

2016-01-01

# Collegiality Among Full-Time Professors In A Mexican University: Perceptions And Challenges

Carlos Alberto Castañon

*University of Texas at El Paso, ccastanon15@gmail.com*

Follow this and additional works at: [https://digitalcommons.utep.edu/open\\_etd](https://digitalcommons.utep.edu/open_etd)



Part of the [Educational Administration and Supervision Commons](#), and the [Organizational Behavior and Theory Commons](#)

---

## Recommended Citation

Castañon, Carlos Alberto, "Collegiality Among Full-Time Professors In A Mexican University: Perceptions And Challenges" (2016). *Open Access Theses & Dissertations*. 618.  
[https://digitalcommons.utep.edu/open\\_etd/618](https://digitalcommons.utep.edu/open_etd/618)

This is brought to you for free and open access by DigitalCommons@UTEP. It has been accepted for inclusion in Open Access Theses & Dissertations by an authorized administrator of DigitalCommons@UTEP. For more information, please contact [lweber@utep.edu](mailto:lweber@utep.edu).

COLLEGIALITY AMONG FULL-TIME PROFESSORS IN A MEXICAN  
UNIVERSITY: PERCEPTIONS AND CHALLENGES

CARLOS ALBERTO CASTAÑÓN

Doctoral Program in Educational Leadership and Administration

APPROVED:

---

Rodolfo Rincones, Ph.D., Chair

---

Penelope Espinoza, Ph.D.

---

Angus Mungal, Ph.D.

---

Alberto Esquinca, Ph.D.

---

Charles H. Ambler, Ph.D.  
Dean of the Graduate School

Copyright ©

by

Carlos Alberto Castañon

2016

## **Dedication**

I dedicate this dissertation first to God for giving me life and opportunity to get here. I would also like to dedicate my dissertation to my beloved wife, Alicia Meraz Navarro, for her love, patience, and unconditional support in all this learning process, but most of all for giving me the freedom and strength to go for my dreams. I also dedicate this dissertation to my beautiful children Carlos, Daniel, Angel, Valeria, and Camila Castañon, who are my life and inspiration and who gave me their love, strength, encouragement, and support throughout this project that it is very important in my professional life. And last but not least, I dedicate this dissertation to my dear mother, Hilda Esther Castañon Rosas, who gave me her love and support during my educational life. Finally, I dedicate this research to my dear brothers Hector, Edgar, and Abraham for their encouragement words.

COLLEGIALITY AMONG FULL-TIME PROFESSOR IN A MEXICAN  
UNIVERSITY: PERCEPTIONS AND CHALLENGES

by

CARLOS ALBERTO CASTAÑON

DISSERTATION

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF EDUCATION

Doctoral Program in Educational Leadership and Administration

THE UNIVERSITY OF TEXAS AT EL PASO

December 2016

## **Acknowledgements**

A study of this nature is possible thanks to joint effort and support of many different people who have collaborated with their encouragement, advice and involvement in various stages of this research study. I would like to thank and acknowledge the guidance, support, encouragement, and professionalism of my advisor Dr. Rodolfo Rincones. Thank you for your expertise, commitment, countless hours support towards the completion of my dissertation. I would also like to thank my committee members, Dr. Penelope Espinoza, Dr. Angus Mungal, and Dr. Alberto Esquinca for their valuable advice and support throughout this research process. I offer my gratitude to each of you and for your keen insights, advice, and generosity in sharing your invaluable wisdom. I would also like to thank my best classmate Irene Carrillo Saucedo in cohort 16 who was always my guidance and helped me to complete this academic project successfully.

## **Abstract**

Currently, institutions of higher education in Mexico have some changes in their educational and institutional policies on training and updating of the professorate. In this context, reforms of higher education, academics have had to adapt to new forms of academic work in both ways individually and collectively. Today it is possible to identify the diversity of functions that have Mexican academics to achieve a quality education. However, today, collegial work among professors has not been solved efficiently in universities of Mexico. The current study addresses the collegiality among full-time professors in a higher education institution in Northern Mexico. The purpose of this study was to determine the challenges and perceptions full-time professors have about collegial work in the University of Chihuahua campus Juarez. The topic of collegiality among full-time professors in Mexican Universities is important for higher education academics because in spite of the numerous attempts to increase their integration in academic groups that promotes professional development program for professors (PRODEP) they still working isolation way. The methodology utilized in the current study consisted of a qualitative approach. The study was an analysis of the collective experiences of the full-time professors working in a Mexican University. Semi-structured interviews were conducted with 28 full-time professors. The analysis of these detailed interviews suggests that collegiality appears to be alive, but the vast majority of full-time professors do not belong nor participate in academic groups.

## Table of Contents

Dedication .....	iii
Acknowledgements .....	v
Abstract .....	vi
Table of Contents .....	vii
List of Tables .....	ix
List of Figures .....	x
Chapter 1: Introduction .....	1
Problem Statement .....	7
Purpose of the Study .....	9
Researcher's Background .....	10
Summary .....	12
Chapter 2: Literature Review .....	13
Introduction .....	13
Collegiality .....	14
Impact of Globalization and Neoliberal Policies in Universities .....	16
Collegiality in Educational Institutions .....	20
Collegiality in Faculty Groups .....	24
Collegiality and Academic Groups .....	26
Summary .....	28
Chapter 3: Methodology .....	29
Research Design .....	29
Conceptual Framework .....	33
Case and Participants .....	34
Instruments .....	36

Interview .....	36
Survey .....	37
Data Collection and Analysis.....	38
Ethical Issues .....	39
Limitations of the Study.....	40
Summary .....	41
Chapter 4: Results, Conclusion, and Recommendations.....	42
Introduction.....	42
Survey Results .....	43
Faculty Relationship .....	46
Faculty Definition of Collegial Work .....	54
Faculty Collegial Work.....	60
Benefits of Collegial Work .....	68
Barriers to Work Collegially.....	73
Summary .....	77
Conclusions and Recommendations .....	78
Recommendations for Future Research .....	81
References.....	83
Appendix A.....	89
Appendix B .....	90
Appendix C .....	91
Appendix D .....	93
Appendix E .....	95
Appendix F.....	96
Vita.....	97

## **List of Tables**

Table 3.1: Pseudonyms to refer to the 22 respondents from the UCCJ.....	36
Table 4.1: Last degree earned.....	44
Table 4.2: Years at the university.....	45
Table 4.3: Levels of full-time professors as researchers by SNI.....	45
Table 4.4: Work environment.....	49
Table 4.5: Forms of collaboration that are practiced by full-time professors.....	60
Table 4.6: Interest to work collegially.....	62
Table 4.7: Collegial participation in “Academias”.....	63
Table 4.8: Facility to integrate into "Academias" and "Cuerpos Academicos" .....	64
Table 4.9: The importance of the work in “Academias" and “Cuerpos Academicos”.....	65
Table 4.10: Level of importance of collegial work.....	69

## **List of Figures**

Figure 4.1: Full-time professors who are members of “Academias” .....	47
Figure 4.2: Full-time professors who are members of “Cuerpos Academicos”.....	48
Figure 4.3: Comparison between male and female responses regarding the participation of faculty members in the “Academias” .....	61

## **Chapter 1: Introduction**

The research study developed in this dissertation is written in the context of seeking a higher quality of education that has led in recent years to the development of professionalization and faculty training through new schemes of academic work. The topic of collegiality among university professors is important for higher education institutions in order to achieve a quality education. Collegiality is a complex topic in academia. It has also been a form of organizational structure among faculty members, administrators and staff that promotes professional relationships (Balsmeyer et al; 1996); faculty performance (Connell, 2001); a culture of collaboration (Hargreaves, 2005); an essential structure of university governance (Cipriano and Buller, 2012), indeed, as an evaluation criterion in making decisions regarding faculty employment, promotion, and tenure (Connell & Savage, 2000). Collegial work among faculty members has been an important factor in the academic practice but has also been a controversial phenomenon. In spite of the strategies implemented by many universities, collaboration among professors, has not materialized fully (Austin & Baldwin, 1991; Hernandez & Hernandez, 2010). Other authors like Monroy, Lopez, and Tapia (2012) note that academic isolation persists having negative consequences for professional development, quality educational practice and the development of projects for change and innovation.

Under this scheme of educational practices and looking for quality education the work of educators has changed as well as the universities are changing their ways of working with their faculty members. Neoliberal policies and the process of globalization of societies around the world have reached the higher education institution (Medellin, 2000). The term globalization is polysemic, in such a way that its great variety of meanings, these could be seen from different approaches and, these approaches have repercussions in several areas: economic, socio-cultural,

political, historical and ideological (Sánchez, 2008). Schwartzman (2001) and Carnoy (1999) have noted that globalization has effects on higher education systems, considered as major economic, geopolitical, social and cultural issues. Carnoy (1999) notes that globalization is a phenomenon of multiple causes, which impacts the dynamics of universities, through their policies and decisions. Sánchez (2008) makes an analysis of the effects caused by globalization in education systems. Changes induced by the globalization process have transformed the educational process, work dynamics, and lifestyles among faculty at the University of Chihuahua Campus Juarez (UCCJ). Such changes have influenced the integration of research networks, the restructuring of the forms of academic work and developing rules to evaluate and promote to academics. Due to these processes, higher education in Mexico has faced significant challenges in recent years in order to improve and achieve a higher quality of teaching practice. Also, universities are changing the practices for training and updating the professoriate, with the purpose of shifting from an individualistic to a collaborative culture (Hernandez & Hernandez, 2010).

Presently, collegiality has been a method to lighten the burden from the diversity of academic tasks as well as to strengthen the tasks of production and application of knowledge (Lopez, 2010). The numerous benefits from teacher collegiality have been reported as evidence by some researchers of education for the need to build a more effective collegial culture in educational institutions (Shah, 2011). Undoubtedly, the increasing collegial participation of academics may play an important part in the teaching-learning processes that professors are implementing at institutions of higher education seeking to improve the quality of education. Authors like Austin and Baldwin (1991), mention that the growth of collaboration may be part of a major redefinition of academic roles and the way they are carried out.

On the other hand, authors like Hernandez and Hernandez (2010), state that faculty collegial work still cannot fully materialize, as it is insufficient, making more difficult the integration of work teams as well as the analysis and reflection permanent to meetings of collegial type. Moreover, Hargreaves (2005) asserts that collaboration and collegiality of professors have faced difficulties of implementation, particularly issues relating to the time in which academics can work together and the misconception that teachers have about collegial work. In addition, lack of collaboration and collegiality among faculty members in universities is not a new issue. It has documented cases of lack of collegiality going as far as back as 1636 at Harvard College, leaving ample time one would think, for scholars, practitioners, and their institutions to address collegiality deficiencies (Cipriano & Buller, 2012).

One of the main reasons for the deficiency in collegial work in Mexico is that although professors have the willingness to collaborate with their peers, they do not count with enough time to do so (Moreno, 2006). Academics have to address several academic activities such as teaching, mentoring, research, and academic management. Another element that tends to encourage the isolation is faculty autonomy. According to Hargreaves (1993), there are some forms of autonomy as a workplace condition. Professors work autonomously because of administrative or organizational limitations. Professors do not have the time or a place to consult with one another. Also, there are intrinsic reasons professors choose actively to work alone. Commonly, they prefer to make their own teaching and research strategies. Many times the individualism can be a situation that forces academics to work autonomously (Clement & Vandenberghe, 1999).

On the other hand, collegiality is being promoted by educational policy “Programa de Mejoramiento del Profesorado” (PROMEP)<sup>1</sup> in public institutions of higher education in Mexico through the academic groups [Cuerpos Academicos (CA)]. These groups were created in order to strengthen academic dynamics among faculty members based on collegial and collaborative work. However, According to the results of this research was found in the UCCJ low participation of full-time professors concerning academic groups. According to The Mexican Secretariat of Public Education from 2014, this educational policy PROMEP changed its name to Professional Development Program for Academics [Programa para el Desarrollo Profesional Docente (PRODEP)]. (SEP, 2014, p.11).

In addition, the Mexican Secretariat of Public Education (2007) [Secretaría de Educación Pública (SEP)] establishes that collegial work of university professors is a fundamental aspect of improving the quality of education. Moreover, collaboration and collegiality are seen as positive strategies, even essential to achieve better results in educational institutions (Moreno, 2006). Furthermore, faculty collaboration is clearly a fact of academic life. More and more professors work cooperatively to fulfill the objectives and academic activities required by education institutions. Several faculty members conduct research in collaboration with others and co-author articles and books (Austin & Baldwin, 1991).

Undoubtedly, it is clear that professors are a key factor in collegial activities carried out in the higher education institutions. Mexican universities have spaces where professors can work collegially. These are technical councils, committees, disciplinary groups, academic groups, colloquiums, and symposiums. In these spaces, the participation of academics plays a very

---

<sup>1</sup> The Faculty Improvement Program is an educational policy designed by the Mexican Secretariat of Public Education (SEP) that emerged in late 1996. Its aim is to contribute to the full-time professors of the public higher education institutions reach capabilities for research and teaching in order to professionalize, articulate and consolidate academic groups (CA). Retrieved January 31, 2015 from [https://www.gob.mx/.../Programa\\_de\\_Mejoramiento\\_del\\_Profesorado](https://www.gob.mx/.../Programa_de_Mejoramiento_del_Profesorado)

important role in the definition and achievement of objectives. Nowadays, it is possible to identify the diversity of the academic activities that professors have to perform (Boyer, 1997; Perez & Monfredini, 2011; Romero, 2007). Further, Rubio (2006) mentions that academics are involved in various academic tasks such as teaching, research, mentoring, and academic management activities. These roles that professors carry out are becoming more complex and require greater demands of cooperative and collaborative work. In addition, Hargreaves (2005), states that collaboration and collegiality constitute a vital bridge between school improvement and academic development also adding to that these concepts are correlated with some positive scholar outcomes in scholar efficacy studies. Moreover, in Mexico in recent years, collaboration and collegiality are recurring concepts in discourses of educational reforms (Moreno, 2006). Through the PROMEP by Mexican Secretariat of Public Education are encouraging the creation of new “Cuerpos Academicos” in units attached to higher education institutions (SEP, 2006).

The PROMEP has been producing a series of changes in higher education institutions. One of the most important aims was the strengthening of academic groups (Castañeda, 2010). This evolution of academic groups allows professors to be part of collaborative work in various academic activities, moving from individualized to a collegial work that meets the needs of higher education institutions and strengthen the substantive tasks such as teaching, mentoring students, generation and application of knowledge and academic management on a collaborative way (SEP, 2006). In fact, collegial work is a fundamental way to form an academic team capable of dialogue, share knowledge, experiences, and problems around its issues and goals of common interest. Also, there is a climate of respect and tolerance, in order to achieve a valuable education system while adopting attitudes, as well as life values in society (SEP, 2007). Equally important, collegiality phenomenon has enabled a breakthrough in Mexican education. It is considered

extremely important for universities that professors, students, administrative staff, and leaders of higher education perform collegial activities to be able to share and generate scientific, educational, and cultural knowledge (Lau & Gonzalez, 1998).

It is relevant to know teacher perceptions as well as the challenges that they face in the new collegial work practices Mexican universities are implementing for the consolidation and renewal of their academic activities.

As it has been noted, collaborative and collegial work is a fundamental part of academic training, the efficacy of teaching activities and the transformation of the educational system (Hargreaves, 2005); further, educational policies and higher education institutions continue to promote collaborative work among faculty members. The objective of the current study is to know the collegial work among full-time professors UCCJ in the Academias<sup>2</sup> (faculty groups) and Cuerpos Academicos<sup>3</sup> (Academic Groups). More specifically, this study focuses on identifying what are the perceptions and challenges that full-time professors of the University of Chihuahua Campus Juarez have about collegial work. To provide the appropriate context, the formulation of a number of research questions is required such as: What forms of collaboration are practiced by full-time professors of the UCCJ? What factors promote and what factors inhibit the collegial work among academics? How can institutional policies and administrative leadership impulse or hinder the collegiate work among full-time professors of the University of Chihuahua Campus Juarez? In order to address the research questions. In the current study, a

---

<sup>2</sup> According to the article 2 of internal regulations of the "Academias" of the University of Chihuahua "Academias" are meeting spaces among peers, with equal rights for all its members. Its members propose, analyze, discuss and evaluate academic work in its competence field. Also, they are advisory and support groups for departments and academic programs of the institution.

<sup>3</sup> According to Mexican Secretariat of Public Education "Cuerpos Academicos" is a set of researcher professors who share one or more lines of study, whose goals and objectives are intended to generate and / or application of new knowledge. In addition, the high degree of specialization that achieve working together to exercise the teaching, they achieve a quality education. "Cuerpos Academicos" support institutional academic functions and contribute to integrating the higher education system of the country. Retrieved February 16, 2015 from <http://dsa.sep.gob.mx/cuerposacademicos.html>

qualitative method design was utilized. This study is an application of a case of study of the perceptions of full-time professors in a Mexican University about collegiality.

### **Problem Statement**

Collegiality among full-time professors is a priority issue in the Mexican higher education system. However, in our times is notable that academics have some difficulties to integrate teams work as well as permanent meetings of collegiate type (Hernández and Hernandez, 2010). The study was conducted at a Mexican university located on the U.S. / Mexico border with a population of over 1,300 students. Currently, the university offers three bachelor's and three master's degrees. The growing trend toward collaboration and collegiality academic has implications for professors, administrators, and leaders of higher education (Austin & Baldwin, 1991). Also, the responsibilities and commitments of each involved individual play an important role in the collaborative process to develop and improve the quality of educative processes. In addition, due to neoliberal policies, educational higher institutions currently are implementing practices of collegial work as a strategy to improve outcomes in educational system of Mexico (Moreno, 2006). Moreover, since 2001 the Mexican Secretariat of Public Education through PROMEP guidelines, began encouraging public universities to the development and consolidate academic groups in order to implement and increase research tasks.

On the other hand, authors like Guzman, Hernandez and Guzman (2009) mention that in Mexican universities the creation of an organizational culture based on the development and consolidation of academic groups has been difficult to achieve due to the resistance of academics to new schemes of work. In the University of Chihuahua Campus Juarez, low participation of full-time professors regarding the academic groups was observed. Particularly, the formation and integration of academic groups have shown no congruence with institutional and PRODEP goals.

