

DATA AND REFLECTIONS ON THREE JOURNALISM RESEARCH ENVIRONMENTS

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ABSTRACT The article discusses a parcel of the field of Journalism research in Brazil, focusing on three environments. Firstly, the structure of Graduate programs in Communication Studies and the way this structure is connected to professor research in Graduate courses are presented. Afterwards, there is a mapping of Research Groups at the CNPq (National Council for Scientific and Technological Development) Directory. Finally, the production presented over the last five years at the Research Group of Journalism Studies at Compós (National Association of Graduate Programs in Communication) is listed. As an attempt to map the field, this paper proposes categories to visualize, even though temporarily, the complexity and the diversity of Journalism research in the country.

KEY-WORDS Map of journalism research, graduate studies, research groups

1 ■ FIRST ENVIRONMENT: GRADUATE STUDIES

1.1 ■ The Structure of Graduate Programs

The Brazilian National Graduate System, established in the 1960s of the 20th century, consists of *stricto sensu* graduate programs, which include Masters and PhD degrees, and *lato sensu* programs, composed of courses that focus on a specific area of study¹. The system has been guided by the so-called National Plans. The First National Plan, which established actions for the period from 1975 to 1979, verified that the expansion process of Graduate courses had been, up to that time, “partially spontaneous, due to conjunctural reasons” (Sobral, 2004), and should be the subject of a state planning. In the 1970s, the fundamental issue was consolidating the system and increasing performance standards. In the 1980s, the second and third Plans, which comprised the periods from 1982 to 1985

and from 1986 to 1989, aimed at encouraging the expansion of programs, without decreasing their quality – which meant setting increasingly high evaluation parameters. At that time, the importance of research conducted in Graduate programs for the autonomy of the country and its development as a nation became evident, which brought up the need for “integration of Graduate studies into the system of Science and Technology” (Sobral, 2004).

The third Plan was also concerned with creating guidelines for actions that could consolidate the institutionalization of research, emphasizing specific sums of money in university budgets, valuing the scientific production of professors and encouraging the production in centers and research laboratories.

According to Sobral (2004), “we conclude that the Brazilian Graduate policy initially tried to empower university professors; later on it became concerned with Graduate system performance and finally it focused on the development of university research, aiming at scientific and technological research and national priorities.

The fourth Graduate Studies Plan launched in December, 2004 describes actions to be developed from 2005 to 2010 and encourages Education professionals, both in elementary² and college education, to obtain higher degrees remains among its main objectives. “[...] the expansion of the system must have four objectives: the empowerment of professors in colleges and universities, the qualification of teachers who work in elementary schools, the specialization of professionals for public and state jobs and the professional development of technicians and researchers for state and private companies” (Plan..., 2004).

The most recent statistics show that in 2003 there were 1,819 Masters and PhD programs in the country. In that same year, 112,214 students were enrolled in colleges and 35,724 Master and PhD students obtained their degrees³. From 1987 to 2003, “the number of students who obtained Master degrees⁴ increased in more than 600% and 800% for PhD students” (Sobral & Lourenço, 2004).

It is necessary to make an important remark: 54.5% of Graduate programs are offered by state universities, where 49% of all Masters and PhD students obtained their degrees in 2003. By adding these numbers to the 28.75% of programs offered in regional universities, one can notice that Graduate courses in Brazil are mainly offered through the public educational system. Only 16.76% of the programs are offered by private institutions. Even so, the growth in the number of courses⁵ and students who obtained degrees, from 1987 to 2003, demonstrates that private institutions have been investing in Graduate courses.

It is also essential to emphasize “the growing importance of the South and Northeast regions in the Graduate area, as well as the North region, where there has been an increase in Master courses” (Sobral & Lourenço, 2004). The Southeast region, however, offers 56% of all courses. In the state of São Paulo, it is possible to find 31.88% of all Brazilian Graduate courses.

To sum up this brief explanation about the Brazilian Graduate system, it is useful to describe some international parameters. In the United States, 165 Masters Degree students per 100,000 inhabitants obtained their degrees in 2000. Brazil reached in 2003 the number of 15.6 masters per 100,000 inhabitants. In the PhD area, Germany stood out with 30 students obtaining their degrees per 100,000 inhabitants in 2003. In 2001, the United Kingdom reached a number of 24 PhDs and the United States, 14 PhDs. In Brazil, 4.6 PhD students obtained their degrees per 100,000 inhabitants in 2003. Therefore, there is much to be done, especially by the two state agencies that support Brazilian research, CNPq and Capes.

