

The communicative and social structure of the academic bodies in Mexico

La estructura comunicativa y social de los cuerpos académicos en México

Augusto David Beltrán Poot

Autonomous University of Yucatan, Mexico

dbeltran@correo.uady.mx

Código Orcid: <https://orcid.org/0000-0002-6081-8096>

Abstract

The objective of this work is to describe the communicative and social structures found in the groups of researchers that make up the academic bodies in Mexico. A qualitative-phenomenological study was used, where interviews and observations were carried out in a particular context, as well as the analysis of 150 academic products on the subject. The results describe that the academic bodies maintain a closed social and communicative structure, tending not to share work proposals with the other professors, but open inwards, since they accept the work of others, guaranteeing with this, that the academic bodies achieve its consolidation, situations that generate tension in the work environment.

Keywords

Association of professors, teacher training, university organization, academies, training of researchers.

Resumen

El trabajo tiene como objetivo describir las estructuras comunicativas y sociales que se encuentran en los grupos de investigadores que configuran los cuerpos académicos en México. Se recurre a un estudio cualitativo-fenomenológico, donde se realizaron entrevistas y observaciones en un contexto particular, así como el análisis de 150 productos académicos sobre el tema. Los resultados describen que los cuerpos académicos mantienen una estructura social y comunicativa cerrada hacia fuera, tendiendo a no compartir propuestas de trabajo a los demás profesores, pero abierta hacia adentro, pues aceptan el trabajo de otros, garantizando con este, que los cuerpos académicos logren su consolidación, situaciones que generan tensión en el ambiente laboral.

Palabras clave

Asociación de profesores, formación de profesores, organización universitaria, academias, formación de investigadores.

Suggested form of citing: Beltrán Poot, Augusto David (2018) The communicative and social structure of the academic bodies in Mexico. *Universitas*, 28, pp. 79-97.

Background

In Mexico, the figure of academic bodies (AC) emerged in 1996, as part of the Program for the Improvement of Teaching Staff (PROMEP, currently Program for Professional Development Teacher PRODEP) whose purpose is to professionalize full-time teachers (FTT) so that they reach the capacities of research-teaching, technological development and innovation and with social responsibility, they articulate and consolidate academic bodies and thereby generate a new academic community capable of transforming their environment (PRODEP, 2016).

An academic body is a group of full-time teachers who share one or several Lines of Generation and Innovative Application of Knowledge (LGAC) (research or study) in disciplinary or multidisciplinary subjects and a set of academic goals and objectives. Additionally, its members attend Educational Programs (EP) at various levels for full compliance with institutional functions (PRODEP, 2016).

Educational institutions (EI) that incorporate academic work through ACs, have greater benefits that allow them to consolidate as quality schools, since they have highly trained teachers, who are related to each other to develop research, solve environmental problems and transmit their knowledge in the classroom, thus favoring students by providing scenarios in which theory and practice are strongly linked.

However, studies such as those of Martínez Romo, S. (2005); Pérez, J. (2009); Estrada, I., & Cisneros, E. (2009); Prieto, M., Valencia, A., Carrillo, J., & Castellanos, J. (2011) and Magaña Medina, DE, Surdez Pérez, EG, Sandoval Caraveo, M. d., & Aguilar Morales, N. (2015), among others, allows us to show that throughout these twenty years of implementation of PRODEP, there are experiences of tension, uncertainty, frustration and emotional and professional burnout both of the teachers who participate in academic bodies and of those who do not. These emotions are caused by the pressures of integration, the workload, the search for resources to develop research or meet the requested indicators, among other factors, hence the interest in knowing how are the communication and social structures of these groups.

In 2014, the University where the study was conducted had 751 full-time professors, of whom 65% (489) had a PRODEP profile and 29% (215) belonged to the National System of Researchers. At the same time, it had

79 academic bodies, of which 21 (27%) were in formation; 28 (35%) in consolidation and 30 (38%) were consolidated. These academic units favored 97 lines of generation and application of knowledge.

But, only 316 (42%) teachers were directly related to these groups, since each AC ranged between 3 and 5 members. 435 (58%) teachers participate indirectly or do not participate in the goals of these groups. This situation, on the one hand, makes it possible to distinguish that the decisions, agreements and forms of work that were agreed upon in the ACs affected the other professors.