Furthermore, Romero, Mendoza, Castro and Colin (2009) state that it is necessary to know what are the tasks and responsibilities of members of the “Academias” (faculty groups), how they are carrying out the collaborative activities, if these activities are being carried effectively and whether each member is meeting with each of the standards and responsibilities assigned. Moreover, Lopez, Diaz, and Trinidad (2005) mentions that the work of academia constitutes constant learning activity and collaboration whose topics range from program content, evaluation of students and extracurricular activities, until their own professional development of academics who participate in the "Academias".

Currently, full-time professors of the University of Chihuahua Campus Juarez have opportunities to collaborate in the academic groups. This type of collaboration allows full-time professors to participate in economic stimulus additional to their regular salary. Despite this, collaboration among academics in the academic groups is low according to the faculty perceptions.

Nowadays, University of Chihuahua, through PRODEP, promotes the creation and consolidation of academic groups composed of full-time professors from academic departments of higher education [Departamentos de Education Superior (DES)]. Presently, according to PRODEP, there are 51 academic groups in the University of Chihuahua, of which twelve of them are consolidated, twenty-four are in consolidation, and fifteen are academic groups in the process of creation. The University of Chihuahua Campus Juarez has only one academic group integrated by three full-time professors. It is therefore incredibly important to know why more than 80% of full-time professors do not participate in academic groups. Understanding the challenges and perceptions of full-time professors regarding collegial and collaborative work performed in the

“Cuerpos Academicos” (academic groups) is itself an analysis of educational policy PRODEP and the institutional policy of University of Chihuahua.

According to Antunez (1999), teamwork of faculty is a field sparsely analyzed, which currently raises little interest. In this regard, there are few studies related collegial work in higher education institutions. However, in the University of Chihuahua Campus Juarez, there are no studies related to collegiality among full-time professors. For these reasons, this study represents an effort to describe the practices and tasks that perform full-time faculty regarding collegiality. As has been noted, this study was focused on full-time professors of the different undergraduate and graduate programs that the university offers, considering several activities of collegial work that they are performing in the academic groups of the institution. Therefore the interest in knowing about the perceptions of full-time professors about collegial work that they are performing in the academic groups and how it has been implemented in the institution as well as the challenges that professors faced in the consolidation of academic groups.

### **Purpose of the Study**

When examining the published work of collegial work in Mexican universities, it becomes clear that there is little literature on perceptions and challenges about collegiality among full-time professors in Mexican higher education institutions. Given this inconsistency, it is critical to establish the basis for this research study by first examining collegiality among faculty in a Mexican university. The purpose of the study was to obtain information that permitted to know the perceptions and challenges of full-time professors have about collegial work in the UCCJ. Likewise, the collaborative participation among full-time professors in “Academias” (faculty groups) and “Cuerpos Academicos” (Academic Groups) was analyzed. Equally important for this research was to know how full-time professors work collegially, why

some full-time professors work or do not work together? And the consequences if they do not work collegially. It is expected that this study can contribute to collegial work encourage active participation and enhance the collaborative work among full-time professors. Also, this study reveals the advantages and the necessity to work collegially among full-time professors within University of Chihuahua Campus Juarez. Moreover, De La Barrera (2007) states that it is necessary to generate an ideal work environment and perform a joint task where there is a genuine teamwork through collaborative cultures in institutions: there is no doubt that it is important to boost and motivate this collective dimension of academic work. The findings of this study could serve as a basis to conduct further research to understand better the involvement of university professors with respect to collegial work that they performed in academic groups in the UCCJ among other universities of the country.

### **Researcher's Background**

I work as a full-time professor at the University of Chihuahua Campus Juarez where the current study took place. Since I started working at UCCJ ten years ago, I have not participated as an active member of a "Cuerpo Academico". When I took a closer look at the issue of teacher collegiality, I realized that the participation of full-time professors of the UCCJ regarding the work of the faculty and academic groups were too low compared to other institutions of the University of Chihuahua. When I started my research, there was only one academic group in consolidation. As a full-time professor, I had never been involved in a "Cuerpo Academico" nor participated in an "Academia". First, I had not been invited to participate in either groups; Second, I find it interesting the activities that are performed in either groups. In this sense, I am interested in investigating more about the perceptions of faculty members who do not participate nor are members of an academic group. Also, I would like to find out what are the difficulties

they present to work in academic and faculty groups? The scant literature on the present study led me to investigate and learn more about the collegiality among faculty members as well as the perceptions and challenges that full-time professors have to participate in both groups in the university. I was quite intrigued by such a phenomenon and in order to better understand why this was happening, and most importantly in order to help increase faculty participation regarding the collegial work among faculty members in the "Academias" (faculty groups) and "Cuerpos Academicos" (Academic Groups), I decided to conduct the current study because of my position at the University as a full-time professor. I have worked with all full-time professors and most of them participated in the current study. Furthermore, I strongly believe that instead of being a burden to the participants, my role as a full-time professor and the level of trust I had already gained throughout my tenure at UCCJ made participants feel comfortable and allowed them to be as honest as possible in conveying their work experiences with me.

Moreover, the creation of the academic groups is an interesting topic that is seen as an indicator of quality education and strengthens teaching-learning processes in Institutions of higher education in Mexico. In addition, the "Cuerpos Academicos" are a new form of academic organization and its main objective is the generation and application of knowledge through collegial research. Consequently, it is importance of forming academic communities for the development of scientific knowledge. This theme has awakened in me the interest in participating with my colleagues in order to create a new academic group in UCCJ. Also, to generate a central and interest theme of education that can contribute to society and the student and faculty community.

## **Summary**

This chapter deals some relevant aspects about university collegiality among faculty members. In addition, it deals with how faculty collaboration has been an important tool in the academic practice in order to achieve a quality education. This chapter included an overview of the research problem of how there is low faculty collaboration among full-time professors in the "Academias" (faculty groups) and "Cuerpos Academicos" (Academic Groups) at the UCCJ. It also provides a brief description of how neoliberal policies have transformed the educational process at the University of Chihuahua. Furthermore, the chapter outlined the research questions of the current study and briefly described the qualitative portion which is fully explained in the methodology. The consequent chapter, the literature review, provides an overview of the strategies that Mexican universities have undertaken to address the issue of the implementation of the neoliberal policies in higher education and examination of the literature regarding the faculty collegiality and its definitions.

## **Chapter 2: Literature Review**

### **Introduction**

The following chapter is described research regarding collegiality and collaboration among faculty members in education institutions as well as the American and Mexican Universities. Furthermore, this chapter describes how globalization and neoliberal policies have impacted in higher education institutions. The review also is discussed the practice of academic collegiality and, the perception of full-time professors in the acceptance of educational policy (PRODEP). In addition, is showed the definitions of collegiality and collegial work by different authors as well as the collaborative practices that faculty members have been performed in the “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups) in Mexican Universities. Lastly, literature in the subject proposes that collegiality in a university setting has a beneficial impact on higher education institutions. Therefore being of benefit to faculty members as well as improving the quality of education at these institutions.

The review of literature is found that most of the studies on collegiality among professors have relied on case studies. The topic of collegiality is an extensive and controversial issue in higher education because there are professors who prefer work in isolation keeping their academic work and their own teaching far from their colleagues. Nevertheless, research on the effectiveness and improvement in education institutions have demonstrated that collaborative work among teachers about their academic work is one of the determinants of quality education (Antunez, 1999). In addition, there are studies that address the contribution of faculty collegiality in the activities and tasks of academics taking into account that collegiality is a key indicator for the professional development of faculty members and achieving the institutional goals. (Hargreaves, 2005; Shah, 2011).

## **Collegiality**

This study is grounded on the concept of collegiality. Through the years collegiality has been defined by various authors. To conceptualize the concept of collegiality accurately and to gain insight into its significance, According to Izquierdo (2003), collegial work is a tradition that dates back the Middle Ages, and it involves the transition and discussion of ideas, the acceptance to agree or disagree, and the necessity to create consensus. Fierro (1998) defines collegial work as a participatory decision-making process and definition of actions involving professors and administrators, in the pursuit of organizational improvement.

Furthermore, Sergiovanni (1991) defines collegiality as “the responsibility given to teachers to become an integral part of the management and leadership processes of the school that are guided by that school's shared vision” (p, 26). Balsmeyer et al. (1996) define collegiality as an attitude about professional relationships that lead to genuine collaboration, potentiated individual endeavors, and mutual respect. Likewise, Izquierdo (2003) defines collegiality as "a form of relationship that may exceed the exigency of physical presence and that can transcend institutional, local and national boundaries to become a form of relationship between professionals of global reach" (p, 45). Czarny (2003) states that collegial work is a process being built by educators with a view to reaching institutional and personal goals of faculty members. Faculty members work collaboratively in order to achieve common purposes and assume equitable responsibilities for the well-being of all its members. It should be noted that faculty collaboration it is important in all higher education institutions in order to put emphasis on decision-making and planning of curriculum (Izquierdo, 2003). Equally important, Lopez (2007), mentions that the collegial work, also known as collaborative or teamwork is a means to assemble a team capable of dialogue and agree to share knowledge, experiences, and problems

around issues and goals of common interest. Moreover, faculty members who work in teams have advantages such as easy access to new ideas; more positive personal relationships; increase creativity; adapting the curriculum to the context and needs of students; and especially opportunities that permit professors to learn and advance their own professional development (Lopez, 2007, p. 12). In Mexico, according to the Secretary of Public Education (2007), the collegial work is based on the 2007-2012 Education Sector Program (PROSEDU). In institutions of higher education in Mexico, academics began working collaboratively in academics to generate curriculum proposals.

Moreover, Freedman (2012) mentions that the concept of collegiality may seem familiar to educators in academia, but there are hidden interpretations and different faculty perceptions regarding the term. Freedman states that "collegiality works in many different ways from cooperative projects to governance committee activities to many other interactions in our lives in higher education. Although collegiality is often linked to being cooperative, pleasant, and ready to lend a helping hand, a more precise definition of collegiality would include shared power and authority among colleagues and cooperative interaction among colleagues" (p. 378). In addition, Cipriano and Buller (2012) are emphatic about the relevance of collegiality. They state that collegiality is the relationships that emerge within departments with the interaction of its members. Furthermore, Monroy, Lopez, and Tapia (2012) define collegiality as the relation among colleagues, referring to power or authority vested equally to each of the faculty members or collegial group, where colleagues are explicitly united for a common purpose, mutually respecting their ability to work. Cipriano and Buller (2012) state that collegiality is the cornerstone of professional work. This concept has permeated in all educational institutions that collegiality among academics is considered as essential to educational improvement and success

(Conell, 2001; Hargreaves, 2005). However, other authors like Hargreaves (2005) and Arnold (2014) state that the term ‘collegiality’ is vague and imprecise, and therefore, is open to interpretation. As demonstrated above, early references about collegiality are found in the literature followed by more conscious efforts to provide concrete definitions of collegiality and collegial work to understand its impact both regarding positive and negative outcomes.

### **Impact of Globalization and Neoliberal Policies in Universities**

The term globalization is considered polysemic, in such a way that its great variety of meanings, leading to see it with different approaches, these have repercussion in several areas: economic, socio-cultural, political, historical and ideological (Sánchez, 2008). Bustos (2008) defines globalization as a process, as an "interdependence of transport networks, distribution, communication and products across international borders" (p. 161) which brings "unequal geographical, social cultural, economic, environmental and political" (p. 161). Schwartzman (2001) and Carnoy (1999) have noted that globalization has effects on higher education systems, considered as major economic, geopolitical, social and cultural. Carnoy (1999) notes that globalization is a phenomenon of multiple causes, which impacts the dynamics of universities, through their policies and decisions.

Sánchez (2008) makes an analysis of the effects caused by globalization in education systems, doing emphasis on the following:

- Globalization has impacted on the development of Information Technology and Communication [Tecnologías de la Información y Comunicación (TIC)] and its incorporation in all academic activities, causing the virtualization of school resources, providing educational programs in blended and distance learning

modalities. In this sense, Leon (2004) states that globalization compels higher education institutions to give another meaning to its work, its mission as such, since the TIC as an instrument used changes the role of the professor.

- It has significantly influenced in the integration of research networks, suggesting the restructuring of the forms of academic work and develops varied rules to evaluate and promote educators.

On the other hand, León (2004) emphasizes that the main effect of globalization on universities, is the transformation of professor into a scientific product, into a machine capable of turning a wealth of information into useful knowledge. Also, Sánchez (2008), mentions the excessive competitiveness among professors, the reconceptualization of university work and the impressive speed of information exchange by technological advance, and that university is influenced by the requirements requested by the market.

Neoliberalism is a broad term, whose meaning has evolved as time passed. Mainly, it refers to a form of capitalist configuration, with certain characteristics: deregulation of trade and finance (national and international levels), privatization of services, reduced social spending, tax cuts for businesses and families, introduction of the principles used by the market in companies, inequality, among others (Kotz, 2008).

Sánchez (2008) put emphasizes that higher education in our society, following of neoliberal thinking, is a factor of economic development, because to that "drives the production of knowledge, innovation, technological development and national competitiveness" (p. 7). The university as an institution has abandoned its social mobility vision and considers itself as a consumer good governed by the standards that the market demands. And existing merely for purposes of private and personal benefit (Vázquez, 2003).

Higher education, in this regard, stopped having a community orientation (speaking in terms of welfare and betterment of society) and passed to be seen as a commodity or services and that they are in constant competition to obtain financial resources and to have the outstanding students, in this way increase their quality and prestige (Sánchez, 2008).

Sánchez (2008) has studied the impact of neoliberal policies in universities, highlighting certain points of interest, which are:

- The role of universities is to contribute to the economic development of the country and does through offering certain careers required for its development, and thus "producing" certain kind of practitioners with specific characteristics, "be seen as a model of organized based on market criteria in the international context" (p. 8).
- The primary function of universities is to train competitive practitioners, into a competitive society, with values focused on achieving individualistic goals against to the community goals although in educative institution, be promotes the collegial work, whether in "Academias" (faculty groups) or "Cuerpos Academicos" (academic groups) it can see likewise in research, dissemination and teamwork are affected by the criterion of competitiveness, furthermore, these activities are not carried out the way it's supposed that universities define their objectives.
- The educational offer by universities and redesigning educational plans and programs are governed by market needs.
- Applicants are selected based on their academic merits, capacities and guided by results of standardized instruments that yield a profile in different areas.

- It does not extend the coverage or access to higher education; it requires quality.
- Higher education is seen as a private consumption and students as users or customers of an economic service.
- Knowledge production is seen with the value of "cultural capital." Academics should be overly productive, comply with parameters of efficiency, quality, and excellence and give results in research and teaching.
- Universities have to use public economic resources to expand their coverage and ensure their quality.
- Educational institutions should be accountable about the use of resources, verify in which they are used, as well as continue producing knowledge in the scientific and academic fields.
- Institutions of higher education sometimes exclude the general population, creating a gap of oversize and not favoring those who are disadvantaged.
- The integration of basic academic core is conditioned to academic grades and membership to the National System of Researchers [Sistema Nacional de Investigadores (SNI)].

In an analysis of global trends in higher education Alcantara (2006) mentions about the repercussion of the current processes of globalization of the economy and commodification of culture in the universities, which are reflected in the new discourses and practices emphasizing the value of money, cost-benefit analysis, resource distribution, performance indicators and selectivity.

## **Collegiality in Educational Institutions**

The article entitled, *The Power of Collegiality in School-Based professional Development* written by Susan Owen (2005), provides an overview of how the school has increasingly become the focus for teacher professional development and educational leaders are maximizing teacher learning through restructuring time and meeting structures to create additional opportunities for collegial work. In this research study is utilized a qualitative approach on teacher learning and professional development based on research findings of fifteen interviews of South Australian teachers conducted in 2002 in three educational institutions. This study focused on how their schools are beginning to restructure and reculture so that they provide more opportunities for professional development and professional growth within the workplace through collegial relationships. Owen presented three case studies to highlight three key themes that emerged from her research, namely creating time, collegial teams and the role of leadership in change. The purpose of the research was to uncover details about schools focused on professional development and teacher learning. One of the findings was that professional development linked to the school goals occurs essentially through collegial work. Another important finding was that faculty meeting groups are a key aspect of the shortened school day rotation, allowing time for collaborative work focusing on school directions and meeting individual staff needs. Also, collegial teams were strongly evident in the interviews.

In summary, the study concluded that principles of effective school-based professional development are evident in the case study schools and the schools are seeking to revitalize their teacher learning communities through the power of collegiality.

Moreno (2006) in a qualitative study analyzed collaboration and collegiality among professors in a Mexican University. The article entitled, *La Colaboracion y Colegialidad*

*Docente en la Universidad: del Discurso a la Realidad (The Collaboration and Teacher Collegiality in University: of Discourse to Reality)*. To understand educational policies Moreno (2006) analyzed different approaches to study collaborative work of faculty members in a higher educational institution. This research study is divided into three sections. The first one presents the theoretical debate on this matter; the second refers to the current requirements made to the university professors at the beginning of the 21st Century and finally, these reflexions are illustrated with the empirical data the authors obtained from an ethnographical research within the classrooms of a Mexican public university. Moreno conducted ethnographic research in the form of case studies in a Mexican public university in two undergraduate programs (education sciences and law) in order to understand and analyze the practice of teacher collegiality. The research results showed that there are few appropriate spaces for the faculty members can work collegially. Also, they did not have enough time available to collaboratively with their colleagues. Furthermore, there is a lack of communication among faculty members to make agreements and consensus. Finally, Moreno (2006) observes that in Mexico, there has been a double speech: on one side, government institutions praise academic's professional development, and on the other, educational policy often does not recognize nor values the work of faculty members.

Siegel and Miner (2009) conducted an empirical study of collegiality in an American University. In their article, *Measuring the Value of Collegiality Among Law Professors*. The value of collegiality among law professors is measured. The study addressed on collegiality among academics who favor enforcement of it as a norm and its use for purposes of career mobility, tenure, and other personal decisions. The main objectives were to determine: whether collegiality correlates with the occupational and psychological well-being of individual faculty

members; whether levels of collegiality in law schools differ for faculty subgroups broken down by gender, race, sexual orientation, rank, and tenure status; and the characteristics of law schools that create a collegial climate. Regarding the methodology Siegel and Miner utilized some preliminary statistical, qualitative, and anecdotal findings of an empirical study of collegiality among law professors. Specifically, it found that there was a moderate positive correlation between reported affirmative collegiality and job satisfaction. For example, trust in the administration was the strongest predictor of job satisfaction. Furthermore, collegial environments relate to more satisfied faculty with their job and less exhausted at work; faculty also reported lower levels of psychological distress. The authors have argued that maintaining a collegial environment is important for an academic institution.

