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RESEARCH ARTICLE

Validation of a Faculty Competency Model in a Private Mexican University

Validación de un modelo de competencias docentes en una universidad privada mexicana
Validação de um modelo de competências docentes em uma universidade privada mexicana

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ABSTRACT. Higher education institutions need to define their faculty profile to guarantee educational quality. This paper seeks to research the faculty competencies which, according to students, eased their learning. The study was carried out in a private Mexican university. Through focus groups consisting of students, we obtained a list of the most outstanding practices by faculty with the best evaluations. Such practices translated into questions which, in turn, turned into an observation guide subjected to validation by experts of the same university. As a result, the three-dimensional competency model for university faculty was validated.

Keywords:
higher education, faculty competencies, faculty assessment, observation guide, expert validation.

RESUMEN. Las instituciones de educación superior requieren definir el perfil de sus docentes para garantizar la calidad educativa. En este trabajo se consideró pertinente indagar cuáles eran las competencias docentes que según su alumnado les facilitó el aprendizaje. Este estudio se realizó en una universidad privada mexicana. A través de grupos de enfoque (*focus groups*) integrados por estudiantes se obtuvo un listado de las prácticas más destacadas de los docentes mejor evaluados. Dichas prácticas se tradujeron en reactivos conformando una guía de observación que se sometió a la validación de expertos de la misma universidad. Como resultado se logró validar un modelo tridimensional de competencias del profesorado universitario.

Palabras clave:
educación superior, competencias del docente, evaluación del docente, guía de observación, validación de expertos.

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RESUMO. As instituições de ensino superior requerem definir o perfil de seus docentes para garantir a qualidade educativa. Neste trabalho considerou-se pertinente indagar quais eram as competências docentes que segundo o alunato facilitavam sua aprendizagem. Este estudo foi realizado em uma universidade privada mexicana. Através de grupos focais (focus groups) integrados por estudantes, obteve-se uma lista das práticas mais destacadas dos docentes melhor avaliados. Essas práticas revelaram ações que conduziram à elaboração de um guia de observação que foram submetidos a validação de especialistas da própria universidade. Como resultado conseguiu-se validar um modelo tridimensional de competências do professorado universitário.

Palavras-chave: ensino superior, competências do docente, avaliação do docente, guia de observação, validação de especialistas.

Society in the 21st century offers infinite ways of keeping and circulating information, which is evidenced in the need to find a new approach in education. Educational reform has been an issue in the discourses of many international organizations that propose new perspectives, objectives and strategies for higher education. An example is the Bologna Declaration of 1999, which established the European Higher Education Area (EHEA) in order to unify higher education to facilitate the large movement of students throughout educational systems (Pozo & Monereo, 2009; Rué, 2007). Within this framework, the proposal of a competency-based educational approach arises, being also adopted by the National Association of Universities and Higher Education Institutions (ANUIES, in Spanish), which points out the importance of establishing a link between universities and employers. For its part, in its Sectorial Education Program 2013-2018 (Diario Oficial [Official Journal], December 13, 2013) Mexico mentions that higher education must constantly seek the improvement of learning quality and prepare students to access the labor market successfully, besides giving education a competency-based orientation towards national development.

Though educational reform discourses may be questioned and even rejected, as educators it is more responsible to "understand its origin, causes and consequences... and reflect on the new higher education learning and teaching culture" (Pozo & Monereo, 2009, p.11) if we wish change to be more than mere rhetoric. As questionable as these discourses may be, it is a fact that the changes in the way in which knowledge is constructed in university classrooms have been much slower than the changes in society, which is eventually where university students will develop.

In the words of Vázquez (2015) "transformation is consubstantial with universities, but there are now trends that may noticeably change the university world" (p.14) The author presents university trends, including "the renovation of educational models" and "the need for an efficient management," trends which serve this research as framework.

Given the challenge of guaranteeing that students learn the competencies required by a knowledge society in constant change, there is a universal interest in the improvement of teaching and learning quality (Sahlberg, 2011); therefore, educational institutions are in search of renovation and implement models that allow quality management. In an effort to delimit the term "educational quality," indicators have been established to contrast the outcome level of the educational practices; however, when "based on indicators... there may still be important gaps because a wide spectrum of elements which are important to determine quality are not covered" (Ferrández, 1999, p. 57), so the validity of these indicators must be assured. Additionally, any indicator or referent proposal should be considered in a systematic or holistic manner because of the different interrelations among the elements that compose the educational process and its constant change. On the other hand, applying the business quality model (efficacy, effectiveness, efficiency) to the educational process associated to productivity is insufficient

ISNN 2223-2516

because —even if it can make some contributions— these need be contextualized and based on everyday educational practices.