It should be noted that academic bodies can be appreciated as textual maps of the political, social, communicative and ethical aspects of the reality they represent. These groups of researchers appear as a system that can refer to itself through its communications and actions, and it is through these communications and actions that its self-definition is consolidated, making it a normative aspect within the Institution.

Faced with the situations experienced by teachers and perceive that not all of them participated in these associations, the following questions arose: How are the social structures of the AC configured? How do they achieve their communication structures? What social and communicative structures are normalized?

Methodology

The study starts from the qualitative paradigm, under the phenomenological design. Considering Luhmann's theory as a basis, in which it is described that social systems are constructed from communication. In this way, it is considered possible to know the social and communication structures of the ACs, because their communications are found. It is considered relevant to analyze what the same researchers have described on the subject, as well as to observe and interview the university professors who live this experience. The data is collected during the period November 2013 to January 2015.

150 academic products were analyzed that refer to the perceptions, meanings and forms of work of the ACs. This information is obtained through databases such as Redalyc, ANUIES, COMIE. We also found books, book chapters and papers on the subject in different web pages. The purpose of this scrutiny is to identify what is said globally on this topic.

On the other hand, the social and communicative structures of an EI of a University of the Southeast of Mexico was studied, that had 41 full-time professors (FTT) 16 of them integrated the three academic bodies of the institution, whose members oscillated between three and seven participants. 35 remaining professors did not configure as members of the AC. The purpose was to concretely recognize what was happening in practice, for which observations and 28 interviews were made to professors who participated in the ACs, as well as those who did not configure them as members.

For the data analysis the information was organized and categories were made from the ATLAS.ti program, thus allowing the fulfillment of the proposed objectives.

Results

Every social system or group of people is integrated by one or several structures of acceptability and a communicative configuration that allows the internalization of the same. By structure of acceptability, we understand the axiological aspects that allow the configuration of a group, these can be framed by legal issues, ideals, beliefs, affective, among others, the purpose is to generate evaluative criteria for the acceptance or rejection of ideas, methods or people who favor or not the group.

On the other hand, language is the mechanism through which the group self-definition is externalized and regulated, even sanctioning the members of the group by not adapting to the forms of work of the groups. ACs can be defined as social structures that contain several acceptability structures that define them as an academic group. These characteristics guarantee stability and permanence in the group of academics, these structures of acceptability can be divided into three aspects: political, social and educational.

Regarding the political aspects

The policy has been considered as the first acceptability structure, due to the fact that it is mentioned 560 times in research articles and 80 times in interviews of researchers and university professors. Chart 1 describes the number and percentage of terms that are related to this concept.

Chart 1
Number and percentage of terms related to the political concept

Term	Articles		Interviews	
	No.	%	No.	%
Power	252	45	40	50
Norm or regulation	200	36	21	26
Hierarchy	108	19	19	24
Total	560	100	80	100

Source: Created from different sources

In the previous chart it is evident that both the national perception, dictated by the research articles and the local perception, is consistent with the policy discourse, since in the three concepts the symmetry between the percentages is maintained.

Power is the concept most referred by researchers or teachers to talk about the policy described in the PRODEP program, participants refer to the imposition by an authority. Most professors do not evoke the authorities of the dependencies to which they belong, but rather the commanders of a higher order, being those in charge of the universities or, where appropriate, those responsible for the PRODEP Program, including those that are related to the Ministry of Public Education.

Researchers assume that according to the decision making of these managers, is that responds to international pressures or trends. Sánchez Domínguez (2013, p. 17) describes this situation when he narrates that:

...the academic bodies as knowledge generating entities were established in EIs from the application of certain public policies driven by the need to face a globalizing logic of pragmatic rationality, but also as a way to regulate access to resources public.

This situation of imposition has resulted in many of the registered academic bodies being groups established more by policies than by the interests of generating and/or applying a specific line of research.

On the other hand, for new teachers, the policies declared in the PRODEP program are norms or rules that must be met. Their role as collaborators of the academic bodies has allowed them to perceive these groups as a platform

in which they can achieve a series of professional achievements, even if they do not have a value for their job stability or economic benefit the teacher Gerardo describes that an AC is:

...a very good idea, a very good way to capitalize on the efforts so that different academics can work together. I feel part of the academic body, because, I believe that I have gradually incorporated and contributed to my possibilities and my work circumstances ... even if my integration in the core or my place or base is uncertain (I23/02032014).

