

THE DEVELOPMENTS OF THE PROJES IN A UNIVERSITY: A GOROUNED THEORY FOR THE FIELD OF UNIVERSITY MANAGEMENT

**OS DESDOBRAMENTOS DO PROJES EM UMA UNIVERSIDADE COMUNITÁRIA:
UMA TEORIA FUNDAMENTADA PARA O CAMPO DA GESTÃO UNIVERSITÁRIA**

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ABSTRACT

The objective of this study was to develop a substantive theory on the consequences of regulation in the context of a University that adhered to PROIES. For this, from the perspective of Strauss and Corbin (2008), we used the methodological strategy of Grounded Theory, Considering the interviews and the documentary analysis as data collection techniques and the managers of the process, as subjects of the research. The results revealed six elements and a set of categories, properties and dimensions that contribute to explain the phenomenon that, integrated with the fundamental hypothesis of the theory, contribute to the design of a theoretical scheme that underpin the investigation process. The conclusions of the study show that the PROIES provided the development of new institutional competences, translated into new processes and new behaviors in people, materialized in a set of knowledges, skills and attitudes, considered, therefore, as the main consequences of regulation in the context under study.

Keywords: Management of Higher Education. Institutional Evaluation. Grounded Theory.

RESUMO

O objetivo deste estudo foi desenvolver uma teoria substantiva sobre os desdobramentos da regulação no contexto de uma Universidade Comunitária Catarinense que aderiu ao PROIES. Para isso, sob a ótica de Strauss e Corbin (2008), utilizou-se a estratégia metodológica da *Grounded Theory*, considerando as entrevistas e as análises documentais como técnicas de coleta de dados e os gestores do processo de adesão, como sujeitos da pesquisa. Os resultados relevaram seis elementos um conjunto de categorias, propriedades e dimensões que contribuem para explicar o fenômeno que, integradas a hipótese fundamental da teoria, contribuem para o desenho de um esquema teórico que sustentam o processo em investigação. As conclusões do estudo mostram que a adesão ao PROIES proporcionou o desenvolvimento de novas competências institucionais, traduzidas em novos processos e novos comportamentos nas pessoas, materializadas em um conjunto de conhecimentos, habilidades e atitudes, consideradas, portanto, como os principais desdobramentos da regulação no contexto em estudo.

Palavras-chave: Gestão da Educação Superior. Avaliação Institucional. *Grounded Theory*.

1 INTRODUCTION

The field of Organizational Knowledge Management works with the premise that changes in production factors, which interfere in the construction of organizational strategies, make systemic crises due to the disruption caused in the regulatory standards of knowledge-intensive organizations. These arguments gain strength and support, based on the collaborations of Davenport and Prusak (1998), Dalkir (2005), O'Shea et al. (2007) and Uriate Jr. (2008), Macedo et al. (2010), who emphasizes that knowledge is the main asset that generates value for organizations, legitimizing what was defended by Nonaka and Takeuchi (1995 and 1997).

From these considerations, which are based on the proposal by Davenport and Prusak (1998), it is possible to infer that maintaining a knowledge-intensive activity is fundamental for strengthening expansion, offering guidance, and, above all, consolidating a model of innovative business in knowledge-based organizations. By identifying organizational structures that are based on this assumption, it is possible to identify Universities as specific models of organizations that encourage the creation, use, and dissemination of knowledge.

For Morhy (2004), these institutions, established in Brazil more than eighty years ago, are responsible for systematizing society's challenges, allowing the knowledge produced in their structures to be applied to the resolution of complex problems, which according to Francisco (2012) must be linked to its Institutional Development Plan (PDI). When visiting the literature on the topic, what we see is the attempt to clarify regulation as a managerial and strategic phenomenon, in efforts that try to integrate regulation as it actually is, that is, coming from a virtuous articulation with evaluation institutional. In fact, this is what can be seen in Tavares, Oliveira and Seiffert (2011), Rothen (2012), Rothen and Nasciutti (2011), Hora (2013), Rangel (2012), Gonçalves (2016), as the authors promote a dialogue between institutional assessment, regulation and university management as connected and interdependent elements.

As a result of this movement, specific models emerge that seek to contribute to this discussion, such as what is exposed in Silva (2014), Francisco et. al. (2015), and Francisco (2017), who discusses the case of PROJES, which is one of the objects of study in this article.

Therefore, the problem established in this research is "From the perspective of Grounded Theory, what is the outcome of the adherence to PROJES in a Community-University in Santa Catarina?" The general objective of the study is "To understand, from the

perspective of grounded theory, the development of adhesion to PROJES in a Community-University in Santa Catarina".

2 LITERAL BACKGROUND CONSULTED

It is a consensus among researchers who use Grounded Theory, especially in the interpretative perspective, that it is not necessary to review the literature in advance, or even to review it in depth. This is also the position of Oliveira and Nakayama (2017), who defend the conditions exposed by Strauss and Corbin (2008) who highlight the fact that it is inconsistent with the methodological proposal of Grounded Theory since it is impossible to know the problems that can emerge and the constructs that can, in fact, guide research. Therefore, in this section, the central concepts presented are related to regulation in higher education, to PROJES, and elements that contribute to conceptualizing universities, with emphasis on community models.