Educational quality must be focused on the student's learning improvement, which is a complex process within a great variety of structural, organizational, material and non-material conditions (Zabalza, 2006). Thus, it is recommendable that management models consider all elements— or at least those which are essential— involved in the educational processes: faculty and students, who are the main educational actors. Although change towards educational quality improvement cannot be limited to faculty, they are an essential element as they are the people who make sense of and implement improvement processes. Fullan (2012) insists on the relevance thereof by pointing out that "educational change depends on what faculty do or think; it is as simple and complex as that" (p. 141).

COMPETENCY-BASED EDUCATIONAL APPROACH

Delors (1996), in his Report to UNESCO of the International Commission on Education for the 21st Century, recognizes that now it is not enough to accumulate knowledge, and that for education to fulfill its mission, it must be based on four fundamental knowledges: *learning to know, learning to do, learning to live together, and learning to be*. Then university education must not focus only on learning to know, but also consider the other learning pillars. The author explains that in the face of such varied and limitless knowledge offered by digital technologies, "learning to know supposes...learning to learn, exercising attention, memory and thought" (p. 93). In the educational field, Perrenoud (2010) explains that even if knowledge and competencies complement each other, they generate a priority problem, i.e., which is more important: knowledge-based or practice-based education? There is then an evident gap between theory and practice, which must not be considered in isolation but being aware of the influence they exert on each other as elements embedded in a complex interaction context. Integrating the development of competencies into the educational approach is justified because learning integrates various thinking skills to be put into motion, similar to what Perrenoud (2004) defines as competencies when he points out that "they are not knowledge, skills or attitudes themselves, although they (indeed) mobilize, integrate and orchestrate them," (p.11) since competencies imply a series of complex cognitive processes and operations that are applied according to the situation.

In this sense, for the purposes of this research, we go back to Coronado (2009) who proposes that a competency is "an integrated and dynamic set of knowledges, skills, capacities and dexterities, attitudes and values put together to make decisions, take actions—for the concrete performance—of an individual in a certain environment (professional, work, etc.)" (p.19). We add that such performance is carried out with the purpose of solving a problem, obtaining an expected result.

The development of competencies arises, partly, given employers' demands in regards to the training universities must offer. The latter face various dilemmas, which—depending on the way they are addressed—will make sense of the type of training they pretend to achieve and will also determine the contents. Some of these dilemmas are posed by Zabalza (2006): dilemma between personal and scientific development, dilemma between specialization and polyvalence, relation between the educational institution and the labor world and the role given to education service users: students, employers, etc. This is why the latest university educational reforms have given relevance to the employers' perspective. Nevertheless, universities as educational institutions must make sure they do not only limit themselves to serve the trend "learning to do," oriented towards an economic interest, but consider students as an integral being, which is a more complex and ambitious but necessary task.

FACULTY COMPETENCIES

We demand educational institutions to educate students in the professional competencies required and even in life competencies, which implies not only developing them in students, but also having faculty who can "accredit they are well-educated educators"

ISNN 2223-2516

(Zabalza, 2006, p.8). It is relevant to research and work on the university faculty competencies and practices, because—even if such approach has been recognized as appropriate for educational improvement—there is still debate on the mismatch between theory and what still happens in many university classrooms, where traditional teaching prevails.

Similarly to the fundamental knowledges proposed by Delors (1996) cited before, Bernal and Teixidó (2012) point out that when discussing faculty competencies there is reference to *knowing how to know* in regards to the discipline being taught, *knowing how to do* in regards to the teaching methodology and knowing how to live together in regards to social skills, and *knowing how to be* in regards to the personal aspect of the teacher. Authors add that such strategies must be adequately applied to concrete situations and contexts. In this sense, faculty competencies go beyond a simple application of knowledges, skills, dexterities, values and attitudes for the professional teaching performance. These imply a complex integration and articulation in order to apply them reflectively, so as to lead to an adequate decision-making and solution of problems faced in practice.