1.2 ■ CNPq and Capes

CNPq (National Council for Scientific and Technological Development) was created in 1951 to promote Brazilian research⁶. It is a foundation linked to the Ministry of Science and Technology (MCT) that aims at encouraging the scientific and technological development of the country. CNPq invests in human resources by granting scholarships⁷ and financial assistance⁸ and financing research projects.

A specific systematization elaborated by CNPq guides the structuring of all areas of knowledge in Brazil. Thus, there are eight major areas⁹: Exact and Earth Sciences; Biological Sciences; Engineering; Health Sciences; Land Sciences; Human Sciences; Linguistics, Languages and Arts and Applied Social Sciences, where the field of Communication is included, sub areas¹⁰ and special fields. Journalism is one of these sub areas.

CNPq also launched an initiative that aimed not only at standardizing the *curricula vitae* of researchers but also making their résumés available for public view¹¹. The Lattes Platform, launched in 1999, is used by Capes as a source of official information about the scientific production and professional activities of professors and students in Graduate courses.

The Platform is included in the annual reports of Graduate programs and it is also integrated to several evaluation instruments¹².

The Lattes curriculum, designed to have the double function of integrating information systems about research and making public the production of scientific knowledge in the country, requires the researcher to have a conscious attitude. Outdated information or an incorrectly filled out form might be disastrously disqualifying, for they might be misleading. In our immersion into the curricula of Journalism researchers, which is described further in this article, we noticed that a considerable number of them disregard the necessity of updating their Lattes platform. Careless actions like these lead to losses for the Graduate programs they belong to and create misunderstandings about the knowledge they produce.

Capes¹³ (Coordination for the Improvement of High Education Students), created in 1992 and linked to the Ministry of Education, is a foundation responsible for coordinating the policy of the National System of Graduate Studies, elaborating guidelines and promoting the regular evaluation of *stricto sensu* programs¹⁴. Capes is also responsible for Qualis¹⁵, an instrument that measures the quality of national scientific magazines and guides the evaluation of the scientific production of professors and students.

Capes and CNPq are federal agencies that promote research and their responsibility, along with other institutions that support research in several Brazilian states, is to grant scholarships and financial assistance to professors and students. Data from 2003 show that Capes and CNPq are responsible for financing about 14,500 PhD scholarships (36% of students) and 17,700 Masters scholarships (25% of enrolled students).

The National Graduate System follows the classification proposed by CNPq, consisting of eight major areas, and adds a new one, called Multidisciplinary and Teaching¹⁶. In the area of Applied Social Sciences, where Communication is inserted, the number of programs almost tripled from 1987 to 2003. "The number of students who obtained Master degrees increased by 1,107% [...]. The number of students who obtained PhD degrees increased more than ten times" (Sobral & Lourenço, 2004) in the same period. This major area was the one that grew the most¹⁷ during this period with regard to the number of programs and students holding degrees.

1.3 Communication programs

The area of Applied Social Sciences I encompasses all Graduate courses in Communication and Information Science. Data from 2004 showed 7 Information courses (4 with Master courses only and 3 with Master and PhD courses). The area of Communication offers 20 programs: 8 with Master degrees and 12 with Master and PhD degrees. In this article, we are going to focus our attention to Graduate Courses in Communication.

In 2003, 2,277 students were enrolled in these 20 Communication programs. From 2001 to 2003¹⁸, 1,398 masters and 455 students obtained their PhD degrees in Communication Studies. From 1996 to 2003, there was a total of 3,315 new masters and doctorates, which indicates an average of 473 new graduate professionals per year. This area has been expanding recently, from 8 programs in 1996 to 20 programs in 2004. They are:

Table 1: Master and PhD courses

Program	Institution	Evaluation
Communication Studies and Contemporary Culture	UFBA (Federal University of Bahia)	5
Communication Studies	UFF (Fluminense Federal University)	5
Social Communication	UFMG (Federal University in Minas Gerais)	5
Social Communication	PUC-RS (Catholic University in Rio Grande do Sul)	5
Communication Sciences	UNISINOS (Vale do Rio dos Sinos University)	5
Communication Studies	UnB (Brasilia University)	4
Communication Studies and Information	UFRGS (Federal University in Rio Grande do Sul)	4
Communication Studies	UFRJ (Federal University in Rio de Janeiro)	4
Social Communication	UMESP (Methodist University in São Paulo)	4
Communication Studies and science	PUC-SP (Catholic University in São Paulo)	4
Multimedia	UNICAMP (Campinas State University)	4
Communication Sciences	USP (São Paulo University)	3

