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Artículos científicos

El personal docente y la calidad en la educación superior: el Centro Universitario de la Costa

***Teaching Staff and Quality in Higher Education: The Centro Universitario de
la Costa***

***Corpo docente e qualidade no ensino superior: o Centro Universitário do
Litoral***

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Resumen

A partir de la década de 1990 surgieron políticas públicas e institucionales para el aseguramiento de la calidad en las instituciones de educación superior, situación que, en la actualidad, configura la educación superior en México y gran parte del mundo. El objetivo de este artículo fue analizar la calidad del personal docente de tiempo completo del Centro Universitario de la Costa (CUCosta) de la Universidad de Guadalajara. Para ello, se realizó un estudio a partir de bases de datos institucionales. La población de estudio fue el personal docente del CUCosta. Solo se consideraron los profesores de tiempo completo (137). Se



realizaron análisis descriptivos de los indicadores: profesores con doctorado, con perfil deseable del Programa para el Desarrollo Profesional Docente, miembros de cuerpos académicos, así como miembros del Sistema Nacional de Investigadores. Posteriormente, se realizaron análisis por subconjuntos (departamentos); para finalizar, se propone un índice de calidad del personal docente por departamento. Entre los resultados destaca que 64.2 % del personal docente de tiempo completo cuentan con doctorado, 81.7 % cuentan con perfil deseable, 82.4 % pertenecen a un cuerpo académico; solo 35.0% del personal docente pertenece al Sistema Nacional de Investigadores. Las profesoras presentan mejores indicadores en el grado académico, mientras que los profesores destacan en perfil deseable, pertenencia a cuerpo académico y al Sistema Nacional de Investigadores. En relación al índice de calidad del personal docente por departamento, Ciencias Biológicas, Psicología y Estudios Socioeconómicos se ubican en los primeros lugares. Este estudio permite ubicar el estado de los indicadores de calidad del personal docente del CUCosta, los cuales muestran una cultura institucional de apego a las políticas públicas mexicanas de aseguramiento de la calidad de la educación superior, manifiestas tanto en el grado de doctorado, el perfil deseable, pertenencia a cuerpos académicos y al Sistema Nacional de Investigadores.

Palabras clave: evaluación del docente, evaluación de la educación, política educacional.

Abstract

Since the 1990s, public and institutional policies for quality assurance in higher education institutions have emerged, a situation that currently shapes higher education in Mexico and much of the world. The objective of this article was to analyze the quality of the full-time teaching staff at the Centro Universitario de la Costa (CUCosta) of the University of Guadalajara. For this purpose, a study was carried out based on institutional databases. The study population was the teaching staff of CUCosta. Only full-time professors (137) were considered. Descriptive analyses were made of the indicators: professors with a doctorate, with a desirable profile of the Program for Professional Teaching Development, members of academic bodies, as well as members of the National System of Researchers. Subsequently, analyses were made by subsets (departments); finally, a quality index of the teaching staff by department is proposed. Among the results, 64.2 % of the full-time teaching staff have a doctorate, 81.7 % have a desirable profile, 82.4 % belong to an academic body; only 35.0 % of the teaching staff belong to the National System of Researchers. Female professors present

better indicators in academic degree, while male professors stand out in desirable profile, membership in an academic body and in the National System of Researchers. In relation to the quality index of the teaching staff by department, Biological Sciences, Psychology and Socioeconomic Studies are located in the first places. This study allows us to locate the status of CUCosta's teaching staff quality indicators, which show an institutional culture of adherence to the Mexican public policies of quality assurance in higher education, as manifested in the doctorate degree, the desirable profile, membership in academic bodies and the National System of Researchers.

Keywords: teacher evaluation, education evaluation, educational policy.