Faculty competencies are those that respond to the particular nature of the teacher's work, characterized by such a social relevance that Coronado (2009) summarizes them in a "social competency that has to do with the institutional and political, with mediating interactions professionally (among educational actors) and with being an agent of change, a transmitter, a culture re-creator" (p.96).

Various authors propose competency models, lists or dimensions that faculty must develop, varying in the number of competencies or the way they are organized. Next, proposals by Perrenoud (2004), Zabalza (2006) and Bernal and Teixidó (2012) are presented, since the three of them propose a list of "ten faculty competencies," which were classified in six types after a comparative analysis in Table 1.

As observed in Table 1, the three authors propose teaching competencies because they are specific to the teaching profession. Zabalza (2006) addresses this issue more than the others (2006). The next type, identified with various competencies listed, is the one related to personal relationships that arise within the educational setting, for example: faculty-student, faculty-faculty, faculty-parents, etc. It is worth pointing out that the three authors mention the competency that involves the evolution of the teaching practice, which entails a reflection for the improvement of educational quality and teacher training. Additionally, the three proposals cite the technological and communicative (ICT) competency in the teaching practice. Both Perrenoud (2004) and Bernal and Teixidó (2012) mention a competency related to the ethical aspect of the teaching practice, for which Zabalza's proposal (2006) is not enough for this very important aspect.

Based on all the above, it is evident that there are different faculty competency proposals which contribute to the students' learning. Now, if the teaching-learning process is to be focused on the students, it would be appropriate to research which are the faculty competencies that students consider translate better in their learning, in other words, which is the proposal from the students' perspective. Therefore, this research study's objective is to establish a Faculty Competency Model based on the best faculty practices which, from the viewpoint of the university students, allow them to learn more efficiently and effectively.

METHOD

Design

This research is basically exploratory and descriptive. Exploring the university students' perspective to approach the teaching practice implies studying the educational reality, which "is composed of dynamic, interactive and... complex phenomena" (Albert, 2007, p. 22). That is why the problem of this study is of a qualitative nature and it is convenient to address it with the corresponding methodology to focus "on the study of the meaning of human actions and social life" (Albert, 2007, p. 25).

ISNN 2223-2516

Table 1
Comparative Chart of Proposals "Ten Faculty Competencies"

TIPO	PERRENOUD (2004)	ZABALZA (2006)	BERNAL Y TEIXIDÓ (2012)
Teaching	• Organizing and encouraging learning situations. • Managing the progression of learning. • Involving students in their leaning and their work.	• Designing and planning teaching in an educational project sense. Curricular condition • Organizing the working conditions and environment. • Selecting interesting contents and presentations. • Support materials for students. • Teaching methodology. • Evaluation systems used.	• Encouraging new learning. • Planning and organizing the teaching-learning processes.
Institutional	• Participating in the school management.		• Work beyond class: participating in the management/innovation of the educational institution.
Personal relationships	• Elaborating and making differentiating devices evolve. • Working in teams. • Informing and involving parents.	• Personal assistance for students and support systems. • Coordination strategies with colleagues.	• Teamwork. • Communicative competency. • Establishing interpersonal relationships as faculty members. • Conflict resolution.
Educational and quality improvement	• Organizing their own continuous education.	• Process review mechanisms.	• Developing leadership towards innovation.
Ethical	• Facing the duties and ethical dilemmas of the profession.		• Facing the ethical dilemmas of the profession.
Technological	• Using new technologies.	• Incorporating new technologies and various resources.	• Integrating information and communication technologies in all processes.

ISNN 2223-2516

This research was carried out in the School of Business in a private university in Mexico. The approach consisted in the identification of the faculty competencies through a qualitative methodology. First, we used the focus group technique, comprised by university students from whom the faculty competency categories arose. Based on such categories, a tridimensional model and an observation guide were developed. Such guide was validated through its application as a faculty evaluation instrument by students and through expert judgment.

Participants

Focus group participants were chosen among the students that responded voluntarily to the invitation made to all students in the School of Business by Program Directors. 36 students from the following terms participated: 1, 3, 4, 6, 7 and 9 of the six different specialties in the School. Such students were between 18 and 22 years old and a variety in terms of academic average was sought. This way, students with a high (100 - 85) regular (84 - 70) and low (lower than 70) academic average participated. It is worth mentioning that the minimum passing average at the university were the study was carried out is 70.

