses in Federal Universities. These policies would work not just as a solution for punctual issues, such as the search for increasing the number of black students in higher education institutions, but as the way to stress the distinction between



rights ensured to different individuals, mainly when it comes to education.

All these questions shone light on significant changes in the universities' scenario when it comes to discussions about access provided to and permanence of historically underprivileged groups, mainly black students, in majors provided by universities.

It is worth highlighting that, although the observation of racial inequalities in university spaces justifies the cut for the analysis carried out in this research, its investigation problem became even more evident due to nonconformities in rights between white populations and black communities, which were learned throughout this research.

Having said that and by taking into account the affirmative policies and changes resulting from actions taken in the Higher Education scenario, such as the insertion of black students in the Medical School Unit/UFGM, based on Racial Quotas, the research in question aimed at analyzing representations of the

Teaching Function in the concrete profile of these policies.

Based on the herein proposed analysis, this article is the product of part of a master's degree dissertation research developed between 2019 and 2021, which was substantiated by an investigation cut referring to affirmative policies observed in the Medical School at UFGM. Hence we herein introduced the methodological aspects of the research, as well as details about the trajectory taken for the analysis applied to the collected data first. Subsequently, data analysis was carried out, emphasizing on the profile of professors who composed the sample and who answered the questionnaires and provided some reports through interviews focused on clarifying the implications of the affirmative actions taken in the academic space of the Medical School at UFGM. Finally, some considerations about the carried out investigative cut were made.

Methodology

This research followed the qualitative approach about the Representation of the Teaching Function after the rise of Affirmative Actions taken at UFGM's Medical School, as a methodological trajectory.

The qualitative study allows the understanding of the way subjects give meaning to a certain object. The present study helped to reason regarding how professors' practices and their relationships with students who enter higher education through Racial Quotas guide professors' perception about, and interference in, the academic community.

As expected, due to their qualitative bias, the methodological aims concerned a descriptive character, and it implies to say that the trajectory of the current study targeted:

“Describing a given phenomenon or population as an attempt to make an interpretation. It has as main goals: studying the features of a group; addressing opinions, beliefs and attitudes of a given population by finding associations between variables” (Lira, 2014. p.23).

However, it is important to warn about the fact that the used method, despite its descriptive content, was not featured by the simple exposition of the investigated problem, since it goes against the fundamental of scientific practice.

It is highlighted that, although the “sight by the researcher” does not lack convictions and thoughts, data collection strategies have been built throughout the study, in a dialectic and interactional way. At this



point, a note by writer Regina Leite Garcia (2011) demystifies the idea of a passive and neutral researcher, since the way such a researcher will perceive a goal is intrinsically associated with its experiences; she highlights the responsive character of the researcher, after all, knowledge construction is ideological; thus, the question remains: Who does this produced knowledge interest? What are the discourses valorized in this investigation? And, most of all: What is the social relevance of the research? (Garcia, 2011). Similarly, by respecting scientific rigor and fundamentals, and based on the collected data, it was possible to understand the possibility of setting ways to assess how professors influence the context of actions and to have responses to concerns highlighted in the current study.

The research sought to understand professors' experience and their perceptions about Racial Quotas by taking into consideration the subjectivity and objective reality - whose social actors are subjected to -, in compliance with the introduced reasoning, as well as how such a process reflects on the consolidation of affirmative actions taken at the Medical School/UFMG.

Accordingly, it was necessary making a cut in the Teaching Function in Universities. Thus, we aimed at understanding the specificities of practices that feature the work of professors in Higher Education scope by identifying their actions in research, teaching, and extension projects.

Assumingly, the concept of teaching was not only limited to pedagogic functions that value professional knowledge. Therefore, universities, as a wide space for the interaction of subjects, and the work of individuals who compose this environment, would be understood as important tools to fight for power and ideological discourses. This scenario shines light on the role played by educators in forming values, customs, and social behaviors.

Considering the foregoing, analysis of professors' perception about the university, and about the discourses that have been favored by them were part of the adopted methodological pathway. Inquiries that have triggered several variables capable of determining Work, namely: structural conditions of the production model in place and, thus, political projects in the university, are substantiated by the logic of capital, the autonomy of professors, the relationships between subjects within the educational scenario, among other conditions that have emerged over the research. Accordingly, the Teaching Function was analyzed at a scope that goes beyond its prescriptions. It was necessary to avoid pointing out preferences about how the Teaching Function should be carried out, but one must pay close attention to how it is introduced. The orientation headed towards being away from the "colonizing discourse over the other" (Denzin & Lincoln, 2007, p. 116).

