

Re-aprendizaje del desempeño docente y la evaluación del trabajo académico

Re-learning teaching performance and evaluation of academic work

Re-learning desempenho do professor e avaliação de trabalhos acadêmicos

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Resumen

Este trabajo analiza la participación de los académicos de la Universidad de Sonora durante una década en el programa de estímulos al desempeño docente, el cual forma parte de las políticas de evaluación que buscan el cambio y la transformación institucional, además de afrontar la necesidad de diferenciar el trabajo académico de acuerdo con la productividad y el desempeño docente. Asimismo, se discuten las problemáticas que enfrentan los procesos de evaluación dirigidos a los académicos, vinculadas a la asignación de recursos económicos adicionales. Empíricamente, se identifica un proceso de re-aprendizaje ante los ajustes y el control que las universidades tienen sobre la evaluación que sustenta este programa. También se advierte que aunque las universidades aparecen conformes con la capacidad de control que tienen, existe necesidad y el momento de avanzar hacia un modo distinto de regulación del trabajo académico, con el fin de mejorar la calidad de las comunidades docentes.

Palabras clave: educación superior, políticas públicas, académicos, evaluación, trabajo académico.

Abstract

This work analyzes the participation of academics of the University of Sonora during a decade in the Stimulus Program for Teaching Performance, which form part of the evaluation policies that seek the change and the institutional transformation, besides facing the necessity of differentiate the academic work in accordance with it teaching productivity and performance. In addition, discussed the problems faced by the evaluation processes aimed at academics, linked to the allocation of additional financial resources. Empirically, a process of re-learning is identified in view of adjustments and control that universities have on the evaluation underpinning this programme. It is also notable that although universities are compliant with the capacity to control they have, there is a need and the timing of moving towards a differently way of academic work regulation, in order to improve the quality of the teaching communities.

Key words: higher education, public policy, academic, teachers, assessment, evaluation, academic work.

Resumo

Este artigo analisa a participação de acadêmicos da Universidade de Sonora há uma década no programa de estímulo ao desempenho do professor, que faz parte das políticas de avaliação que buscam mudança e transformação institucional, além de enfrentar a necessidade de diferenciar trabalho acadêmico de acordo com a produtividade e desempenho dos professores. Além disso, os problemas enfrentados pelo processo de avaliação destinado a acadêmicos, ligado à atribuição de recursos financeiros adicionais são discutidas. Empiricamente, um processo de re-learning para controlar as configurações e as universidades têm sobre a avaliação subjacente a este programa é identificado. Também adverte que, embora universidades parecem consistentes com a capacidade de controle que têm, existe uma necessidade e o tempo para se mover para uma forma diferente da regulação do trabalho acadêmico, a fim de melhorar a qualidade de comunidades de ensino.

Palavras-chave: educação superior, políticas públicas, acadêmicas, avaliação, trabalho acadêmico.

Fecha recepción: Diciembre 2015

Fecha aceptación: Julio 2016

Introduction

From the approach of the globalization and with view towards the economic modernisation, higher education survives in a context characterised by changes and transformations to the interior of the universities, associated with the nature of academic work organization and that place the assessment as an essential strategy to guide the quality of the education (Silva, 2007). In this notion, the forms of evaluation of the teaching performance constitute a common element of the educational policies adopted in some countries given the need to transform University education systems.

This scenario, preceded by an economic crisis, gave place to the formulation and implementation of programs geared to regulate in a different way the institutions as well as its academics, characterized by evaluation processes related to the allocation of additional financial resources (Rondero, 2007) and justified as relating counselors to the excellence of universities. In addition, with the help of multiple evaluation instruments of academic work, also has been sought to leave behind the expansion without regulation of teachers and produce contexts for differentiation, assessment and supervision, with the logic of reorganizing the Higher Education system (Gil Antón, 2002).

In the last decades, part of the Mexican policies for Higer Education that was implemented for the public universities, have been the different programs of Stimulus intended to teachers and researchers that devoted full time to its functions of teaching and researching, understood as an opportunity to improve their income. Heras (2005) refers that the wage levels of those academics obey in good part to their individual academic work, as nominal incomes have tended to freeze while it has driven in them the search and obtain of additional economic Stimulus by the via of public policies directed to the evaluation of the work academic.