Resumo

A partir da década de 1990, surgiram políticas públicas e institucionais para garantir a qualidade das instituições de ensino superior, situação que atualmente molda o ensino superior no México e em grande parte do mundo. O objetivo deste artigo foi analisar a qualidade do corpo docente em tempo integral do Centro Universitário da Costa (CUCosta) da Universidad de Guadalajara. Para isso, foi realizado um estudo utilizando bases de dados institucionais. A população do estudo foi o corpo docente da CUCosta. Apenas professores em tempo integral (137) foram considerados. Foram realizadas análises descritivas dos indicadores: docentes com doutorado, com perfil desejável do Programa de Desenvolvimento Profissional Docente, membros de órgãos acadêmicos, bem como membros do Sistema Nacional de Pesquisadores. Posteriormente, foram realizadas análises por subconjuntos (departamentos); Por fim, é proposto um índice de qualidade do corpo docente por departamento. Dentre os resultados, destaca-se que 64,2% do corpo docente em tempo integral possui doutorado, 81,7% possuem perfil desejável, 82,4% pertencem a um corpo acadêmico; apenas 35,0% do corpo docente pertence ao Sistema Nacional de Pesquisadores. Os docentes apresentam melhores indicadores na titulação acadêmica, enquanto os docentes se destacam em perfil desejável, pertencentes ao corpo acadêmico e ao Sistema Nacional de Pesquisadores. Em relação ao índice de qualidade do corpo docente por departamento, as Ciências Biológicas, a Psicologia e os Estudos Socioeconômicos estão em primeiro lugar. Este estudo permite localizar o status dos indicadores de qualidade do corpo docente da CUCosta, que mostram uma cultura institucional de vinculação às políticas públicas mexicanas de garantia da qualidade do ensino superior, manifestada tanto no doutorado,

quanto no perfil desejável, pertencente a órgãos acadêmicos e o Sistema Nacional de Pesquisadores.

Palavras-chave: avaliação de professores, avaliação educacional, política educacional.

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Introduction

In a period in which, in Mexico and particularly in the state of Jalisco, universities and other higher education institutions (HEIs) live under constant political pressure, public discredit and financial strangulation, it is intended, from this space, to add to the discussion through the analysis of the quality component and specifically of the teaching staff.

Writing about quality in higher education is a potentially arbitrary way of signifying a highly complex phenomenon, since it is generally carried out from a particular regulatory framework of discourses, policies and practices. For both writing and reading, the possible contributions of the discourses, the rationalities underlying them, the limitations and theoretical-practical implications of the studies, as well as the circumstances that allow the emergence and installation of new narratives must be taken into account. and educational policies (Monarca and Prieto, 2018).

In relation to quality in higher education, a process of expansion and integration prevails since the 1990s. In this context, public and institutional policies have emerged for quality assurance, a situation that, during the first decades of the 21st century, has been installed as a configuration device for higher education in Mexico and much of the world (Clara and Vega, 2021; Mendieta and Pérez, 2015; Rodríguez and Gómez, 2020).

One of the public policies to ensure the quality of higher education, and which was also quickly installed in the imaginary of the institutions, is that of the systems and processes of evaluation and external accreditation, both national and international. In the world, in Latin America and particularly in Mexico, standardized evaluation models have been proposed, which integrate a series of indicators that allow evaluating the quality of universities, as well as making visible the differences between them. Achieving a degree of homogeneity between the evaluation models of the countries is a complex matter, however, six coincident macro-categories can be observed: 1) organization, 2) academia, 3) research, 4) linkage, 5) resources and infrastructure and 6) students (Sánchez, Chávez and Mendoza, 2018; Torres, García and Alvarado, 2018).

Rankings have positioned themselves in recent decades as a differentiating element of quality between universities. The use of simple indicators, the ease of interpreting the results, as well as the encouragement of competition among HEIs are factors that have popularized their application and their integration into the institutional life of universities. The quality of the academic staff, their external recognition and the impact of their research are central criteria of the rankings (Pandiella, Moreno, García and Sainz, 2018).