For the delimitation of the Medical School at UFMG as a research field, the predominance of white students was considered. This demographic situation could give way to relevant tensions in the academic environment with the inclusion of students that entered via quotas.

According to Nonato (2018), the Medical School at UFMG has many candidates per seat in the admission processes, which configures this academic environment as "selective and prestigious" (p. 88). In this regard, it is inferred that this selectivity prioritizes individuals with more opportune conditions to face competitiveness and difficulties in accessing undergraduate schools; for instance, the white population, because they do not have a history of oppression and segregation, are surrounded by resources that facilitate their preparation for admission exams, whether through preparatory courses for university admission, training in quality basic education, availability of time for studies, among other aspects.



In this way, this research assumed that Racial Quotas have meant important transformations for the academic space, given the possibility of reaching different layers of society, especially the populations with the most difficulties to access resources.

Major Degree in Medicine “allows a larger number of seats in the country: 160 students enter this course on a semester basis, and it totals 320 new students per year” (Nonato, 2018. p. 88). This situation suggests a considerable result from activities developed in this Unit, in the rest of the university community.

Nevertheless, the subjects in the current study are professors who make part of Medical School Faculty, and it defines the assessed group. Inclusion criteria encompassed individuals who have been teaching since 2013 when the Racial Quotas were enforced at UFMG.

The initial contact with the professors who have joined the research took place through a questionnaire application, which is one of the instruments used in the study and that will be further discussed. However, it is important to say that all professors that composed the Major Degree in Medicine in the established time cut were asked to answer the questionnaire. There was an invitation for professors who were interested in participating in the other stage of the research in the form about this data collection mechanism (semi-structured interviews); therefore, participants had to identify themselves.

In total, 16 of the 46 respondents showed interest in participating in the interviews. They were contacted by e-mail; 5 professors confirmed their participation, 1 professor refused to join this research, after he had understood the research problem – he was not comfortable signing the “Free Consent Form” and discussing the affirmative actions -, 1 professor left the group due

to heavy workload. The remaining 9 professors did not answer the invitation.

Consequently, five interviews were carried out. The sample comprised professionals who act in different departments and semesters in Medical School. Three of these professors had been teaching for a long time and worked under full-dedication system. The other two professors were not working in the institution for too long.

It is important highlighting that, to reach greater representativeness by the black population and discuss the object of analysis, and given the herein addressed racial topic, the idea was to reach out to black professors in the Medical School to assess their will to join this research, although they were not identified at the questionnaire application stage. However, we got negative answers from them, due to several situations, hence this research only allows the understanding of the viewpoint of white professionals about the assessed problem.

Qualitative research mechanisms that aimed at interpreting the object and favoring the subjects’ participation were used at the Data Collection stage. Initially, the questionnaires were applied to draw the profile of the Teaching Function in the Medical School. This stage was followed by the stage substantiated by semi-structured interviews.

Thus, the questionnaires were only sent to associated professors who have acted in the Major Degree in Medicine within the cut established in the current study, from 2013 to 2019. E-mail was used to make communication with the subjects easier, at the first contact stage. Furthermore, the idea was to reach the largest number possible to join this research stage. Questions in this questionnaire were objective; they did not demand too much time for professors’ participation.



It was important for answers to be collected from the questionnaire, which was used as a descriptive research tool to assess professors' profiles. They do not present quantitative information about the faculty in the institution, because only 46 responses were received from the 337 professors.

Besides, this data collection instrument was used to select professors interested in collaborating with semi-structured interviews, since we included in the script of the questionnaire a request about the possibility for participants to show their will to join this stage of the research.

Data collection also took place through semi-structured interviews that were defined by organized questions that: [they part] "from certain basic questions supported by theories and hypotheses that are of the interest of the research and, that next, provide a wide interrogative field, [fruits] from new hypotheses that emerge as they get respondents' responses" (Triviños, 1987, p. 146).

At this point, some questions were formulated to understand the core problem of the research, if one takes into consideration the dialectic of events, since they are guided by a fundamental quest that guided the rest of the research. The following question stood out among those made by the professors: How would you evaluate the likely contribution of your work to the affirmative actions taken in the Medical School?