Creating systems of stimuli was also responding to the need to improve the quality of training and conditions of teachers (Heras, 2005; Pattern and Cisneros, 2014) strategy; these stimuli are supported by the need to differentiate academic work according to productivity and teacher performance (Rondero, 2007), in order to recognize the outstanding work, increased production and improved activity; also they focus on obtaining higher degrees of education, in such a way that all full-time academics who meet the conditions and evaluation criteria are established ability to receive this additional income.

Stimuli and incentives for improving academic performance

Since the orientation of international agencies in Mexico defined a development policy based on strategies that seek to encourage academic, contributing to institutional policies set valuation and recognition of teaching. Thus modernization policies for university education as a central axis assessment and invade all academic tasks (Diaz Barriga, 1996). It has been based on criteria and indicators on how academic activities are recognized, in a context of insufficient resources and competition for the purpose of granting incentives differentially system.

As part of the transformation process in universities, Silva (2007) describes stimulus programs as a government policy that seeks to address the loss of revenue teacher and condition, differentiate and control both the university and the academic plants . However, beyond being an incentive, awarded based on the results of the assessment associated with the work of teachers (Cordero and Backhoff, 2002), responds to a change in national policies intended to diversify supply, increase coverage, increase efficiency, relevance and effectiveness of education, through promote the improvement and strengthening the level of empowerment and quality of its teachers to make the evaluation indispensable.

From the foregoing ideas, in 1994 and derivation of other similar initiatives, the Program of Incentives to Performance of Teachers was created as a system that puts emphasis on the evaluation of the teaching-learning (pattern and Cisneros , 2014). This project was the formal evaluation of teaching performance, based on accounting products generated by academic work and established the rule that caused the change in the nature, content and organization of work (Ibarra Colado and Rondero, 2008); also as a mechanism to gradually

transfer control and the ability to direct the development of the activity academic institutions responsible for operating this assessment.

However, according Comas-Rodriguez and Rivera (2011), stimulus programs in Mexico contain critical points in their methodology, and the way they were raised and implemented. Patrolman (2007) argues that a problem has become focused on the role, the relative weight and determination to acquire the evaluation processes of academic work. Silva (2007) also warns about the dissatisfaction of teachers in their participation, in addition to the small increase in productivity and academic quality. Thus, the effects of programs and policies undertaken can generate inconsistent results with the supposedly expected, either due to unforeseen issues or errors in the design and planning.

With respect to dissatisfaction, the establishment of evaluation programs linked to economic perception has an effect on academic communities and although academic work is very heterogeneous and determined according to the forms of development and production in the various disciplines , you compete for wages. In this way, stimulus programs have created a competitive process which could prevail mentality of doing only what repays a better economic position.

The obsession with results and incentives, competitiveness between teachers and the pressure of efficiency, has prompted in some cases scholars to accommodate the criteria requested by the evaluators, the cause falsifying strategies in order to achieve success (Comas -Rodríguez and Rivera, 2011). unfair classifications are also presented, a type of quality criteria which are valued good, mediocre, bad, etc. and practices accommodate the achievement of achievement, expected and demanded by the evaluators generalizes criteria. Define who is productive and who is passive or remiss in the intellectual work, it is not a matter that is measured from the outside using a scoring system (Ibarra Colado and Porter, 2007). From deshomologación wage policy and regulation, Ibarra Colado and Rondero (2008) based problem areas showing different angles of the effects of the policy, which are listed below:

1. Recovery of remuneration levels of academic work, in conditions of labor instability and social insecurity.
2. Removing obstacles to change university system, but at the cost of perpetuating a model that was considered transition and has become permanent.
3. Professionalization of academic work, but from a model that increasingly disregards the problems and needs of the country.
4. Evaluation of academic work, but from a summative model that ignores its nature, content and organization.
5. Differentiation based on performance, but at the cost of a differentiation caused by abuse and impunity.