Table 2: Master courses

Program	Institution	Evaluation
Communication Studies	UFPE (Federal University in Pernambuco)	4
Communication Studies	UERJ (Rio de Janeiro State University)	3
Communication Studies	PUC-Rio (Catholic University in Rio de Janeiro)	3
Social Communication	UNESP (Paulista State University)	3
Communication Studies	Unimar (Marília University)	3
Communication Studies and Languages	UTP (Tuiuti University in Paraná)	3
Communication Studies	UNIP (Paulista University)	3
Communication Studies	Cáspier Líbero College	.19

These 20 programs employ 325 staff professors. Out of this number, 65 are carrying out research in Journalism, i.e., 20% of the total number of professors²⁰. To arrive at these data, we analyzed information published on the websites of all programs and compared it to the detailed analysis of the Lattes curriculum of each professor. Though exhausting, this survey must be considered as an approximate one, since sometimes it was not possible to identify the exact title of the research under development, only its relation to Journalism.

One of the greatest difficulties in mapping Journalism research in Brazil is the fact that some professors are careless with regard to updating their Lattes curriculum. Despite being a system that allows the updating of every new activity, many professors are still not used to inserting new information into the Lattes system periodically. Therefore, one of the challenges to be faced is raising the awareness of researchers on the importance of keeping the information about their productions visible and public.

The integration between Capes and CNPq information systems, and also among other agencies that promote science and technology in many Brazilian states, has become increasingly important. Out of 65 professors who carry out research on Journalism in Graduate courses, 21 are clearly identified with the area. However, detailed information about the kind of research they are working on is neither available for public access nor published on the website of the program or on their Lattes curriculum. Yet, there were some other professors who were carrying out research in related areas. However, since there was no indication that could

guarantee the accuracy of this classification, they have been disregarded in our analysis.

Graduate courses are structured into areas of concentration and fields of research. All courses, with the exception of the ones at USP, have a unique area of concentration that includes two or three fields of research. USP offers five areas of concentration and 16 fields of research. One of these areas of concentration is known as Journalism and encompasses five fields: Epistemology of Journalism; Journalism and Citizenship; Compared Journalism; Journalism, Market and Technology; Language and Media Sciences: Journalism and Language. Besides USP, only UnB offers a specific field of research known as Journalism and Society.

The absence of specific fields of Journalism in other programs has neither limited the research of advisors nor the access of students who focus their research work on Journalism. However, because of the Capes evaluation instrument, which analyzes, among other items, the “connection between the fields of research and projects”, there is always an effort to adapt project themes or approaches to the guidelines of each field of research, which is always more comprehensive than the already broad field of Journalism. While this strategy guarantees the insertion of these projects into the area of Communication Studies, it might also prejudice the development of a great research axis, with its own subjects and theories, such as the case of Journalism.

In order to systematize the research carried out by professors in Graduate courses, and based on the contributions made by Pereira & Wainberg²¹ (1999) and Machado²² (2004), we established nine categories that we believed were capable of reasonably agglutinating the Brazilian research programs. The creation of categories is an effort to articulate “input” cuts of research that are not always at the same level and cross one another very frequently – therefore, the categories reveal, in a way or another, the choices of the author who proposes them. Inevitably, these choices are made to the detriment of several other possibilities. In addition, through the dialogue about the pertinence of one axis of categories, we can consider, in the long run, a panorama that is – as much as possible – enough to understand the field of research in Journalism. Clearly, our objective is not to establish categories, but to propose, even if only temporarily, minimum agglutination points of research.

Therefore, we worked with nine “input” categories, taking into account the fact that some research programs fit into more than one category. This way, when classifying them, we considered what was being mainly proposed by the researcher – in some cases, the theme; in others,

the support; yet in others, the theoretical or methodological approach²³. These categories are:

- 1) Journalism History;
- 2) Language Studies;
- 3) News Production and Journalistic Processes;
- 4) Reception Studies;
- 5) Digital Journalism;
- 6) Ethics and Journalism;
- 7) Journalism and Education;
- 8) Journalism Theories; 9) Specialized Journalism.

Reaching a subdivision in Specialized Journalism was another great challenge, which was overcome by considering the current ongoing research work. In this category, we have eleven types of Journalism: a) Scientific; b) Environmental; c) Literary; d) Cultural; e) Economic; f) International; g) Union; h) Feminine; i) Community; j) Sports; k) Institutional.