It is known that the perception of a subject about a given aspect is marked by several variables (material conditions, sociocultural context, experiences, among others). However, identifying the outcomes of the study from the affirmative action perspective was also quite significant for the study. Thus, it is not essential to know what was "said", but why and how it would be made concrete in the very reality of the work done by professors at the Medical School.

Data collection was carried out from September to October 2020, after its approval and substantiated opinion by the Ethics Committee (report n. 4.155.317). The Informed Consent Form was sent to participants invited to participate in this research.

The content analysis by Bardin (2011) was used for data interpretation to make a "close reading" of reports and to access the viewpoint of interviews about their experience with affirmative policies within the university scenario, and about how these perceptions are shared, based on the historical-material reality they are inserted in.

The content analysis concerns the strategy to observe the collected data and assess the association between a subject and a given object. Three dimensions can be observed based on the in-depth reading of the research material, namely: "Dimension 1 refers to subjects' feeling and degree of weirdness towards the object, dimension 2 evidences the cultural model followed by the person and dimension 3 establishes the feeling of subjects in face of the object" (Bardin, 2011, p. 104).

The interviews were transcribed by following these theoretical orientations to work with the collected materials, and by following categories that were identified for the analysis, namely: work, race and affirmative action. Accordingly, this research resource made it possible to clarify the research problem, because this data-observation technique showed how structuring conditions are inserted to define the guidelines for these groups based on reasoning about the Teaching Function within affirmative action contexts by considering the perception by several segments of society about the object in question.

Fictional names were created for professors to ensure their identity secrecy. Thus, professors were labeled as Luz 1, Luz 2, Luz 3, Luz 4 and Luz 5. The intention to use



these names was to rescue professors' identification and to honor them as professionals that make the knowledge field visible and

possible by bringing along changes and hope for a better world.

Results

Subsequently, we introduce the "Profile of professors in the Medical School" of the 46 herein assessed professors who accepted to answer the questionnaires sent at the first stage of the field research. Figures 1, 2 and 3, respectively, point out that 47.8% of professors who answered the questionnaire were in the age group over 50 years old; more than half of them have been teaching at UFMG for

more than 20 years, and 58.7% of the assessed professors work under full-dedication system. Yet, it is important to point out that 84.8% of professors who have answered the questionnaire do not work in other institutions. This finding allows us to think that some professionals, even if they do not match the full-dedication career, only act in the academic scenario, in the University.

Figure 1. Distribution of age groups of professors responding the questionnaire.

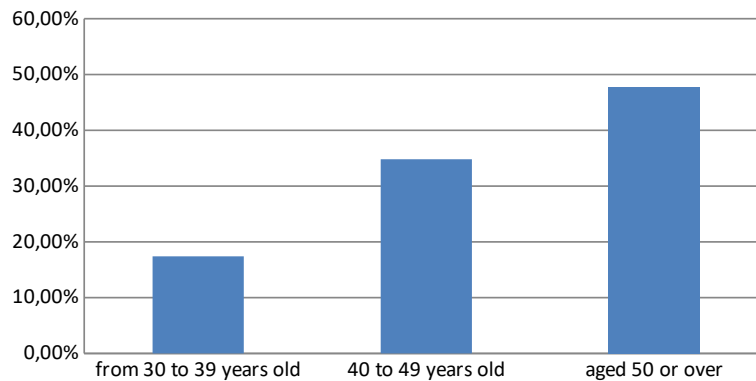


Figure 2. Distribution of professors based on time as a professor at UFMG.

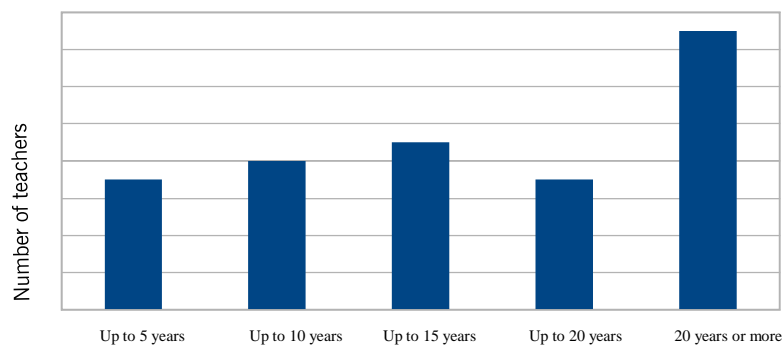
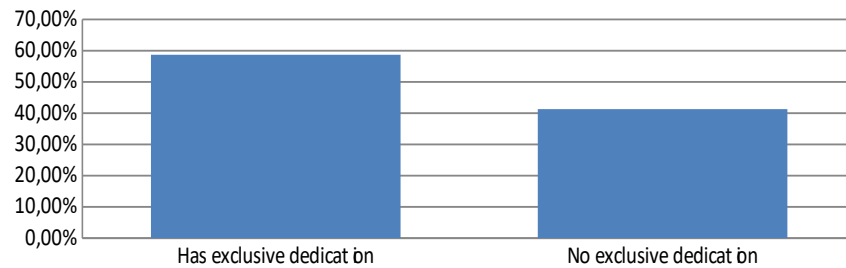