In considering this, this text takes up the analysis of the results after a few decades of operation of one of the most sensitive parts of higher education policy in Mexico and particularly the participation of academics from the University of Sonora in the Program Incentives to Performance of Teachers (PEDPD) during the 2005-2015 period; a public institution of northwestern Mexico where they have implemented various scholarship programs and incentives based on the evaluation of academic work. These programs are intended to encourage universities and academic, to transform their behavior in line with objectives defined by public policy, it is something that Brunner (2005) points as essential in the development and transformation of higher education.

Approach to the analysis of public policies in higher education

Contemporary studies show that countries are different problems as post-policy implementation obstacles, not the objectives are achieved. Revuelta (2007) notes that it is important to work on understanding the effects that affect a greater or lesser extent the likely success of the implementation of public policy. Such is the situation of higher education in Mexico, where it has invested in programs and mechanisms to stimulate academic work of teachers.

Public policies to develop something specific must have reference regarding the impact of changes due to the insertion of a new component, as in the case of stimulus programs aimed at academics. This reference should analyze the variations and detect other external factors

that have arisen during the process of adaptation and that may have influenced significantly. The atmosphere, attitudes and knowledge affect the way an organization is faced with change and required transformations.

To establish a baseline analysis, Berman (1993) defines four phases that can be observed in setting macro action in the implementation of public policy:

Table I. Implementation phases of a public policy.

Fase	Descripción
Administración	Toma de decisión y formulación del programa
Adopción	El programa gubernamental da origen a un proyecto local
Micro implementación	Se abre el paso para una implementación a través de acciones
Validez técnica	Las acciones de la implementación produce resultados

Fuente: Berman (1993).

It also defines a framework as to the impact of a policy:

Table II. Analysis phases of implementation of public policy.

Fase	Descripción
Ausencia total de implementación	En esta modalidad no se produce el plan del proyecto.
Cooptación	El proyecto no impacta en un cambio en la organización, ni esta se adapta al programa.
Aprendizaje tecnológico	Modifica el funcionamiento de la organización para adaptarse al proyecto.
Adaptación mutua	El proyecto de política y el contexto organizacional se adaptan pasando por un proceso de alteración y adaptación mutua.

Fuente: Berman (1993).

Cerych and Sabatier (1986) define the three main features of the implementation of public policies:

- Depth of change, ie, the degree of separation from a public policy objective that implies a relationship with practices and (moderate, radical or manual) existing values.
- Extent of change, ie, the number of functional areas where a political impact by making it narrow or wide.
- Level of change refers to the system or institution to which the policy aims sector.

To complement, we must recognize that most of the criteria are adopted for assessing academic work and productivity of teachers, it arises from the criteria for the evaluation of researchers that had been taken in the creation of the National Research System (Diaz Barriga, 1996), this is the task of the scholar who plays multiple roles in university teaching.

Method

The study subjects are academic at the University of Sonora and participation in the PEDPD. In that sense, he recovered through administrative bodies, databases (academic, gender, affiliation, level assignment, scoring) on results obtained in the PEDPD, during the period 2005-2015, corresponding to eleven calls in which granted these incentives. Scholars are assigned to the different regional units (center, north and south) and the divisions that make up the organization of the institution staff.

From these data, an analysis of results with different indicators, through which sought to locate year accredited level call and academics, among others performed. Considering other indicators, it was possible to perform other analyzes with the crossing of information.