The study by Gonçalves (2016) rescues a little of the trajectory of regulation as an element that induces strategies in higher education as it presents a broad panorama of the process, which is considered an order that leads to state participation in HEI, due to principles economic and institutional measures adopted by the State. Analogous to several perceptions, such as Rangel (2012), Dantas (2013), Hora (2013), Gonçalves (2016), and Francisco et. al. (2018). The works of Verhine (2010) and Griboski and Funghetto (2013) also show the contribution of this aspect to the university management movement, insofar as they determine the conditions that must be observed according to the state's legal systems and, on the other hand, show the limits of flexibility with which HEIs can operate. Another point that must be highlighted is the fact that the legal framework instituted by regulation in higher education is quite complex.

The picture exposed by Francisco et.al. (2018), demonstrates the need for the HEI to accompany this movement and to provide investments and skills so that it is possible to know all the developments of these systems:

When it comes to the Brazilian scenario, it is possible to notice that 2017 was a historic moment in terms of the regulation and institutional evaluation of higher education in Brazil. All instruments that regulated the structure and functioning of higher education were revoked, replaced by a decree and eight ordinances, which established the procedural rites for the regulation of higher education in Brazil (FRANCISCO et. al. 2018, p. 8).

Another characteristic point of higher education regulation is the relationship that this aspect has with the institutional evaluation, as the evaluation results are elements that support indicators created to guide the evaluation process, which is developed by INEP. The Preliminary Course Concept (CPC) and the General Index of Evaluated Courses (IGC) are elements that induce the regulatory process, insofar as they guide processes of increasing vacancies, authorizing courses without the prerogatives of evaluative visits and even, the conditions of autonomy in HEIs without this prerogative. Although few studies have focused on this relationship, the work proposed by Moraes (2017) was one of those that allowed clarifying this relationship, as it brought to the surface the relationship between assessment, regulation, and these indicators.

Observing these principles, in 2011, a program was instituted, articulated with the regulation of higher education that emerged to strengthen the expansion of HEIs that had their conditions limited to this aspect. The text proposed by Francisco (2017) highlights that, due to the competitiveness in the higher education segment that was triggered by the guidelines and bases law published in 1996, impacts arise that influenced part of the purposes of higher education institutions. With the emergence of several institutional models in higher education, mainly isolated faculties with profitable purposes, it is salutary that public policies should be constituted to position the models with different purposes, ideologies, functions, and, even, with operational problems.

The Program to Encourage the Restructuring and Strengthening of Higher Education Institutions (PROIES) appears in this turbulent context with the function of addressing, through intervening measures, problems that arose during the development of higher education institutions that suffered the impact competitive segment. As of Law No. 12,688, of July 18, 2012, an instrument is published to promote the “continuity of the activities of entities that maintain member institutions”, which has now become part of the strategic portfolio of institutions suitable for accession. In this sense, the Program established itself as a reference in the context of Brazilian higher education, as it allowed some institutions, in serious economic and financial, to recover their activities and continue fulfilling their social role.

Due to the complexity surrounding the theme and its recent condition in the context of Brazilian higher education, the program has been little explored by the literature since its emergence. So far, following the example of Silva (2014), Francisco et al. (2015), and

Francisco (2017), little was seen about the study of this theme, which may be related to the beginning of the movement that seeks to understand the program and its impacts. From this perspective, it is salutary that it is also a question of the concepts related to the “University”, especially in the current stage in which this institutional model is. The Horizon Report 2018 Higher Education Editon (Becker et. Al. 2017), presents a set of trends that should reach these institutions in the short, medium, and long term. The curious thing is that in all the strata proposed by the document, what is perceived is a strong interference from technology in all the academic and administrative processes of these entities.

This requires an institutional model capable of fostering new competencies, which can guide the managers of these spaces along the path that must be followed given the future ahead. In particular, in the Brazilian case, the complexity of the different institutional models that were created from the constitutional developments provided the academic and administrative flexibility that led to the constitution of Universities, University Centers, and Isolated Faculties, all of them articulated with their respective administrative and professional categories. academic organizations.

Concerning the “University” model, Law No. 12,881, of November 12, 2013, established the rites for a University to be recognized as “Community”. Among the main characteristics, these entities cannot distribute portions of their equity and fully invest their dividends in keeping with the objectives set out in their PDI, while also keeping the bookkeeping of registered and properly publicized revenues and expenses. Besides, they should strive to develop teaching, research, and extension activities, the latter considering the bias of their community and the socioeconomic problems found in their region.

3 METHODOLOGICAL PROCEDURES

In the case of research that uses Grounded Theory, it is worth noting that this methodological strategy has a multiparadigmatic characteristic, which is explained in the work of Strauss and Corbin (2008) and the contributions of Dey (2010); that makes a detailed analysis of the researches that were conducted under different paradigms. The paradigmatic position defended here is interpretive, following the line proposed by Oliveira (2016), who appropriated the guidelines established in Creswell (2003), Denzin and Lincon (2005), and Strauss and Corbin (2008). For this reason, this research can be classified as a qualitative

study and it is developed under the interpretative perspective that is perceived in the “Straussian” view of the “GT”.

