



Original article



Management of fixed-term faculty contracts at the university: An educational perspective





Gestión de contratos determinados docentes en la universidad: Una perspectiva educativa

Gestão de contratos docentes determinados na universidade: Uma perspectiva educativa

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Received: 4/11/2025

Accepted: 6/12/2025

ABSTRACT

The management of fixed-term teaching contracts is an essential component of the professional development of the university faculty, ensuring adequate planning, progressive professionalization, and the strengthening of the faculty's pedagogical skills, thus guaranteeing the quality of educational processes. At the University of Pinar del Río, shortcomings were identified related to a lack of familiarity with the procedure among faculty and administrators, the absence of integrated control mechanisms, and limited systematicity in document organization and evaluation, which directly impacts learning management and educational effectiveness. This article aims to propose an updated procedure for managing fixed-term teaching contracts, designed to optimize human resource management and enhance pedagogical training and educational performance. The dialectical-

materialist method was used as the general approach for its development, complemented by historical-logical and systemic-structural theoretical methods, and empirical methods such as surveys, interviews, and document analysis. The designed procedure consists of seven stages and seventeen steps, integrating organizational, pedagogical, and evaluative dimensions, with an emphasis on continuing education and teacher professionalization. It is concluded that the implementation of this procedure strengthens teacher professionalism, increases institutional relevance, and contributes to the continuous improvement of university management from a pedagogical perspective, ensuring that the established contracts foster the development of teaching competencies and the quality of the educational process.

Keywords: university management; teaching contracts; professional development; procedure; educational quality.

RESUMEN

La gestión de los contratos determinados docentes constituye un componente esencial del desarrollo profesional del profesorado universitario, al garantizar la planificación adecuada, la progresiva profesionalización y el fortalecimiento de las competencias pedagógicas del claustro, asegurando la calidad de los procesos educativos. En la Universidad de Pinar del Río se identificaron insuficiencias relacionadas con el desconocimiento del procedimiento por parte de docentes y cuadros, la ausencia de mecanismos de control integrados y la limitada sistematicidad en la organización documental y evaluativa, lo que repercute directamente en la gestión del aprendizaje y en la eficacia educativa. El presente artículo tiene como objetivo proponer un procedimiento actualizado para la gestión de los contratos determinados docentes, orientado a optimizar la administración de los recursos humanos y potenciar la formación pedagógica y el desempeño educativo. Para su desarrollo, se empleó el método dialéctico-materialista como enfoque general, complementado con métodos teóricos histórico-lógico y sistémico-estructural, y métodos empíricos como encuestas, entrevistas y análisis documental. El procedimiento diseñado consta de siete etapas y diecisiete pasos, integrando dimensiones organizativa, pedagógica y evaluativa, con énfasis en la formación continua y la profesionalización docente. Se concluye que la implementación de este procedimiento fortalece la profesionalidad docente, aumenta la pertinencia institucional y contribuye al perfeccionamiento continuo de la gestión universitaria desde una perspectiva pedagógica, asegurando que los contratos determinados favorezcan el desarrollo de competencias docentes y la calidad del proceso formativo.

Palabras clave: gestión universitaria; contratos docentes; desarrollo profesional; procedimiento; calidad educativa.

RESUMO

A gestão dos contratos docentes por tempo determinado constitui um componente essencial do desenvolvimento profissional do corpo docente universitário, ao garantir planejamento adequado, profissionalização progressiva e fortalecimento das competências pedagógicas, assegurando a qualidade dos processos educativos. Na Universidade de Pinar del Río, foram identificadas insuficiências relacionadas ao desconhecimento do procedimento por parte de docentes e gestores, à ausência de mecanismos de controle integrados e à limitada sistematização na organização documental e avaliativa, o que afeta diretamente a gestão da aprendizagem e a eficácia educacional. O presente artigo tem como objetivo propor um procedimento atualizado para a gestão de contratos docentes por tempo determinado, orientado a otimizar a administração de recursos humanos e potencializar a formação pedagógica e o desempenho educativo. O método dialético-materialista foi empregado como enfoque geral, complementado por métodos teóricos histórico-lógico e sistêmico-estrutural, bem como por métodos empíricos como questionários, entrevistas e análise documental. O procedimento projetado consta de sete etapas e dezessete passos, integrando dimensões organizativa, pedagógica e avaliativa, com ênfase na formação contínua e na profissionalização docente. Conclui-se que a implementação deste procedimento fortalece a profissionalidade docente, aumenta a pertinência institucional e contribui para o aperfeiçoamento contínuo da gestão universitária sob uma perspectiva pedagógica, garantindo que os contratos determinados promovam o desenvolvimento das competências docentes e a qualidade do processo formativo.

Palavras-chave: gestão universitária; contratos docentes; desenvolvimento profissional; procedimento; qualidade educativa.