Particularly, in Mexico, the following dimensions of quality analysis are observed: recognition and perception, expansion of enrollment, teachers, linkage, investment, infrastructure and equipment, income, coverage and expansion of opportunities, continuity and promotion, quality, graduation and terminal efficiency, postgraduate, research and academic bodies. HEIs require indicators for the design of their strategic planning and these must be available in institutional databases, a situation that will favor the integration of a system of educational indicators as a tool that makes it possible to understand the state of quality in a particular and global way. of the institution (Sánchez et al., 2018).

On the other hand, in the specialized literature various models are proposed to understand and evaluate higher education. One of them, for example, of an exploratory nature, attempts to demonstrate that quality in HEIs is a variable dependent on social recognition, differentiating factors and expectations. In this analysis model, the teaching staff is located within the differentiating factors, where the proportion of full-time professors and professors with doctorates stands out (Villanueva, 2020).

However, the evaluation of the quality of higher education also considers the satisfaction of users (students) in relation to the services offered by the institutions. For example, the model developed by Gruber, Fuß, Voss and Gläser-Zikuda (2010) includes 15 dimensions for the analysis of this item: administrative services, atmosphere among students, city attractions, computer and network equipment, subjects, library and library services, faculty, classroom and conference spaces, cafeterias, relevance of teaching to practice, university reputation, campus location, institutional support services, institutional information and communication, as well as university buildings and common areas.

Regarding the quality indicators associated with the teaching staff, the accelerated and constant process of strengthening international competition in the development of research in science and technology, as well as the permanent need to ensure the quality of experts assigned as teachers in HEIs, led to the emergence of quality certification credentials and economic incentives for the academic community. These elements were integrated into

the culture of the communities of a significant part of the HEIs, a situation that stimulated the acquisition of higher levels of qualification (postgraduate degrees), of credentials with a desirable profile, the increase in the quantity and quality of research and the technological development (as well as its dissemination) both individually and collectively, and with it the emergence and participation in (economic) stimulus programs for teaching performance (Malagón, Rodríguez and Machado Vega, 2019).

These policies and programs not only had an impact on research and teaching, but also encouraged the participation of teachers in processes of obtaining a degree (degree), tutorials, academic management and linkage (Ministry of Public Education [SEP], December 29 2020), which resulted in better indicators in educational programs and integration into the culture of quality evaluation in HEIs and in particular in their academic community.

The University of Guadalajara (UdeG), through its Institutional Development Plan (PDI) 2019-2025 Vision 2030, establishes goals and indicators as mechanisms to ensure the quality of its teaching staff. Its substantive purposes include teaching and academic innovation, as well as research and the transfer of technology and knowledge. In teaching innovation and management, a certain percentage of full-time professors with a desirable profile is established as an indicator. In relation to the academic bodies, these are associated with the research capacity strengthening index, specifically associated with the consolidated academic bodies; They are also related to the percentage of lines of generation and application of knowledge (LGAC) linked to new fields of knowledge and technological development. While the list of members of the National System of Researchers (SIN) is associated with the index of capacity building for research. For its part, the relationship of professors with the highest degree of qualification (doctorate) is associated with the strategy "Train high-level human resources to strengthen research on strategic issues" (UdeG, 2019, p. 98). Additionally, it is a necessary credential to increase the number of members in the SNI, as well as the increase of consolidated academic bodies. (UdeG, 2019).

Twenty-seven years after the start of activities of the University Center of the Coast (CUCosta), it has become the higher education institution with the highest enrollment in Puerto Vallarta and the region: it attends 52.9% of the enrollment (National Association of Universities and Institutions of Higher Education [Anuies], 2021). CUCosta currently has 6,833 students, 6,677 of them enrolled at the Puerto Vallarta campus and 156 at the Tomatlán campus (CUCosta, 2021a).

Its academic offer includes 20 undergraduate and seven postgraduate programs, including four master's degrees and three doctorates. In relation to the quality of its academic offer, 83% of its evaluable degree programs are accredited, either by accrediting bodies of the Higher Education Accreditation Council (COPAES) or by Inter-institutional Committees for Higher Education (CIIES). As for postgraduate courses, 71% are enrolled in the National Program for Quality Postgraduate Studies (PNPC) of the National Council of Science and Technology (Conacyt) (CUCosta, 2021a) (see table 1).