The justification for this choice is given by the influences of the research group in which this study is linked and, more intensely, by the guidelines proposed by Oliveira (2016) and Oliveira and Nakayama (2017), who are also part of the same research team. As a result, still defending what Strauss and Corbin (2008) foresee, it is possible to know and classify the social process under study, through the understanding of the phenomenon's causal and interactive conditions, which also requires a “certain practice” and sensitivity of the researcher. F

or this, a script adapted from Bandeira-de-Mello and Cunha (2003), Strauss and Corbin (2008), Tarozzi (2011), and Oliveira (2016) was used, which was an inspiring work of this research. The proposed modeling contemplates the necessary phases for the construction of a substantive theory, in which the following stand out:

- The identification of a research area, which in this case is regulation in higher education;
- The definition of a research question, explained in the introduction to this work;
- The decision on the methods and instruments, supported by the paradigmatic bias chosen by the researcher; • The processes of coding and drafting memos, which occurred almost simultaneously;
- Theoretical sampling, which allowed the framing of the researched actors and provided the theoretical saturation, which is the limit that must be sought by the researcher who is involved with the “GT”;
- The preparation of the manuscript, with the writing of the results;
- The evaluation of the theory, which presents the necessary conditions for replicating the research in other contexts.

To structure it, the research counted on the participation of the managers of the PROJES adherence process, which took place within the scope of the University of the Extreme South of Santa Catarina (UNESC). The interviewees were chosen because of their relationship with the process and due to the relevance of their operational, strategic, and social roles in the adhesion scenario. With the consent of all duly registered, it is worth noting that the movement proposed by the data, in a dynamic interaction that occurs in the research field, was intense and provided the opportunity to reach theoretical saturation, allowing, in the end,

that five interviewees could be consulted in three rounds of interviews, consolidated in a theoretical scheme by the operational support of the ATLAS.ti tool.

4 RESULTS

In this section, the intention is to present the managers' perception of the PROJES adherence process, considering the intervening factors and the role of each one in the conduct of this movement. Also, it is also expected to present the proposed theoretical scheme, as well as the elements that indicate the actions and interactions of the central process of the proposed substantive theory.

4.1 MANAGEMENT PERCEPTION

The adherence process was conducted by several agents in the institutional context, but five were recognized as process managers. These were responsible for conducting adherence within the institution, sharing PROJES management activities in the strategic, tactical, and operational perspectives of the University. The strategic functions are those of institutional, legal, legal, and academic relations, while tactics and operations are linked to the regulation of higher education, documentary analysis, and the operation of the e-MEC system, which is a platform used for the interaction between the MEC and the institutions in the process of joining.

Therefore, five managers made up the interviewed sample, which is characterized as follows:

- **Manager A:** Manager A was the creator of the adherence process, since, as a University Manager since the early 2000s;
- **Manager B:** Manager B, together with the other research participants, also worked on institutional management and was actively involved in the process of joining PROJES. Acting as Pro-Dean of Graduation, she was chairman of a committee that met to study the PROJES movement;
- **Manager C:** Manager C was responsible for Opinion No. 13/2011, from the UNESCO Legal Department, which contributed to the creation of the program;
- **Manager D:** With 13 years of experience in institutional evaluation processes, she followed the main changes to the evaluation system that occurred after the proposal of SINAES, in 2004. As one of those responsible for the operations of the adhesion process, she also made part of a committee chaired by Manager B, due to its handling of the operational issues of the accession process;

- Manager E: Manager E also acted like one of those responsible for the operational issues of joining PROJES. Due to his intense activity in the Regulation sector at the University It was possible to identify that the activities of each manager were distributed in line with manager A, due to the position of this agent in the adherence process.

What moved for adherence to occur without exacerbated conflicts, harmoniously and based on shared learning, democratic management, committed involvement, the contribution of interdisciplinarity, and the experience of those involved with institutional evaluation, having it transversal and guiding element of adhesion. From the perspective of these terms, the data still shows that the institutional evaluation represents an element that is consolidated in the development path of UNESCO, in which the highlights that are made are the following:

- Institutional evaluation is a tool that strengthens institutional strategy and identity;
- Evaluation is a mechanism that guides management learning, induces quality and allows control and monitoring of the flow of legislation in the university;
- Institutional evaluation fosters a culture focused on quality. It is an aspect that must be cultural;
- Evaluation is a contextualized movement, of strategic renewal and based on knowledge;
- The assessment must be participatory, integrative, and useful for the University's IDP. From this position on the evaluation, it is possible to identify that the PROJES adherence process is integrated with the following movements:
- Articulation with institutional evaluation, due to the fact that management is closer to evaluation and regulation;
- Professionalization of Management, as it provides greater transparency and rationality for management;
- Reconfiguring the activities of the course coordinators, guiding learning about the articulation of these documents with the assessment instruments, understanding them as inducers of quality;
- Awareness raising, due to the importance of regulation and its understanding as an element that induces the quality of institutional actions;
- Integration between sectors of the institution, due to the fact that actions and decisions must be aligned with the institutional project of the University;
- Development of new institutional skills, since the membership qualified those responsible for the main operations of the University;

- Standardization of processes, with the objective of consolidating a management report model for the course and institution;
- Greater articulation with external bodies and partner institutions, due to the lack of systematic information offered by higher education regulators;
- For strengthening of the interactions between planning, the legal sector and the evaluation sector: that would guide the future of a University that was in a program to recover its expansion capacity;
- Restriction of autonomy, since the University would lose its autonomy, and should report to the MEC in any regulatory act, in exchange for the possibility of participating in a program that, in the view of one of the managers, could be the “salvation of the university”.