Results

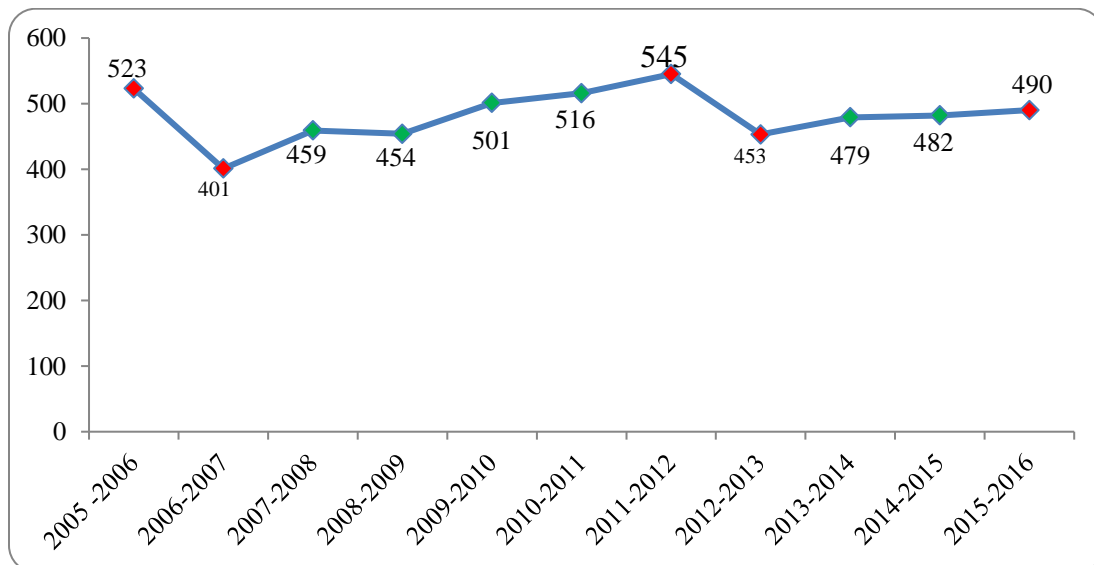
In the context of many public universities in Mexico, each year the stimulus program is implemented to evaluate the teaching career and is evaluating academic work individually and establish an economic stimulus to their performance; as well as part of the evaluation programs of educational quality indicators established (Diaz Barriga, 2006). Since its inception the program was established to provide additional stimulus to wages and intended only for full-time staff representing the smallest proportion of the members of the academy;

further operation was raised temporarily and, contrary to this, his tenure at universities has been consolidated (Rondero, 2007) because, as Heras (2005) points out, have worked as an addition to very attractive salary for academic .

The assessment made in these programs has been focused on academic results tested more than in production processes and performance. Gil Anton (2002) warns that such programs operate from a logic of differentiation of income for academics, based on assessment processes regularly on the "quantity" of academic work done.

In that sense, and from a perspective of institutional change (Cerych and Sabatier, 1986), Figure 1 illustrates the results of the "Program Performance Incentives for Teachers" at the University of Sonora during 2005-2015, showing a process of "re-learning" academic performance against the policy adjustments and particularly the program and evaluated specific aspects which gives them an additional incentive salary. These data suggest how all regulations granting incentives becomes a bureaucratic instrument, control and administrative follow-up (Silva, 2007), but it suffers from a subjective assessment to promote the development of teachers. In terms of Berman (1993), restart the technological learning because the operation of the program is modified and require a new adaptation of academics with the project.

Figure 1. Number of accredited academic year PEDPD convening.



Source: elaboración propia a partir de los resultados de PEDPD de la UNISON 2005-2015.

The above data also identify that this evaluation policy encourages new forms of individual work of academics, which begin to transform the guidelines established according to the new requirements of the program. These adjustments were initially intended to be granted, in terms of 1 to 2 and a half minimum wages, 30% of staff (Diaz Barriga, 1996), restriction which requires universities to define new criteria and determine the rules governing the functioning. For academics, these changes and transformations threaten productivity levels required to achieve bonus.

Regulatory conditions are transformed academic work so that leads scholars to build UNISON adaptation strategies for these changes. In these modifications, the construction of a new adaptation strategy for the evaluated academic work, is based on new requirements of the program, which is a renewed momentum of development that learns to survive. It also suggests that instead of moving towards a technical validity of the policy, re-start the process of micro-implementation (Berman, 1993). Gil Anton (1992) points out that this mode of operation is related to the construction of the academic profession in Mexico, which has almost always been oriented speedy compliance with the established indicators derived from public policies.

