

OVERVIEW

Calidad en la Educación Journal, issue number 28, presents several articles written by professors working at international and national higher education institutions and reflecting on diverse aspects of their jobs. There also are study reports developed by the request of the Higher Council on Education in order to promote and divulge researches on tertiary education, book reviews and some news about new publications.

In this issue, *Monográfico* section is dedicated to teaching vocation and includes two parts, one of them focusing in a general analysis and the other one focused in specific institutional experiences. As a preface, Andrés Bernasconi uncovers the main aspects of this subject including a reference to articles included in the section. Subsequently, Fernando Lolás clarifies the origin and evolution of the concept “academic” questioning its massive use and Paulina Berríos points to what the so-called “academic career” is, discussing its difficulties and strong links to determinations on age, gender and discipline. The international collaboration, in turn, comes from Jesús Francisco Galaz, Laura Padilla, Manuel Gil, y Juan José Sevilla, who analyze stresses experienced by university professors due to confusing functions related to academic role in Mexican higher education.

The second part of *Monográfico* brings together experiences some Chilean universities face in relation to academic vocation. Enrique Fernández writes about performance agreements and incentives as mechanisms to evaluate quality and decide about academic graduation in Chilean universities, while María José Ramírez describes processes for academic hierarchy and performance evaluation as keys for academic careers in Diego Portales University. Juan José Ugarte, Bárbara Loeb and Mauricio Ferrari explain the concept of the new Pontifical Catholic University of Chile’s Academic management policy, a mechanism allowing “to follow” a career within

that institution. Marcela Méndez describes her experience in forming a professor union in Austral University of Chile

The section called Estudios provides the following research reports: “Challenges for social sciences post grades in Chile” by Teresa Matus, Aldo Mascareño and Adriana Kaulino; “Educational experience and ethnic identities of indigenous girls studying at universities in the metropolitan area” by Carolina Maillard, Gloria Ochoa and Andrea Valdivia and “Vocational and professional counseling in secondary schools in low income areas: appraisal from counselors and students in Metropolitan Area” by Felipe Lagos and Fernanda Palacios.

Miscelánea section presents: “Higher education quality: concepts and models” by Luis Eduardo González and Óscar Espinoza, specialists working on the Interdisciplinary Program for Research on Education (PIIE), Chile and “Competencies learning: an empirical analysis about university studies on Tourism in Spain” by José Miguel Rodríguez, Mar Alonso, Luis Rubio and Cristina Esteban, professors from Autonomous University of Madrid.

Calidad en la Educación also includes reviews about relevant works for the analysis carried over in this field. In this issue: “Higher education in Latin America and the Caribbean: a decade after de 1998 World Conference” by Nicolás Fleet and “Motivation and teaching vocation at the university” by Ernesto Pérez.

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