Thus, through the impressions of the managers and the highlights pointed out throughout the sections, it was possible to identify some meanings that emerged from the interviews. Based on these data, we sought to build a reliable report based on the expressions of the managers, so that the highlights can demonstrate the empiricism that guides the developments of regulation in a context of adherence to PROJES.

4.2 MOST RELEVANT FACTORS

This space is where the considerations related to the second specific objective of the study are described, which seeks to analyze the factors that act in the regulation and that made it a guiding element in the management of UNESC, after joining the PROJES. Therefore, categories, properties, and dimensions emerge from the data and these constitute concepts that reflect phenomena that occurred in the context of the research. In this way, the categories emerge as concepts that can explain and predict the factors related to regulation in the context of the University and that contributed to the development of the PROJES adherence process. The following elements help to explain the causes and consequences of the actions related to adhesion, highlighting a set of properties and dimensions, whose categories are highlighted below.

The initial category that establishes the theory's proposition is “Articulation with SINAES”. Through what emerged in the data, it is possible to identify a series of processes that started to be developed, from the adhesion to PROJES, which marked the alignment with the Brazilian institutional evaluation system. In this sense, efforts turned to understand the causes and the intensity of this alignment, in addition to those responsible for the involvement with the system. In this category, three properties are observed, characterized as follows: the

involvement of coordinators, the involvement of managers, and the involvement of support teams. In this category, it is possible to identify that its dimensions vary according to the level of intensity (+ intense or - intense) and support the adhesion to PROIES in the context of UNESCO.

In this second category that constitutes the theory, conceptualized as “Management Professionalization”, it is possible to identify a movement that provides influence on the activities of the entire institution due to the impact of principles that guide the academic and administrative management of the University. In terms of the factors that influence regulation in the context of the institution, which adhered to PROIES, “Management Professionalization” is an element that directs the understanding of causes and consequences related to institutional evaluation. Thus, two properties are perceived in this category, together with their dimensional variations. They are “Transparency” and “Rationality”, which vary in size (greater or lesser).

From the orientation of the data, the third category that constitutes the theory emerges, called “Understanding Institutional Projects and Quality Indicators”. It is necessary to emphasize the fact that this understanding is configured in continuous activity and, therefore, something that must constantly adhere to the activity of the manager. Thus, the data brought elements that allow understanding of how this management occurs, which allowed to establish three properties for this category, characterized as follows: PDI Management, PPC Management, and Quality Indicator Management. In this case, the dimensional variation occurs at the level of adequacy (adequate or not adequate).

The next constitutive category of the theory is “Integration with the sectors of the institution”, also considered as one of the factors that interfere in regulation in a context of adhesion to PROIES. Through what emerged with the data, it is possible to see that this integration provides unity between the entire institution, articulating all those responsible for conducting the University's activities on the appropriate path and aligned with the PDI. In this sense, the properties that are presented are “Pro-Rectories”, “Academic Units” and “Key support sectors”, considering the dimensional variation in the level of coherence (Greater Coherence or Less Coherence).

Based on the specific objective that deals with the identification of factors that act in regulation and make it a guiding element in UNESCO's management, the data analysis presents the fifth category that constitutes the theory, which was called “Articulation with external

bodies ”. In a context of adherence to PROIES, it is possible to identify that this category materializes aspects that promote the basis for adherence and the understanding of the flows necessary for the regulatory process, especially when it is identified that external bodies are the main agents that can promote the guidelines to contribute to institutional management. In this sense, the analysis was directed so that one could understand the causal conditions and how this relationship was constituted, revealing the properties “With MEC and its departments”, “With INEP and its boards”, With “CEE / SC ”, and“ With higher education class bodies ”. In this category, what is perceived is the direction for how relationships can contribute or hinder the regulatory process that comes from PROIES, since it is from external bodies that elements can arise that allow a coherent understanding of the entire flow that involves institutional assessment and, consequently, regulation as a guiding element of the University's management, and its dimensional variation is at the activity level (active or passive).

Founded on what is identified in the interviews, the Development of New Competencies proved to be adequate as the central category of this proposal for substantive theory, since it supports the other categories and properties hitherto predicted, guiding the respective dimensional variations found in each one. Even if the factors that influence regulation in the context under study, in this case, UNESCO, have a summative connotation, it is not possible to disassociate the development of new institutional competencies because the regulation process generates learning in the institutional context. In this way, two properties emerged from the data and that make up this central category: Institutional and Technical, whose dimensions vary in "Proactive" and "Reactive".

Thus, the development of new institutional competencies can be articulated based on institutional conditions; as new processes emerge that alter the dynamics of a particular sector or set of activities; and techniques; the time when people need to learn new things to manage new processes and develop activities that emerge to strengthen regulation as an instrument of governance, understanding it as an element that supports the institutional strategy.