Table 1. Quality of the CUCosta academic offer

Programas de licenciatura y posgrado	Organismo acreditador
Pregrado	
Programas de licenciatura acreditados	
Abogado	COPAES
Administración	COPAES
Arquitectura	COPAES
Biología	COPAES
Contaduría Pública	COPAES
Cultura Física y Deportes	COPAES
Diseño para la Comunicación Gráfica	COPAES
Enfermería	CIIES
Ingeniería en Civil	COPAES
Ingeniería en Computación	COPAES
Ingeniería en Comunicación Multimedia	COPAES
Ingeniería en Telemática	COPAES
Médico Cirujano y Partero	COPAES
Psicología	COPAES
Turismo	COPAES
Programas de licenciatura no acreditados	
Artes visuales para la Expresión Fotográfica	
Artes Visuales para la Expresión Gráfica	
Nutrición	

Programas educativos no evaluables*	
Ciencias y Artes Culinarias	
Ingeniería en Videojuegos	
Posgrado	
Posgrados en PNPC	
Maestría en Ciencias para el Desarrollo, la Sustentabilidad y el Turismo	PNPC
Maestría en Administración de Negocios	PNPC
Maestría en Ciencias en Geofísica	PNPC
Doctorado en Ciencias en Biosistemática, Ecología y Manejo de Recursos Naturales y Agrícolas	PNPC
Doctorado en Ciencias para el Desarrollo, la Sustentabilidad y el Turismo	PNPC
Posgrados que no pertenecen al PNPC	
Maestría en Análisis Tributario	
Doctorado en Gestión y Negocios	
*Reciente creación	

Source: CUCosta (2021)

In addition to the above, due to the good results in the respective general graduation exams (EGEL) of the applicants, six undergraduate educational programs are in the EGEL Register, administered by the National Center for the Evaluation of Higher Education (Ceneval), are the cases of Nursing and Physician, Surgeon and Midwife, which are at level I, as well as Biology, Design for Graphic Communication, Psychology and Tourism, which are at level II (CUCosta, 2021b).

The EGEL Register is a Ceneval evaluation project to recognize undergraduate programs whose applicants (students or graduates who present the EGEL) have achieved high levels of learning. The incorporation of an educational program to the registry is based, specifically, on the percentage of testimonials of satisfactory performance (TDS) or outstanding performance (TDSS) of the applicants. It is granted when the results of the students allow the educational program to be placed within the ranges defined for any of the levels of the register. Level I is awarded when 80% or more of applicants obtain some performance testimonial, either TDS or TDSS, and less than 50% of its graduates obtain

TDSS; level II is granted when 60% or more of the supporters are obtained, but less than 80%, obtain performance testimony, either TDS or TDSS (Ceneval, 2022).

This work is part of the research project Policies and management of higher education, registered in the collegiate bodies of CUCosta. Its objective is to analyze the quality of the full-time teaching staff of the CUCosta of the UdeG based on the indicators of academic degree, desirable profile, research associated with belonging to the national system, academic bodies and their level of consolidation.

Materials and methods

In order to know the state of the quality indicators related to the teaching staff of the CUCosta of the UdeG, a study was carried out based on the institutional databases provided by both the Coordination of Academic Services and the Research Coordination, dated as of January 31, 2022. The study population is the center's own teaching staff (N = 529). The sample was determined based on the inclusion criteria. For the study, only full-time professors (137) were considered.

At first, descriptive analyzes of the indicators considered in the study were carried out: the frequency in academic degree, desirable profile, belonging to an academic body and level of consolidation of this, as well as belonging to the SNI and level in which it was established, was calculated. found, in all cases a statistical disaggregation was carried out by sex, the samples were analyzed independently, total, men and women.

Subsequently, a descriptive analysis was carried out by subsets, the indicators (academic degree, desirable profile, belonging to an academic body and level of consolidation of the same, as well as belonging to the SNI and level in which they are found) were analyzed by department. In this case, no statistical disaggregations were performed due to the size of the population of these subsets.