Another study (Shah, 2011), illustrates the development of a teacher collegiality scale which was validated using a sample of public secondary school in Pakistan. The article entitled, *The Dimensionality of Teacher Collegiality and the Development of Teacher Collegiality Scale*. This research study utilized a quantitative approach with the purpose to develop a Teacher Collegiality Scale (TCS). It was constructed and validated using exploratory and confirmatory factor analysis. The exploratory factor analysis was conducted on the data to define the best structure of the set of variables and to identify the dimensionality of teacher collegiality. Findings of the study indicated that teacher collegiality is a multi-dimensional concept defined as the presence of seven teacher behaviors in schools: demonstrating mutual support and trust among teachers; observing one another engage in the practice of teaching; jointly planning and assessing teaching practices; sharing ideas and expertise; teaching each other; developing curriculum together; and sharing resources such as lesson plans, worksheets, and educational books. One of the more significant findings to emerge from the study provided insight to school

administrators and teachers in focusing on different dimensions of collegiality to strengthen interpersonal relations among teaching staff.

In another study, Castro (2011) also provides a bigger picture about the faculty perceptions respect to educational policy (PROMEP) and their participation in academic groups. In his book entitled, *Politica Educativa Promep y Profesorado Universitario (Promep Educational Policy and University Professorate)*. The main objective was to analyze the collective construction of faculty researchers at the Autonomous University of Ciudad Juárez about their academic practices in PROMEP. Castro used a qualitative approach with an ethnography methodology to analyze the relations among institutional representatives and full-time professors about the adoption of the educational policy PROMEP. Findings era showed contradictory perceptions among professors about adopting the educational policy PROMEP in terms of acceptance of the general academic improvement objectives. PROMEP has promoted the collaborative work within the higher education institution, and it has produced mixed results. However, it has not been able to replace the old strategies of individualistic meritocracy to an organizational collaborative work. The results indicate that the PROMEP has promoted and encouraged the collaborative among faculty members through academic groups. However, Castro also notes that from the administrative perspectives obtaining a PROMEP profile by faculty members may be cause for simulation. It has also encouraged the incorporation of academics in academic groups to improve research processes. Finally, Castro states that the pressures of the Mexican Secretariat of Public Education and the imposition of PROMEP in creation and consolidation of the academic groups have had not a significant impact in the integration process of full-time professors in academic groups because of the difficulty of working collegially and their traditional individual practice.

Schimmel, Johnston and Stasio (2013) conducted a study with the aim to measure the degree to which a sample of professors at Southern university rated the representativeness of collegiality in indicators such as altruism, conscientiousness, sportsmanship, and courtesy. They used a quantitative research approach and utilized a scale that measured collegial behavior with items validated by previous research. Scores ranged from 1 indicating not representative of collegial behavior at all to 5 indicating very representative of collegial behavior. The results of the survey indicated that professors highly agree that all indicators above mentioned represent collegial behaviors.

### **Collegiality in Faculty Groups**

In Mexico, the "Academias" (faculty groups) play an important role in the development and implementation of curricula of educational institutions. The collegial work in "Academias" involves the active participation of faculty collaboration to improve teaching process planning and evaluation of projects aimed at strengthening the quality of education. Moreover, these faculty groups are consultative collegial agencies that assemble professors of undergraduate and graduate programs in order to generate proposals and innovative ideas, to design and develop educational projects (SEP, 1997).

The SEP (2006) argues that "Academias" are established as a collegiate group within higher education institutions in order to standardize evaluation criteria, curriculum review and generate analysis and discussion of interest topics to their respective disciplines and specialties; faculty groups are regulated within the educational institutions. The "Academias" has its origins in Mexico at the [Universidad Nacional Autónoma de México (UNAM)] National Autonomous University of Mexico when these faculty groups were organized by several disciplines such as

History, Geography, Biology, Mathematics, and Chemistry, whose purpose was to serve in the best way in the development and updating of the curriculum.

The National Autonomous University of Mexico obtained its autonomy in 1929 (Valadés, 1980), that year was established the first “Academia” of professors and students in the law school. The legislation about “Academias” appears clearly in the statute of 1934. Also, these faculty groups are conceived as one of the committees more closely to the university community (Espinosa & Mesta, 2001).

According to Ramirez (1989) the functions of the “Academias” at the National Autonomous University of Mexico in 1939 were: to design the interior rules of institutions; to make academic projects; to approve rules for the admission of students; to request the revocation of the appointment of the director and professor; to consider the projects proposed by the rector; director, academics, and students; to oppose the principal's agreements that not be of his competent, and to perform observations of the decisions that affecting university.

In order to understand how the professors should work in the “Academias”, in 2009 the Mexican Secretariat of Public Education proposed guidelines for the integration and operation of faculty groups and collegiate bodies; below are the highlights of these guidelines.

- Academics should integrate and participate proactively in at least one faculty group.
- A president should coordinate each faculty group and have at least a secretary.
- Professors must get together with a certain periodicity.
- The proposals agreed at meetings shall be entered in a minute book.

Meanwhile, policies of improving the quality that has been present in the last presidential administrations induce to public universities to promote innovations in their plans and academic programs in the teaching and research fields. It is noteworthy that work of the “Academias” plays an important role in the teaching-learning process, curriculum redesign, and trigger a higher quality education in universities (Bajo & Martinez, 2005).

### **Collegiality and Academic Groups**

The [Cuerpos Academicos (CA)] academic groups are another collegial structure that is growing in Mexican public universities and has given considerable importance to the collective work of the full-time professors (Perez, Garcia & Barona, 2013). Authors like Guzman, Martinez, and Sanchez (2010) state that academic groups as collegial bodies were born in the universities through the educational policy PROMEP. In this policy raises the need to have human resources who are constituted as an academic group of faculty researchers that they are capable of generating and innovating knowledge in their universities. For this reason, the Mexican Secretariat of Public Education through PROMEP has developed strategies to promote in public universities the understanding of the organization of academics in the structure called “Cuerpos Academicos” (SEP, 2006).

Rubio-Oca (2003) defines the "Cuerpo Academico" (academic group) as disciplinary or multidisciplinary groups of teachers and researchers who share one or more lines of research and a set of goals. These groups possess features such as a) high academic qualification, b) intense collegiate life, c) high institutional commitment, and d) network integration. On the other hand, Faculty Improvement Program (2004) defines "Cuerpo Academico" as a group of full-time professors who share one or more [líneas de generación o aplicación innovadora del

conocimiento (LGAC)] lines of generation or innovative application of knowledge in disciplinary or multidisciplinary themes and a set of objectives and academic goals.

This public policy PROMEP aims to improve the quality of higher education in the state's public universities by professionalizing full-time professors (Zogaib, 2000). Also, the educational policy contains two main objectives: the individual aspect, aimed at improving the academic level of full-time professors of public higher education institutions in Mexico, and the collective aspect, aimed at encouraging the development and consolidation of academic groups attached to the dependencies of these higher education institutions.

In Mexico, the main educational policy that drives the formation of "Cuerpos Academicos" in public universities is the professional development program for academics (PRODEP). PRODEP concerns the importance of collegial work and drives it through the creation of academic groups that perform collaborative work. These groups impinge on indicators of quality in higher education institutions. This educational policy which aims to contribute to educational quality through professoriate collaboration should have the capability to accomplish research activities, be professional, be articulated and be consolidated in academic groups.

Currently, the creation of academic groups By PRODEP is a government strategy in pursuit of professionalization and improvement of the professoriate. However, its rigidity and some of their inaccuracies in the way they should function have been heavily criticized by academics of higher education (Acosta, 2006; De Garay, 2009; Gil, 2006). However, substantive tasks of the full-time professors as teaching, generation, and application of knowledge, mentoring and academic management are activities that academics must meet according to the policy (Perez & Monfredini, 2011). In some cases, full-time professors perform only the

minimum activities required in each of the tasks, in order to meet the requirements that various programs demand to grant additional remunerations.

## **Summary**

In conclusion, this chapter established collegiality and its primary constructs as a framework for this dissertation. It also addressed specific concepts related to collegiality and collegial work. Throughout, a critical analysis of the literature revealed both relevance and applicability of collegiality in educational practices as well as its importance in higher education institutions. The next chapter addresses methodology, including details about research criteria and relevant ethical issues.

### **Chapter 3: Methodology**

The purpose of the current study is to know the perceptions and challenges of full-time professors have about collegial work at the University of Chihuahua Campus Juarez. More specifically, analyze the collaborative participation among full-time professors in “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups) of the UCCJ. A qualitative approach was utilized considering it is the most appropriate to find out the perceptions of full-time professors as well as the experiences of collegial work in different academic groups.

#### **Research Design**

This study provides a case study of collegiality among full-time professors of the University of Chihuahua Campus Juarez. The case study approach is a way of determining participants’ feelings and perceptions about a phenomenon via their descriptions (Creswell, 2013). As discussed in the introduction, the research questions were: What forms of collaboration are practiced by full-time professors of UCCJ? What factors promote and what factors inhibit the collegial work among academics? How can institutional policies and administrative leadership impulse or hinder the collegiate work among full-time professors of the University of Chihuahua Campus Juarez? The research questions are core to this study and will be referenced throughout. To address the research questions, in the current study is utilized a qualitative research design (Yin, 2009; Hernandez et al., 2010; Creswell, 2013) in a case of study. Considering the objectives of the current study, this is a descriptive case study. According to Yin (1994) mentions that a descriptive case study has as aim to analyze how a phenomenon occurs within its real context.

Qualitative case study research served as the main methodology for this research study. According to Yin (2009), a case study is used when the “What is happening or has happened?” questions are being asked about a set of events over which the researcher or investigator has little or no control. The framework for this study is the qualitative case study approach. This allows the researcher to construct meaning from the perceptions of the participants and to explore phenomena, such as feelings or thought processes that are difficult to extract or learn about through conventional research methods (Strauss & Corbin, 1998). As this study focused on the perceptions and challenges of full-time professors have about collegial work at the University of Chihuahua Campus Juarez, this covered the one criteria as outlined by Yin. The decision to focus on qualitative case studies stems from the fact that this design is chosen precisely because researchers are interested in insight, discovery, and interpretation of the data in a single phenomenon or entity (Merriam, 1988).

This case study focused on one higher education institution and generated research data from participant interviews and survey responses. A case study is an approach in which the researcher explores a bounded system over time, gathering detailed, in-depth data from multiple information sources (Creswell, 2009). Moreover, Stake (1995) described case study methodology as a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a period of time.

The case study is a research method of great importance for the development of human and social sciences that involves unique educational entities (Yin, 1989). In addition, case studies have the possibility of a direct observation of events and the participants (Yin, 1994). The

researcher studies a small number of subjects to determine patterns of meaning while setting aside his/her own biases so the perceptions of the participants as close to the reality. At least two situations create relevant opportunities for applying the case study method as a research method. First, the localization of the University of Chihuahua Campus Juarez (UCCJ). The UCCJ is located in a different city from where the central office of the University of Chihuahua. The UCCJ is located in “Ciudad Juarez Chihuahua”, within a low socio- economic area, where poverty, narcotraffic, and violence are major problems. The UCCJ has approximately 1,300 students of a diverse nature in heritage, economics, and personal backgrounds. The UCCJ has approximately 156 professors of which 46 are full- time professors. The university offers three bachelors and three master’s degrees; second, there is a distance between the two institutions approximately of three hundred sixty-seven kilometers. The distance between University of Chihuahua (central office) and University of Chihuahua Campus Juarez has been a factor in communication and application of policies. The dissemination of information from the University of Chihuahua for UCCJ has been neither effective nor efficient. The way that University of Chihuahua implement of educational policy PRODEP at UCCJ is also a factor that impacts on faculty members of UCCJ. Full-time professors sometimes have to travel to Chihuahua City to do some personal management to PRODEP. In addition, ease of accessibility for me to obtain data for this study was an important consideration. Hatch (2002) stated that the research setting should be able to provide the appropriate data to answer the research questions and be accessible, practical, and familiar to the researcher. Therefore, the necessary requirements were met by using this accessible research site.

While this study focuses on one educational institution in Mexico, the interviews questions have been narrowed into particular themes to offer a higher degree of

comparison/synthesis across interviews. Furthermore, this study focuses on measuring the percentage of full-time professors who work collegially in the different faculty and academic groups at the UCCJ. In this design, the researcher collected and analyzed quantitative and qualitative data through questionnaires and semi-structured interviews. The researcher utilized a qualitative approach through a case study to understand the perspective of the participants about the phenomena; deepen in their experiences, perspectives, opinions, perceptions and the way participants subjectively perceive their reality (Hernandez et al., 2010). In this study is used quantitative and qualitative approaches to obtain data to that could describe the faculty collaboration. The research strategy based on case study is one that uses methodological designs that can combine qualitative and quantitative methods and aims to build theory and to clarify certain phenomenon (Yin, 2009).

In the quantitative portion of the current study, the researcher collected information through questionnaires in order to describe and analyze the participation of full-time professors in the “Academias” and “Cuerpos Academicos” of the University of Chihuahua Campus Juarez. The questionnaire focused on three major sections: demographic data, employment background information, and the importance of collegial work of full-time professors of the University of Chihuahua Campus Juarez in the "Academias" and "Cuerpos Academicos" as well as the relationship with their colleagues.

In the qualitative portion of the research, semi-structured interviews to full-time professors were performed in order to identify faculty perceptions respect to collegial work carried out in “Academias” and “Cuerpos Academicos”. This approach allowed knowing a variety of different perspectives related to the perceptions of full-time professors about collegial work that carried out at UCCJ. The intention of the study is to focus on obtaining relevant

information according to perceptions and challenges of full-time professors and their collegial activity. The rationale for this qualitative research approach is to understand how full-time professors of the University of Chihuahua Campus Juarez subjectively perceive collegiality in the “Academias” and “Cuerpos Academicos”.

### **Conceptual Framework**

In an attempt to determine the aspects of the collaborative organizational structure and collegial practices among faculty members, it is important to take into account the need to build an overall conceptual framework as an adequate basis for data analysis. Research on professional learning communities "has identified that a focus on collaboration, collegial relationships, and professional learning through reflective practice can provide a structure for supporting and sustaining improved teaching and learning" (Kelly & Cherkowski, 2015, p. 3). These aspects can be important to understand the meaning and functions, and the level of engagement in faculty collegiality.

In order to understand the collegial experience from the perspective of the professor, and to inquire into how faculty participation through professional learning communities can provide the support and structure for collaboration toward improved teaching-learning process. This study focusing on faculty perceptions about faculty collegiality within the context of a professional learning community structure and process.

To complete the conceptual framework, the researcher reviewed the literature addressing the concept of collegial work and collegiality to respond to perceived feelings of professional isolation. According to Kelly and Cherkowski (2015), professional learning communities allow faculty members to take ownership of their own learning, with continued support from a select group of colleagues. The dimensions that support a professional learning community empower

faculty members to constantly engage in a continual process of learning through professional development (Morrow, 2010). Within this conceptual framework, learning is encouraged through collaboration, collegiality, faculty relationship, and constant evaluation (Hord, 2004). Professionally supportive relationships among faculty members within their educational institutions help to construct the capacity for academics to join around a shared vision looking for a quality education. The foundation of a professional learning community is dependent upon the knowledge that is socially constructed from the active involvement of the participants within the community-based setting. Therefore, the theoretical framework for a professional learning community is supported in the social constructivist theory. Social constructivists contend that learning does not occur in isolation (Morrow, 2010, p. 45).

The Professional Learning Communities (PLC) model provides a model for professional development and faculty collaboration that many educational institutions currently seek to imitate (Williams, 2010). According to Eaker, DuFour, and DuFour (2002), the model for the PLC is characterized by a collaborative culture where faculty isolation is replaced with collaborative processes that are deeply embedded into the educational institution. Therefore, The University of Chihuahua Campus Juarez in this study adapted the professional learning community model in order to understand the faculty and academic group structures. While numerous publications exist explaining the procedures for designing collaborative structures, there is little literature that explores collegiality from the perspective of the faculty members.

### **Case and Participants**

The study was conducted at the University of Chihuahua Campus Juarez located in Northern Mexico. The population for this study was limited to full-time professors at the University of Chihuahua Campus Juarez from three different degree programs offered at the educational

institution. Part-time professors were not included for this study. For this reason, this is considered a sample of convenience by the researcher. Participants were promised anonymity; neither the administrators nor the full-time professors are identified in this research study.

The selection criteria were based on a list of full-time professors from the UCCJ obtained by the researcher from the "Secretaria Academica" (academic service). The selection of interviewees for this study was based on a strategy referred to as, "purposeful selection" (Creswell, 2009), Creswell mentions that a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information which can be relevant for the study. Of a list of forty-seven full-time professors only forty faculty members have teaching hours, seven faculty members were out of the UCCJ studying a graduate program. Forty faculty members were invited thirty full-time professors to be interviewed and only twenty-two faculty members accepted to be interviewed. It was important to include various administrators as well as members of an academic group of UCCJ in order to compare their perceptions and experiences. All interviews took place in person, in the participants' offices and sometimes in their classrooms, scheduled at a convenient time for the participant. The semi-structured interviews were audio recorded with the participants' permission and had a duration of approximately 30 minutes.

The study included female and male full-time professors to understand their experiences, perceptions, and challenges about collegial participation. Participants were divided into two categories based on full-time professors and full-time professors who have an administrative position. Each group has its questionnaire. Of the forty-seven full-time professors who met the study's criteria and were invited to participate, only forty academics submitted properly completed questionnaires and signed consent forms.

The participants' confidentiality and anonymity were protected by not identifying them individually. Each participant was assigned a pseudonym to replace their names after their questionnaires were returned. As illustrated in Table 3.1 below the pseudonyms to refer the

participants of the study. Only the researcher had access to the data. The data was stored in a password protected computer in the researcher's office which was also locked when the researcher was not present. Hard copies were stored in a locked file cabinet to which only the researcher has access.

Table 3.1

*Pseudonyms to refer to the 22 respondents from the University of Chihuahua Campus Juarez.*

Full-time professors	Full-time professors who have administrative position
Almanza, Bernal, Castillo, Dominguez, Fernandez, Figueroa, Galvan, Hernandez, Jaquez, Jimenez, Medina, Montes, Montoya, Padilla, Roque, Sanchez, Soto and Torres.	Chavez, Gutierrez, Perez, and Vazquez.

## Instruments

### Interview

In this study is utilized interviews comprised of open-ended questions. The interview method was selected as the best way for the researcher to dissect these complex issues and probe for clarification. The interview as a fundamental technique of qualitative methodology was a scientific research instrument used in the social sciences that sought to study and describe patterns of behavior of the participant throughout the relationship established with the interviewer (Hernandez et al., 2010). Defined as a moment of observation, perception, and assimilation did converge on the interviewer the researcher functions, the interview is a technique that shows the point of intersection between the science and practical needs (Hernandez, 2003).