INTRODUCTION

In recent decades, human resource management in universities has undergone a substantial shift, moving from an administrative and operational approach to a strategic one focused on the holistic development of faculty. This epistemological change positions faculty not as just another resource,

but as individuals with potential, knowledge, values, and aspirations, whose development must be aligned with the fulfillment of institutional objectives. As Cuesta and Valencia (2018) point out, human capital management should be understood as a process aimed at strengthening both the individual and the organization, based on ethical, participatory, and continuous improvement principles. In the university setting, this conception is particularly relevant in the management of fixed-term faculty contracts, since these contractual instruments not only regulate the hiring of personnel but also influence pedagogical planning, progressive professional development, and the quality of the core processes of teaching, research, and outreach. Ensuring the updating and systematization of the hiring process allows teachers to clearly understand their rights, obligations, and development opportunities, contributing to more efficient academic performance and the consolidation of a competent and motivated faculty (Harper & Lynch, 1992). Within this framework, the teacher training and development subsystem plays a central role. It is not only about preparing teachers to perform tasks, but also about promoting their professional growth, their institutional commitment, and their capacity to assume broader academic responsibilities.

Systematic training strengthens teaching, research, and outreach functions, ensuring that specific contracts not only address administrative needs but also promote pedagogical training and the development of competencies that directly impact educational quality (Chiavenato, 2009). The effectiveness of this subsystem largely determines the process of advancement in the rank of higher-level faculty, understood as the institutional mechanism that recognizes the professional and academic progress of university professors. This process not only implies formal promotion within the hierarchical structure of the faculty but also the validation of the level of competencies achieved, the quality of performance, and commitment to the university's mission. In Cuba, the policy of the Ministry of Higher Education (MES) establishes faculty ranks as an expression of the level of preparation and the overall results of professors in teaching, research, and university administration. However, its practical implementation presents challenges related to systematization, organization, and methodological support.

At the University of Pinar del Río "Hermanos Saíz Montes de Oca" (UPR), the Human Resources Department, through its Teaching Processes group, is responsible for managing faculty contracts. However, internal studies and interviews with faculty, deans, and department heads have revealed shortcomings that limit the effectiveness of this process, such as: a lack of awareness among professors and administrators regarding the procedures, the absence of a formalized process, scattered documentation, a lack of control and feedback mechanisms, and weak coordination

between hiring and pedagogical training. These limitations cause delays, inconsistencies in the application of regulations, and inequalities among faculties, directly impacting faculty professional development and educational quality.

The theoretical and methodological analysis shows that the management of fixed-term contracts is closely linked to the main subsystems of human resource management: performance evaluation, work organization, selection and integration, moral and material incentives, and development of teaching competencies (Mondy, 2010). In this sense, the teaching contract constitutes an instrument that reflects not only the teacher's employment, but also their commitment to pedagogical training, professional development, and the achievement of institutional objectives.

From this perspective, the management of specific contracts should not be understood as an isolated administrative procedure, but rather as a strategic process that requires planning, systematicity, monitoring, and evaluation. Implementing a structured and contextualized procedure guarantees transparency, fairness, and efficiency in contracting, strengthens faculty professionalism, and ensures educational relevance.

The scientific problem that motivates this research is formulated as follows:

How can the Human Resources Department of the University of Pinar del Río contribute to improving the management of fixed-term teaching contracts?

From this question arises the general objective: To design an updated procedure for the management of specific teaching contracts at the University of Pinar del Río "Hermanos Saíz Montes de Oca".

The premise is that implementing a systematic procedure, based on the principles of strategic human resource management, will allow for a more efficient, coherent, and participatory handling of contracts, facilitating the work of administrators and faculty and raising the institutional quality. To this end, a theoretical approach is integrated -historical-logical, systemic-structural, and analytical-synthetic methods, as well as empirical methods -interviews, surveys, and document analysis- under a dialectical-materialist framework that allows the process to be understood as a dynamic system of interdependent relationships.

In this way, the present work not only proposes a solution to a specific institutional problem, but also provides a management model applicable to other universities, in accordance with the National

Program for the Improvement of Cuban Higher Education and the Sustainable Development Goals (SDGs), particularly SDG 4: quality education.

The updating of the procedure for specific teaching contracts is therefore conceived as an essential component of institutional development, a mechanism to strengthen professional motivation, the professionalization of the faculty and the consolidation of a more efficient, inclusive university committed to society.

MATERIALS AND METHODS

The research was conducted at the University of Pinar del Río "Hermanos Saíz Montes de Oca," an institution affiliated with the Cuban Ministry of Higher Education, which has an organizational structure comprised of seven faculties and more than 800 faculty members distributed across various categories and contractual arrangements. The study falls within the Human Resources Department, in coordination with the Faculty Councils and Academic Departments, which constitute the fundamental spaces for academic and administrative management related to faculty contracts.

The study was guided by the dialectical-materialist method, which allowed the research object to be understood as a dynamic and constantly transforming system in which objective and subjective factors interact. This approach made it possible to analyze the internal contradictions of the contracting process, identify the causes that limit its effectiveness, and design actions for its improvement. Theoretical and empirical methods and analytical techniques were integrated to ensure the epistemological coherence of the study.