Finally, a quality index of the teaching staff by department is proposed, which analyzes in an integrated way the variables that the study considers (highest degree of qualification, desirable profile, belonging to an academic body and being a member of the SNI). To guarantee fairness in the analysis, it is carried out proportionally to the number of members of the academic community of each department and is expressed as a percentage. A scale of 1-10 points was established, where the highest number of the score is awarded to the department with the highest percentage frequency in the indicator and the rest of the points are awarded in descending order to the departments with lower percentage frequencies

in their indicators. In the event that two or more departments present the same percentage frequency, they are awarded the same number of points, the maximum score is 40 points and the minimum is four points.

Results

According to the CUCosta Academic Services Coordination database, the center currently has 137 full-time professors, of whom 55.8% are men and 44.2% women. These are assigned to one of the center's 10 departments: Arts, Education and Humanities (Arts) (12), Biological Sciences (22), Exact Sciences (22), Medical Sciences (9), Information Sciences and Technologies and Communication (TICS) (15), Administrative Accounting Studies (Administrative-Accounting) (18), International Studies and Foreign Languages (Deile) (7), Legal Studies (9), Socioeconomic Studies (Socioeconomic) (12) and Psychology (11).

Regarding the quality indicators that are addressed in the study, 64.2% of the full-time teaching staff have a doctorate, 29.9% have a master's degree, 3.6% have a specialty, and 2.1% have a bachelor's degree. The professors present better indicators than the professors, since 67.2% have a doctorate, while only 61.8% of the professors have this academic degree (see table 2).

Regarding the recognition of the desirable profile of the Program for Teacher Professional Development for the higher type (Prodep) of the General Directorate of Higher University and Intercultural Education of the SEP, 81.7% of teachers have a current desirable profile, 1.4% They are in the process of being reviewed due to the fact that they entered a reply to the results of the 2021 call, and only 16.7% do not have a desirable profile. The indicators between male and female professors do not present statistically significant differences (see table 2).

In this same sense, 82.4% of the professors belong to an academic body; of them, 17.6% to a consolidated academic body, 31.8% to an academic body in consolidation and 41.5% to an academic body in formation; only 17.5% do not belong to an academic body. Regarding the level of consolidation of the academic bodies, differences are observed in the statistical disaggregation by sex, 22.2% of the professors are part of a consolidated academic body, and in the case of the professors, only 16.0% are part of a body academic level at this level of consolidation (see Table 2).

Regarding the SNI, the indicators are less positive than the previous ones: only 35.0% of the teaching staff belongs to the System, 3.5% of them are at level III, 8.3% at level II, 77.0% at level I and 12.5% at the candidate level, while 65.0% of the teaching staff does not belong to the System. In this section, male professors present better indicators than female professors, this is expressed in a difference of 4.1% in belonging to the System and in the location to a greater extent of male professors in higher levels of the System with respect to female professors (level III : men 3.5%, women 0; level II: men 10.7%, women 5.0%; level I: men 78.5%, women 75.0%; candidates: 7.1% men, 20.0% women) (see table 2).

Table 2. Quality indicators of CUCosta teaching staff

Indicador de calidad	%		
	Total	Hombres	Mujeres
Grado académico			
Licenciatura	2.1	2.6	1.6
Especialidad	3.6	5.2	1.6
Maestría	29.9	30.2	29.5
Doctorado	64.2	61.8	67.2
Perfil deseable Prodep			
PTC con perfil deseable	81.7	82.8	80.3
En revisión*	1.4	0	3.2
PTC sin perfil deseable	16.7	17.1	16.3
Cuerpos académicos			
Pertenece a un cuerpo académico	82.4	82.8	81.9
Consolidado	17.6	22.2	16.0
En consolidación	31.8	36.5	38.0
En formación	41.5	41.2	46.0
No pertenece a un cuerpo académico	17.5	17.1	18.0
Sistema Nacional de Investigadores			
Pertenece al Sistema	35.0	36.8	32.7
Nivel III	2.0	3.5	0
Nivel II	8.3	10.7	5.0
Nivel I	77.0	78.5	75.0