Figure 3. Distribution of professors based on the exercise of their activity under full-dedication system



Based on Figure 4, most interviewed professors have graduated more than 20 years ago. It notes that the action context of these professionals is different from several aspects of the scenario which they were formed in. It starts with the materialization of inclusion measures focused on black students in the

University. According to the information in Figure 5, it is possible to state that a significant rate of these professors meets requirements related to continuing training – 67.4% of this population has Post-Doctorate Degree and 28.3% has PhD Degree

Figure 4. Distribution of professors based on time after graduation

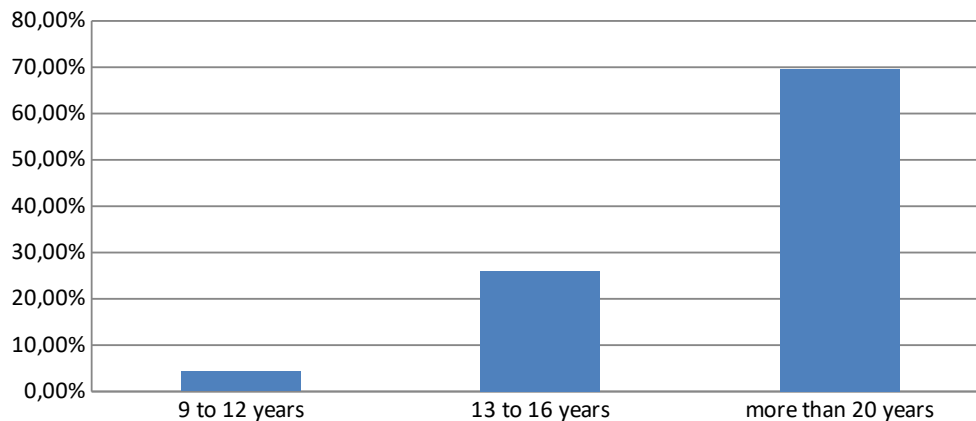
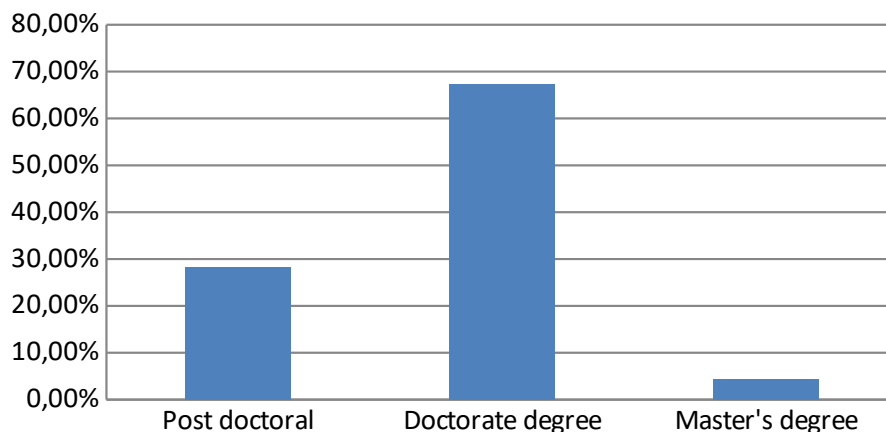


Figure 5. Distribution of professors based on training level



The introduced information reinforces that professors' practices are composed of pedagogical activities and of other demands that are inherent to teaching in Higher Education Courses of public institutions. These demands trigger thoughts about the Teaching Function, mainly in the Medical School, which reaches points that go beyond the Medical School of the University. An important aspect refers to age (Figure 1) and to initial training time (Figure 4). The investigated professionals report about the Teaching Function encompasses these difficulties towards its limitations and the different realities experienced by professors.