3 THEORETICAL SCHEME

After the development of the categories, with their respective properties and dimensional variations, here we seek to elucidate the third specific objective of this research, so that the proposed theoretical scheme is presented, following the guidelines of Strauss and

Corbin (2008), which indicate the need for a conceptual association for the construction of the theory. Therefore, what is presented as a fundamental hypothesis of the theory highlights that:

The developments in regulation at UNESC, based on PROIES, determine the development of new competences (institutional and technical) that can influence (and can be influenced) by articulation with SINAES, by the professionalization of management, by orientation for institutional projects, by integration with sectors and articulation with external bodies, promoting a new position for the University in its context and considering its identity.

Based on what emerged from the data, the hypothesis is formulated from the perspective delimited by Strauss and Corbin (2008), which supports the fact that the dynamics of data evolution allows unveiling the causal conditions of the interaction proposed by the scheme. Still following the line proposed by the authors, the theoretical scheme contributes to classify and organize the ideas that emerge, allowing the researcher to assume his position before what is presented by the data. In this way, it becomes possible to gather the emerging data and integrate them in processes that promote the understanding of conditions, actions, interactions, and consequences. Through what the authors indicate, it is by the fundamental hypothesis that it is possible to capture the nature of the facts and dive into the study of the process so that the emerging conditions explain the events and movements that occur in a given environment occupied by a group of people. In this sense, propositions emerge that contribute to the organization of the theoretical scheme, around the central category. Table 01 presents the set of categories, properties, and dimensions that give rise to the movement exposed in the fundamental hypothesis of the theory.

The first relational proposition indicates that when the involvement of managers is very intense, with the involvement of coordinators of a very intense course and with the involvement of very intense support teams, the development of new institutional and technical skills is proactive. In this sense, the proposition is in line with the following premise: "The development of new skills from joining PROIES can influence and be influenced by the Articulation with SINAES". Through the analysis, possible structures of this configuration appear the dimensional variations of which are established in "Very Intense" and "Little Intense".

The second proposition that is presented is represented as follows: "The development of new skills, from the adhesion to PROIES, can influence and be influenced by the professionalization of management". From the above, it is clear that when there are greater transparency and rationality, the development of new institutional and technical skills is

proactive. After the considerations of the first propositions, the third relational proposition emerges that highlights the association of the orientation for institutional projects with the development of new competences based on PROIES, guided by the dimensional variation that will be characterized below.

Table 01 Categories, properties and dimensions of the theory

CATEGORIES, PROPERTIES AND DIMENSIONS		
Category	Properties	Dimensions
Articulation with SINAES	Involvement of managers	Intense (> Little Intense (<)
	Involvement of course coordinators	Intense (> Little Intense (<)
	Involvement of support teams	Intense (> Little Intense (<)
Professionalization of Management	Transparency	Greater (> Minor (<)
	Rationality	Greater (> Minor (<)
Orientation for institutional projects	PDI management	Adequate (> Not suitable (<)
	PPC Management	Adequate (> Not suitable (<)
	Indicator Management	Adequate (> Not suitable (<)
Integration between the sectors of the institution	Pro-Rectories	Coherent (> Not consistente (<)
	Academic units	Coherent (> Not consistente (<)
	Support key sectors	Coherent (> Not consistente (<)
Articulation with external public sectors	With MEC and its secretariats	Active (> Passive (<)
	With INEP and its boards	Active (> Passive (<)
	With CEE / SC	Active (> Passive (<)
	With the high education class communities	Active (> Passive (<)
Development of new skills	Institutional	Proativo (> Reativo (<)
	Techniques	Proactive (> Reactive (<)

Source: Elaborated by the author (2017).

The proposition is represented as follows: The development of new skills, from joining PROIES, can influence and be influenced by the orientation towards institutional projects. It is confirmed to the extent that the management of the IDP is adequate when the

management of the PPC is adequate and when the management of the quality indicators is adequate, the development of new institutional skills is proactive and the development of new technical skills is proactive.

The fourth relational proposition indicates that there are associations through the integration between the sectors of the institution and the development of new skills from PROIES, whose dimensional variations involve the flexibility of this integration. This proposition is represented as follows: "The development of new competencies can influence and be influenced by Integration with the sectors of the institution". It indicates that when the integration between the Pro-Rectories is flexible, the integration between the academic units is flexible and the integration between the key support sectors is flexible, the development of new institutional and technical skills, based on PROIES, is proactive.

The fifth relational proposition indicates that there may be relationships between articulation with bodies external to the university and the development of new institutional and technical skills, based on PROIES. Its dimensional variations are established in "very dynamic" and "little dynamic", considering the movements that can occur around these agents. The proposition is materialized in the following sentence: "The development of new skills can influence and be influenced by the Articulation with external bodies". It indicates that when the articulation with the MEC (and its secretariats), INEP (and its boards), the CEE / SC, and the higher education class bodies is very dynamic, the development of new institutional and technical competences, from PROIES, is proactive.