Another example of this situation is expressed by the Teacher Martha, she declares that this experience has favored her, since through work in AC she has managed to produce academic products that alone or in other conditions she could not have achieved. However, he recognizes that this situation is not the same for everyone. This is what she says:

Actually my professional experience is five years, and then i feel that by being in the AC as a collaborator, I have been able to produce and do many things, in collaboration. Now, at this moment in my career that is perfect, because I can do what I wanted, things that I could not do if I did not belong to this group.

For me, that's fine, but I see the position of the other professors, which is frustration, for not putting into practice what they wanted at this moment in their career, experience and everything, because they are not yet members of the AC. I believe that for me at this moment, for my age, for the moment that I am living, for looking to make my career, professional maturity, because for me it is good. Maybe for others not (I07 / 21032014).

It is observed and perceived in the discourse of teachers or researchers that AC policies promote the creation of hierarchies, which in many cases are generating tension or misunderstandings within the institution. It must be recognized that these degrees are not generated by researchers or professors of HEIs, however, it is these that have highlighted the meaning in the workplace.

Estrada & Cisneros (2009, p. 10) describe that the hierarchy established by the PRODEP program is a way to establish control among teachers. The authors state that:

...the origin of the ACs in the university clearly agrees with a logic of prospective implementation, which is associated with a hierarchical cascade control principle exercised from the top of those who implement the policy.

These hierarchies are at least defined by three situations: regarding the appointment of the university professor (researcher, professor-researcher, career professor), with respect to the AC (in formation and consolidation), in terms of achievements reached (desirable PRODEP profile, without desirable profile). Martínez Rodríguez, Villanueva Ibáñez & Vázquez Mora (2013, p. 35), describe in the conclusions of their research on “The collaborative work of the Academic Bodies”, that there is a difference in the form of organization among the ACs that are in formation and those that are already consolidated. The researchers mention that:

...during the interaction of the professors-researchers participating in the focus group, a discursive contrast between the members of the Academic Bodies in Formation (ABIF) and the Academic Bodies in Consolidation (ABIC) with respect to the way of work that predominates in the AC. Differences were observed; On the one hand regarding the high level of maturity in the organizational agreements to develop the academic work in the ABIF and, on the other hand, the ABIFs expressed how complicated it was to work collaboratively with the members of their academic body due to differences in the styles of work, personality and interests. These factors marked an internal inconsistency in the possibilities of generating collegiate work cooperatively for the fulfillment of goals and minimum agreements.

Regarding social aspects

An academic body can be considered as a system in which the members that compose it tend on the one, hand to the realization of itself and on the other, to the contribution of the goals of the group. All this, through the actions that have been accepted in a consensual manner by the same members of the AC.

Academic bodies have often been declared as closed systems, this does not mean that they are static or permanent, nor that they do not allow mobility among their members. For a part, there is the possibility of change, as well as the option of disintegration which would force its participants to question the possibility of joining other groups. In this way, mobility can

only be carried out if the members who leave or those who join fully share the interests of the group they reach, because if they are not, the stability of the AC will be threatened or the member will be rejected.

In this regard, Maturana (1996, p. 72) assures that in a social system the presence of hypocrisy can persist in some of its members, since they adopt or pretend to accept actions that the group requests. This situation generates instability because insincerity always manifests itself in conflictive actions due to the emotional contradiction implied by hypocrisy. Dr. Germán describes that this situation can be seen in the organizational climate, referring to the fact that the AC obtains status, as mentioned in his speech:

The AC if it influences the organizational climate, it would be necessary to expand the analysis a little, the AC becomes an ivory tower, those that are part of the CA obtain a status, and that status at the same time gives power. An example in this regard are the thesis consultancies, which are also already a criterion for the teaching stimulus program, or the performance scholarship, the theses are distributed among the members of the AC. So if there is an arbitrariness on the part of the AC to favor those who are in the base nuclei. We know that the solvency of the AC is that the basic nucleus is consolidated, so the idea that the investigations are between them, but this provision or this need segregates or distance to others, whose participation is smaller, which is clearly smaller because it does not impact in the image of the AC, within the standards of its evaluation (I21/04122014).