Candidato/a	12.5	7.1	20.0
No pertenece al Sistema	65.0	63.1	67.2
<i>n</i> = 137, hombres 76, mujeres 61			
*Ingresaron recurso de réplica a los resultados de la convocatoria 2021			

Source: self made

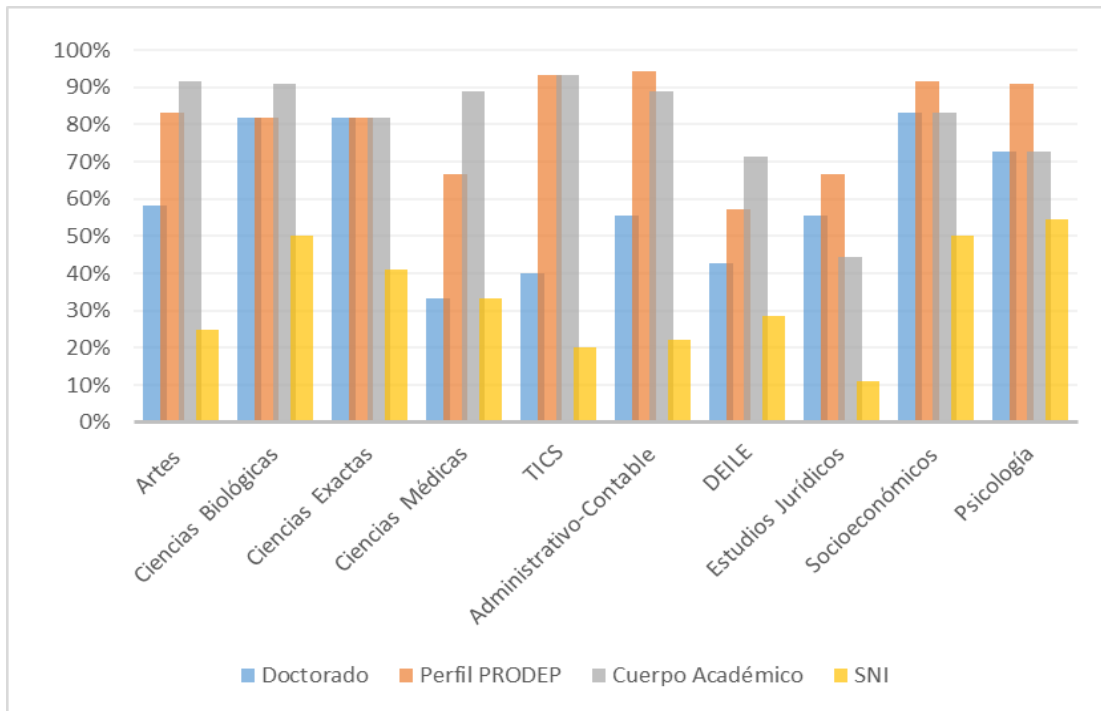
For the second part of the analysis, the results are presented by subsets (departments). In this sense, the proportion of professors with the highest qualification degree (doctorate) by department are: Socioeconomics with 83.3%, Exact Sciences and Biological Sciences with 81.8%, Psychology with 72.7%, Arts with 58.3%, Legal Studies and Administrative Studies- Accountants with 55.5%, Deile with 42.8%, TICS with 40.0% and Medical Sciences with 33.3% (figure 1).

Regarding the prevalence of professors with a desirable profile by department, the following is reported: Administrative-Accounting with 94.4%, TICS with 93.3%, Socioeconomics with 91.6%, Psychology with 90.9%, Arts with 83.3%, Exact Sciences and Biological Sciences with 81.8%, Medical Sciences and Legal Studies with 66.6%, and, finally, Deile with 57.1% (see Figure 1).