Interviews were the primary method of data collection and interviews were conducted using a pre-developed interview protocol for full-time professors (See Appendix A) and another instrument for full-time professors who are administrators (See Appendix B). The interview

questions focused on the faculty perceptions about the relationship with their colleagues and collegial work in "Academias" and "Cuerpos Academicos" that they performed.

All interviews took place in person, in the participants' offices and sometimes in their classrooms, scheduled at a convenient time for the participant. The semi-structured interviews were audio recorded with the participants' permission and had a duration of twenty to thirty minutes. The interviews were performed in October through December of 2014. They were all recorded and professionally transcribed for further analysis. The researcher began interpreting the data during the interview and asking probing and clarifying questions to best understand the participants' experiences about collegial work.

## **Survey**

Questionnaires were the secondary method of data collection to complement this research study (See Appendix C). During this study, an early set of questions were piloted on several part-time and full-time professors at the University of Chihuahua Campus Juarez. The questionnaire focused on three major sections (1) demographic data; (2) employment background information; and (3) the importance of collegial work of full-time professors in the "Academias" and "Cuerpos Academicos" at UCCJ, also the relation among colleagues.

In the last section, responses were detained using a Likert-type scale. The values of the scale were assigned as follows: 1, "Strongly Agree" 2, "Agree" 3, "Neither Agree nor Disagree" 4, "Disagree" and 5, "Strongly Disagree". Full-time professors were asked to rate the collegial work on eighteen questions in order to know the perceptions of academics about the importance of collegial work, relation among their colleagues, and the importance of faculty collaboration within the "Academias" and "Cuerpos Academicos". The questionnaire consisted of closed-

ended items. Furthermore, all concepts used in the questionnaire were clear and understandable to ensure participants of the study clearly understood the questions being asked.

The questionnaire included a cover letter (See Appendix D) explaining the purpose of the study, the protocol to be followed in gathering and storing data, and consent to participate in the study. The questionnaires were delivered personally to the professors in their mentoring offices or in their classrooms. 32 questionnaires were filled in the presence of the investigator and eight were filled outside the institution (They argued that had no time to fill out the questionnaire and it was more convenient for them to do so at home). Questionnaires were applied during October, through December of 2014 and had an approximate duration of 5-10 minutes. However, eight professors lasted a few days to return it to the researcher.

Permission to conduct the current study at the University of Chihuahua Campus Juarez was requested and granted (See Appendix E) by the Institutional Review Board (IRB). The following section describes the data collection and its analysis.

### **Data Collection and Analysis**

The response rate was 78.72% which represented 37 male professors and 6.38% which represented three female professors. The questionnaire format was employed by the researcher because it has the ability to collect information and to analyze results as soon as the data is entered. Furthermore, the data can be easily downloaded into statistical and spreadsheet programs such as Excel and SPSS.

Moreover, the information was analyzed using frequency distributions which allowed the researcher to identify the factors in the study that reported the highest or lowest frequency as well as the percentages of participation of faculty members into the academic groups. In addition

to the questionnaire, interviews were used because these allowed the researcher to provide data that can enrich this research study.

Interviews helped to obtain full range and detailed information, and complement the understanding of participants' experiences. The purpose was to understand the perceptions of full-time professors and make an in-depth analysis of faculty perceptions who are administrators, members of academic groups, and female faculty about collegial participation in the "Academias" and "Cuerpos Academicos". The interviews used open-ended questions suggested to lead the research questions that was organized on five different topics. The researcher previously conceived these topics during literature review. Other questions arose naturally during the interview. After these steps, the researcher re-examined the transcribed material to find quotes that support the patterns and themes identified in the initial analysis and then write an accurate report of what transpired during the interviews. The initial analysis, re-examination, and write up of findings took approximately four months.

### **Ethical Issues**

Permission from the University of Chihuahua Campus Juarez was requested (See Appendix F for the letter of request). Only the researcher had access to the data. The data was stored in a password protected computer in the researcher's home which was also locked when the researcher was not present. Hard copies were stored in a locked file cabinet to which only the researcher has access. The results of the study are reported in aggregate form only.

Furthermore, the information gathered was solely used to gain insight on demographic and employment background information of full-time professors as well as faculty perceptions. During the research study, data was collected through a questionnaire given to 40 full-time professors of the University of Chihuahua Campus Juarez. During the fieldwork conducted in the months of October, November, and December 2014 twenty-eight full-time professors were interviewed of twenty-five of

them were male and three were female. The average time of the interviews was twelve to twenty-five minutes.

Throughout the research design, ethical issues have been realized in order to fully engage full-time professors in sharing insights regarding collegiate work and collegiality-related concepts. At every turn, I gave deserved attention to ethical applications and research processes by integrating mechanisms to offer protections to faculty participants. Participation in the study was in no way coerced, and instructions for withdrawing from the study were included in the invitation. Only the researcher knows the true identities of the study participants, has direct access to interview transcriptions, and raw data.

### **Limitations of the Study**

The study was limited to full-time professors at UCCJ. Due to the geographic location of UCCJ, the limitations of the survey, interviews, and the level of professors included in the study, the results may not be used to make generalizations to other populations of professors in other higher education institutions, because it is unknown if professors from other universities are working collegially in the "Academias" and "Cuerpos Academicos". However, In Mexico most of the public universities have "Academias" and "Cuerpos Academicos" consequently the findings of this study could be applicable and relevant to other institutions of higher education.

This study relies exclusively on the interviews and questionnaires data for results and interpretation, and there is no triangulation of data. The study is also somewhat limited by its promise to maintain participants' anonymity because the need to maintain the anonymity of the participants can create ethical and methodological challenges for the researcher at various stages of the research process.

## **Summary**

This chapter addressed the research design reiterating the research question that guides the current study. It also provided a detailed description of the participants and emphasized that in order to identify the most prominent factors experienced by full-time professors of the University of Chihuahua Campus Juarez. The chapter also pointed out the instruments utilized in the current study for qualitative approach and concluded with a thorough description of how the data was collected and analyzed in the current study. The following chapter will discuss in detail the results of the current study by describing the participants' experiences and their perceptions and challenges that they have reported.

## **Chapter 4: Results, Conclusion, and Recommendations**

### **Introduction**

The purpose of this study is to know the perceptions and challenges of full-time professors have about collegial work in the University of Chihuahua Campus Juarez. The participants' demographic information and the perceptions they have about the collegial work were gathered. Likewise, analyze the collaborative participation among full-time professors in "Academias" and "Cuerpos Academicos" of the UCCJ. The following research questions were used to guide this study:

1. What forms of collaboration are practiced by full-time professors in the University of Chihuahua Campus Juarez?
2. What factors according to faculty members promote and inhibit the collegial work among academics?
3. How can institutional policies and administrative leadership impulse or hinder the collegiate work among full-time professors of the University of Chihuahua Campus Juarez?

To adequately investigate the research questions, the following data collection procedures were employed: 1) demographic and employment background questionnaire and 2) semi-structure interviews. In this chapter is shown how full-time professors define collegial work, challenges to work collegially, and how they work within their "Academias" and "Cuerpos Academicos". The data were collected using the following methods: 40 questionnaires and 22 semi-structure interviews. This chapter is organized as follows: first, the survey results are presented, followed by the interview results. The themes of "Faculty Definition of Collegial Work" and "The Barriers of Collegial Work" were obtained through the faculty interviews. In

addition, in the chapter is described the participants' experiences about collegial work that they have with their colleagues in the different academic activities. Data were coded to by sections which include faculty relationship, faculty definition of collegial work, faculty collegial work, the benefits of collegial work, and the barriers to work collegially.

The demographic data are included about full-time professors who participate collegially within the "Academias" and "Cuerpos Academicos". The findings from the data analysis are organized to correspond with the research questions. Throughout the results, the researcher provides specific examples of data to highlight the findings. Data were selected to exemplify the findings that were representative of the research questions. These data include excerpts from the questionnaire, as well as the semi-structure interviews performed. Moreover, the chapter will provide quantitative and qualitative findings regarding the relationship among faculty members, participants' definitions of collegial work, faculty collegial work, benefits and barriers to work collegially. This chapter also includes an analysis of the perceptions and challenges of faculty members.

## **Survey Results**

The survey was administered to forty full-time professors; thirty-seven were male faculty and three were female. All forty professors were surveyed satisfactorily in their working areas in the University of Chihuahua Campus Juarez.

The demographic composition of the participants is as follows: The mean age of the participants was 47.52 years; 92.5% reported being male, and 7.5% reported being female; 82.5% married, 12.5% single, 2.5% divorced, and 2.5% widow. It is worth noting that female full-time professors in this institution are underrepresented. Table 4.1 shows the educational background, by the last degree earned by the academics who participated in this study. The

lowest percent is composed of full-time professors with bachelor's degree, and the highest percent is composed of academics with master's degree. Faculty members mentioned in the interviews that they have encountered challenges when attempting to create a new "Cuerpos Academicos". According to PRODEP in order to create new academic groups, more than half of its members must have a doctoral degree (PRODEP, 2014). According to participants' responses, this has been a significant barrier for full-time professors to create new academic groups.

Table 4.1  
*Last Degree Earned (n=40)*

Degree	Frequency	Percent
Bachelor's Degree	2	5%
Master Degree	28	70%
Doctoral Degree	10	25%

The results also show the academics' employment background and their participation in the "Academias" (faculty groups) and "Cuerpos Academicos" (academic groups) of the university as well as the forms of collaboration that they engage in with their colleagues. Currently, seven full-time professors are studying a graduate degree; 42.5% teach in the communication sciences program, 27.5% teach in the international relations program, 17.5% teach in the public administration program, 10.0% are teaching in the master program. The mean hours taught per week was 18.47. In addition, 13 participants reported having an additional position in the University of Chihuahua Campus Juarez. Of the 13 academics who have an additional position, four are administrators within the institution and nine have another job outside of the university.

Table 4.2 below shows the years worked by academics at the University of Chihuahua Campus Juarez. It indicates that 60% of full-time professors have more than ten years working at the university. Consequently, faculty members have many years of experience with quite a significant amount of teaching inside the institution and too much time knowing their colleagues.

Table 4.2  
*Years at the University (n=40)*

Years at the University	Frequency	Percent
0 to 5 years	8	20%
6 to 10 years	8	20%
11 to 20 years	13	32.5%
21 years or more	11	27.5

As far as having PRODEP profile, 65% had an updated PRODEP profile; as depicted in Table 4.3 only 15% of full-time professors are recognized by the “Sistema Nacional de Investigadores” (SNI)<sup>4</sup>. According to the SNI assigns a hierarchical level status to academics based on merit and grants economic funding for their research endeavors accordingly (Conacyt, 2015). The survey results reveal that 85% of full-time professors do not belong to the SNI. Therefore, most of the faculty members do not receive funding from this institution.

Table 4.3  
*Levels of Full-Time Professors as Researchers by National Research System(n=40)*

Levels	Frequency	Percent
Candidate	2	5%
Level 1	3	7.5%
Level 2	1	2.5%

For qualitative data collection, twenty-two semi-structured interviews were conducted in a face-to-face format for approximately 20 minutes each in order to deepen in the perceptions and challenges of full-time professors have regarding faculty collaboration. Interviewing full-time professors allowed identifying and soliciting knowledge from those who Patton (2002) calls, “key informants”. Key informants are people who are particularly knowledgeable about the inquiry setting and articulate about their knowledge, and whose insights can be helpful in

<sup>4</sup> The National Researcher’s System (SNI) is a policy instrument of the Mexican State created in 1984 to identify, recognize, and stimulate economically, based on a merit scheme, the production of high quality scientific and technological knowledge.

assisting an observer in understanding events that have happened and reasons why those events happened. Twenty-two participants were interviewed, of which four were full-time professors who have an administrative position.

During the data analysis, five themes emerged that documented and described how academics perceive the collegial work within their institution. The results are presented and organized as follows. Direct quotes from the participants are presented in Spanish in order to not alter or modify its content. However, for the benefit of the reader, a brief summary is also presented in English.

This study was designed to know the perceptions and challenges of full-time professors have regarding the collegial work. As the research unfolded and analysis of the results, five overarching themes had previously conceived during literature review.: (1) faculty relationship; (2) faculty definition of collegial work; (3) faculty collegial work; (4) benefits of collegial work, and (5) barriers to work collegially; these categories will be described below noting the emergent themes under each of the overarching ideas.

### **Faculty Relationship**

The first theme is faculty relationship; this theme has been developed from extensive analysis of interview transcripts. First, the survey results regarding faculty relationship, and the information data to deepen in the participant's perceptions were presented the interview results. In addition, more information on this theme was obtained through a questionnaire that utilized a Likert-scale to measure the relationship among full-time professors, administrators, and the work environment.

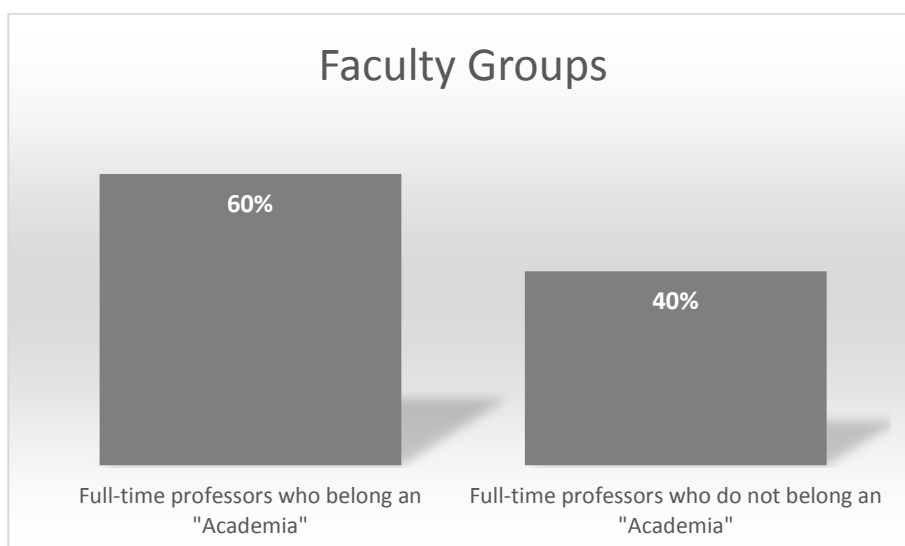
Concerning the relation among professors, respondents stressed that there is an excellent relation among colleagues. Faculty relationship is an important aspect of faculty collaboration

(Park, Henkin & Egley, 2005; Arnold, 2014). More than fifty percent of the participants mentioned that they were friends prior to teaching at the university. This has allowed them greater integration into informal working groups in order to achieve personal and institutional academic projects. According to Park, Henkin and Egley (2005) when there is a climate of good relationships among members of an institution, this factor could be very important for academics to work collaboratively. Even though there is a good relationship among full-time professors, the collaborative work is minimal. For instance, the participation of full-time professors in the "Academias" was low according to the survey results.

As illustrated in Figure 4.1, only 60% of full-time professors belong to an "Academia", during the study the academic coordinator mentioned that the full-time professors did not participate periodically in the academia meetings because the academics do not have adequate time to attend the meetings. However, according to academy regulation of the University of Chihuahua Campus Juarez on its first article mentions that all faculty members who perform teaching and research activities must be organized in groups called "Academias".

Figure 4.1

*Full-Time Professors who are members of "Academias" (Faculty Groups). (n=40)*



As shown in figure 4.2 regarding the academic groups 90% of full-time professors do not belong to a “Cuerpo Academico”. This has been of concern for the educational institution because it does not comply with PRODEP’s policies regarding the creation of new academic groups.

Figure 4.2

*Full-Time Professors whom are members of “Cuerpos Academicos” (Academic Groups). (n=40)*

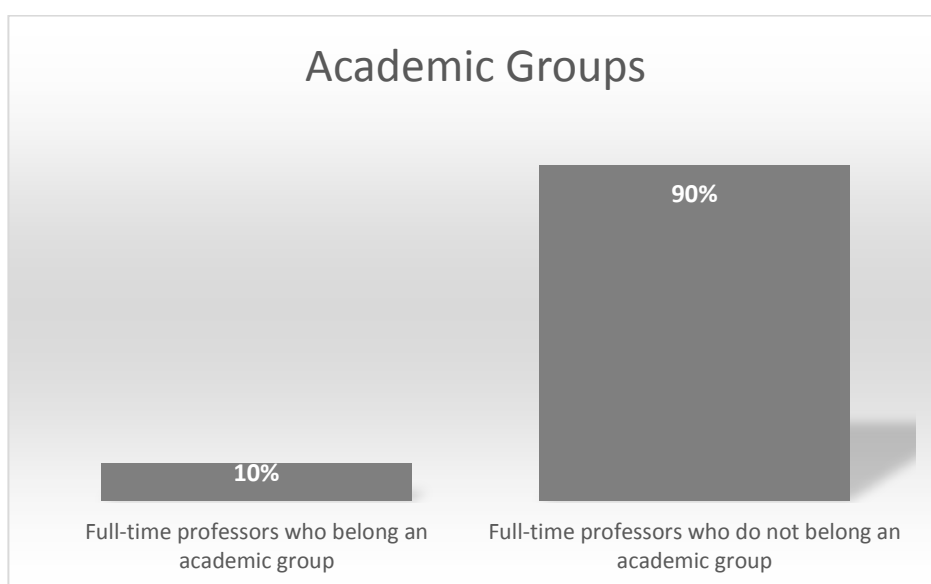


Table 4.4, below shows the percent of faculty responses regarding the work environment. To the statement that full-time professors have good relationship with their colleagues, 73% stated “Totally Agree”, 23% answered “Agree”, and while only 5% responded in a neutral manner; regarding the claim whether full-time professors provide strong collaborative support among colleagues, 23% stated “Totally Agree”, 28% responded “Agree”, 28% responded neutrally, 15% “Disagreed” and 8% answered “Strongly Disagree”; They were also asked to respond if there is a feeling of trust and respect among faculty members, in this regard, 43% answered “Totally Agree”, 42% answered “Agree”, 10% responded neutral way, and while only

5 % answered “Agree”. Finally, the statement that the institutions and the authorities promote an atmosphere of collaboration among colleagues within university, 23% of respondents mentioned “Totally Agree”, 35% answered “Agree”, 33% responded neutral way, and while only a small percentage of the 8% answered “Disagree”, and 3% answered “Strongly Disagree”. While it is fairly evident that full-time professors have an excellent relation among their colleagues, this has not been sufficient to develop and create true collegial groups in their institution.