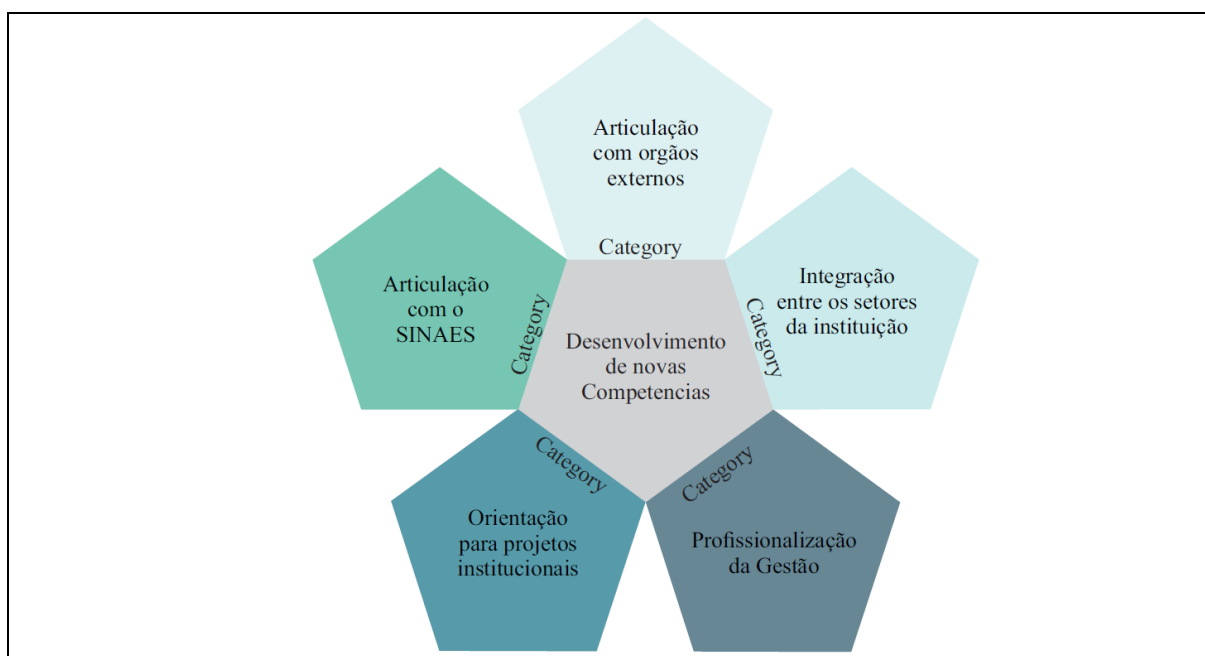
Due to the adherence between the relational propositions, it becomes possible to establish a perspective in which the theory can be applied, so that the consequences of regulation in a University that adhered to PROIES can be understood, considering the fundamental hypothesis that was proposed. In this sense, the perspective that presents itself characterizes the real situation in which the theory finds support, strengthening its relationships, and allowing the context of the study to be fully understood. The perspective can be established as follows:

When the involvement of institutional managers, course coordinators, and support teams is very intense when there are greater transparency and rationality, when the management of the PDI, PPCs, and quality indicators is adequate when the integration between the provinces, Academic Units, and Key Support Sectors are flexible and when the articulation with MEC (and its departments) and INEP (and its boards) is very dynamic, the development of new institutional and technical skills is proactive.

By the list of propositions, it is possible to identify the convergences that allow advancing in the construction of the theory about the consequences of regulation in a Community-University that joined the PROIES, based on the view of Strauss and Corbin (2008). They indicate the need to know the conditions under which there is dimensional variation in each relational proposition so that it is possible to understand the movement of the proposed theoretical scheme. In this sense, the connection between the five categories was established by the five established propositions, to allow the validation of the relational framework proposed from the data.

The perspective of this scenario is shown in Figure 01.

Figure 01 Vision of the fundamental hypothesis of the theory



Source: Elaborated by the author (2017).

From what we can see, the connections between the categories were made explicit through the five propositions, so that it becomes possible to understand the relational framework that supports the central category of the theory, duly validated by the managers and the data, in an empirical way.

4.4 ACTION AND INTERACTION MECHANISMS

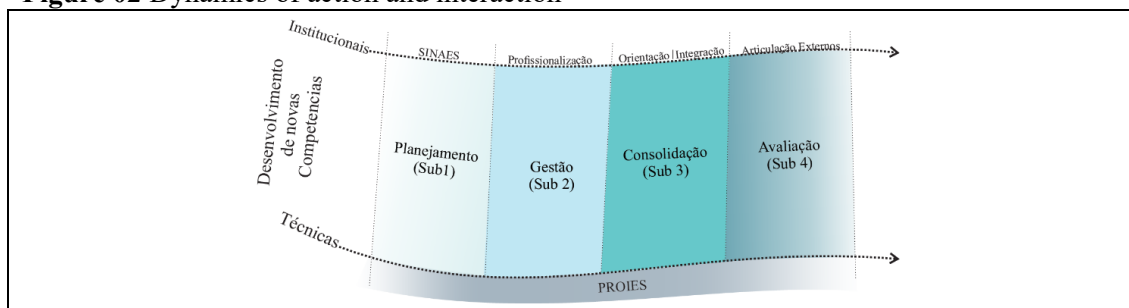
From the perspective of Strauss and Corbin (2008), it is possible to identify that this description is a natural path of theory, due to the movement of relational propositions in the

study context. It reflects the researcher's lens from the interactions that occurred throughout the “emergence” of the data, considering the dynamics of the field in which the investigation took place, materializing conditions that demonstrate the response capacity of the groups involved in the social process under study.