Previous to the session, the study objectives and conditions were explained. They were also informed of the confidential, anonymous and academic purpose use of their information. They were asked orally and individually if their presence was totally voluntary and if they gave their consent. 100% responded affirmatively.

Data Collection Instrument:

The instrument used in the focus groups was a semi-structured thematic guide on the aspects of faculty performance. Such guide allowed, on the one hand, to clearly establish the aspects we wanted to collect information about in order to avoid deviations to topics not relevant to the research and, on the other hand, to provide the flexibility to go over any other topic that arose from the participants' opinions.

The aspects contained in the thematic guide are (Arriola, Romero, & Fierro, 2013):

a) Instruction: use of teaching strategies, presentation of the contents and selection of activities, exercises and homework for the student's learning outcome.
b) Evaluation: monitoring and feedback of the student's performance in a detailed and timely manner, appropriate evaluation strategies.
c) Basic: information delivery and academic term plan, attendance and punctuality, correspondence between contents covered and plan presented.
d) Attitude: climate and group management, regulations and institutional policies compliance, treatment to students.
e) Global: subject relevance, learning level and challenge posed by the subject.

Procedure

There were five focus groups, comprised by 6 to 10 students each. Each focus group participated in a two-hour session, using a semi-structured thematic guide that eased the conversation about the topic in depth, generating the interaction that contributed to the collaborative construction of meaning (Hernández, Fernández, & Baptista, 2014). Sessions took place in a Gesell dome which provided a quiet and comfortable space, facilitating the recording of the sessions. Upon finishing the sessions, data saturation was reached through the detailed exploration of the narratives.

Then session recordings of the focus groups were transcribed and the content analyzed. Such analysis was based on the information provided by participating students on each of the topics in the semi-structured thematic guide. The content analysis led to the identification of the competency families: (a) Task-oriented faculty competencies, (b) Relationship-oriented faculty competencies, and (c) Valued-inspired competencies Such families were placed in three central lines, with which we formed the Faculty Competency Cube Model.

Thus, competencies were defined operationally, based on the behaviors pointed out in the focus groups as characteristics of the best faculty. The definitions and behaviors were validated consensually with three groups of students. They were read to each group and notes were taken on what they considered to be part of each competency or not. Later, the elements in each definition were used to write each one of the

ISNN 2223-2516

test items belonging to that competency. Therefore, each competency is operationalized by various test items integrated in an observation guide to evaluate the faculty competencies (see Appendix A).

The model was validated by requesting groups of students to apply the observation guide as an evaluation instrument for faculty with low qualifications in the surveys regularly applied by the university, and for highly qualified faculty in such surveys. Median tests were applied for each competency and Cronbach's alpha was obtained with a reliability of .93 in their internal consistency, suggesting that faculty with good evaluations had a greater command of faculty competencies than those who were not positively evaluated by students, especially when referring to People Oriented Values and Competencies. In the Task Oriented competencies, there was also a difference in favor of faculty with good evaluations, but less significantly (Arriola, Romero, & Fierro, 2013).

A presentation was made also in front of 50 faculty members of the School of Business. After the presentation, discussion and reflexion about the information presented was encouraged to serve as feedback. Faculty agreed that the contents and results were relevant. This way, the social validation of the content of the instrument was achieved.

Later, through a collaborative session, the definition of "inspirational faculty " as the basic construct for the 76 test items was obtained. Thus, inspirational faculty are those who command their discipline and professional practice, teaching techniques and strategies, their social context, learning environments that encourage communication; they excel in managing improvised situations and are self-regulated individuals since they are able to supervise their surroundings. Additionally, they keep up to date permanently, they are empathic, resilient and demanding; they always care for quality to transform the student in the teaching-learning process.

Based on the previous definition as the basis for all test items, we then ratified the instrument in terms of the expected profile of inspiring faculty at the university in question. Such ratification was done through expert judgment, which—as Escobar and Cuervo (2008) point out—is the opinion of people with education and experience in the topic at hand, who are recognized by others as being qualified to "give information, evidence, judgment and valuation" (p. 29).