To understand a little the social structure of the ACs, it is necessary to mention that each association is formed by a group of researchers that are called the base nucleus and another group of teachers who are considered associates or collaborators of the AC. Regarding the first group, the institution considers them as staff with stability. According to their appointment, the majority are researchers or professors-researchers, have PhDs, have obtained the desirable PRODEP profile and belong to the National System of Researchers.

The second group, called collaborating teachers or associates, are full-time professors, not all of them have the finality or job position, many of them are by contract. Regarding their appointment, these tend to be mostly professors, have a desirable PRODEP profile and very few belong to the National System of Researchers.

Through the interviews and the observations in the institution it was identified that the ACs have different ways of relating. These interactions have changed over time, as they have responded to specific situations derived from the sources evaluating the work of AC, institutional trends or the interests of the researchers themselves.

The first relationship that occurs in the ACs is of a temporary and normative order, and that was a bit uneven, due to the imposition of forming ACs and, on the other, the uncertainty of how to reconcile the lines of interest of each teacher. In this case, the situation was not so dramatic, as the teachers recognized the importance of working as a team; however, they saw a limitation when they distinguished that their interest in certain subjects they wanted to study should be forgotten as they are not in the research line of the AC. This is what the teacher Lizeth:

When they asked us to form academic bodies, I remember that it was said in which area you work or give classes, thus they assigned the professors to the academic bodies. This was not bad, in the understanding that you continued with the line that you have been working on. What I did not like, is that through the academic bodies my interests in other areas, because I wanted to join other subjects, to know other areas, they were fading away, because I could not do them from the academic body where I am. That's how I stayed (I24/09092014).

The relationships created from the interest of the members of the AC, are also in different ways. On the one hand, there are those that are based on the place occupied by the members of the academic body, another in relation to the authority, experience or category of who creates the relationship and one is related to the affinity between the members.

Regarding the place they occupy within the AC, it is evident in the observations and the way in which they organize themselves to work on an academic project. There are positive experiences in which the ACs have generated a close relationship, they have even become part of a family, which seeks the means to build their home, in this case their work space. An example of this can be seen in Karla's narrative (2013, in Cabrera Fuentes & Díaz Ordaz Castillejos, p. 87):

Together we decided to build our own cubicles with our own economic resources and equip them with the financial support of the Teacher Improve-

ment Program. We were the target of a scathing criticism, because we dared to do what no one had ever done: build a land that belonged to everyone but not to anyone. Juan Carlos was commissioned, as the best architect would have done, of the work. The mix that joins the partitions was made of our bonuses and salaries as teachers, when the money ran out, we started making donations and we ended the long-awaited space. Recurrently we ask ourselves the reason that impels us to spend so much time in our offices, the answer is very simple, because it is also our house, or we remember it, since we have brought furniture and belongings from our homes: there are the dining room and the bookseller of Lety and Juan, Elsamaría's paintings, Fernando's plants, Rosario's candles, Nancy's memories and my sofa (Chacón, 2010b: 2).

Seen from the perspective of communication, social configuration is based on communication between members. Escandel Vidal (2014, p. 145) describes that there is communication when there is intentionality; that is, communication is a voluntary activity, so communication is only achieved when there is an intention to communicate. In his case, Luhmann (1998, p. 123) makes a slightly different formulation, the theorist mentions that "communication transforms the difference between information and act of communicating in the difference of acceptance or rejection of communication". This difference between rejection and acceptance is in charge of what the author considers code.

Escandel Vidal (2014, page 86) describes the codes and intentionality in the communication process, integrating two components: personal distance and group distance. As for the first, it refers to the relationship between two individuals; this relationship has a subjective and an objective side. As for the group distance, it is the relationship between two groups; in this also the subjective and objective perceptions are manifested. Therefore, it will be necessary to describe social and communicative studies from both perspectives.

Structure from a personal distance

The communications that are generated between the members of the ACs, are based on the types of social relations that are present, which involve criteria of status, work experience or authority. The social relations of each member are conceived from the distance between the member and

the member. For example, considering that the agents have criteria that can configure the communicative codes that give meaning to the AC, the communicative acts are less normative among professors who are in the same work experience or authority, while they will be more distant and normative if there is a difference in these criteria.