Luz 4 states: I am having a hard time, and it is not just with the quota-holder students. I have a hard time dealing with this new generation that is not quota holder, as well; it is different from how I was raised. I am practically one generation ahead of theirs. My generation is completely different. So, there are other expectations and medicine has also evolved. I have one more problem. Medicine is no longer the same as it was when I was studying. There is much more information and a larger volume of it; things are changing faster.

With respect to the racial issue, according to Telles (2003), by assessing the class society in a horizontal way, i.e., if one analyzes individuals from different races within the same social level, it is possible to observe a conflicting situation among racial groups, but it echoes a false sense of acknowledgment between members of such a social position. However, if this analysis is carried out vertically, one can see that white people are among the most favored levels, whereas black people are faced with precarious living conditions.

By addressing the implications of affirmative actions in the academic space of the Medical School at UFMG, Luz 1 argues: I think that we should not have this sort of thing, the service is public, we are equals, did you get it? Regardless of skin color, money, opportunity, when we are about to take a contest, about

anything, we have to be just everybody else, you know? I think that these people must be prioritized by their effort and merit.

Luz 2 reinforces this understanding to reason about Racial Quotas through the following words: With respect to the quotas issue, I always had some doubts about whether a quota should be specific to the person's skin color. I think it should be based on matters such as the individuals' social conditions.

Therefore, based on this panorama of racial equality issues, opportunity differences are understood from the social position the individual is in. It is possible to observe how a concept of race influences teaching practices in the academic space since the racial topic does not emerge as determining thing when it comes to the elaboration of professors' activities.

According to Silva (2016), "Debating about the racial relationships is a complex task and racism is its exposed nerve. It is not possible assessing racial relationships in Brazil and how it was formed and how it behaves" (p. 93). Thus, the lack of racial discussions in the academic universe echoes not just on a society supported by the white model, but on the attempt to deny the privileges granted to individuals depending on their ethnic-racial group.

Public university in Brazil is one of the few strongholds for the exercise of critical thinking in Brazil, but when we analyze it from the racial justice perspective, we observe such unawareness about racial exclusion in the academic universe, which is practiced and experienced since its origin. In other words, the very exclusion agents do not recognize, because we are dealing with structural and naturalized processes of discrimination and racism. (Silva, 2016 p.71-72)

This gap in actions which impairs the racial discussion in university environment - mainly with regards to the Teaching Function - can be observed in reports by the investigated professionals.



When they were enquired about the involvement of the Teaching Function in matters related to the affirmative policies, mainly when it comes to racial aspects, Luz 1 stated: I do not use the time of my classes for such things, it does not mean that I'm not open to it, but that the time is short, and it must be used for the formation of didactic issues.

The activities developed by Luz 2 also do not include racial aspects. Based on this report: About most professors, I have never seen not even one of them making any sort of clear comment about the skin color of an individual. It is so, because I, myself, never took it as an important issue for my pedagogical practice. It was never part of it. Because it can't be so, because people are people, period.

It is important to highlight that, even in reports by professionals who understand the need of triggering the discussion about race and to make it more effective in the university, one can also observe the difficulty to create favorable conditions for reasoning about racial issues in their teaching practices. It is so, because the productivity instrument recorded by them is time limitation for the performance of their activities, for approaching the relevant contents for the medical profession, and for the other elements that impair the construction of a favorable environment for debates that shine light over this topic.

It is confirmed by the words of Luz 3 who, after being asked about how this new race paradigm that has come up after the insertion of black students in the Medical School stated is associated with his work, stated: The history of inequality in Brazil is much surrounded by racism. But I never had the opportunity to discuss race, in particular, racism, within the teaching environment I'm in. This topic emerges from this opening I'm talking about. About social determinants for diseases, about vulnerabilities, more or lesser significant, of populations, right? But there is so much bio-medical-technical stuff, that we end up reserving little time for these issues.

Luz 5 points out an issue about the perception of racial aspects for the performance of their activities: the fact that these subjects are not seen as relevant for the institutions' organizational structure or for Teaching Functions: I think that this is one of the greatest difficulties we have. Difficulty to have a common project of departments, of faculties, of university, according to which we can think about working together. The project we want for certain things. There is great resistance by many professors. It would not be a resistance, but many of them actually do not understand some issues as being essential matters. For me, they are essential, such as the case of affirmative actions, matters regarding the inclusion of certain individuals.