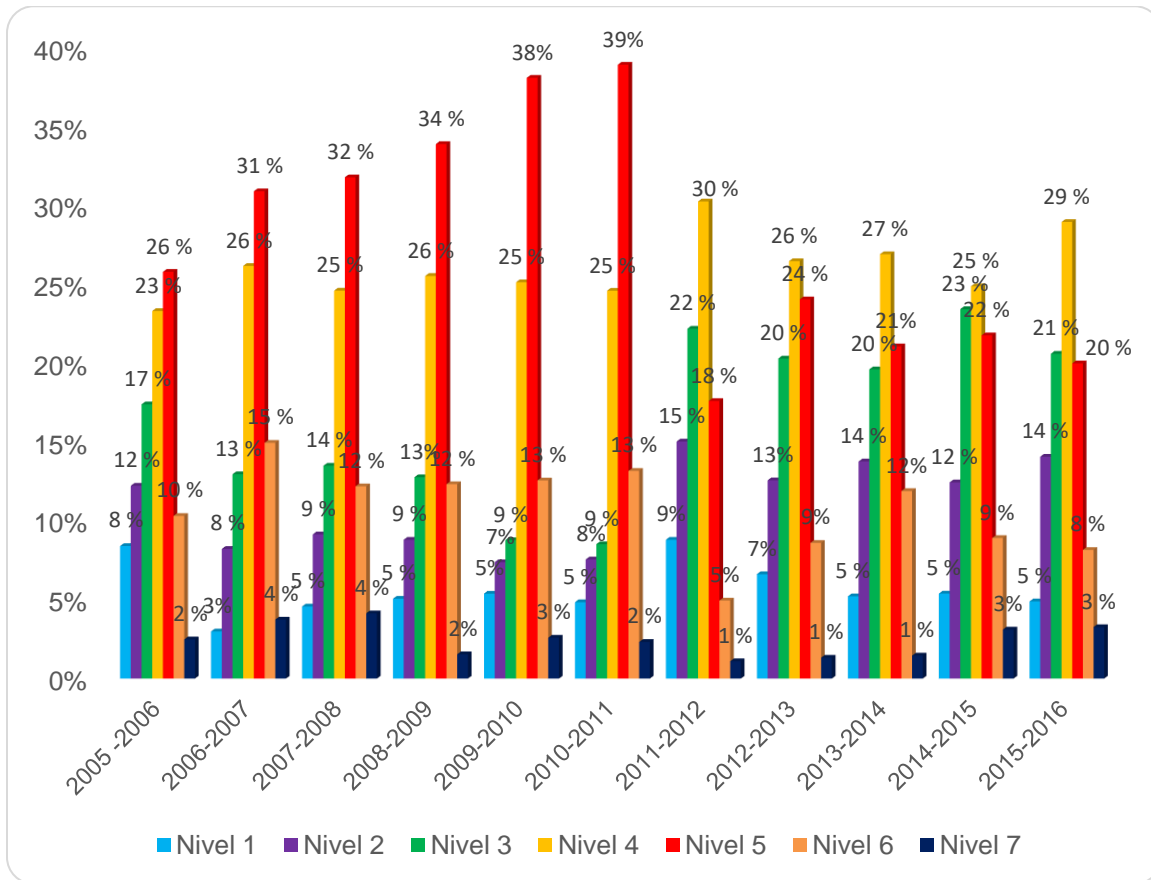
In an effort to improve academic activity, the redesign of the evaluation, operated by the universities, requires a process of "re-learning" academic, however, are not aware of how these adjustments give attention to diversity teaching activities, the differences of its members, as well as current conditions of the institution. This creates the debate about creating different versions of the program, so that the need to adapt the various disciplinary academic situations and their own academic tasks is considered.

The implementation of the culture of academic evaluation generates disagreements between management and the academic staff (Silva, 2007), among other reasons because of its foreign origin to universities, by the predominance of quantitative items, by the exclusion of teachers and the reinforcement of inequality among teachers.

In the UNISON, by participating in the PEDPD, academia is assigned to a level of seven based on a tab score that recognizes different activities that teachers credited as part of academic work in different areas (research, teaching, tutoring management, experience,

hours in front group, etc.). While Figure 2 illustrates the distribution of levels reaching academic year, this translates into an additional income to the salary they receive and that by itself does not reflect the quality of work produced by academics.

Figure 2. Percentage of accredited PEDPD by level and year of call.