Escandel Vidal (2014, p. 57) coined the term social distance to refer to the representation that each participant forms about their relationship with the interlocutor, including in it the individual and group components. According to the author, social distance can be analyzed through two different dimensions: hierarchy and familiarity. The first indicates the relative distance that results from the position of each of the speakers of the current social scale in a group. In the case of familiarity, it measures the personal distance and the degree of prior knowledge among speakers.

The concept of hierarchy is represented on the vertical axis considering that it corresponds to the relative position of an individual, in this case a teacher, within the social scale of the institution. Being at the highest level of the axis means that one has a certain social status due to power, understood by this control of resources considered valuable (work experience, authority). Therefore, belonging to an academic body is not a characteristic or attribute that the teacher has, but is a property that is granted to be recognized by the community or academic body.

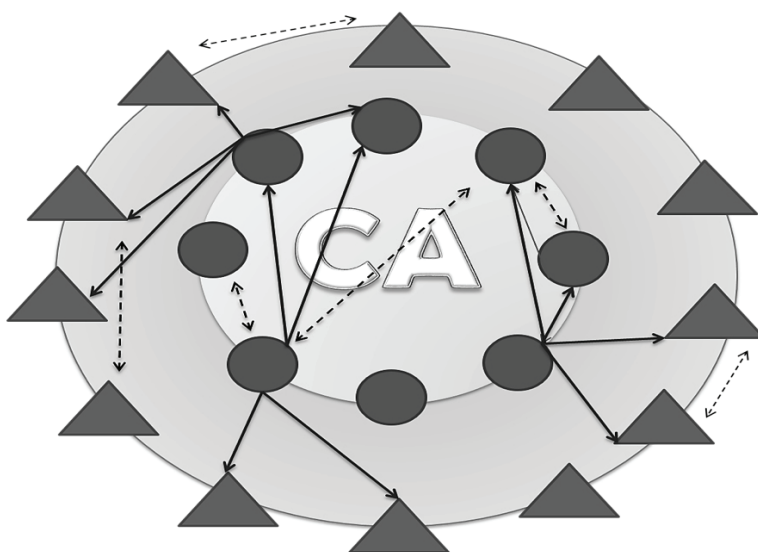
With regard to familiarity, this criterion measures the personal distance between two interlocutors. Poole (1927 cited by Escandel Vidal, 2014, page 86) establishes two indicators that allow to clearly identifying the distance between these individuals. The first is prior knowledge, it is recognized that the longer the relationship exists, the less distance there will be in communicative acts. While there will be more distancing if the interlocutors don't know each other.

The second indicator is empathy; that is, minor distancing is recognized if the individuals share ideas, forms of work and interests, while there will be greater distance if there are no reasons why they are integrated.

It is important to consider that the relationship between both indicators is symmetrical in most cases, which means that there is greater familiarity between two individuals if they have already known each other for a certain time and do share personal or work interests. Figure 1 shows how the members of the AC are related, considering criteria of hierarchy and

familiarity. The small circles represent the members of the base nucleus, and the triangles represent the teachers who are associated.

Figure 1
Social relationship between the members of the AC



Source: own elaboration

In the previous figure it can be seen that there are two types of social relationships between the members of the AC, one is unilateral and the other bilateral. It is striking that in both cases the relationship is initiated by a researcher or teacher of the base nucleus. Unilateral relations can be seen that there is an asymmetry between the hierarchical aspect and familiarity; that is, who promotes or directs the level or control of social relations is the one with the highest hierarchy, but there is little or no familiarity with the other interlocutors.

The common characteristics of this type of relationship are: who generates, guides and ends the communicative act is the agent that has the highest hierarchy; in this case it depends on the work experience or position held by the teacher.

In most cases the communicative processes are unidirectional and feedback is not accepted, individuals who have lower hierarchy assume the statements and act as agreed. Example of this, narrates the Teacher Juan:

The dynamics with them (referring to some of the core-nucleus researchers), is that they have an idea or have already started a project, they tell you what they need and they give you the resources to do it. I do what they ask me, be it the article or the presentation, database, I tell them what you think, they say perfect goes, but they return it and correct it.