76 test items were sent to 693 experts in education and teaching from the 31 campuses distributed in different states of Mexico of the private university in question, so they would give their opinion through on-line consultation about the test items and their adjustment to the construct. The criterion to select the experts was that they needed to be permanent faculty and teach a course at the university, and have a graduate degree in Education, assuring their experience in theory and practice. First, they needed to point out which category fit each test item to validate the previous categorization within the three groups of competencies (people, task and value oriented). In each test item, experts had a space in which, once the test item writing was revised, they were able to write suggestions to improve writing or contribute with any observation with regards to the indicator. From the 693 faculty members, 85 participated, accounting for 12.27% of the total experts invited to participate. It is worth mentioning that the adequate number of specialists for expert judgment validation varies according to different authors, ranging from two to twenty (Escobar & Cuervo, 2008). According to expert validation and after completing the analysis to discriminate the test items, the evaluation instrument was reduced to 53 test items and the three groups of competencies were validated, grouping the best teaching practices.

RESULTS AND DISCUSSION

At the end of the research, we obtained—as an evaluation instrument—a faculty performance observation guide with 53 test items (see Appendix A) which reflected the best teaching practices from the students' point of view, contrary to the majority of instruments designed based on the educational or administrative authorities'. After analyzing the typologies, such practices were represented in a

ISNN 2223-2516

tridimensional model named the "Faculty Competency Cube," shown graphically in Figure 1.

The cube established three dimensions in the same geometric unit which correspond to the three types of faculty competencies: people-oriented, task-oriented and value-oriented. These should be implemented integrally. Such types of competencies fit with the categories identified in the competency proposals presented in Table 1 (Bernal & Teixidó, 2012; Perrenoud, 2004; Zabalza, 2006), in which they are identified as task-oriented: those related to competencies specific to the profession; people-oriented: those which are put in motion when educational actors relate; and value-oriented: those identified with the ethical aspect. Likewise, there is a link with the four pillars of education (Delors 1996) since task-oriented competencies refer to knowing how to know and knowing how to do, while people-oriented and value-oriented competencies are related to knowing how to be and knowing how to live together.

Results suggest that faculty members become leaders in the extent that they know what must be done; assign and demand quality in the work done, know how to treat students, are coherent, have values and encourage them in students (Romero, et al., 2014). Within the complex process of leadership, various elements that fuse upon execution may be distinguished. According to Blake and Adams (1991), such elements are: conflict resolution, initiative, research, advocacy, decision-making and criticism. The authors propose a leadership management curriculum with a horizontal axis that represents the concern about production or results, a vertical axis for the concern about people and a third axis about motivations. In such curriculum, optimal leadership happens when the work is done with the employees' dedication, who function in response to a common interest within the interdependence of respect and trust relationships.

Also, Hersey, Blanchard and Johnson (1998) go back to Homans' model on the three elements that integrate social systems: people's activities, people's interactions and people's feelings. The authors propose a leadership efficiency model based on a bidimensional base with task behavior to refer to the organization and definition of functions, and relationship behavior to refer to the personal relationships among the members of the group. To this bidimensional model Reddin adds the dimension of efficacy and points out that "the leader's efficiency depends on the relevance of his/her style for the situation he/she operates in" (Hersey et al., 1998, p. 135). Reddin's situational application coincides with the characteristic of Perrenoud (2010) and Coronados' (2009) educational competencies when they state that these play a role in concrete situations over time and space through decision-making and action.

The similarities between the "Faculty Competency Cube" proposed and the leadership models cited are that they contain three dimensions and a common element, which is the people's dimension, as well as the fact that these three dimensions operate in a comprehensive manner, as observed in Table 2.

It is worth mentioning that the results in this qualitative research imply the limitation of subjectivity given the nature of the phenomenon studied and its application in only one case. However, its depth and detailed description allow for a better comprehension of the teaching practice and provides useful orientations to teachers, directors, administrative staff and education stakeholders.

For future research, using the findings for a permanent practical application in terms of teacher training and development as well as the comparison between other similar studies in different contexts or using other research techniques is still pending.