Regarding the prevalence of professors integrated into an academic body, the results are expressed as follows: TICS with 93.3%, Arts with 91.6%, Biological Sciences with 90.9%, Administrative-Accounting and Medical Sciences with 88.8%, Socioeconomics with 83.3%, Exact Sciences with 81.8%, Psychology with 72.7%, Deile with 71.4% and Legal Studies with 44.4%. (see figure 1).

Finally, the analysis of the prevalence of teachers in the SNI by department shows the following decreasing order: Psychology with 54.5%, Socioeconomics and Biological Sciences with 50.0%, Exact Sciences with 40.9%, Arts and Medical Sciences with 33.3%, Deile with 28.5%, Administrative-Accounting with 22.2%, TICS with 13.3% and, finally, Legal Studies with 11.1% (see figure 1).

Figure 1. Quality indicators of teaching staff by department



Source: self made

In relation to the quality index of teaching staff by department, the Department of Biological Sciences showed the best score (32) and ranks first, followed by the Department of Psychology and the Department of Socioeconomic Studies with the same score (30). Then, the departments of Exact Sciences, Arts, Education and Humanities, as well as the Department of Administrative-Accounting Studies, all three with the same score (28). Subsequently, there is the Department of Information and Communication Sciences and Technologies (26), followed by the Department of Medical Sciences (22), the Department of International Studies and Foreign Languages (18) and, finally, the Department of Legal Studies (16) (see table 3).

Table 3. Teaching staff quality index by department

Núm.	Departamentos	Puntuación
1	Ciencias Biológicas	32
2	Psicología	30
3	Estudios Socioeconómicos	30
4	Ciencias Exactas	28
5	Artes, Educación y Humanidades	28
6	Estudios Administrativo-Contable	28
7	Ciencias y Tecnologías de la Información y Comunicación	26
8	Ciencias Médicas	22
9	Estudios Internacionales y Lenguas Extranjeras	18
10	Estudios Jurídicos	16

Source: self made

The results express the status that CUCosta has to date in relation to the quality indicators of its full-time teaching staff. It also offers information on the location of the indicators of the highest degree of qualification, desirable profile, membership of the academic body and membership of the SNI. And lastly, it integrates the results by department into an index that makes it possible to observe said indicators globally by department.

Discussion

It is worth remembering the objective of the study presented. This was based on analyzing the quality of the full-time teaching staff of the CUCosta of the UdeG. The main results of the study show that 64.2% of the full-time teaching staff have a doctorate, 81.7% have a current desirable profile, 82.4% belong to an academic body (of them, 17.6% to a consolidated academic body, 31.8% to a academic body in consolidation and 41.5% to an academic body in formation). As for the SNI, only 35.0% of the teaching staff belongs to the System (3.5% of them are at level III, 8.3% at level II, 77.0% at level I and 12.5% at the candidate level).

In order to contextualize the relevance of the analysis of the quality of the teaching staff by department, it is necessary to establish that, according to the structure of the UdeG

and its university centers, the departments are the basic academic units, where the university functions of teaching, research and dissemination. For the performance of their functions, the departments are made up of academies, laboratories, research centers and institutes (Congress of the State of Jalisco, January 15, 1994).

In relation to the quality index of teaching staff by department, Biological Sciences ranks first, followed by the Department of Psychology and the Department of Socioeconomic Studies. Later, the departments of Exact Sciences, Arts, Education and Humanities, as well as the Department of Administrative-Accounting Studies. Subsequently, the Department of Information and Communication Sciences and Technologies is located, followed by the Department of Medical Sciences, the Department of International Studies and Foreign Languages and, finally, the Department of Legal Studies.