At other times, it's complicated because we do not have the same language, when I work with a member of the nucleus, he talks a lot and I get lost, he talks a lot and he does not tell me very concrete things, he tells you what he wants, maybe it's good, but I do not adjust to that type of dynamic, I like it more when we arrive with the associates and we can work from the beginning on the idea of the project (I16/1310102014).

This situation is logical, if we start from the idea that status, work experience and authority, denote a criterion of experts who carries them; however, in this context, the communicative codes present in the institution begin to be identified, making it clear that it is important to establish and differentiate the hierarchical aspects.

With regard to the second way of socializing and communicating, there may be communicative acts that have a hierarchical symmetry, familiarity or both. This is the case of the agreements between the members of the base nucleus or the agreements between the associates.

However, there may be situations in which relations of a bilateral nature occur between teachers with a hierarchical distancing and with a high level of familiarity or vice versa.

The common characteristics of these groups are; On the one hand, both interlocutors are in a position to develop communicative acts, so that an environment of exchange of interests, expectations and work projects is generated, functions and forms of work are carried out through agreements more equitable than the previous ones, since responsibilities are shared equally. For example, the teacher Gerardo, describes that there is an interest, from the teachers or researchers of the base nucleus, to support the new teachers, this relationship is based more on the aspect of empathy, and not in the hierarchy, because they have formed links thanks to work as a

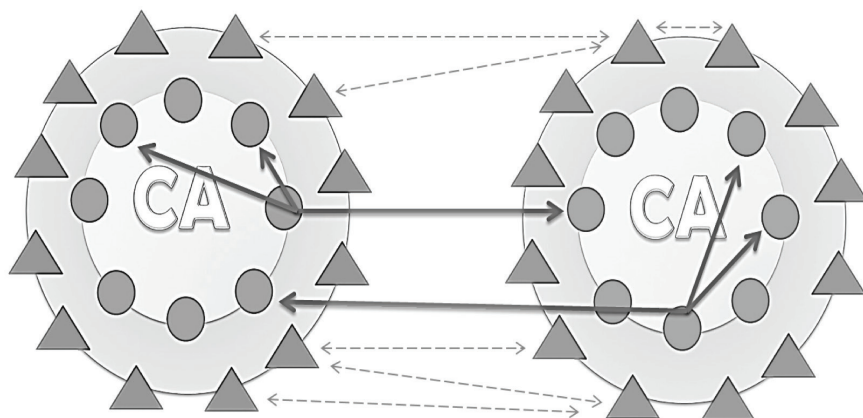
thesis advisor or having participated in an academic project. This is what he mentions in this regard:

Another interesting thing, is that caring for other associates, sometimes I see it, I understand it, more in personal terms, friendship, not as much as in academia, if I care about you as an associate it is because maybe, it's that you are my friend but I appreciate you, because there is a relationship, as an advisor or whatever, in that sense more than in academic terms, and not as a member of the core nucleus I share with my colleagues at the base nucleus a development plan for the associates to learn to shore up the AC (I08/02042014).

Structure from the group distance

The previous situation coincides with the relationship between the different academic bodies (see Figure 2). The aspects of hierarchy and familiarity are present due to the assignment of AC categories (in formation, consolidation and consolidated). In addition to the discourse on the amount of research funding, the amount and types of products made by AC. Resulting in a struggle between the ACs to preserve the status of academic body, which in the long run would represent a position of power.

Figure 2
Relationship between members of different AC



Source: own elaboration

However, the observations and interviews have not allowed identifying what the relationships between the AC members and the members of other academic bodies of other dependencies are like. However, there are data that allows inferring that the hierarchy is an indispensable element for the development of these relationships, because the educational policies or the evaluating instances have as a valid indicator only the relationships or networks established with AC of the same level.

Regarding the academic aspects

University has historically been organized with the aim of transmitting and searching for the student's knowledge learning and skills development, currently the trends have made these educational spaces, rather than passive learning sites, places that activate both the teacher as the student in order to respond to problems that are placed in context.

For Zúñiga, Barona, Ponce, Torres & Zorrilla (2011, p. 30), the teacher's role is associated with the social function assigned by the educational system in each historical moment; so it is necessary to consider that the identity of the teacher is shaped by a structure that gives it its meaning and directionality. Given this, it is important to emphasize that before the PRODEP program, the action of knowledge transmission allowed the teacher to perform this function alone; but the current context requires that the teacher works with other teachers not only to transmit knowledge, but to generate and reach agreements that respond to the questions of what, how and for what to teach.