CONCLUSIONS

University institutions must constantly revise the educational quality they offer. For that matter, they can use observation guides that collect information to identify strengths and weaknesses for improvement oriented decision-making. It is worth mentioning that instruments should be elaborated with the

ISNN 2223-2516

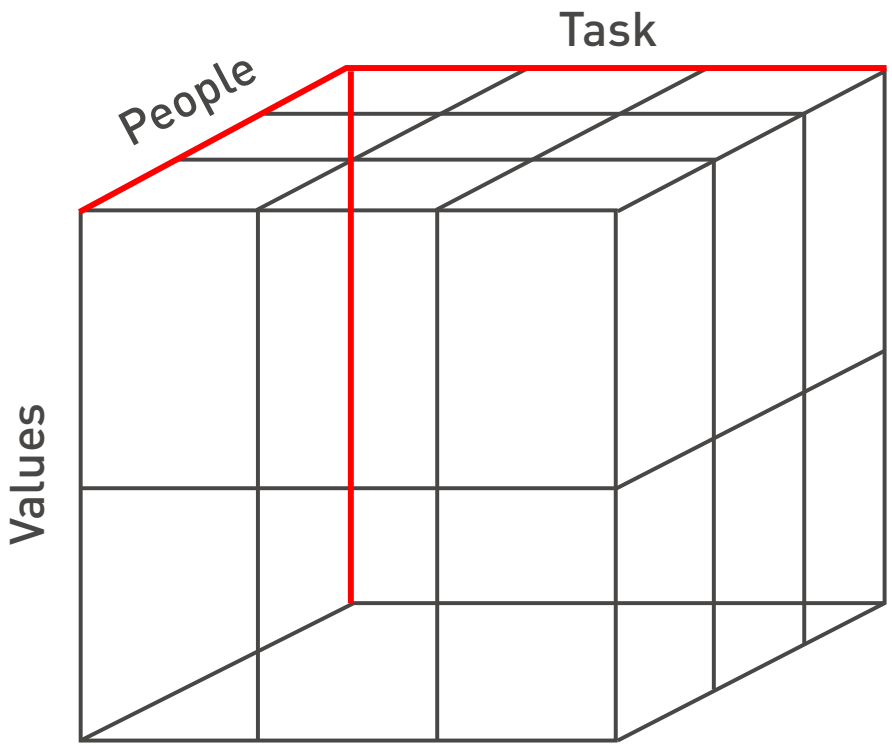
FACULTY COMPETENCY CUBE

Task

I. Knowing how to teach through innovative actions that link students with their setting via updated information.
II. Being demanding
III. Incorporating technology in the teaching-learning process

People

I. Demonstrating interest in students
II. Encouraging communication
III. Encouraging daily coexistence



Values

I. Being coherent
II. Instilling values

Figure 1. *Faculty Competency Cube*

Table 2

Comparison of Faculty Competencies Presented in the Faculty Competency Cube, with Leadership Models

MANAGEMENT CURRICULUM (Blake & Adams, 1991)	SITUATIONAL LEADERSHIP MODEL (Hersey, Blanchard, & Johnson, 1998)	FACULTY COMPETENCIES (Arriola, Romero, & Fierro, 2013)
• Concerns about production • Concerns about people • Motivations	• People's activities • People's interactions • Situational efficacy	• Task-oriented competencies • People-oriented competencies • Value-oriented competencies

Note: *Developed by the authors*

ISNN 2223-2516

participation of all educational actors, mainly students and faculty, as was the purpose of this research.

Additionally, we recognize that one of the aspects that universities must assess is faculty performance and, therefore, it is necessary to identify which competencies successful 21st century faculty must have. Such competencies should respond to the current demands and be in sync with the competencies they wish to develop in students. If universities expect to educate leaders, they must have leader faculty.

The "Faculty Competency Cube" model contributes with elements that allow for the assessment of faculty performance and to the design of faculty training programs, so that they become leader role models who are efficient and inspiring, worthy of being emulated by their students who are close to entering the labor market in the 21st century. Consequently, we suggest universities make sure that faculty members are trained in such competencies to perform their job.

In agreement with Villa, Troncoso and Díez (2015), who analyze the validity of different dimensions to evaluate educational quality management, we emphasize the importance of acknowledging faculty intervention as a key agent in educational improvement. As Whitaker (2003) points out, what differentiates educational institutions is the people, not the programs, that is to say, the quality of the faculty determines the quality of the universities.