However, although discussions about race did not get the core position they should have in the Teaching Function, since the practices adopted by professors are organized to fulfill the expectations of the system in place, mainly because of the prevalence of meritocratic discourses substantiated by the racial democracy logic, it is known that the presence of a larger number of black students coming from Racial Quota policies causes tension in the hegemonic education model. Based on the report by Luz 3 about the insertion of quota-holder students in Medical School: These students bring more pluralism for us to live with different people, who think different. It brought along an experience and a relationship, not just among students, but with professors. Because this is inevitable between different social realities. It brought along reports about the life stories and about the view of the profession: what one wants to do after the profession, and the way they interact with the patients.

Similarly, Luz 5 states: Besides the clear inclusion of these subjects who are historically out of the higher education scene, we will have them bringing up issues that were never addressed in Medical School before. Thus, the Medical School never had to think about certain things, but now it has to, in order to have a response to these students. So, for example,



why do all pictures in Dermatology books taken from white individuals? What is the history of medicine in Africa?

Luz 2 also emphasized: It brought along different ways of thinking, it enriched the collective thinking about people, about the social thinking, the political thinking, as well. It made us lean over different needs. And such learning made us grow as professors.

From this perspective, one can believe that the relationship with quota-holder students has contributed to make the academic community rethink the concept of race to seek the understanding of this concept as a tool to acknowledge black people due to their historical-cultural experiences; finally, political measures must aim at the insertion of these students. Accordingly, it is worth highlighting this new paradigm of race and its echo in the university space.

Conclusions

A change in the view of professors regarding affirmative policies at UFMG can be inferred from the present research. The report by professors has pointed towards the interference by quota-holder students in the education model shown by the academic community, whose configuration favored privileged groups in society: the white population, since one can observe the rise of questioning against this privilege condition. Even professionals who are little familiarized with debates brought up by black students have shown the need of changing their attitude towards racial discussions, mainly when it comes to concern with avoiding behaviors that could be seen as racist attitudes. Although these prejudice and racism discourses are not tolerated in a society substantiated by the rule of law, whenever these ideals advocate for the leverage of social rights and justice, struggle against these discriminating acts are reinforced.

Thus, the presence of black students in Medical School reflexes on Teaching Functions, since these professionals must acknowledge such diversity, which was previously neglected by the university space.

The discomfort of study participants in dealing with their involvement in racial topics was clear in the study about professors' ac-

tions to consolidate Racial Quotas. Somehow, this sensation shown by the investigated professionals translates the way how the social mind, mainly of those forming the university environment, is linked to concepts of the Myth of Racial Democracy (Freyre, 1989), which was established by a society interested in keeping the indulgencies granted to a privileged layer of the population, even if an equality condition is forged among individuals.

Even when it comes to professors who acknowledge the relevance of being involved in this discussion about race, their reports are marked by the fear of accepting these elements brought by quota-holder students to their teaching practices, either because they do not properly understand the meaning of this concept, or because they do not see themselves as racialized subjects; therefore, they do not need to discuss their ethnic-racial group.

By confirming the lack of interaction between professors and institutional policies, especially with regard to inclusion measures for black students coming from Racial Quota policies, it motivates us to think that the University's formal interventions on these aspects have not reached the necessary scope to contribute to greater knowledge and involvement of the subjects that integrate the



university space with the purposes of Racial Quotas. As a result, we believe that the professionals' lack of understanding regarding these affirmative policies may have hindered their perception of the expected goals with the implementation of these norms.

In this regard, we perceived how the education processes limited to the molds of a racial democracy myth give way to the hegemony of white subjects, considering that the power granted to this racial group is strongly naturalized that these individuals do not pay attention to the need to question themselves about how their racial characteristics have put them in a place of domination.

With this in mind, it is understood that students coming from quota policies represent, for professors, a possibility for these professionals to become involved with racial issues, highlighting important guidelines such as the racial belonging of white people

and the effects of this position of power in the reproduction of racism; in this way, these workers might understand this different reality incorporated with the presence of black students and consequently create strategies to transform their own behaviors in society.

It is important to say that, although it was not possible to identify in the current study a considerable change in professors' work due to the presence of black students in Medical School, it was possible to conclude that professional relationships between professors and students from different realities led to a new view by these professionals. This new view may re-signify the imaginary of education. Yet, one understands the need for other investigative cuts related to the herein assessed topic so it can be possible for Public Universities to actually embody their transforming role; such a premise concerns the work performed by professors acting in it.

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