Regarding Graduate programs, we notice that studies on news production, language and Specialized Journalism agglutinated 73% of all research developed by professors. As we can see from the chart below, which shows this distribution, no research on Journalism and Education was under development at the time of the survey²⁴.

Table 3: Research of professors working in Graduate Programs

Category	Distribution
News production and journalistic processes	29,20%
Language studies	23,00%
Specialized Journalism	21,53%
Digital Journalism	7,69%
Journalism Theory	7,69%
Journalism History	6,15%
Reception Studies	3,07%
Journalism and Ethics	1,50%
Journalism and Education	-

Regarding Specialized Journalism, it is important to point out that 6.15% of all research carried out by professors is related to Scientific Journalism, and 4.61% is related to the connections between Journalism and Literature.

2 ■ SECOND ENVIRONMENT: RESEARCH GROUPS

A second environment to be considered as a field of research goes beyond the limits of Graduate studies and alludes to institutionalized research. The Research Group Directory is a project by CNPq that gathers all information about research groups from all over the country. In order to be listed in the Directory, the group must have been approved and certified by the institution to which the leader of the group is linked. CNPq, therefore, is only responsible for gathering these groups, taking for granted that the institution that houses them keeps track of and checks their work.

The main objective of the Directory, like the Lattes curriculum, is to make the production of professors public. “With accuracy and quickness, it is possible to know: who is who, where he or she is and what he or she is doing and has been doing recently” (O que é..., 2005). It is interesting to notice the integration of these systems: when viewing the curriculum of the researcher in the Lattes platform, it is possible to check if he or she belongs to a certain research group and access it. At the same time, scientific production indicators of a research group are updated with the information that belongs to the Lattes curriculum of each researcher.

The access to the database is made possible by searches using the researcher name, key words, institution, area or area of knowledge. When searching for the key word “journalism”, the current database, updated in October 2004, presents 67 research groups²⁵. The criterion used by the system to gather and list these groups dictates that the key word must be either in the title of the group or in the title or key words of the field of research²⁶.

These 67 groups present 101 fields of research specifically related to Journalism. As usual, the most common area of knowledge is Communication (56 groups), but there are also professionals in several different areas researching Journalism through an institutionalized approach. In Linguistics, we have 3 groups; in Languages, 2; in Anthropology, 2; besides the presence of 1 research group in each one of the following areas: Physical Education, Political Science, Information Science and Physics.

Another important aspect is related to the kind of institution that holds these groups: 66% of them are associated to public universities²⁷ and 34% are linked to private institutions²⁸. This situation was already expected, if we consider that traditionally researchers find a more favorable environment for their work, such as full-time dedication to

the institution and remunerated research time, in public universities. In private institutions, not considering those professors related to Graduate programs and projects that are linked to important policies of universities, full dedication to the research demands a great personal effort.

Research groups in Journalism are relatively new: 56.7% of them were created in the last three years: 15 of these groups in 2002, 8 in 2003, and 15 in 2004. If we consider the period from 2000 to 2004, we reach 76% of the groups. Only one of these research groups was created in the 1980s.

By using the same categories applied to the first environment analyzed, we have the following configuration:

Table 4: Institutionalized Research of CNPq groups

Category	Distribution²⁹
News production and journalistic processes	26,73%
Language studies	22,77%
Specialized Journalism	12,87%
Digital Journalism	9,90%
Journalism Theory	9,90%
Journalism History	7,92%
Reception Studies	5,94%
Journalism and Ethics	2,97%
Journalism and Education	1,00%

Just like in Graduate programs, the group composed of Specialized Journalism, production and processes and language studies remains the biggest, bringing together 62.37% of all fields of research. Also like before, the greatest focus of researchers, when it comes to specialized research, is Scientific Journalism (7.92% of the fields) and Literary (5.94%).

When compared to the first research map, this second chart presents, for the first time, research on Journalism and Education - which might be explained by the fact that undergraduate professors feel the need to deepen the theme - and also shows some strong growth on Journalism History and Specialized Journalism. Research on Language Studies and Digital Journalism remains practically unchanged in both environments.

The database of the Research Group Directory plays an important role in making research visible to the public and allows people to have a broad and detailed view of what has been developed in the area of Journalism. However, probably because of the short history of the groups and some isolation from the part of researchers, we noticed two problems

that must be faced soon: the lack of a general standardization in the area and the little use of the basic structure of the system, which differentiates groups and fields of research and therefore allows the visibility of the specificities of each research.