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APPENDIX A

Observation Guide for the Evaluation of Faculty Competencies

TYPE OF COMPETENCIES	COMPETENCIES	FACULTY PERFORMANCE TEST ITEMS	YES	NO
People-oriented	1. Demonstrating interest in students.	1. Acknowledges my achievements, as little as they may be. 2. Has identified me, he/she addresses me by my name. 3. He/she is interested in knowing my interests and concerns and gives me personalized treatment. 4. I am satisfied with the quality of the response I have obtained when I have approached him/her to ask for help or advise. 5. I felt he/she was concerned about the quality of my learning. 6. He/she has an open attitude to listen to our concerns about his/her performance in general in regards to the subject.		
	2. Encouraging communication.	7. Generates trust to interact and share ideas with him/her. 8. He/she encourages me to discuss and integrate more with my classmates. 9. Fosters collaborative work among classmates both on-site and on-line. 10. Shares personal and professional experiences that bring him/her closer to students. 11. Generates an empathic learning environment that fosters communication towards learning of the subject matter. 12. Invites students to express their doubts and offers quality responses.		
	3. Encouraging daily coexistence.	13. Encourages educated and respectful relationships among classmates. 14. Avoids ridiculing, exposing or affecting his/her students' dignity in any possible way. 15. Makes his/her authority figure prevail and encourages reasonable coexistence norms in the group. 16. Maintains discipline in the classroom. 17. Respects rules and regulations indicated at the beginning of the course.		

ISNN 2223-2516

TYPE OF COMPETENCIES	COMPETENCIES	FACULTY PERFORMANCE TEST ITEMS	YES	NO
Task-oriented	4. Knowing how to teach.	18. Covers the topics following the sequence in the syllabus. 19. Has alternative actions put into practice to assure students' learning. 20. Assigns study material optimally, without overloading students nor assigning redundant material for study. 21. Presents the course topics clearly, avoids complications and unnecessary technicality. 22. Keeps my attention varying his/her tone of voice and changing speech rhythm. 23. Has a dynamic style, walks the classroom and varies stimuli. 24. Administrates learning activities in the time that corresponds to his/her classroom. 25. Facilitates the comprehension by students through examples, anecdotes and metaphors of the topics covered. 26. Uses different teaching strategies to facilitate learning. 27. Provides real examples that relate theory with practice. 28. Relates his/her presentations to concrete situations that happen nationally or internationally. 29. Assigns learning activities that imply having direct contact with current facts, data and figures. 30. Shares materials, resources, or information applicable in the profession with students (for example: contacts, manuals, guides, formats, among others). 31. Shares his/her work experience in research or consulting to facilitate the comprehension of the topic addressed.		

ISNN 2223-2516

TYPE OF COMPETENCIES	COMPETENCIES	FACULTY PERFORMANCE TEST ITEMS	YES	NO
	5. Being demanding.	32. Makes sure standards previously agreed are fulfilled in terms of homework and assignments. 33. Demands excellent performance from his/her students in the extent he/she has also facilitated learning. 34. Provides rubrics, outlines, etc. to make sure assignments comply with the requirements established. 35. Provides feedback (on-site, written) considering rubrics and outlines used. 36. Applies challenging learning activities. 37. Designs projects (consulting, research, challenges) that I consider a relevant contribution to my learning.		
	6. Incorporating technology in the teaching-learning process	38. Uses different technological tools as a resource to facilitate learning. 39. Encourages students to make creative proposals for the development of activities based on the different technological resources. 40. Uses technology to facilitate communication with students. 41. Uses technology to apply evaluations (short tests, mid-term exams). 42. Uses technology (Skype, WhatsApp, Lync, etc.) to provide feedback.		
Value-oriented	7. Being coherent.	43. Makes statements and shows values that correspond to his/her behavior. 44. Keeps within rules and regulations indicated at the beginning of the course at all times. 45. Has kept to the criteria established beforehand when evaluating assignments, homework and exams. 46. Has applied the same criterion to evaluate assignments, exams and homework of the different students in the group. 47. Does what he/she says.		

ISNN 2223-2516

TYPE OF COMPETENCIES	COMPETENCIES	FACULTY PERFORMANCE TEST ITEMS	YES	NO
	8. Instilling values.	48. Shows his students concern about transmitting a realistic view on the professional exercise in terms of opportunities and limitations. 49. Transmits his/her students a realistic social view that goes beyond the obvious. 50. Encourages social responsibility values and solidarity. 51. Has made an effort to instill high values, like honesty, in his/her students. 52. Has insisted on the importance of the professional exercise according to ethical standards. 53. Encourages a responsible and realistic attitude in his/her students, which contributes to their professional performance.		