Table 4.4  
*Work environment. (n=40)*

	<b>Totally Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Totally Disagree</b>
I have a good relationship with my colleagues	72%	23%	5%	0%	0%
Professors provide strong collaborative support for colleagues	22%	27%	28%	15%	8%
There is a feeling of trust and confidence among faculty members	43%	42%	10%	5%	0%
Professional interactions among faculty members are cooperative and supportive	22%	34%	33%	8%	3%
I consider that the institution and the authorities have promoted an atmosphere of collaboration among professors	22%	32%	23%	15%	8%

In addition, the above table shows important information about the relationship and work environment among colleagues. At first sight, there is an excellent relationship and a feeling of trust and confidence among faculty members. However, there is no good strong collaborative support for colleagues and little more than fifty percent of full-time professors agreed that professional interactions among faculty members are cooperative and supportive. This last statement confirms the negative perceptions that respondents mentioned in the interviews. Finally, the claim that the institution and the authorities have promoted an atmosphere of collaboration among professors is in agreement with interview responses.

In-depth analysis of participants' narratives revealed that within their Institution there is a perception of an excellent relation among faculty members but this relationship has not been enough to faculty collaboration within the "Academias" and "Cuerpos Academicos". Professors, Hernandez and Jaquez mentioned that the relationship among colleagues is good, but there is a limited collegial participation. For instance, Professor Hernandez mentioned that relationship in terms of friendship is good but in terms of work is very bad. Similarly, Professor Jaquez mentioned that relations with his colleague are good; there is even a personal relation; however, despite the good nature of the relation, that there is a clear refusal to meet and do collaborative work. There are few academic groups that work collegially. Only one academic group is consolidated; others are in the processes of consolidation. These groups are integrated by seven or eight full-time professors, the rest of the population are about 150 academics, most of them do not participate in the "Academias" and "Cuerpos Academicos". Professors Hernandez (Full-time Professor) and Jaquez (Full-time Professor) mentioned that the relationship among colleagues is:

“...En terminos de amistad es buena, en terminos de trabajo muy mala...” (Professor Hernandez, 1:58 to 2:11).

“...Pues llevo una muy buena relación con los compañeros académicos, con mis compañeros maestros, una buena relación personal, sin embargo, noto una clara negativa a reunirse y al trabajo colaborativo, con muchos de ellos. Aquí se realiza trabajo colegiado, hay algunos cuerpos académicos que están, uno que está consolidado, otros que están en proceso de consolidación, pero son 7 u 8 maestros los que están integrados, y el resto de la población que son alrededor de 150 maestros, pues la gran mayoría están fuera de las academias y de los cuerpos académicos...” (Professor Jaquez, 1:42 to 3:11).

Other faculty felt that there is a good relationship because there is a longtime friendship; even a good institutional relation; however, there is not a good interaction because their disciplines are diverse. For example Professor Montoya mentioned that relationship is good even the institutional relation; however, there is not much interaction with his colleagues because he is communicologist and he has difficulty discusses common themes with his colleagues who are lawyers, agronomists and economists. Montoya (Full-time Professor) argued that the relationship among his colleagues is:

“...Pues buena, institucional, y pues algunos somos compañeros de años, yo aquí tengo 25 años, entonces te digo lo que no hay muchas interacción con mis compañeros del campo disciplinar, unos son economistas, otros son abogados, otros son agrónomos, otros son químicos, entonces otros corresponden a otras disciplinas que no son de ciencias sociales, entonces no hay mucho de qué platicar, de qué hablar en términos de mi profesión licenciados en relaciones internacionales, o de un administrador público; en términos de disciplina necesitaríamos un sociólogo o un experto de la comunicación verdad, hay mucho sociólogo que platicas de teorías sociales, de modelos de comunicación , pero así como que está muy disperso el campo disciplinar aquí...” (Professor Montoya, 2:05 to 3:46).

Other participants as Professor Soto mentioned that he gets along well with his colleagues and there is an atmosphere of cordiality. This is one relevant aspect for the functioning of the academic groups. According to Arnold (2014) respect and courtesy are a significant element in any relationship atmosphere. First, Soto (Full-time Professor) mentioned that it is important to get along personally, with members of "Cuerpos Academicos" (academic groups) or those who are members of the "Academias" (faculty groups). We tried to carry a friendship first and then a

working relationship both must be concatenated because it is very important. Soto declared that relationship among faculty members is:

“...Pues nos llevamos bien, eso es un aspecto creo muy relevante para el funcionamiento de los cuerpos académicos. Primero creo que uno debe llevarse bien, de manera personal, con los miembros que integran el cuerpo académico, o los que integran las academias... Yo me llevo bien, pues hemos tratado de llevar una relación primero de amistad y después laboral, que ambas deben concatenarse porque son muy importantes...”  
(Professor Soto, 1:55 to 5:12).

Other faculty felt that good relation among faculty members is good option to establish personal and institutional challenges as academics and researchers. For instance Professor Vazquez said that the relationship among faculty members is very good; the faculty group meetings are a good excuse to greet us and look for new challenges. This relationship nourishes us as individuals and also nourishes us as professors. This adds much value to our lives as academics. When these relationships among faculty members are good, it can be an advantage for integration and formation of teams work. According to Yañez (2006) when there is a good interpersonal dynamic within the academic units, these can generate a good relations of collegiality. Vazquez (Administrator) mentioned the following about the relationship among full-time professors:

“...La relación es muy buena, aparte de que somos amigos de mucho tiempo, aparte de que nos apasionan los mismos temas, pues las reuniones del grupo disciplinar son muy buen pretexto también para volvernos a saludar, para volvernos a ver y para ponernos retos, retos como docentes y como investigadores, entonces es algo muy reconfortante para nosotros, nos nutre como personas y nos nutre también como docentes, entonces yo

creo que es algo que para nosotros le agrega mucho valor a nuestras vidas como académicos...” (Professor Vazquez, 1:49 to 3:08).

Some participants stated that having a good relationship could facilitate the collaboration among faculty members but when there no good relationship could reduce faculty collaboration. According to Yañez (2006) when there are no trust relationships among professors, they do not want to participate voluntarily in academic activities. When members of an academic group do not get along can complicate teamwork. Some full-time professors mentioned that when there is not a good relationship the collaborative activities this can complicate the task of the group and hence the achievement of the goals of the group.

Professor Soto (Full-time Professor) mentioned that when two or more members of a faculty do not get along it can complicate the working environment and then there is resistance to collaborate; he said that in private organizations are common the differences in the character among its members and that the university and academic groups are no exceptions.

“... Cuando dos o más miembros de un cuerpo académico no se llevan bien pues enardece el clima laboral y luego hay resistencias a la colaboración, y esto es muy común que ocurra en este tipo de equipos o de organizaciones por las diferencias de carácter, existe incompatibilidad de caracteres entre los miembros de cualquier organización, y la universidad y los cuerpos académicos no son la excepción, a veces hay problemas que luego los propios miembros de ese grupo pues consideran insalvables porque hay cuestiones ahí de carácter, de principios ideológicos, de formas de ser de las personas, etcétera, entonces que luego van enardeciendo el clima de trabajo, el clima laboral, entonces sí es muy importante el asunto este de la manera en que los miembros se relacionan entre sí...” (Professor Soto, 2:18 to 4:39).

Another faculty like Professor Galvan (Female faculty) mentions that there is a good relationship of friendship but there has never been a good relationship of work related to the subjects that we are teaching.

“...Pues muy bien, en cuanto a amistad y trato de trabajo muy bien, pero nunca ha sido una interrelación que digamos de qué clases damos, o qué materias damos o qué estamos viendo...” (Professor Galvan, 1:53 to 2:26).

In conclusion, full-time professors emphasized that exist a good relationship among all faculty members and there is a longtime friendship in the majority of professors. During the interviews, all of the participants agreed that there is a good relationship among colleagues. This relationship among academics is an important aspect of collaborative work. Collegiality occurs within an academic environment that has its base a form of peer dialogue (Arnold, 2014). Indeed, a good relationship and a peer dialogue can help for the functioning of academic groups. However, this good relationship among faculty members has not been enough to work collaboratively within their institution in the "Academias" and "Cuerpos Academicos". The majority of full-time professors of University of Chihuahua Campus Juarez are focusing individually exclusively on their teaching activities.

### **Faculty Definition of Collegial Work**

This section provides information regarding the faculty understanding about collegial work. The definition of collegial work is the basis of the overall discussion that took place during the study; this information was obtained only through the analysis of participants' narratives. All the participants were asked to give their definition of collegial work.

The importance to address these conceptions about collegial work from the faculty perspectives is to know what understand faculty members about collegial work. Every one of the 22 participants identified collegial work as a necessity that requires faculty members' interaction, with of the participant's further describing collegiality to include the development and enhancement of academic activities of faculty members.

The collegial work is an activity that has been practiced by academics for a long time. However, According to Barraza and Barraza (2014) the terms collegiality and collegial work make their appearance in Mexico on the stage of education policies as part of the educational reform initiated in the late eighties and early nineties in order to faculty members will perform joint work, take arrangements and decisions regarding the forms and processes to develop the teaching work and institutional management. For Mexican Secretariat of Public Education is important that collegial work becomes a daily practice of educational institutions also be applied generally for decision-making in other areas of educational life.

When academics were asked to define collegial work many respondents answered with complex and diffuse definitions. For instance, Professor Perez (Administrator) for instance defined collegial work as the work that academics do for the common good of the community and the integration of their working teams.

“...Es el trabajo que hacen los maestros por el bien común de la comunidad y por la integración de sus equipos de trabajo...” (Professor Perez, 0:58 to 1:05).

Professor Hernandez (Full-time professor) defined collegial work as participating in common activities of academics, with common goals or for obligation; they perform some activities of interest personal.

“...Yo entiendo como trabajo colegiado, el participar en actividades comunes de los maestros, con objetivos comunes o por obligación, y desempeñan algunas actividades de interés personal...” (Professor Hernandez, 0:47 to 1:13).

However, the majority of participants defined that collegial work is an essential activity in education institutions. According to Izquierdo (2003), collegial work is a tradition that comes from the old universities of the middle ages which involve the transmission and discussion of ideas, the acceptance of academics whether one agrees or disagrees when they think in a different way and the necessity to create consensus.

For instance Professor Padilla (Full-time professor) mentioned that collegial work is the possibility to discern, to argue, to see different points of view, trying consensus point of views because in academic life there are many different opinions and it is necessary to reach a consensus, see what we are defining or what things we consider to be important for learning. Padilla defines collegial work as:

“...Bueno, yo considero que el trabajo colegiado es la posibilidad de discernir, de discutir, ver diferentes puntos de vista, tratar de consensar puntos de vista porque en la vida académica hay mucha diversidad de opiniones y pues es necesario consensar, ver qué es lo que estamos definiendo o qué cosas consideramos que son importantes para el aprendizaje...” (Professor Padilla, 1:01 to 1:37).

The definition of collegial work given by participants also reflected the importance of the decision-making process in the curricula, academic groups as well as the planning of goals of the educational institution. Diaz (2008) mentioned the importance of faculty collaboration in decision-making processes regarding the planning, management, and creation of curriculum. Another full-time professor defined the collegial work according to the collegiate groups that

exist within the university where few full-time professors are involved. According to Fierro (1998) defines collegial work as a participatory decision-making process and definition of actions involves professors and administrators, in the pursuit of organizational improvement. For example, Professor Montoya mentioned that collegial work is a job among a group of academics to make decisions depending on programs, with clear and specific objectives to establish goals for the short, medium and long term. Montoya (Full-time professor) defines collegial work as:

“...El trabajo colegiado es un trabajo entre un grupo de académicos para tomar decisiones en función de programas, academias, cuerpos académicos, con objetivos claros y específicos como para establecer metas a corto, mediano y largo plazo...” (Professor Montoya, 0:44 to 1:18).

Some professors mentioned that collegial work encourages interaction among academics in order to strengthen the tasks of production and application of knowledge. According to Lopez (2010), collaborative work is a way to strengthen academic dynamics within public institutions of higher education in order to contribute to the generation and application of knowledge intended to improve the teaching-learning processes. The “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups) are organizational structures where faculty members can interact and collaborate with their colleagues to strengthen curricula, share the experiences and personal opinions related to their professional development, to the generation and application of knowledge, increasing investigations and publications. According to Perez, Garcia, and Barona (2013), these academic communities have the necessity to generate knowledge and solve social problems. For instance Professor Montes (Female faculty) mentioned that collegial work is the participation of a group of academics who share an area of

knowledge and in which they defining the activities and actions seeking to strengthen academic work and especially the work with students. Montes defined collegial work as:

“...Bueno, yo entiendo que es la participación de un grupo de profesores que compartimos un área de conocimiento, y en el cual vamos definiendo actividades y acciones en búsqueda de fortalecer lo que es nuestro trabajo académico y sobre todo el trabajo con los estudiantes...” (Professor Montes, 0:53 to 1:23).

Others felt that collegial work is a key factor in education institutions to improve teaching-learning processes (in searching of quality education). Martinez, Ruiz and Galindo (2015) considered that peer collaborative work of faculty members may influence on continuous improvement of educational activities. During the interviews, most of the participants mentioned that there are few academics who work collaboratively. For instance, Professor Jaquez mentioned that collegial work is the work that should be developed within the University among professors who integrated the faculty; both full-time and part-time professors must conduct teamwork to improve education and the work in classrooms. Jaquez (Full-time professor) defines that collegial work is:

“...El trabajo colegiado es el trabajo que debe desarrollarse dentro de la universidad entre los maestros que reintegran la planta docente, tanto de tiempo completo como de hora-clase, y es precisamente ese trabajo en equipo que se debe realizar para mejorar la educación y el trabajo que se realiza dentro de los salones de clase...” (Professor Jaquez, 0:48 to 1:19).

Other professor felt that collegial work is the collective participation among academics who teach in the same career, have similar characteristics, and belong to educational institutions of the same level. For instance, Professor Sanchez (Full-time professor) mentioned that collegial

work is the work among professors with similar characteristics that they belong to the same institution or institutions of the same level that they can work together on issues that concern them the university interest. Sanchez conceptualized collegial work as:

“...El trabajo colegiado como yo lo entiendo lo podría conceptualizar como el trabajo entre profesores con características similares que pertenezcan a una misma institución o a instituciones del mismo nivel, que puedan trabajar de manera conjunta en temas que les incumben al interés universitario...” (Professor Sanchez, 0:51 to 1:38).

In conclusion, these data from participants reflects a shared understanding of the definition of collegial work and demonstrates a common use in its practice. However, full-time professors answered with more accurate definitions; according to literature were full-time professors with a high educational level (Doctorate degree) also all doctorate professors demonstrate an active participation and strong involvement in collegial groups.

Full-time professors defined collegial work as the possibility to discern and argue different points of view to reach a consensus, working together to achieve common goals, group of academics to make decisions on curricula, the participation of a group of academics who share an area of knowledge, and a team of professors that contributes in improve academic quality and work in classrooms. They also conceptualized collegial work as the work among academics that have similar characteristics and work on issues that concern them and to university interest. All full-time professors defined collegial work in their own words. However, according to faculty definitions only few academics gave wide definitions according to authors' definitions of literature (Sergiovanni, 1991; Balsmeyer et al., 1996; Monroy, Lopez and Tapia, 2012). In the interview's responses, was found that most of the faculty members given short responses and diffuse definitions.

## Faculty Collegial Work

The next theme is faculty collegial work that was one of the central themes in the current study. Here it is shown that there is very low faculty participation in the “Academias” and “Cuerpos Academicos” of University of Chihuahua Campus Juarez. Faculty members not only felt that a sense the lack of collegiality in their daily practices, but also they argued that they observe weak collegial participation from full-time professors in the different collegial groups. This section outlines first, the survey results and second the interview results.

Table 4.5 shows the forms of collaboration that full-time professors perform with their colleagues within the university. The lowest percent of forms of collaboration among faculty members were academic groups and Symposiums with 10%, and the highest percent was publications with a 62.5 %.

Table 4.5

*Forms of Collaboration that are Practiced by Full-Time Professors (n=40)*

Forms of Collaboration	Frequency	Percent
Academic Groups	4	10%
Symposiums	4	10%
None	8	20%
Disciplinary Groups	11	27.5%
Congress	16	40%
Faculty Groups	24	60%
Publications	25	62.5%

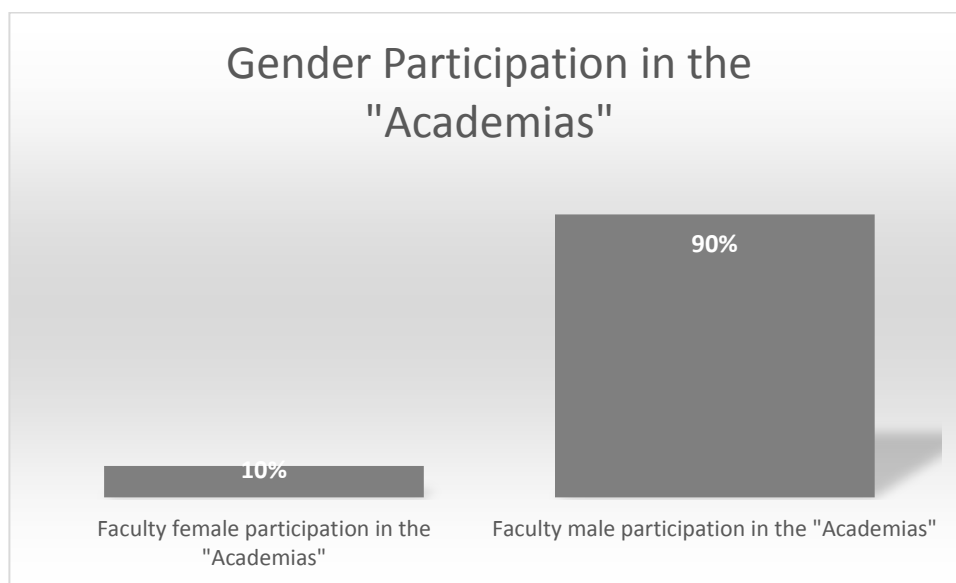
This means that full-time professors who publish in journals or books often work together. Research collaboration covers a wide spectrum of activity that ranges from a research project until co-authoring publications (Baldwin, 1990). However, it has found in other areas as academic groups that full-time professors are maintaining a certain degree of isolation; they

indicated that the integration process to academic groups is complicated because they have not a doctoral degree.