There are cases where the concepts of group and field of research are blended³⁰. The boundaries between field and research project are not always respected and there are also cases where fields of research are clearly very specific projects. Although it is not up to CNPq to check these problems, researchers in Journalism must aim at reaching a standard that allows anyone who accesses the databases to understand the structure of the institutionalized research – projects developed in fields of research, which are linked to a group, with an internal coherence and possibilities of matching to external groups.

It is also necessary to alter the structure of certain groups that, for being too broad, do not convey a clear view of what kind of research has been effectively developed. There are groups with just one field of research, although they have several researchers with a great diversity of themes that could be enough to create two or three more fields of research. This dismemberment, carried out with the structure offered by CNPq, could raise awareness of the production of researchers, preventing professionals from remaining hidden under a very general and generic description.

These remarks are related to a number of groups that is not very significant and, although they must be taken into account in order to widen the relationship between effective research and information available at the database, they do not compromise the general idea that there is a relevant group of Journalism researchers in the country, in addition to Graduate programs.

3 ■ THIRD ENVIRONMENT: COMPÓS

Since 1991, Graduate programs have been integrated in one organization: Compós (National Association of Graduate Programs in Communication). The objective of Compós is to bring together all research programs and to encourage debate on public policies, with the qualification of this area as a parameter³¹. To encourage dialogue among researchers, Compós organizes an annual meeting, based on the so-called Work Groups (GTs).

There are 12 GTs at Compós³². In 2000, the Journalism Studies GT started to work³³, and by December 2004 it had already submitted 48 papers and 43 authors.

The Journalism GT at Compós is an environment to be considered when mapping national research because it enables the observation of the kind of debate that has been happening in Journalism. Together with the annual meeting of Intercom (Brazilian Society of Interdisciplinary Studies on Communication)³⁴, which also has a set with the presentation of papers on Journalism³⁵, and the annual meeting of SBPJOR (Brazilian Society of Researcher in Journalism)³⁶, Compós contributes to the visualization of approaches and original themes. As a result, they become one of the benchmarks for professionals who research in the field. Unlike the nucleus at Intercom and SBPJOR, which select a great number of papers for presentation, the rules at Compós allow the selection of only ten papers every year.

The Journalism Studies GT has been receiving an average of 40 research papers from PhDs, Masters and Graduate students every year. With so many papers to be reviewed, one of the evident criteria is the possible contribution of the paper to the consolidation of the field. This engenders originality in the ideas and author approach, the critical review of theories and the rigorous analysis – under a theoretical and methodological point of view – of objects that are important to the area of Journalism.

Probably, that is the reason why, in this environment, theoretical studies make up 35.5% of all papers presented. The following chart displays the distribution of research shown at Compós³⁷, based on the categories that were used previously.

Table 5: Research presented at Compós

Category	Distribution
Journalism Theories	35,5%
Digital Journalism	20,8%
Ethics and Journalism	14,5%
Language Studies	12,5%
News Production and journalistic processes	8,3%
Journalism History	8,3%

One can see from the chart above that there were neither papers on Specialized Journalism nor on Reception nor on the connections between Journalism and Education. Regarding this last category, the absence of

papers may be due to the fact that Compós has a specific GT on the topic.

The result is very different from the previous environments. Although it is still not possible or desirable to generate a comparison between these localized research maps, it is important to reflect on the room given by Compós to the theoretical reflections on Journalism. In a certain way, it reveals a maturing process researchers are currently going through, with professionals trying to debate more than the result of their isolated research but the understanding of the ways it is possible to perceive Journalism from theoretical and methodological perspectives. That is why studies on Ethics – including contemporary issues on professional identity - have a greater importance in this environment than in the ones described previously.

It is also relevant to notice that research on Digital Journalism seems to be stronger among professors in Graduate programs and institutional research groups³⁸. Since it is a reference place for research, the fact that Compós holds papers on the sector is very much expected, for this area has been encouraging reflections on the role of Journalism and the ways to practice it. It is interesting to notice that a great deal of texts on Digital Journalism presented at Compós prioritize a theoretical debate, occupying a place on the limit with the category of Journalism Theories.

4 ■ SOME REMARKS

This article does not intend to provide an exhaustive map of Journalism research in the country, which is a task that can only be accomplished throughout an extensive period of time. Therefore, we chose to work with three environments where research happens or is emphasized. Other environments must be analyzed, such as thesis and dissertations – and the so-called final papers in undergraduate courses, some of which present a much higher level than what is usually expected from students at this stage – and the production presented at annual meetings such as Intercom and SBPJOR.