Academic bodies have identified teachers as social subjects who build their paths through work experiences, the evaluative processes they face and exchanges of work with other academic bodies. This is through sharing meanings through common frameworks, where the intercommunicative processes determine the styles, meanings and meanings of the practice (Zúñiga, Barona, Ponce, Torres & Zorrilla, 2011, p. 30). Similarly, the authors to reaffirm their perception of work in the ACs, cite Cedrato (2009, page 38) and affirm that:

...therefore, the collaborative work within the academic bodies contributes to the intellectual unraveling, since it implies a willingness to debate and to open up the thinking of others to listen to something different, as well as

being willing to accept different postures of the same subject, of creativity to produce.

Involves accepting that everyone has a particular way of thinking, in this way a diversity of thinking enriches and problematizes a situation, which ideas are relative and versatile, that they are built in a feedback process. Tolerance and respect for the thought of the other, although different from one's own, is a very valuable exercise to achieve collective intellectual creation.

Relationships based on academic aspects have a dual purpose; on the one hand, there is the development of a line of research that in many cases responds to a more personal aspect; and on the other hand, to the disposition of generating a knowledge that allows the teacher to nourish his student with resources to function in a specific context, or collaborate with the development of a collegiate body, being this a more social aspect.

On the other hand, in ACs, lines of research were declared that integrated the areas of interest of the professors who were members of the group. This situation, at first was only by name, because the professors carried out their research independently, if in their case they were researchers, because if they were not, they continued with the teaching of classes. Example of this is mentioned by Teacher Paul:

...what happens is that everyone has advanced in their own line of research, this is a reflection of a work that has been done throughout academic life; for example, I have studied this topic almost all my life, dedicating myself to a line of research that has not been mine, generates conflict, because it is not what I really want.

This is what happens inside the AC, everyone has their own interests, speaking on research issues, and it is very difficult to make the other leave your area to attend to mine, or vice versa (I18/12092014).

With the passage of time the criteria of working in the academic body forced to generate mechanisms that were not healthy; since name swaps were made to appear as collegiate work. In this way, it was guaranteed that the researchers or teachers continued working in their area of interest and managed to score points for themselves and the AC, but not to develop products together. The Teacher Lizeth mentions in this regard:

Each teacher has his line of work, we have made observations that note the research lines of each, initially when the work of AC began, that is, there were no criteria to work more collegially, that is, there should be two professors from the same AC in each job and when we do this observation, for a while we continue with the same dynamics, but we do a bit of fiction, if I am going to publish an article of my subject, I put another partner, although he/she is not aware of what I am doing, and this happens in the same way with the other. This situation will seem that we are working collegially. But this is a fiction. Now! this is a criterion that is established by who knows who, and will have to prove that it is valid; He believes that by forcing us to work in two of the same line, it will be better (I15/06072014).

Despite these difficulties, the benefits of work in academic bodies is appreciated in different aspects: more teacher training or qualification, educational programs are qualified with quality criteria by the evaluation sources, students are benefited with learning scenarios more real and less theoretical, they are involved in research projects that in one way or another shortens the social distance between the researcher-teacher and student, situations that suggest the concern for a responsible teaching exercise that seeks to respond to the needs of global policies.

Conclusions

The data collected describe that social structures are strongly anchored to the political, social and academic aspects that represent the new teaching work of the Mexican university professor.

The communicative keys of the academic bodies are identified by aspects of hierarchy and familiarity. Being in this case the hierarchy is the most influential, because for Mexican universities, as well as for the PRODEP program, differences are important, because they are promoted through academic degrees, products made or level of academic bodies to which one belongs.

However, the results of the interviews, as well as the analysis of documents, offer data to consider that the alienation of university professors becomes more acute when they are oriented towards the production and evaluation process with the purpose of achieving economic, power and status benefits. Causing the loss of interest in the authentic development of

a line of generation and/or application of knowledge, as well as the attitude of improvement offered by the evaluation.