In regards to the participation of female faculty in the “Academias” data showed that there is a great inequality gender among the number of full-time professors of this educational institution. Of all faculty members, only four are female. The faculty participation in the “Academias” of the institution two are female; the “Cuerpos Academicos” did not have any woman. As illustrated in figure 4.3 only 2% of faculty female participates in some "Academia" while in academic groups there is no faculty female participation.

Figure 4.3

*Comparison between Male and Female Responses Regarding the Participation of Faculty Members in the “Academias” (Faculty Groups). (n=40)*



Even though the low faculty collaboration in these collegial groups, 35 of the 40 faculty members stated to know the activities and tasks that academics perform within the “Academias” and “Cuerpos Academicos”. The above information has been a red focus for the educational institution. One of the actions taken by the authorities was to create several groups of full-time

professors called "Disciplinary groups" in order to start working on a research topic and have the collaboration among faculty members and hopefully in the future promote the creation of new academic groups endorsed by PRODEP. Despite institutional efforts to involve and promote faculty collaboration within "Cuerpos Academicos", these efforts have failed to materialize; only one academic group have reached the highest category as a consolidated academic group. As expressed by faculty members the creation of CA represents one of the main challenges to the university.

In the following tables below display the percent of responses of faculty members' perceptions regarding their interest to work collegially, collegial participation, and the ease of integration into different forms of collaboration, and the importance of work in "Academias" and "Cuerpos Academicos".

Table 4.6 shows the interest of the faculty members to work collegially. Regarding whether full-time professors consider collegiality as a primary practice in their work area, 45% of the respondents answered totally agree, 38% of academics are agreed with this statement, 13% responded neutrally, and while only 5 % responded disagree. Regard to the claim that if academics demonstrate an interest in participating in collegial work activities within their institution 43% answered totally agree, 40% answered agree, 10% responded in a neutral way, and while only 3% answered disagree and 4% answered totally disagree.

Table 4.6  
*The Interest to work collegially. (n=40)*

	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I consider collegiality as a primary practice in my work area	45%	38%	13%	5%	0%
I demonstrate interest in participating in collegial work activities within in the institution	43%	40%	10%	3%	4%

Despite the fact that these above agreements are positive in the survey responses, in the real practice are negative because there is incongruent related to the in-depth analysis of participants' perceptions. It revealed that the majority of academics perceived few collaborative participation among full-time professors within the "Academias" and "Cuerpos Academicos".

Table 4.7 shows data about the collegial participation of full-time professors within the "Academias". The statement that if full-time professors participate actively in the Academies' meetings. Surprisingly, only a small percentage of the 10% answered "Totally Agree", 20% responded "Agree", 40% responded neutrally, 20% answered "Disagree", and while only 10% answered "Strongly Disagree"; Equally important, the statement that faculty members jointly plan and prepare strategies and procedures of teaching, only a small percentage of the 5% answered "Totally Agree", 23% responded "Agree", 43% responded neutrally, 15% answered "Disagree", and while only 15% answered "Strongly Disagree". The statement that most professors in this institution contribute actively to making decisions about curriculum, only a small percentage of the 3% answered "Totally Agree" 18% answered "Agree", 30% responded neutrally, 23% answered "Disagree", and while 28% responded, "Totally Disagree".

Table 4.7  
*Collegial Participation. (n=40)*

	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
Professors participate actively in the Academia's meetings	10%	20%	40%	20%	10%
Professors jointly plan and prepare strategies and procedures of teaching	5%	23%	43%	15%	15%
Most professors in this institution contribute actively to making decisions about curriculum	3%	18%	30%	23%	28%

In the above table, it may be observed that there is very few participation of full-time professors related to academia's meetings, strategic planning of procedures of teaching, and to contribute in the decision making of curricula. These above activities are the basis of the

teaching-learning process (SEP, 2014) in addition, in these processes the collaborative participation of academics, administrative staff and educational authorities is essential. These items could be the challenges of faculty members to work collegially within the "Academias" in order to strengthen the academic activities needed to coordinate adequately all curricula activities.

Table 4.8 indicates the ease of integration in the "Academias" and "Cuerpos Academicos". The statement that is easy the integration process to the "Academias". Interestingly, only a small percentage of the 15% answered "Totally Agree", 28% responded "Agree", 28% responded neutrally, 25% answered "Disagree", and while only 5% answered "Strongly Disagree"; equally important, regard to the claim that establishes the facility of integration in the "Cuerpos Academicos". Surprisingly, only a small percentage of the 8% answered "Totally Agree", 18% responded "Agree", 33% responded neutral way, 30% answered "Disagree", and while only 13% answered, "Strongly Disagree". In this statement faculty members mentioned during the interviews that most of the full-time professors do not meet the requirements to create an academic group because the public policy PRODEP requires academics with doctoral level to create a "Cuerpo Academico".

Table 4.8  
*Facility to integrate into "Academias" and "Cuerpos Academicos". (n=40)*

	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I consider that is easy the integration process into the "Academias"	15%	28%	28%	25%	5%
I consider that is easy the integration process into the "Cuerpos Academicos"	8%	18%	33%	30%	13%

Finally, the last table 4.9 indicates the importance of the work that it performs into the "Academias". 53% answered "Totally Agree", 30% responded "Agree", 10% responded neutral way, 5% answered "Disagree", and while only 3% answered "Strongly Disagree". The statement

that full-time professors considered important the work that it performs into the "Cuerpos Academicos". 58% of the respondents answered "Totally Agree", 28% responded "Agree", 13% responded neutral way, and while only 3% answered "Disagree".

Table 4.9

*The importance of the work in "Academias" and "Cuerpos Academicos". (n=40)*

	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I consider important the work that it performs into the "Academias".	53%	30%	10%	5%	3%
I consider important the work that it performs into the "Cuerpos Academicos"	58%	28%	13%	3%	0%

In-depth analysis of participants' narratives revealed that within their Institution there is perceived few collegial participation for the majority of academics within the "Academias" and "Cuerpos Academicos". Full-time professors related how their experiences of academic work are more individual activities than collegial activities. Currently, full-time professors expressed that they are working on collaboration when they do research and publish. Both activities are compulsory for full-time professors and are evaluated annually by PRODEP.

During the interviews, for the most part, faculty members argued that they belong to an "Academia" but meetings are infrequent (up to one year without meeting). However, in regards to the participation in the faculty groups according to the academic coordinator mentioned that over 75% of full-time professors did not participate periodically in the "Academias" despite the fact that academics are invited to attend meetings of "Academias" each semester.

Professor Gutierrez (Administrator) said that full-time professors are demonstrating little by little interest to work collaboratively in "Academias" (faculty groups) and "Cuerpos Academicos" (academic groups). He stated that academics are beginning to collaborate in research projects and work more collaboratively, making rules for students who want to

elaborate theses as well as in redesigning the curriculum and programs; however not all academics participate in these activities.

“...Los maestros están empezando a elaborar investigación, a trabajar de una manera más colaborativa, a poner reglas y normas para poder hacer tesis, en ver los programas y poder hacer un rediseño curricular, son los primeros pasos que se han visto con ellos, no al 100% como se debe de hacer, pero sí en un 40 ó 50% de ello...” (Administrator Gutierrez, 5:11 to 6:08).

One of academic collaborative activities that professors evidenced during the interviews was research. This activity is an essential aspect for full-time professors because higher education requires collegial research (SEP, 2014). Research is a significant aspect of university existence (Arnold, 2014). Professor Soto (Full-time professor), for instance, mentioned that members of his academic group have meetings to agree on research strategies that strengthen activities of the group. He argued that they meet periodically to agree on strategies for research; sometimes as coordinator inform his colleagues about invitations they receive to collaborate with other academic groups.

“...Periódicamente nos estamos reuniendo para ponernos de acuerdo sobre las estrategias para investigación, o las investigaciones que luego nos hacen, para darle a conocer a mis colegas las invitaciones que nos hacen de otras instancias o de otros cuerpos académicos para hacer investigación...” (Professor Soto, 5:48 to 6:31).

Professor Dominguez (Full-time professor) felt that it is important the support of his colleagues in order to publish a book or a paper. He mentioned that he does not have experience in writing research papers; he needs the experience and the support of academics that have a doctoral degree and the methodological knowledge in the field. Clearly, there is a collegiality

when exists support among faculty members to discuss different points of view to achieve a goal such as publishing.

“...Uno que no tiene experiencia en la redacción de trabajos de investigación, tiene que acudir a la experiencia de los profesores que tienen grado de doctor, además del conocimiento metodológico en el campo de investigación...” (Professor Dominguez, 4:51 to 5:11).

Other academic activities that some faculty members share with their colleagues is when they publish a book or papers for submission to a refereed journal or conference. Such authorship has as an aim to contribute to their area of expertise and interest. Full-time professors share their experience and knowledge to publish. Indeed, many academics agreed that publishing a book or a paper in a refereed journal is better with the support of their colleagues.

However, in the academic group, there is not a really collegial support among its members. Outside the interview, Professor Soto (Full-time professor) mentioned that there is not really a real collaboration with all members of "Cuerpo Academico" because sometimes as a researcher does all research process and when is time to publish one or two members of academic group they asking me to add their names as a co-author without doing anything during the research process. There is a negotiation among faculty members to appear in the publication. Professor Soto mentioned when there are collaborative publications academics are looking for unethical practices to publish. Camarillo (2013) stated that when faculty members have to publish produces behaviors in the professors who share perverse strategies. He called this behavior “Simulation Strategic”. This consist when a professor add to his/her colleagues in the authorship of its publications that they intend to publish, one is the main author and the others are the co-authors. Castro (2011) mentioned that in the culture of research there are favoritisms

and simulation practices among university professors. Finally, all agreed that this negotiation among faculty members to appear in the publications is an easy way to demonstrate faculty collaboration. The academics strongly believed that this practice has favored in obtaining better incomes in their salaries.

### **Benefits of Collegial Work**

The theme of benefits of collegial work was determined by relating to the answers provided by participants' perceptions. Numerous benefits by full-time professors about collegiality were reported. These benefits include that the practice of collaboration among faculty members is when the professors share knowledge and expertise, academics feel empowered to strengthen their practices. Elliott (2005) states that there are many benefits to working in a collaborative way. Participants stated that one of the most benefits of faculty collegiality is professional development. In the review of the literature indicates that collegiality relates to academics' professional development (Harris, 2001).

In regards to benefits that full-time professors receive from collegial work, faculty members mostly commented that collaboration among colleagues could foster professional development. According to Hargreaves (2005), the most significant benefits of collegiality among faculty members bring on improvement in academic professional growth and development. Lopez (2003) stated in her thesis about teacher collegiality that collaborative work provides the interest among faculty members for the accomplishment of common projects and consequently increase the quality of educational proposals, improve social relationships, the training, and professional development.

In Table 4.11, shows below in percentages the perceptions of full-time professors that indicate the level of importance of collegial work as well as the value that the "Academias" and

"Cuerpos academicos" add in their professional development. 58% of participants stated strongly agree that the "Cuerpos Academicos" add value to their academic development, while only 3% were disagree with this statement; to the claim that the work on "Academias" add value to the academic development, 48% of participants mentioned that they strongly agree on this statement, only a small percentage 3% and 5% stated are disagree and strongly disagree respectively, and finally regarding to collegiality as a primary practice in their work area, 45% of participants mentioned that they totally agree on this statement, and while only 5% were disagree. Most of the faculty members gave a high percent to collegiality as a primary practice in their work area. However, this is incongruent in the practice when they need to work together, organizing collaborative teams, and attend academy meetings.

Table 4.10  
*The Level of importance of collegial work. (n=40)*

	Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree
I consider collegiality as a primary practice in my work area	45%	38%	13%	5%	0%
I believe that the work of "Academias" adds value to my academic development	48%	38%	8%	3%	5%
I believe that the "Cuerpos Academicos" add value to my academic development	58%	28%	13%	3%	0%

Participants reported a wide array of personal reasons for their professional development. Full-time professors mentioned that there are positive outcomes about professional development in collegial activities, but not all professors take advantage of these opportunities for collaboration. Ideas regarding possible benefits of professional development collaborations with others educational institutions included general networking garnering a broader picture of their institution. Professor Dominguez (Full-time professor), for instance, considered that work together can get some academic benefit and increase his professional development, as a member

of an academic group can be obtained several benefits such as access to scholarships, economic benefits, and even in research.

“...Considero que por el trabajo que deben realizar se puede obtener algún beneficio académico para ellos y puede ser que también en cuestión de desarrollo profesional. Pues ventajas de ser miembro me imagino que son similares, que se pueden obtener beneficios para el desarrollo profesional, también algún tipo de acceso a becas y beneficios económicos y de investigación incluso...” (Professor Dominguez, 5:38 to 6:17).

Some participants stated that they liked working together and felt that have a personal and institutional commitment to work with their colleagues in order to accomplish institutional goals that individually are difficult to achieve. In this regard, it is understood that the collegial work in a higher educational institution includes the integration of several concepts such as collaboration, teamwork, coordination and participation among its members to achieve group goals and these in turn institutional goals.

Professor Vazquez (Administrator) mentioned that there are several advantages to working collaboratively with other professors such as support from others to solve problems, many heads are better than one, coexistence between its members within and outside the institution, and become experts on specific topics.

“...Bueno, yo creo que una de las principales ventajas es de que podemos nosotros contar con el apoyo de otras personas, de otros maestros para la solución de problemas, a veces de los propios verdad, eso por una parte no, de que cuatro cabezas piensan más que una como dicen, y por otro lado, el crear un ambiente de trabajo adecuado con el que se convive, porque no nada más es el trabajo, ahí convivimos, ahí a veces hacemos nuestras comiditas, nuestros convivios. Bueno, son muchas, desde las económicas, porque hay un estímulo importante para los miembros de un cuerpo académico, que siempre será un motivante, pero también la proyección personal y sobretodo la proyección colegiada, la proyección como un equipo de trabajo de personas muy preparadas, muy capacitadas, que

han decidido convertirse en expertos en ciertos temas e investigar y poder ser útiles a la sociedad a través de una contribución en especial...” (Professor Vazquez, 13:21 to 15:01).

Others felt that working together they can share knowledge and expertise of others that academics can have the opportunity to learn from each other, contribute new ideas, and opinions. For instance, Professor Almanza (Full-time professor) argued that the advantages of collective participation is when professors contribute to their experience and knowledge in order to enrich their personal work.

“...Las ventajas en este sentido pues es la participación individual, cada quien aportamos algo en base a la experiencia, en base al conocimiento, y sobre todo la información que recabamos desde el exterior de la facultad. Tomar las experiencias de los demás compañeros que vienen a enriquecer tu trabajo personal...” (Professor Almanza, 9:12 to 9:41).

When questioned professor Jaquez (Full-time professor) about the advantages of collaborative work he reported that as a member of the academic group and also as an academic he can get a better academic status, continuous training, generate knowledge through research processes.

“...Pues la ventajas, además del estatus que se puede tener dentro del desarrollo del maestro, como docentes, del estatus que puede uno obtener, pues otra de las ventajas es la capacitación continua y el poder generar conocimiento a través de las investigaciones que se realizan, poder trabajar en algunas líneas de investigación y generar conocimiento...” (Professor Jaquez, 10:23 to 11:02).

Under this scheme of collaboration among academics, participants reported that one of the greatest benefits of collaboration that it has seen within the institution is that this participation has contributed to the publication of books and articles in refereed journals in order to achieve personal and institutional goals. Further, full-time professors must meet the publishing requirement if they want to get PRODEP profile. Professor Bernal (Full-time professor)

mentioned that an advantage of collegial work is that academics should facilitate the work of the group. Also lately has been perceived the increase of academic publishing.

“...Yo creo que se deben de facilitar las cosas, se debe de facilitar el trabajo, pero sobre todo lo que se ha percibido es el trabajo en publicaciones. Pues yo creo que la principal ventaja debe de ser la retroalimentación que se tiene entre compañeros, y por consiguiente, la mejora en el desempeño laboral...” (Professor Bernal, 11:17 to 11:41).

Summarizing, there are a lot of benefits of collegiality among faculty members. The construction of new knowledge, share knowledge and expertise, and academics' professional development are benefits that faculty members perceived in their institution as evidence of the need for building a more quality education. In addition, to improve collaborative practices it requires that faculty staff and authorities promote collegial interaction, cooperative behavior, and emphasize consensus among all members of the institution in order to strengthen their academic practices and collective responsibilities. Faculty members can be motivated to work in teams by the educational authorities in order to achieve institutional goals. Faculty members need the motivation to change existing behaviors and move toward collegial behaviors (Lucas, 1994). Achieving collegiality in a higher educational institution can be an advantage more than a disadvantage. If this is so, educational institutions need to put various collaboration strategies to enhance the process of collegiality.

Upon analysis of the participants' responses regarding the value of collegiality, several key themes were discovered regarding the benefits of collegial work such as professional growth and development, the opportunity to learn from each other, increased of academic publishing, and the creation of new research networking. Full-time professors indicated that they had an increased sense of responsibility for student learning. They felt that collaboration among faculty

members could provide several positive consequences as above it mentioned. However, in spite of all benefits of collegial work the study outcomes yielded low collegial participation among full-time professors.

Full-time professors believed that the collegiality can be improved if there is a motivation from educational authorities that promote faculty collaboration in all academic activities. It is, therefore, important to note that the educational authorities should foster collegiality as fundamental practice and an effective strategy that can be employed within higher education as an educational improvement.

### **Barriers to Work Collegially**

In this study results indicated that full-time professors often work in environments that hinder their ability to work together, especially on activities such as academic support in building and developing curriculum and the creation of new “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups). Upon analysis of the participants’ interview responses regarding the barriers to collegial work way among faculty members. Was found several barriers that make it difficult faculty collaboration. In higher education institutions without collegiality, the barriers created by academics' isolation do not allow for reflection and refinement of collegial practice, nor do they build collective responsibility for the creation of new knowledge (Elliot, 2005; Moreno, 2006).

When the full-time professors were asked if there is any difficulty for professors to work collaboratively, most of the academics mentioned time as a major barrier. Not all full-time professors are so generous with their time; most of them prefer to dedicate time in other academic activities such as teaching, mentoring, academic management, and research.

In the current study, the main challenges or barriers that faculty members face to work with their colleagues were time, administrative support and the unwillingness of academics to collaborate. The majority of the academics mentioned these factors as significant. For instance, Professor Galvan (Female faculty) stated that time is a limitation to work with his colleagues because as a full-time professor he has many activities that distract him a little.