The categories proposed herein are also insufficient and aim at providing a debate over the systematization of the field, instead of finding answers for their huge needs. Even so, we allowed ourselves to reflect on some issues, which were brought up by the survey we carried out on the three environments and the debates held on the area³⁹.

a) Firstly, it is necessary to emphasize the necessity of granting more visibility and transpance to research developed by professors in Graduate

programs. These researchers not only respond to a demand by Capes to develop their own research projects, but are also advisors for students in Master and PhD programs – therefore, they empower new researchers. It is important that the scientific community have access to the research developed by these professors and advisors, because they are references, both in terms of theoretical and methodological framing and in terms of issues. One way of amplifying the visibility of this environment could be by providing some data on the websites of each program, even if only a minimum amount on the research developed by these professors.

b) Connected to this first issue, we notice the urgent necessity of making a greater number of researchers aware of the important role of the Lattes platform. An individualistic and careless attitude regarding the consequences of not updating the curriculum – an attitude that greatly damages the image of the program in the evaluation process conducted by Capes – ends up creating obstacles for accurate access to information on the field being researched. It is very disappointing when one is searching for data on a recognized researcher and notices that he or she has not adapted yet to the healthy integration of all information systems provided by CNPq. Probably, the policy followed by the two major agencies, Capes and CNPq, that establishes the subordination of all decisions on scholarships and assistance to the existence of an updated Lattes curriculum, contributes for a more comprehensive availability of information regarding the Brazilian scientific production at the CNPq website in the near future.

c) A third issue to be pointed out, which we consider very relevant, is the objective of ensuring quality in Journalism research. The area of Communication has been consolidating rapidly, as data on Graduate programs and research groups show. This expansion must be necessarily followed by an enhancement of quality, since “bigger” has never been a synonym of “best”. In order to ensure this quality, it is necessary to establish high patterns in terms of evaluation of the scientific production, which means the release of rigorous reports regarding the acceptance of papers for publishing, texts for presentation in events and assistance for researchers. There is no other way for the field to grow consistently, unless one has the highest level of quality as a parameter and target. This evidently demands a commitment by all evaluators and report writers, as well as the capacity, by evaluated researchers, of accepting criticism and reflecting on its importance.

d) In our mapping of Graduate programs, the fact that only two of these programs offer fields of research in Journalism caught our

attention. Although it is desirable to open some room in these programs for the creation of this kind of field, it is necessary to understand the structure of Graduate programs and the way in which certain research programs fit into this structure. Generally, the particular aspect of Journalism, as a specific knowledge field, is not usually recognized by the scientific community, which often perceives, with a mix of contempt and worry, the movements made by this group of researchers. Since it is wrongly considered a “Professional” area, merely “technical”, legitimacy is consistently taken from the area of Journalism. The area is questioned for its ability to generate particular theories and on the convenience of establishing a universe of research. It is easy to notice that the inclusion of professors in broader fields of research has not harmed the development of their activities as researchers or advisors. However, it is necessary to discuss a policy of program insertion in order to ensure that the area has a legitimate and recognized field of research without creating “dissidences” within this environment.

e) When it comes to research groups, we strongly believe that they need uniformity and present several difficulties for the user when he or she tries to access the CNPq database Directory. For instance, we found excessively generic objectives, which only make it possible to understand the research field by key words. We also detected a lack of understanding regarding the differences between a field of research and the research itself, as well as a lack of understanding about the distinction between a group and a field of research. This kind of confusion is generated by problems in the creation or in the idea about research groups and the ways to include researchers. If an institution wants to grow in numbers at the CNPq database, what is considered a field of research can be turned into a group – according to institutional interests. We also noticed that, in an opposite movement, the gathering of researchers with clearly diverse perspectives and themes inside the same field of research can contribute to mask the results on the field. A strategy to be considered for the understanding of the field of research in the country is paying attention to the formation of these groups.

f) It is worth pointing out the positive interfaces with other areas, such as Political Science⁴⁰ and Physics⁴¹. Although Journalism, when we consider the so-called “knowledge area tree”, is part of Communication Studies, it is evident that Journalism is a field that can be approached under the perspective of other sciences. Bearing this logic in mind, a group of researchers founded SBPJOR, an independent institution that has always hosted not only journalists but also researchers in all areas that have

Journalism as their main subject of concern – anthropologists, sociologists, philosophers, educators and historians, among others. SBPJOR plays the role of setting guidelines and policies that help researchers in their daily actions, encouraging debate on the responsibility of the researcher in the consolidation of the area and stimulating the generation of research networks. Besides the important action guidelines, it is a responsibility of SBPJOR to update a database with the main national and international bibliography, as well as thesis and dissertations. Access to production is fundamental for the strengthening of the field.