A coincidence is identified around the departments that present the best indicators in professors with a doctorate, a desirable profile, who belong to an academic body and who are part of the SNI, and therefore, are located in the first places of the ranking proposed in the present study. The presence of consolidated collective structures stands out in the departments of Biological Sciences, Psychology and Socioeconomic Studies, these structures are research centers, institutes, laboratories and consolidated academic bodies. Apparently, these collegiate bodies enhance the development of the quality indicators proposed in the study, by articulating individual efforts in collective objectives, all of which is manifested in the strengthening of the substantive purposes of research and its dissemination, as well as in the training of quality human resources. In turn, the absence of these collective structures in the departments that present the most lagging indicators (Medical Sciences, Deile and Legal Studies) reinforce the approach made previously.

To understand the position of the quality indicators of the CUCosta teaching staff, a framework of the results is presented with institutional indicators of the UdeG and with indicators of the National Autonomous University of Mexico (UNAM). Thus, as already mentioned, 64.2% of career teaching staff at CUCosta have a doctorate, and this figure is slightly below that obtained by UNAM, namely, 65.3% (UNAM, 2021).

Regarding the desirable profile (Prodep), the results of the CUCosta (81.7%) are below the institutional indicators (95.6%); Regarding the academic bodies, the CUCosta indicator is outstanding (82.4%) with respect to the global indicator of the UdeG (54.4%); Finally, in relation to without, the results of CUCosta (35.0%) are above those reported by

the UdeG in 2021 (27.8%) and below those of the UNAM (49.5%) (UdeG, 2021; UNAM, 2021).

In this same sense, a framework of the results of the CUCosta is presented with respect to those of the Centro Universitario del Sur (CUSur), another center of the UdeG that has similar characteristics to the CUCosta, both in terms of enrollment and supply. academic, located in the southern region of the state of Jalisco (Zapotlán el Grande). Regarding professors with a doctorate, the results of CUSur (66.0%) are slightly better than those of CUCosta (65.3%); In relation to professors with a Prodep profile, CUCosta presents better indicators (81.7%) than CUSur (74.4%); Regarding the SNI, the results of CUCosta (35.0%) are above those reported by CUSur (32.7%) (CUSur, 2021).

It should be noted that the present study has some limitations. Among them, the descriptive scope of the research. In addition, variables were not incorporated that would make it possible to expose, in some way, the determining or conditioning factors of the results obtained, both globally and by department, including the context of the pandemic. From the quality index of the teaching staff, it would be worth considering for future editions of the study both the level of consolidation of the academic bodies and the level in the SNI as differentiating factors of quality, which are expressed with a higher score the higher it is level.

Conclusions

The scrutiny of the teaching community is a meeting point in the different models and approaches to quality analysis in higher education found in the literature review. They are recognized in the external evaluation and accreditation systems and processes, in the rankings, in the dimensions of quality analysis (Mexico), as part of the differentiating factors between universities, as well as in the user satisfaction model (students).

As for the full-time teaching community, an institutional culture of attachment to Mexican public policies for quality assurance of higher education is observed, manifested both in the doctorate degree and in the Prodep profile, the academic bodies and membership to the SNI. However, lag is observed particularly in the indicators of doctorate degree and belonging to the SNI. The institutional organization of the CUCosta (departmental) makes it possible to observe differences between the subgroups of the teaching community, where the areas of biological sciences, psychology and socioeconomic studies present better global indicators, while the areas of medical sciences, international studies and legal studies show greater lag in their indicators.

Future lines of research

The study allows locating the status of the quality indicators of the CUCosta teaching staff. Knowledge of these indicators globally, as well as by department, offer a starting point that could contribute to the development of institutional policies in the university center (and individuals by department) for the improvement of quality indicators, particularly in the indicators with the greatest lag, the acquisition of the highest degree of qualification (doctorate) and belonging to the SNI.

It is considered relevant and desirable to continue with the development of research associated with the quality of the teaching staff of the university center. The use of the teaching staff quality index by department as a quality measurement instrument can be a useful tool to be able to carry out longitudinal studies. Also, studies that include new variables, categories and greater depth in the analysis should be considered, as well as that of other components of the quality of higher education, such as the recognition and perception of students and employers, expansion of enrollment, linkage and social responsibility, investment, infrastructure and equipment, entry, continuity, exit and terminal efficiency.

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