“...Pues a veces la única desventaja que yo le veo es la limitación del tiempo, porque como tenemos muchas actividades y que la beca y que esto, entonces nos distrae poquito, pero yo diría que el tiempo...” (Professor Galvan, 12:35 to 13:02).

When the participants were asked what does the institution and authorities to promote collegial work, they claimed that there is a lack of institutional support. According to Arnold (2014) stated that the institutions, authorities, and academic departments generally have to work at maintaining collegial environments. Professor Hernandez (Full-time professor) stated that the institution does not anything to promote the collegial environment. He had not been called and invited to participate in a collegial activity.

“...En lo que a mí respecta nada, no he sido convocado, no he sido invitado, no he sido obligado tampoco a participar en un cuerpo colegiado...” (Professor Hernandez, 13:12 to 13:37).

Other faculty mentioned that when there is a change of administration, authorities impose their way of work according to their personal vision this might limit the academic development of the institution. According to Hargreaves (2005), the educational institutions sometimes impose collegiality in order to improve the effectiveness of the outcomes and achieve group and institutional goals that these are not the same of each professor.

Professor Montoya (Full-time professor) claims that the institution demands collegial activities, among other academic activities, however, sometimes authorities hinder faculty collaboration in academic groups, giving priority to other needs.

“...Pues la institución a nivel institucional de la facultad pues exige actividad colegiada, y la universidad pues también hacen exigencias de tipo académico, por ejemplo nosotros

no tenemos cuerpos académicos pero había cuerpos académicos, pero de acuerdo a una persona que llegó y cambió las reglas a su visión muy personal pues me dificultó, y luego las normas que mandan ellos para acá las adecúan a la política interna allá, entonces ellos hacen limitaciones, segregan, limitan, coartan, no hay desarrollo...” (Professor Hernandez, 15:01 to 15:57).

Professor Sanchez (Full-time professor) mentioned that the institution and authorities do not do much to promote and create collegial groups. The institution should have academic authority concerned about creating and strengthening academic groups.

“...Pues honestamente creo que no mucho, no mucho, porque pues me imagino que debiera de haber alguna instancia académica preocupada por formar o consolidar cuerpos académicos, y realmente los cuerpos académicos que se han consolidado, que se han formado, ha sido básicamente por iniciativa de los propios integrantes...” (Professor Sanchez, 14:11 to 14:49).

Professor Jaquez (Full-time professor) mentioned that there is not much support from authorities to create new academic groups; there are invitations to do it but there is no diffusion about them, no specific guidance is given, there is no training to design proposals for the creation of new academic groups; there is not enough support for academics to access into graduate programs. He mentioned that the requirements to create a new academic group demands professors with doctoral level. He stated that within the institution there are few full-time professors with this level. He thinks that the regulations to establish academic groups are the problem.

“...Desafortunadamente no hay mucho apoyo para conformar los cuerpos colegiados, salen convocatorias pero no hay difusión de las mismas, no se da la orientación, la capacitación para diseñar las propuestas de creación de nuevos cuerpos académicos; los requisitos que se establecen para un cuerpo académico en formación se exige nivel de doctorado pero no hay los apoyos suficientes para que los maestros puedan acceder a un posgrado, entonces si no se dan las facilidades para poder obtener el grado pues no se

puede consolidar un cuerpo académico, entonces yo pienso que ahí en la metodología y en la normatividad—más que nada en la normatividad para la constitución de los cuerpos académicos—, ahí es donde se pierde la posibilidad de formar más cuerpos académicos dentro de la facultad ...” (Professor Jaquez, 12:38 to 14:03).

Even though the educational policy PRODEP has promoted scholarships for full-time professors to study master and doctoral programs within and out the country but his achievements have been limited because its target population just concentrate on them. Most of the faculty members mentioned that do not have the interest to study a doctoral program this is a barrier to creating new academic groups. Also, PRODEP is increasingly demanding in its norms because the budget for education is becoming lower.

Another notable barrier faced by full-time professors is the unwillingness and lack of interest of fellow academics to collaborate in “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups). Academics noted potential barriers to collaboration including the unwillingness of participants to attend the faculty group meetings, plan and prepare teaching strategies, and contribute actively to making decisions about building curriculum. According to Arnold (2014) faculty member who cannot work willingly and effectively with colleagues also cannot contribute adequately to the activities needed to coordinate curricula. Professor Fernandez (Full-time professor) mentioned that there is a lack of integration of full-time professors in different faculty groups and those that do not integrate are somehow hinder the work that academics perform within “Academias” (faculty groups) However, Fernandez notice a clear refusal to attend academic meetings and the collaborative work.

“...La desventaja la tenemos en la falta de integración precisamente, que no son todos los maestros los que se integran, y esos que no se integran son los que de alguna manera dificultan el trabajo que se hace en la academia, porque ya se interrumpe esa dinámica que se tiene con los maestros que realmente se integran y están comprometidos con la academia. Sin embargo, noto una clara negativa a reunirse y al trabajo colaborativo...” (Professor Fernandez, 13:55 to 14:29).

In conclusion, upon analysis of the participants' responses regarding the barriers and difficulties, several key aspects were discovered regarding the scarce collaboration among faculty members. Academics mentioned that there are several barriers such as the lack of time in collegial groups, administrative support and the unwillingness of academics to collaborate. Some of these barriers are not in the control of academics and need to be considered by the educational policy PRODEP, institution, and administrators in organizing collaborative groups.

The challenges or barriers that faculty members have at the moment to work collegially include time, administrative support, put collaborative research into practice and create new research networking. Unfortunately, when faculty members are evaluated in their performance processes, collegiality becomes a perfect tool to obtain the better results of their evaluations (Arnold, 2014). Most of the participants stated that they need the support of their colleagues in academic activities to obtain better results. These findings are similar to Tiburcio Moreno's study. He revealed that is very short the time of faculty members when working in collegial activities.

## **Summary**

This chapter provided the participants' results for both the quantitative and qualitative portions. Regarding the quantitative portion, the chapter shows the participants' demographic information, academics' employment background, and the level of the importance of academics' collegial work. According to the gender, it was noted that there is very little female full-time professors in this institution. Of the 40 participants, three are female faculty. Indeed, there no female participation in academic groups. Furthermore, it shows the forms of collaboration that full-time professors perform within the university with their colleagues. It also provided a detailed description the perceptions of full-time professors of the level of importance of collegial work in “Academias”, in “Cuerpos Academicos”, and the relationship among colleagues.

Regarding the qualitative portion, the chapter also rendered a detail description of the experiences, perceptions, and challenges that faculty members face in the different forms of collaboration. Five themes emerged from the interviews and data collected that documented and described how academics perceive the collegial work within their institution. Of the results emerged the following categories: collegial work, academic work, the relationship among professors, benefits and barriers. The findings of the study show that there is a good to the relationship among faculty members. However, the collegial work among full-time professors in the "Academias" (faculty groups) and "Cuerpos Academicos" remain limited.

### **Conclusions and Recommendations**

The purpose of this study was to understand the perceptions and challenges of full-time professors have about collegial work in the University of Chihuahua Campus Juarez. This study was conducted to gain insight into collegial work in the "Academias" (faculty groups) and "Cuerpos Academicos" (Academic Groups), where the barriers of collegial work are strong and difficult to overcome. Even though the results of this study present low collegial participation among faculty members of this Mexican University, collegiality becomes a very important factor in educational institutions when we look at the ways in which academics interact with one another, especially when collegiality plays an important role in the performance faculty evaluation.

The findings of this study show that collegiality among full-time professors in the "Academias" (faculty groups) and "Cuerpos Academicos" is very limited. Consequently, isolation practices characterized the full-time professors of University of Chihuahua Campus Juarez. It was perceived as a professional environment having strong aspects of isolation that have had many problems with the integration and creation of new academic groups as well as on low research productivity by academics. These findings corroborate the literature on the benefits and barriers of collegiality in educational institutions, even those with very low faculty

collaboration. In addition, faculty members perceived that collegiality among academics could be an important process in all their academic activities. These could be more productive and effective if there is an efficient collegiality on sharing expertise and knowledge among academics in order to be able to offer improved teaching. Full-time professors agreed on the purpose of the collegial effort to change the organizational structure of their institution as a challenge that they can face to their feelings of professional isolation.

To promote faculty collaboration, it is necessary to take a look at the whole educational system beginning with its educational policies. For instance, PRODEP has been an important educational policy for full-time professors that promotes faculty collegiality through the "Cuerpos Academicos". PRODEP has committed to making the academic workplace more attractive and equitable for university professors. In addition, academics perceived PRODEP as a program of high benefit in their professional development. However, the requirements for those full-time professors who do not have a doctoral degree have been complicated to create new academic groups according to the faculty perceptions. It is necessary that PRODEP promotes the opening of spaces for analysis and reflection in order to integrate congruent mechanisms that generate integration and socialization voluntary of academics in the participation and construction of new academic groups that promote not only academic development but also the collegial practices as an important aspect of educational quality. The educational policy PRODEP should be more flexible on its rules for the integration and consolidation of academic groups. Taking into account the level of study of faculty members to create new academic groups.

On the other hand, higher educational institutions take account that collegiality as an important tool for its teaching-learning process (Moreno, 2006; Lopez, 2010; Arnold, 2014). Many universities are now seeing benefited by having more academic groups, strengthened curriculum, and several research networks for its strengthened collegial practices. The University of Chihuahua Campus Juarez should fostering the collegiality among all members of the institution in order to create new collegial groups to increase the productivity and professional

development on faculty members in all academic activities such as teaching, mentoring, research, and academic management in order to achieve high levels of competence and quality of education. In addition, faculty members benefit by having better collegial work conditions, improve their professional development, and achieve their personal and institutional goals. Consequently, these benefits might be seen reflected in the students' teaching-learning process.

The faculty participation in all activities such as conferences, forums, workshops, debates, internal and external research, among others activities as part of the academic productivity, faculty members and educational authorities should take account faculty collegiality as a primordial practice to be more productivity in all its academic activities. Faculty members should embrace these findings and use collegial work as a way to utilize their experiences to help each other in a collegial environment. A collegial environment allows academics to share their experiences and knowledge in order to achieve personal and institutional goals. The curriculum building, creation of new academic groups, and establishing research networks requires faculty collaboration.

As has been noted, collegial work is a fundamental part of academic training and efficacy of teaching activities as have been identified in the literature section of this study. However, it was stated that time is one of the major barriers of faculty collegiality. Hence, higher educational institutions need to address this factor that has been a determining cause in faculty collaboration. The educational policies, universities, academic departments and administrators have to find a way to allow professors can work collegially during their scheduled day.

For educational leaders of higher education, effective communication is critical to establishing relationships among members of an organization. It can help to foster collegiality if there is a good and open communication at regular faculty meetings and setting agenda items that invite direct and respectful discussions related to redesigning of curriculum, decision-making processes, teaching processes, and strengthen institutional goals. Collegiality could be a truly alternative to begin improving the educational practices among faculty members in order to create knowledge and achieve the quality of education.

This qualitative case study shows that the most of the full-time professors do not participate collegial in the "Academias" (faculty groups) and "Cuerpos Academicos" (academic groups). This negative collegial atmosphere has impacted negatively in curricula decision making and the number of "Cuerpos Academicos" (academic groups). Moreover, it could also affect the student learning process. From this study, administrators and academics can implement new ways to create time to work collegially in the different collaboration groups that this institution have and therefore faculty members do not see it as a burden but rather as an opportunity to reduce of workload.

### **Recommendations for Future Research**

There are several recommendations for further research: a) expand the study to include more faculty members, b) survey other higher educational institutions and compare the results to this study, and c) conduct a study of a random sample of professors throughout the Mexican State, so the results may be generalized to faculty members throughout the country. This study is recommended some additional considerations for future research.

This study would be also useful to some educators; especially to those laboring at the higher institution, which was, this study was conducted. The current study could be disseminated by presenting it to fellow colleagues at the educational institution. It could also be utilized by the administrators of higher educational institutions who see the necessity promote collegial work. Publication of the study will allow even more educators to see the evidence and build upon it for the future and betterment of the workplace. Administrators need to foster the faculty collegiality as a fundamental process which has an impact on teaching-learning process, decision making of the curriculum, creation and innovation of knowledge, academic results, and educational quality.

The results of this study will be shared with the administration of the participating university along with the faculty members. Sharing the results will show the perceptions and challenges that faculty members have about collegial work. Faculty members will have the

chance to see how the lack of collaboration has affected the work of "Academias" (faculty groups) and the creation of new "Cuerpos Academicos" (academic groups).

Sharing this information will allow academics to understand the role of collegial work in higher educational institutions. The current study may motivate other faculty members to start collaborating with other academics. The literature shows that there are many positive aspects to collegiality and there are many barriers to achieving it. However, it is incumbent upon faculty members take their own decisions if they want to work individually or collegially in their research and teaching activities as well as their workplace. Faculty members must have a strong understanding of the purpose of collegial work and have to adapt to new forms of academic work in both ways individually and collectively. Thus, if we want an effective collaboration in our educational institutions the integration and creation processes of collegial groups, faculty collaboration must have a clear and flexible structure, including time during the schooling cycle.

Finally, collegiality needs to be taken into account by the higher educational institution, administrators, educational leaders, and faculty members as an essential method in their academic activities such as teaching process, presentations, curriculum building, publications, and research networking as well as in their actions and outcomes. These are the recommendations to the higher educational institutions regarding the importance of collegiality and its perceptions and challenges of faculty members within Mexican university as well as their academic interactions.

## References

- Acosta S. (2006). *Señales cruzadas: una interpretacion sobre las politicas de formacion de cuerpos academicos en Mexico*. Revista de la educacion superior. Vol. XXXV (3). No. 139 ANUIES. Distrito Federal. Mexico.
- Antunez, S. (1999). *El trabajo en equipo de los profesores y profesoras: factor de calidad, necesidad y problema*. El papel de los directivos escolares. Universitat de Barcelona. Recuperado de: <http://diposit.ub.edu/dspace/bitstream/2445/22305/1/500889.pdf>
- Arnaiz, P., Herrero, AJ., Garrido C. Y de Haro, R. (1999). *Trabajo colaborativo entre profesores y atencion a la diversidad*. España: Comunidad Educativa.
- Arnold, J. (2014). *A Subjective Academic Narrative Reviewing Academic Collegiality*. International Education Research. Volume 2, Issue 4 (2014), 26-37
- Austin, A. & Baldwin, R. (1991). Faculty Collaboration: Enhancing the Quality of Scholarls and Teaching. ASHE-ER1C Higher Education Report No. 7, Washington, D.C.: The George Washington University, School of Education and Human Development.
- Bajo, A. y Martinez, R. (2005). *Cuerpos Academicos y desempeño institucional*. Mexico: Universidad Autonoma de Sinaloa.
- Balsmeyer, B., Haubrich, K., & Quinn, C. (1996). *Defining collegiality within the academic setting*. Journal of Nursing Education, 35, 264-267.
- Barraza, L., & Barraza, I. (2014). *El Colegiado y sus Realidades*. Ra Ximhai Volumen 10 número 5 Edición Especial julio - diciembre 2014
- Boyer, E. (1997) *Una propuesta para la educacion superior del futuro*. Mexico: Universidad Autonoma Metropolitana-Azcapotzalco/Fondo de Cultura Economica.
- Castañeda J.B. (2010). *Los Cuerpos Academicos del PROMEP*. Una Valoracion de su politica y el trabajo en Redes. Universidad Autonoma de Sinaloa, Mexico.
- Camarillo, H. (2013). Permanecer en el Sistema Nacional de Investigadores. Diferencias en los entornos institucionales. Cuadernos Fronterizos, 27, 36-39.

- Castro, A. (2011). *Politica Educativa Promep y Profesorado Universitario*. Universidad Autonoma de Ciudad Juarez.
- Cipriano, R., & Buller, J. (2012), *Rating faculty collegiality*. *Change: The Magazine of Higher Learning*, 44 (2), 45-48.
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13, 3–21.
- Clement, M., & Vandenberghe, R. (1999). Teachers' professional development: a solitary or collegial (ad) venture? *Teaching and Teacher Education* 16 (2000) 81-101.
- Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five Approaches* (2nd ed.) Thousand Oaks, CA: Sage.
- Creswell, W.J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. University of Nebraska-Lincoln. SAGE Publications. Inc.
- Czarny, G. (2003). Las escuelas normales frente al cambio. Un estudio de seguimiento a la aplicacion del plan de estudios 1997. Mexico: Editoriales de Mexico.
- De Garay, A. (2009). *Las areas de investigacion y los cuerpos academicos: las tensiones y efectos entre dos espacios de organizacion de la investigacion en la UAM. Reencuentro: Inv. Educativa en la UAM*. No. 55, Agosto de 2009, Mexico.
- De la Barrera, S. (2007): *Colaboracion entre profesores: ¿quién dice que es facil? Coleccion de cuadernillos de actualizacion para pensar la enseñanza universitaria*. Año 2. No. 5. Universidad Nacional de Rio Cuatro.
- Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Association.
- Espinosa M. E. (2004). *El trabajo colegiado: su funcionamiento, sus aportes dificultades en tres escuelas normales*. Mexico: SEP.
- Espinosa, M., y Mesta, J. (2001). *La ley Organica de 1945 de la UNAM, contexto y repercusiones*. Mexico: UNAM.

- Freedman, S. (2012). *Collegiality Matters: Massachusetts Public Higher Education Librarians' Perspective*. The Journal of Academic Librarianship 38, no. 2 (2012): 108-114.
- Fierro, C. (1998). *Construir el trabajo colegiado. Un capitulo necesario en la transformacion de la escuela*, Leon, Mexico: Universidad Iberoamericana.
- Gil Anton, M. (2006). *Out entre primera y segunda*. Revista de la Educacion Superior, XXXV (3) (139), 93-96.
- Guzman A., Hernandez O. Y Guzman A. (2009). *Evaluacion e impacto del promep en profesores universitarios. El caso de la Universidad Autonoma de Tamaulipas*, Revista Internacional de Ciencias Sociales y humanidades, sociotam, xix (2) 51-68.
- Recuperado de <http://www.redalyc.org/articulo.oa?id=65415854003>.
- Hargreaves, A. (2005). Profesorado, cultura y postmodernidad: cambian los tiempos, cambia el profesorado. 5ª edicion. E. Morata. España.
- Hatch, J., (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Hernandez, G., y Hernandez, R. (2010). *Condiciones del trabajo Colegiado para el Fortalecimiento del Profesorado en la Escuela Secundaria; estudio de caso*.
- Hernandez, R., Fernandez, C. Y Baptista, P. (2010). *Metodología de la Investigacion*. Mexico, D.F. McGraw-Hill/Interamericana Editores, S.A. de C. V.
- Hord, S. (2004). *Learning together, leading together: Changing schools through professional learning communities*. New York: Teachers College Press.
- Kelly, J., & Cherkowski, S. (2015). Collaboration, Collegiality, and Collective Reflection: A Case Study of Professional Development of Teachers. Canadian Journal of Educational Administration and Policy, Issue #169, May 4, 2015.
- Lau, R. Y González, C. (1998). *Reglamentos de las academias*. Mexico: UACJ.