g) The fact that an important area such as Digital Journalism has not occupied a more representative place in Graduate studies and research groups, in a quantitative point of view, deserves some reflection. The qualified research that has been developed by certain groups in Brazil has not received due visibility yet.

h) The accomplishment of a broad and rigorous investigation that is able to reveal the state of the art of Journalism research in Brazil is an urgent necessity. We know that this survey, because of the efforts it will demand, must be carried out by an inter-institutional network and aim at recovering information and databases that are currently available in order to gather and widen them. However, one of the postulations of this survey is the elaboration of categories that can be minimally sufficient to hold the plurality and complexity of the field. The systematization of such categories is a hard task and demands an exhaustive stage of discussion and concept review.

i) Finally, we would like to point out the importance of keeping ourselves, as researchers, in an ostensibly *methodological* discussion. In Brazil, we have advanced in terms theoretical articulations, but we are still far from being what we desire when it comes to revealing our methodological options. “Doing” research still seems, generically speaking, of course, a secret not to be revealed, with the evidence of the results considered sufficient. It is clear that, by baring the methods, the researcher stands in a fragile position before critics, with the possibility of having his or her results widely questioned. However, in agreement with the willingness to evaluate and be evaluated mentioned earlier – which is certainly the requirements to ensure the general quality of the research –, it is necessary to turn our attention to the disclosing of methods. Growth in the field of Journalism research depends on learning how to “do” research, seeking a permanent dialogue that allows for the confrontation of ideas, the elimination of obstacles and the improvement of methods. Maturing of Journalism research in Brazil undoubtedly needs

to consider the richness of theoretical articulations, the social pertinence of objects and the domain of methodological possibilities.

NOTES

- 1 Also called Specialization Courses.
- 2 The educational system in Brazil is organized in two levels. The first one is called elementary and comprises kindergarten, elementary and high school. The second one is called higher education, encompassing undergraduate and graduate courses, as well as extension courses. According to Brazilian laws, elementary education, which is free and complimentary, lasts eight years and it is intended to children and teenagers from 7 to 14 years old. According to data from 2003, "97% of the population in this age range attend school during these eight complimentary years." (Plano..., 2004).
- 3 27,630 Masters and 8,094 PhDs.
- 4 From 1999, "the growth average in the number of students who obtained their degrees is 3,000 masters per year" (Sobral & Lourenço, 2004).
- 5 Growth of 267% in the number of programs in private institutions, against 100% of the federal, state and city institutions from 1987 to 2003 (Sobral & Lourenço, 2004).
- 6 Information available at www.cnpq.br
- 7 CNPq offers several kinds of scholarships, such as the ones intended for Undergraduate (Scientific Initiation) and Graduate students, for professors in Graduate courses, for visiting researchers, for PhDs (Productivity in Research) and new PhDs and for technicians.
- 8 Tickets and daily expenses for professionals who participate in scientific events, tickets and daily expenses for visiting researchers, as well as expenses related to individual research projects are some examples of financial assistance offered by CNPq.
- 9 A ninth major area, called "Others", includes Natural History, Diplomacy, Biomedicine and Hospital Management, among other sectors.

- 10 In this knowledge classification, the area of Communication presents five sub areas: Communication Theory, Journalism and Publishing, Public Relations and Advertising; Visual Communication. Two of these sub areas are divided in four specialties: Journalism Theory and Ethics; Editorial Organizations of Newspapers; Business Organization of Newspapers; Specialized Journalism (Community, Rural, Business and Scientific). The sub area of radio and Television has two specialties: Radio broadcasting and Video broadcasting. It is necessary to point out that this classification does not correspond to the research categories of Communication and it needs updating. In 1997, a proposal of updating elaborated by Compós (National Association of Graduate Programs in Communication) was sent to CNPq. However, so far it has not been put into practice.
- 11 At <http://lattes.cnpq.br>, it is possible to access information on the academic and technical production of the researcher, his or her teaching career or any other Professional activity, finished and ongoing advisory, participation in scientific events and finished research projects, among other data.
- 12 The Lattes Curriculum is evaluated when scholarships or financial assistance is requested and when consultants are selected for ad hoc reports, among other situations.
- 13 Available information on the website www.capes.gov.br
- 14 Masters and PhD programs are submitted to an evaluation process conducted by Capes every year. Every three years, the program receives a grade, which varies from 1 to 7. The programs that receive grades 1 and 2 are unaccredited by the Ministry of Education. Programs that present a high level of excellence and international recognition obtain grades between 6 and 7. The highest grade for Master programs is 5. In 2004, this was the distribution of programs: 3% with grade 7, 8% with 6, 24% with 5, 33% with 4, 30% with 3, 2% with concepts from 1 to 2. In the field of Communication, the highest grade up to 2004 was 5.
- 15 The classification of magazines, coordinated by the representative of each area, presents nine categories, which are the combination of two indicators: A, B or C, and local issuing, national or international. More data at <http://qualis.capes.gov.br>
- 16 Multidisciplinary Graduate programs in teaching were created in 1992. In 2003, there were 110 programs of this kind.
- 17 With the exceptions of the major area of Multidisciplinary and Teaching.