The data describes that each AC and each DES throughout this time of implementation of the program, have developed mechanisms to ensure the status hitherto achieved. Generating that the university professor modify his teaching work, since when sharing this function with research, he is stressed by the concern to develop different academic products that in turn are indicators of the effectiveness and efficiency of his work, in the evaluation.

The elaborated work recognizes the benefits obtained by working under the modality of academic bodies; however, we understand that there are areas for improvement that do not depend on the regulations or the ideals of the Program, rather, they are the responsibility of the members, especially coordinators or those responsible for the AC, to promote more transparent and equitable mechanisms for all teachers. They want to participate in these groups.

Finally, communication is a resource that has allowed the normalization of both the work of academic bodies and the desirable profile. Therefore, a double effort must be made by the university authorities and those responsible for the ACs to integrate, allow and support so that other teachers who are not in these groups participate in this dynamic, guaranteeing a more just work synergy.

Bibliography

- Cabrera, J., & Díaz, E. (2013). Construyendo una realidad colectiva. En J. Cabrera Fuentes, & L. Pons Bonals, *Configuraciones narrativas de grupos y cuerpos académicos en el campo de la investigación educativa* (pp. 67-88). Barcelona: Octaedro.
- Escandel, M. (2014). *La comunicación: lengua, cognición y sociedad*. Madrid: Akal.
- Estrada, I., & Cisneros, E. (2009). *Origen, reestructuración y desarrollo de los Cuerpos Académicos en una universidad pública del sureste de México*. Mérida, Yucatán, México.
- Luhmann, N. (1998). *Teoría de la sociedad y pedagogía*. Barcelona: Paidós.
- Magaña Medina, D. E., Surdez Pérez, E. G., Sandoval Caraveo, M. d., & Aguilar Morales, N. (2015). *Síndrome de Desgaste Emocional y factores asociados en profesores de Cuerpos Académicos*. Tabasco: UJAT.

- Martínez Rodríguez, R., Villanueva Ibáñez, M., & Vázquez Mora, J. A. (2013). Factores de Favorecen el trabajo colaborativo en los cuerpos académicos desde la opinión de un grupo de profesores-investigadores de la educación superior tecnológica. En F. Santillán Campos, *Los cuerpos académicos en Iberoamérica. Gestión y desarrollo* (pp. 28-36). Jalisco: Umbral.
- Martínez Romo, S. (2005). Grupos, tribus, cuerpos y redes académicas; vicisitudes y retos de las políticas para la educación superior. En M. Fresan, *Repensando la Univesidad. 30 años de trabajo académico de innovación en México* (pp. 321-329). México: UAMX.
- Maturana, H. (1996). *La realidad ¿objetiva o construida?* México: Anrthotpos.
- Pérez, J. (septiembre-diciembre de 2009). El efecto frankenstein: las políticas educativas mexicanas y su impacto en la profesión académica. *Espiral. Estudios sobre Estado y Sociedad*, XVI(46), 61-95.
- Prieto, M., Valencia, A., Carrillo, J., & Castellanos, J. (2011). Docentes: entre el malestar y la incertidumbre. En R. Pérez, & I. Monfredini, *Profesión académica: mecanismos de regulación, formas de organización y nuevas condiciones de producción intelectual* (pp. 221- 234). Guadalajara, Jalisco, México: Universidad Guadalajara.
- Programa para el Desarrollo Profesional Docente, para el Tipo Superior (PRODEP) (2016), Manual de operaciones, México. SEP. Recuperado de <https://goo.gl/yoPRU2> (23-05-2016).
- Sánchez Domínguez, J. P. (2013). Entre políticas y realidades: un análisis sobre los Cuerpos Académicos. En F. Santillán Campos, *Los cuerpos académicos en Iberoamérica. Gestión y desarrollo* (pp. 15-21). Jalisco, México: Umbral.
- Zúñiga, O., Barona, C., Ponce, O., Torres, S., & Zorrilla, M. (2011). La enseñanza experta en contexto universitario. ¿qué se deja fuera en la regulación del trabajo académico? En R. Pérez, & I. Monfredi, *Profesión académica: mecanismos de regulación, formas de organización y nuevas condiciones de producción intelectual* (pp. 107-132). Guadalajara, Jalisco, México: Universidad de Guadalajara.

Date of receipt: 2017/11/24; acceptance date: 2018/02/16
date of publication: 2018/03/01