Source: elaboración propia a partir de los resultados de PEDPD de la UNISON 2005-2015

It can also be noted that, since 2005, there is a greater number of academics at level 5 and possibly until 2011 decreased due to the change in the evaluation criteria of the program; from this point starts a new process of learning and adaptation of academic work. The opposite happens in the behavior of level 3, which shows a decrease movement (in 2005 to be 17% goes to 9% in 2010 and until 2011 it again increased to 22%).

Discussion

While the above results reflect the competition that exists for resources, Ibarra Colado and Rondero (2008) point out that through this policy particular evaluation is also possible that in the background encouraging opportunism, simulation and corruption generated academic and perverse effects. This makes it important to note that not all scholars have the opportunity to perform all the functions that evaluates the program (teaching, research, mentoring and collegial work), although it is specifically intended to motivate teachers to participate in the four academic functions .

It is noted that this type of assessment has changed behavioral patterns of academic and generates effects that may be considered negative for the dynamics of intellectual work (Ibarra Colado, 2009), that before the possibility of receiving financial rewards that would otherwise not be obtained. He also notes "as the evaluation linked to money appears to have consolidated the position of universities and academic gallantry who are willing to sell their charms if the price is right" (p.178).

The results also suggest that it has promoted greater competitiveness among teachers, promoting various aspects, including obtaining an academic degree, preferably PhD, publish and participate in updating curricula, and so on. However, this does not necessarily follow that the academic processes have a qualitative change; less realizes didactic and pedagogical processes that underlie everyday work. Although this would be a program to support teaching, actually it has become a program that improves wages where research tasks have significant and evaluation of teaching is done by formal means (number of groups in origin) or sometimes as instruments of appreciation for students who are far from being considered as a valid assessment tool (Díaz Barriga, 2006).

Conclusions

In Mexico, every year universities promote calls and encourage faculty participation in programs to encourage the work performed in teaching, research, administrative management, academic management and linking aspects that speak of a comprehensive effort to build quality scenarios . It is also recognized that this stimulus program is one of the factors of transformation in the ways of regulating academic work at universities, as set forms and strategies that guide the development of substantive functions. This adheres the need to raise a policy review of programs that provide economic incentives (Comas-Rodriguez and Rivera, 2011) as well as consideration of a framework of global reference, built from the institutions and not from the summit of power political.

Coinciding with pattern and Cisneros (2014), the evaluation systems must be in a constant process of revision, in addition to taking into account and allow for the inclusion of different aspects of the teaching work, which gives the opportunity to participate to academic with different categories and levels.

Another important aspect are the political implications that guide the evaluation is not always done for purposes of improvement and that the political factor influencing the process. This brings about a reactive effect to the evaluation, which occurs when people begin to worry more about getting a positive score to achieve improved academic activity. Also it derives a concern about the use of the results to encourage and promote the academic strengths of the institution.

Stimulus programs based on teacher performance assessment is a very attractive policy for academics, not necessarily because they help improve or increase productivity, but because it helps them to level their income and offset to some extent the salary (Heras, 2005); It is precisely the management of these resources where universities have control. This creates

the need for a thorough review overall level of this program in terms of its contribution to improving teacher performance.

According to the vision of Gil Anton (2002), increasingly logic for better remuneration oriented academics to individual calculation of their activities and institutions expect magnify the indicators that are evaluated; however, at the same time, universities require their academic work together to meet the new challenges of higher education and particularly student learning. This puts on the table for discussion, need and time to move to a different mode of regulation of academic work that promotes and demonstrates the ability to promote the development of higher education. On the contrary, universities appear compliant by the ability of control they have over academic work and academic communities, who appreciate an economic generosity to an evaluation system that has managed to assimilate and relearn every year to maintain the level of demand.

It is impossible to improve academic work until educational policies promote autonomous performance and taking responsibility, for which it requires an assessment to strengthen the capacity of teacher performance.

According to Brunner (2005), successful universities are those who take risks, generate changes and transforming will persist in renewing their culture in the way of organization. In that sense, achieve better academic work requires an assessment will change significantly strengthen the capacity of teacher performance.

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