- Lira, L. (2003). “*La gestión para impulsar el desarrollo educativo desde la formación integral de los maestros*” en la Tarea, diciembre, num. 18, Guadalajara, Jalisco.
- Lopez, A. (2007). 14 ideas clave: *El trabajo en equipo del profesorado*. Barcelona, Grao.
- Magaña, M. A. (2000). *Mejoramiento del desempeño docente en la Universidad de Colima a través de la formación de cuerpos académicos*. Tesis inédita.
- Medellín, R. (2000). *Educación superior y globalización*. Gaceta Universitaria, Año XV, 128,10
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Moreno, T. (2006). *La Colaboración y la colegialidad docente en la universidad: del discurso a la realidad*. Perfiles educativos, UNAM Mexico.
- Monroy, C., Lopez, S., y Tapia, G (2012). *Academia, Colegialidad y Docencia*. Ideas para la reflexión, Universidad de Colima.
- Recuperado de:  
<http://www.ucol.mx/acerca/coordinaciones/cgd/pregrado/files/acad/C.DocAca.pdf>
- Morrow, J. (2010). Teachers’ Perceptions of Professional Learning Communities as Opportunities for Promoting Professional Growth. Published doctoral dissertation. Appalachian State University.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage.
- Perez, M.R., y Monfredini, I. (2011). *Profesión académica: mecanismos de regulación, formas de organización y nuevas condiciones de producción intelectual*.
- Perez, R., García, O., y Barona, C. (2013). *La vertiente colectiva en los modos de Producción de conocimientos de los académicos en México*.
- Sanchez, M. (2008). *Globalización y neoliberalismo en las políticas de desarrollo del posgrado en México*. Revista Electrónica Sinectica, 31,1-29.

- Sanchez, R.L., Guzman, A.T., Martinez, B.A. (2010). *Los Cuerpos Academicos como Generadores de Conocimiento en las Universidades Públicas*.
- Schimmel, T., Johnston P., & Stasio, M. (2013). *Can “collegiality” be measured?: Further validation of a faculty assessment model of discretionary behaviors*. Research in Higher Education Journal. pp 1-7.
- Seigel, M., & Miner, K., (2009). *Measuring the Value of Collegiality Among Law Professors*, University of Florida Levin College of Law. Available at <http://scholarship.law.ufl.edu/facultypub/76>
- Ramírez, C. (1989). *Las academias., presencia estudiantil en la Universidad Autonoma de Mexico*. Mexico: UNAM.
- Romero, M.M. (2007). *El Profesor Universitario de Hoy: Polivalencias y Multihabilidades*.
- Romero, M., Mendoza, D., Castro, G. Y Colin, N. (2009). Universidades Tecnologicas Mexicanas ante el cambio de nivel 5b al 5ª. *Cuadernos de Investigacion y Desarrollo*, 1, 1-15.
- Rubio, J. (Coord.) (2006). *La mejora de la calidad de las universidades públicas en el periodo 2001-2006*. La formulación, desarrollo y actualización de los Programas Integrales de Fortalecimiento Institucional: Un primer recuento de sus impactos. Mexico: Subsecretaria de Educacion Superior.
- Shah, M. (2011). *The Dimensionality of Teacher Collegiality and the Development of Teacher Collegiality Scale*. International Journal of Education. Vol. 3, No. 2: E10
- SEP (1997). *Manual de procedimientos para la instalación y operación de las academias en los institutos tecnológicos*. Mexico: SEIT
- SEP (2006). *Programa de Mejoramiento del Profesorado PROMEP*. Un primer análisis de su operación e impactos en el proceso de fortalecimiento académico de las universidades publicas. Mexico: Secretaria de Educacion Publica.

SEP (2007). "*Programa Sectorial de Educacion*" 2007-2012-. Mexico, D.F. 22 de noviembre de 2007. Publicado en el Diario Oficial de la Federación, Jueves 17 de Enero de 2008, tercera sección, recuperado de <http://www.sep.gob.mx/work/apps/site/programa/plan.zip>

SEP (2014). *Programa del Mejoramiento del Profesorado: Un Análisis de su Operación e Impactos en el Proceso de Fortalecimiento Academico de las Universidades Publicas*. 146  
Urbano, G. Aguilar G., y Rubio J. (2006). Programa de Mejoramiento del Profesorado. Un primer análisis de su operación e impactos en el proceso de fortalecimiento académico de las universidades públicas. Mexico: SEP Subsecretaria de Educacion Superior.

Valadés, D. (1980). *Las leyes organizas de la Universidad Autonoma de Mexico*. Mexico: UNAM.

Williams, M. (2010). "*Teacher Collaboration as Professional Development in a Large, Suburban High School*" (Doctoral Dissertation). University of Nebraska – Lincoln. Open Access Theses and Dissertations from the College of Education and Human Sciences. Paper 94.

Yin, R. (1989). *Investigacion sobre estudio de casos: diseño y métodos*. SAGE Publications. Recuperado de <http://www.polipub.org/documentos/YIN%20ROBERT%.pdf>

Yin, R. (1994) *Case study research: Design and methods*. California: Sage. (2003) *Applications of Case Study Research*. California: Sage

Zabalza, M.A. (2004). *La enseñanza universitaria: el escenario y sus protagonistas*. Narcea. Madrid, España.

Zogaib, E. (2000). *El Programa de Mejoramiento del Profesorado (Promep) y sus críticas*. Revista Mexicana de Ciencias Politicas y Sociales, vol. XLIV, num. 178, Septiembre-Abril, 2000, pp. 135-157.

## **Appendix A**

### **Interview for Full-Time Professors**

1. Could you define me what is collegial work?
2. Could you please tell me how is faculty collaboration of this institution?
3. What is your opinion about collegial work that you are performing in this institution?
4. How it fits with your colleagues?
5. Do you belong to some “Academia” (faculty group)? If yes, could you describe me how it was your integration processes?
6. What are the activities and tasks that you perform in the “Academias”?
7. What are the advantages and disadvantages of being a member of the “Academias”?
8. Which values add the “Academias” to your academic performance?
9. Do you belong to some “Cuerpo Academico” (academic group)? If yes, could you describe me how it was your integration processes?
10. What are the activities and tasks that you perform in the academic groups?
11. What are the advantages and disadvantages of being a member of the academic groups?
12. How do you perceive the relationship with your colleagues?
13. What does the institution and authorities to promote collegial work?
14. Do you think that education policies are clear in the formation of academic groups?
15. What would be your contribution to have effective faculty collaboration within the institution?

## **Appendix B**

### **Interview for Full-Time Professors who are Administrators**

1. Could you define me what is collegial work?
2. Could you please tell me how is faculty collaboration of this institution?
3. Is there any difficulty for that the professors work collaboratively?
4. How do you involve the professors to work collegial way?
5. What is your opinion about collegial work that full-time professors are performing in this institution?
6. Do you belong to some “Academia” (faculty group)? If yes, could you describe me how it was your integration processes?
7. What are the activities and tasks that you perform in the “Academias”?
8. What are the advantages and disadvantages of being a member of the “Academias”?
9. Which values add the “Academias” to your academic performance?
10. Do you belong to some “Cuerpo Academico” (academic group)? If yes, could you describe me how it was your integration processes?
11. What are the activities and tasks that you perform in the academic groups?
12. What are the advantages and disadvantages of being a member of the academic groups?
13. How do you perceive the relationship with your colleagues?
14. What does the institution and authorities to promote collegial work?
15. Do you think that education policies are clear in the formation of academic groups?
16. What would be your contribution to have effective faculty collaboration within the institution?

## Appendix C

### Demographic and Employment Background Questionnaire

The purpose of questionnaire is to obtain information about the perceptions and challenges of full-time professors of the University of Chihuahua about their collegial work practices. The data collected will be used for a research of doctoral program of the Department of Educational Leadership & Foundations at the University of Texas at El Paso. Furthermore, the researcher guaranteed absolute discretion on the information that you provide it. It should take no longer than 15 minutes of your time. Please answer the following questions by crossing (X) the relevant block or writing down your answer in the space provided. Thanks for your collaboration.

#### Part I: Demographic information

1. Age \_\_\_\_ gender    **a)** male ☐ **b)** female ☐
2. What is your marital status?    **a)** Single ☐ **b)** married ☐    **c)** divorced ☐ **d)** Widowed ☐
3. Last degree earned **a)** Bachelor's degree ☐ **b)** Master's degree ☐ **c)** Doctorate degree ☐

#### Part II. Employment Background

4. Currently, are you studying a graduate degree? **a)** Yes ☐ **b)** No ☐
5. Which educational program do you teach?  
**a)** Communication Sciences Program ☐                      **b)** International Relations program ☐  
**c)** Public Administration Program ☐                      **d)** Master Program ☐
6. Which range includes your antiquity as a full-time professor?  
**a)** 0 to 5 years ☐ **b)** 6 to 10 years ☐    **c)** 11 to 20 years ☐ **d)** 21 or more years ☐
7. How many hours do you teach per week? \_\_\_\_\_
8. Do you have additional position in the University of Chihuahua campus Juarez?  
**a)** Yes ☐    **b)** No ☐
9. Currently, do you have "Perfil Promep" (type of academic status)? **a)** Yes ☐    **b)** No ☐
10. Do you belong to "Sistema Nacional de Investigadores" (SNI) National Researchers System?    **a)** Yes ☐ **b)** No ☐
11. If yes, specify which level do you belong?    **a)** C ☐ **b)** 1 ☐    **c)** 2 ☐ **d)** 3 ☐
12. ¿ Do you belong to some "Academia"? **a)** Yes ☐ **b)** No ☐
13. If yes, specify which "Academia" \_\_\_\_\_
14. Do you know the activities and tasks performed in the "Academias"? **a)** Yes ☐ **b)** No ☐
15. Do you belong to some "Cuerpo Academico" (academic groups)? **a)** Yes ☐ **b)** No ☐
16. If yes, specify which CA \_\_\_\_\_
17. Do you know the activities and tasks performed in the academic group? **a)** Yes ☐ **b)** No ☐

**Part III.** Please indicate by crossing (X) how much you agree or disagree, considering 1 Strongly Agree, 2 Agree, 3 Neither Agree nor Disagree, 4 Disagree, 5 Strongly Disagree with each of the following statements:

	Question	1	2	3	4	5
1	I consider collegiality as a primary practice in my work area					
2	I worked with my colleagues periodically					
3	I have a good relationship with my colleagues					
4	Professors provide strong collaborative support for colleagues					
5	there is a feeling of trust and confidence among faculty members					
6	I demonstrate interest in participating in collegial work activities within in the institution					
7	Professional interactions among faculty members are cooperative and supportive					
8	I am satisfied with collegial work that I carry out in this Institution					
9	I consider that the institution and the authorities have promoted an atmosphere of collaboration among professors					
10	I consider important the work of the "Academias"					
11	I believe that the work of "Academias" add value to my academic development					
12	I consider that is easy the integration process into the "Academias"					
13	Professors participate actively in the Academia's meetings					
14	Professors jointly plan and prepare teaching strategies and procedures					
15	Most professors in this institution contribute actively to making decisions about curriculum					
16	I consider important the work of "Cuerpos Academicos"					
17	I consider that is easy the integration process into the "Cuerpos Academicos"					
18	I believe that the "Cuerpos Academicos" add value to my academic development					

## **Appendix D**

### **University of Texas at El Paso**

### **Institutional Review Board**

### **Informed Consent for Research Involving Human Subjects**

I am a doctoral candidate in the Higher Education Program of the Department of Educational Leadership & Foundations at the University of Texas at El Paso. The protocol title of my research is “Collegiality among Full-Time Professors in a Mexican University: Perceptions and Challenges” and I am the principal investigator in this research.

You are being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to take part in this study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

You have been asked to take part in a research study of the perceptions and challenges of full-time professors about collegial work that they perform in “Academias” (faculty groups) and “Cuerpos Academicos” (academic groups). This study may help us to understand how full-time professors are working collegiality, their experiences with their colleagues and what are the challenges they face to work collegial way in a higher institution in Mexico. Approximately 47 full-time professors will be participating in this study in the University of Chihuahua campus Juarez.

In addition, you are being asked to be in this study because you are full-time professor in this institution, and the study involves experiences from full-time professors that work in the University of Chihuahua campus Juarez. If you decide participate in this study, you will be asked to answer questions in an interview or complete a survey. The interview or filling out the questionnaire will take approximately 20-25 minutes of your time.

There are no known risks associated with this research; there are no direct benefits to you for taking part of this study.

Your participation in this study is confidential. None of the information will identify you by name or any other form. Once the information gathered from the Academic Coordination Office has been matched with the questionnaire responses, the name or any other identification form will be erased to protect anonymity of the full-time professor. Then the information in the spreadsheet will be transferred to Statistical Package for the Social Sciences (SPSS) for their analysis. As well as interview records will be transferred to program NVIVO for their analysis. The files related to the questionnaire and interviews will be protected by the investigator of this research project by saving the files by a password only known by me; the files will be stored for three years; then the files will be erased.

You have the option not to take part in this study. There will be no penalties involved if you choose not to take part in this study. If you choose to take part, you have the right to stop any time. However, I encourage you to talk to me so that I know why you are leaving the study.

You may ask any questions you have now. If you have questions later, you may call to Carlos Alberto Castañon to the cell phone (656) 5629462 and my e-mail is [ccastanon2@miners.utep.edu](mailto:ccastanon2@miners.utep.edu) if you prefer you can also contact my dissertation chair, Dr. Rodolfo Rincones at (915) 747-7614 or [rrincones@utep.edu](mailto:rrincones@utep.edu)

Sincerely,

---

Carlos Alberto Castañon  
Doctoral Candidate

### **Authorization Statement**

I have read each page of this research proposal about the study (or it was read to me). I know that being in this study is voluntary and I choose to be in this study. I know I can stop being in this study at any time without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Participant Name \_\_\_\_\_

Participant Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix E



THE UNIVERSITY OF TEXAS AT EL PASO  
Office of the Vice President for Research and Sponsored Projects  
**Institutional Review Board**  
El Paso, Texas 79968-0587  
phone: 915 747-8841 fax: 915 747-5931

**FWA No: 00001224**

DATE: August 18, 2014

TO: Carlos Castanon, MA

FROM: University of Texas at El Paso IRB

STUDY TITLE: [639206-1] Collegiality among Full-Time Professors in a Mexican University: Perceptions and Challenges

IRB REFERENCE #: 639206-1

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: August 18, 2014

Thank you for your submission of New Project materials for this research study. University of Texas at El Paso IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulation [ 45 CFR 46.101(b)(2) ]:

- Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior

Exempt protocols do not need to be renewed. Please note that it is the Principal Investigator's responsibility to resubmit the proposal for review if there are any modifications made to the originally submitted proposal. This review is required in order to determine if "Exemption" status remains.

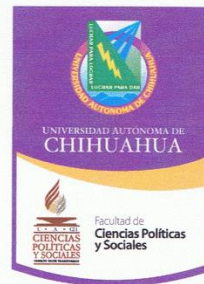
We will put a copy of this correspondence on file in our office.

If you have any questions, please contact Christina Ramirez at (915) 747-7893 or [cramirez22@utep.edu](mailto:cramirez22@utep.edu). Please include your study title and reference number in all correspondence with this office.

cc:

## Appendix F

"2014 Año de Octavio Paz "



August, 2014

**University of Texas at El Paso  
Institutional Review Board  
Informed Consent for Research Involving Human Subjects**

The Academic Department Service of the University of Chihuahua campus Juárez gives permission to M.A. Carlos Alberto Castañón to do his research study "Collegiality among Full-Time Professors in a Mexican University: Perceptions and Challenges" in this institution during semester August- December 2014. He will conduct a survey and voluntary interviews to full-time professors at the University of Chihuahua campus Juárez. This project will be conducted under the supervision of M.A. Hector Javier Lopez Miranda coordinator of "Academias" in the University of Chihuahua campus Juárez.

If you require any further information, please do not hesitate to contact me at 656-616-88-88 or my e-mail [jlopem@uach.mx](mailto:jlopem@uach.mx).

Sincerely,

M.A. Hector Javier Lopez Miranda  
Academic Department Service  
University of Chihuahua campus Juárez



**SECRETARIA  
ACADEMICA**



**Campus Juárez**  
Calle Henry Dunant No. 4612 Col. Anillo Envolvente PRONAF  
C.P 31160 Apartado Postal: 1528, Juárez, Chihuahua.  
Tel. (656) 6168888 / (656) 6165404

**Facultad de Ciencias Políticas y Sociales**

**Extensión Chihuahua**  
Pascual Orozco y Av. Universidad s/n.  
Campus 1, Ciudad Universitaria Chihuahua, Chih.  
Tel. (614)2382030

[www.fcyps.uach.mx](http://www.fcyps.uach.mx)



## **Vita**

Carlos Alberto Castanon was born In Ciudad Juarez Chihuahua, Mexico in 1975. After graduated from high school and entered to Universidad Autonoma de Chihuahua (UACH), he graduated from Public Administration in 2002. Many years after, Carlos Graduated from the Universidad Autonoma de Chihuahua (UACH) where he majored his Master in Administration in 2005. Carlos has been working in multiple academic settings in higher education since 2003, which assisted him to gain experience in teaching, research, and evaluation. While working in UACH, Carlos received a scholarship (PROMEP) by the Secretaria de Educacion Pública (SEP) in Mexico that allowed him the opportunity to be a full-time student for three years in the Ed.D. in Educational Leadership and Administration at the The University of Texas at El Paso (UTEP). During his dissertation stage, Carlos started teaching at UACH different courses such as Research Methodology, Applied Research, and Environmental Protection, among other courses that he taught before his doctoral studies such as Administration, and Total Quality in Public Administration. While Carlos is working as faculty at UACH as a full-time professor and researcher, he looks forward to expanding his challenges and apply the acquired knowledge on both sides of the border.