- 18 Period when the most recent evaluation conducted by Capes took place and therefore presenting the most updated official data. Information available at the Area Document of Capes.
- 19 The program at Cásper Líbero College, which appealed to Justice against its unaccrediting, was not evaluated and therefore did not obtain a grade.
- 20 Thesis and dissertations produced by students in these programs are an important center for the mapping of Journalism research in the country. However, these papers were not related to the purposes of the survey carried out for this article.
- 21 In an article about the state of the art of Journalism research, Pereira and Wainberg define 14 categories: Organizational Journalism; Journalism Ethics; Journalism Teaching; Communication Law; Journalism History; Alternative Journalism; Journalism and Science; Journalism and Economics; Journalism and the News Company; International Journalism; Journalism and Politics; Language and Journalism Technology; Journalism Memory; Journalism Theory.
- 22 Machado proposes eight categories or fields of research: Journalism History; Journalism Theories; Discourse Analysis; News Production; Reception; Digital Journalism; Narrative Theories; Specialized Journalism.
- 23 A research on “reception” could be classified into “news production and journalism processes” or “specialized journalism”, for instance. If the main focus was on the study of the methodology, the research was classified as “reception”. This is an example of the way we worked with some research that crossed two categories.
- 24 October, 2004.
- 25 The result of the search lists 70 research groups. However, three of them do not present any reference to Journalism, and they might be considered an error of the system.
- 26 The group is structured around fields of research. It must have a leader and associated researchers, professors as well as undergraduate or graduate students.
- 27 Some of the main institutions include: USP (São Paulo University), UFES (Federal University in Espírito Santo), UFSM (Federal University in Santa

Maria), UFBA (Federal University in Bahia), UFRGS (Federal University in Rio Grande do Sul), UFPE (Federal University in Pernambuco), UFSC (Federal University in Santa Catarina), UFMS (Federal University in Mato Grosso do Sul), and UEL (State University in Londrina).

- 28 The following institutions should be mentioned: PUC-SP (Catholic University in São Paulo), UNESP (Methodist University in São Paulo), PUC-RS (Catholic University in Rio Grande do Sul), and PUCCAMP (Catholic University in Campinas).
- 29 In the fields of research of the groups.
- 30 An example is a group called "Communication", composed of three fields of research, one of them also called "Communication".
- 31 For information, visit the Compós website: www.compos.org.br
- 32 They are: Communication and Culture; Communication and Politics; Communication and Sociability; Digital Creations and Poetics; Media Culture; Communication Epistemology; Journalism Studies; Photography, Cinema and Video; Media and Reception; Communication Policies and Strategies; Meaning Production in the Media; Informational Technologies of Communication and Society.
- 33 At the website www.ufrgs.br/gtjornalismocompos texts presented since 2000 are available.
- 34 At the website www.intercom.org.br
- 35 Even though a wider mapping of Journalism research in the country should consider a survey on the production presented in the annual meetings of Intercom and SBPJOR, we did not accomplish this task for this article.
- 36 Institution founded in 2003. www.sbpjor.org.br
- 37 It is important to point out that we are considering herein only papers presented at the Journalism Studies GT. However, there have been papers on Journalism in other GTs, currently and throughout their histories.
- 38 As we mentioned before, research in Digital Journalism might be hidden inside research groups because it might not be explicit in fields of research.

- 39 A special thanks to researchers Eduardo Meditsch and Claudia Lago for the useful dialogue.
- 40 As an example, we mention the field of research called “Press and Military Power”, on the base of the research groups.
- 41 To illustrate, we mention the field of research “Didacticism of results in Physics research with emphasis on scientific journalism”.

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