In this sense, the authors also emphasize that the central process presents the strategies and routines, formats, rhythms, and measures that present the conditional changes and interactions that create a new context, in this case, motivated by the adherence to PROJES. When considering the contribution of process managers regarding the Development of New Skills, it is possible to understand it from elements highlighted by the interviewees, such as: “At that time we ended up reorganizing”; “People increasingly appropriate the indicators of the instruments, in the sense of seeking to answer them, demand and see what they demanded”; “Element that allowed the University to learn again, recover its flows and consolidate processes that were being well developed”; “To understand the PROJES evaluation process as a whole, to understand the demands placed on the program”; “Dealing with processes that have to be systematized in another way, forwarded in another way, the forms of adjusting adjustments, of improvements, which ends up leading to the formation of new competencies in all sectors that are involved in this process”; “And everyone became more committed and increased people's responsibility.

This is the key point”. According to these contributions, it is possible to identify that the “reorganization” and/or the “renewal” of activities (processes) and behaviors are elements emphasized concerning what is exposed in the central category. This movement occurs by subsidizing the sub-processes (causal conditions) that are identified in each of the established movements (sub1 / sub2 / sub3 / sub4), characterized in four movements (phases), which occurred from the process of joining PROJES by UNESCO . This element can be represented by figure 02, below.

Figure 02 Dynamics of action and interaction



Source: Elaborated by the author (2017).

- In phase 1 (sub1), related to Planning, is where a movement of articulation with SINAES occurs as a way of “preparing” the University for the challenges established by PROIES, determining the reorganization (technical and procedural) of the teams to face these challenges. It is where six competencies related to processes and behaviors develop, which support the initial movement of adhesion;
- Phase 2 (sub2) is where the adhesion process management takes place, requiring behaviors and commitments to processes of rationality and transparency in management, strengthening the identity assumed by the University since its conception. Six competencies support management and strengthen the administrative and strategic principles assumed by the University during its “passage” through PROIES;
- Phase 3 (sub3) is where management moves articulated. In Consolidation, due to the management principles established after joining PROIES, where guidelines for quality in academic management and integration between sectors of the institution support the actions that will position the University in a complex and competitive context, marked by regulation, coming from federal entities, as a guide for their strategies. It is where two competences emerge that are articulated with previous movements and are integrated into processes that allow the construction of criteria for the next phase;
- Phase 4 (sub4) is where the Adherence Assessment takes place, guided by a strong movement of articulation with external entities linked to the evaluation and regulation of higher education.

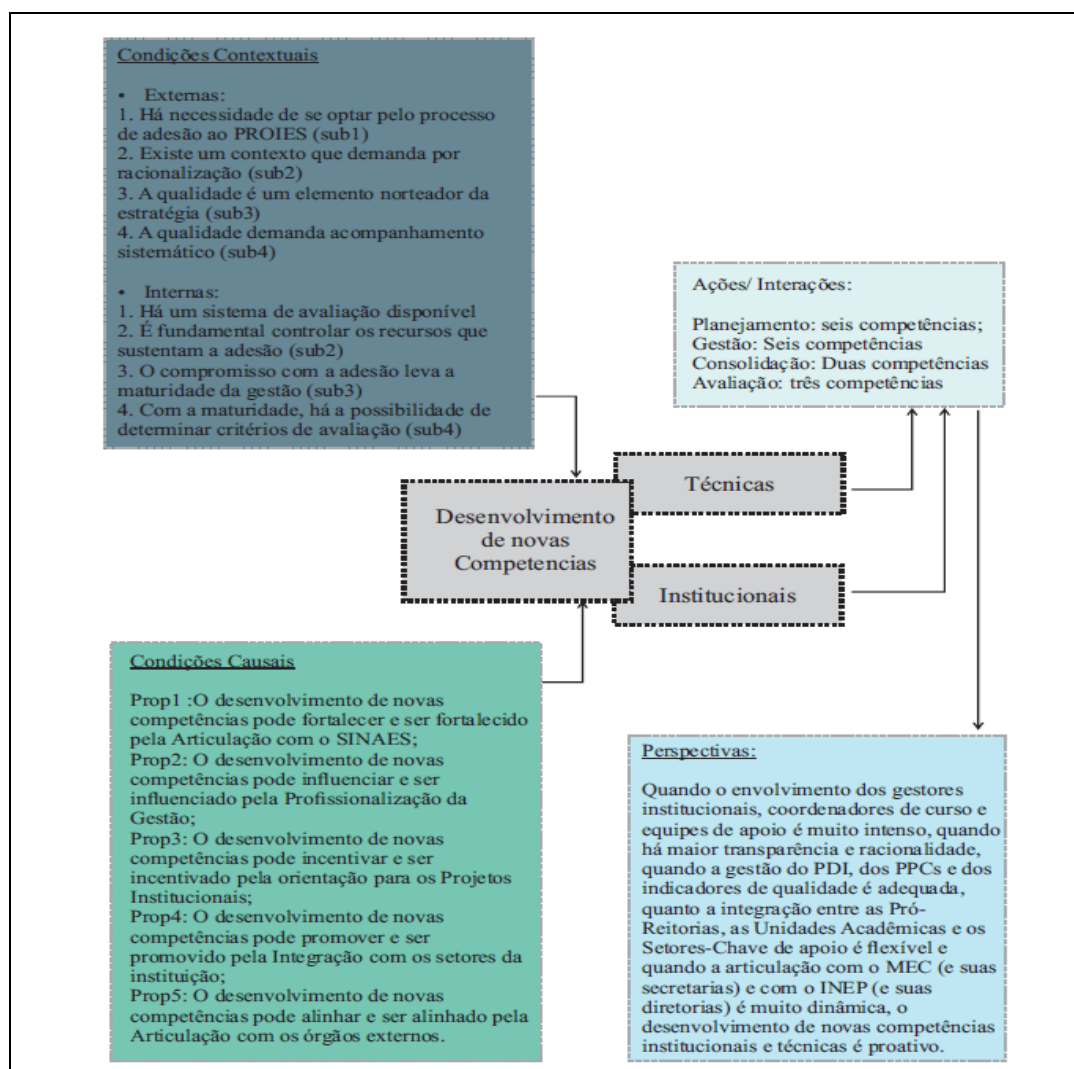
Through this relationship, contacts arise that even guide the University's “exit” from the program and, consequently, the resumption of its autonomy. Three competencies emerge that lead, in articulation with the others, the movement characterized here. From the above, from the perspective of the movement of the central process of theory, characterized here in four phases (with four subprocesses), it is possible to identify the convergence of the central category around the categories and properties established from the data, which dialogue in a virtuous way and integrated. It is possible, therefore, to state that adherence to PROIES was decisive for the development of a set of processes and behaviors that, in a consonant manner, guided the path of UNESC along with a complex program and strongly integrated with regulation.

4.5 SUMMARIZING THE COMPONENTS OF SUBSTANTIVE THEORY

Under the guidance of Figure 03, which presents the basic components of the theory explained here, this section provides a systematic overview of the elements that move around the theory, with the central category being the “Development of new competencies”, from of

the events already characterized. What is exposed there is the result of the integration of the conditions established in the properties and dimensions, in an articulated movement with all the identified relational propositions. In this way, the paradigm exposed in this work contributes to providing an image of the movement and of the relationships between the categories, in articulation with the unfolding of regulation in a Community-University in Santa Catarina that adhered to PROIES, considering the view of the managers of this process, supporting the problem exposed in this thesis. It presents a view of the summarized components:

Figure 03 Action and interaction dynamics (Summarized components)



Source: Elaborated by the author (2017).

It is worth noting that this chapter brought the activities developed by the managers, how PROIES was discussed, debated, and managed within the University, and the

interactions that provided the development of new skills at UNESCO, through 21 actions that moved each subprocess highlighted in Figure 02 and from the development of 17 competencies, which were established within the scope of people's processes and behavior. Together with the categories, properties, and dimensions, the theoretical scheme presented the integration between the categories and represented the consequences of regulation in the context of the study, understood as the central category, with its respective mechanisms of action/interaction highlighted, allowing the return to literature as a way to complete the presentation of the results.

5. FINAL CONSIDERATIONS

This study explored the ramifications of regulation at a Community-University that joined PROJES. As a result, in the light of Grounded Theory, the investigation presented the categories, properties, and dimensions, organized under the central category, which are constituted as the “developments” that are based on the data.

Regarding the implications of the research results, it is essential to point out that they go beyond the traditional ones that appear in studies on the regulation of higher education since they present a dialogical relationship between the strategic and operational conditions of regulation, perceived under an interdisciplinary lens that has an impact on the institutional development decisions of the University. Therefore, the study presents conclusions that are integrated around axes that allow understanding the relevance of regulation for the management of higher education institutions, regardless of their configurations (public or private / universities, university centers or colleges).

In the research, this indication appears as the results showed subprocesses that are capable of guiding this type of action, however, it is necessary to analyze the moment of each institution and the environment so that it is possible to be successful in this aspect. The second contribution is in the scope of the development of new competences based on regulation, which was a principle that permeated this study after the definitions of the central category and its properties since this aspect can be understood as a condition for the continuity of the different institutional models. In the forms identified in the study, the development of new competencies occurs as UNESCO becomes able to dialogue with a strongly regulated context, which has an even greater scope as PROJES and SINAES articulate.

Even though established at SINAES more than 10 years ago as one of the principles of institutional evaluation in Brazil, managers still lack information on the theme of regulation and, often, on the challenges of its operationalization articulated with the strategy. In this way, the research contribution makes it possible to guide the different institutional models in this understanding, taking the categories and properties proposed here as indicative of the institution's performance in the scope of regulation and as a basis for the training of managers who work directly guided by this aspect.

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