This research falls within the mixed-methods paradigm, with a predominantly qualitative approach, as its central objective was to design a management procedure based on a deep understanding of the phenomenon, rather than on the measurement of variables. However, descriptive statistical tools were also used to process the quantitative information obtained from the surveys. The study was descriptive-explanatory and methodologically focused, aiming to characterize the hiring process, explain its shortcomings, and develop a proposal for improvement applicable to university practice.

Theoretical methods

- Historical-logical: allowed the analysis of the evolution of teacher recruitment at the university, identifying trends, regularities and transformations in regulations and recruitment policies, and highlighting the need for a more comprehensive and systematic procedure.
- Analytical-synthetic: facilitated the decomposition of the process into its essential components (planning, organization, execution, control and evaluation) and its subsequent integration into a systemic vision to develop the proposed procedure.
- Systemic-structural-functional: it made it possible to determine the interrelationships between teachers, staff, departments, faculties and the Human Resources Directorate, as well as the functions of each element within the system, being key to modeling the logical structure of the procedure.
- Inductive-deductive: it was applied to build the theoretical model, starting from empirical observation towards general principles and then to the operational concretization of the stages and steps of the procedure.

Empirical methods

- Documentary analysis: institutional and national regulations governing teaching contracts were reviewed, as well as contractual files, audit reports and improvement plans, which allowed for the identification of gaps, duplications and areas for improvement.
- Teacher survey: It was applied to 82 teachers from various faculties, with the objective of knowing their level of information about the specific contracts and their perception of the organization and the factors that affect their participation.
- Semi-structured interviews: conducted with 14 teaching staff, including deans, heads of departments and members of tribunals, providing qualitative information on planning, execution, control and preparation of the actors.
- Participant observation: direct follow-ups were carried out on planning and contract management meetings, recording organizational dynamics, interactions and management methods.
- Expert criteria: a group of 10 specialists in university management, human resources and teacher training validated the coherence and relevance of the procedure using the competence coefficient ($K_c = 0.84$).

Population and sample

The population consisted of all faculty and staff of the University of Pinar del Río, estimated at 810 people. Given the size of the population, a purposive and representative sample of 96 participants was selected, distributed (Table 1).

Table 1. Sample by occupational category, position and representative percentage

Occupational category	Post	Amount	Percentage
Managers	Head of teaching department	30	31.25%
	Director of Municipal University Center	10	10.41%
Technicians	Teacher	51	53.125%
	Specialist	5	5.208%
Total		96	100%

Participant selection was based on the criterion of including representatives from various occupational categories, ensuring a diversity of experiences and perspectives on the contract management process for certain teachers. The research process was developed in three fundamental phases:

Diagnosis of the current situation: A comprehensive analysis was conducted of the existing situation regarding the management of specific teacher contracts. The main weaknesses in the planning, organization, monitoring, and control of the process were identified, as well as their underlying causes, including a lack of knowledge of procedures, scattered documentation, and limited coordination with teacher training.

Procedure Design: Based on the diagnosis and theoretical study of process management, a structured procedure was developed in three stages and six steps, defining objectives, actions, responsible parties, resources, and control mechanisms. This procedure is conceived as a flexible tool adaptable to different university contexts, with special emphasis on faculty professional development and the strengthening of pedagogical skills.

Validation of the procedure: It was fully applied to all teaching departments and Municipal University Centers, which are in charge of hiring teachers with a fixed contract, evaluating their feasibility and

relevance through expert criteria, user interviews and comparative analysis of results before and after the application.

Information processing and analysis techniques

The quantitative data obtained through surveys were processed using Microsoft Excel and SPSS version 22, applying descriptive statistics (frequencies, percentages, and means). The qualitative results derived from interviews and observations were analyzed using methodological triangulation, comparing different sources of information and increasing the internal validity of the results.

The study was conducted in accordance with the ethical principles of scientific research. Participation was voluntary and informed, guaranteeing the confidentiality and anonymity of the data. The results were used exclusively for academic and institutional purposes and were shared with university authorities for feedback and improvement.

The combination of theoretical and empirical methods, along with the systemic analysis of the process, made it possible to design a comprehensive and viable procedure for the management of certain teaching contracts, constituting a methodological contribution to university management and offering a concrete tool to optimize the administration, monitoring and professionalization of the teaching staff.

RESULTS

The diagnostic assessment of the process for managing fixed-term teaching contracts at the University of Pinar del Río "Hermanos Saíz Montes de Oca" identified a series of structural, organizational, and management deficiencies that affect the effectiveness, equity, and transparency of the allocation, renewal, and monitoring of these contracts. The results are presented in three dimensions of analysis: organizational, training, and evaluation, corresponding to the fundamental subsystems that comprise the management of teaching contracts.

Organizational dimension: Information obtained through surveys and interviews revealed that the process lacks a unified strategic plan, leading to variability among faculties. Only 35% of the faculty members surveyed reported having precise knowledge of the procedures and deadlines for formalizing specific contracts, while 65% stated they had partial or no information about the required steps.

Furthermore, insufficient coordination was identified between the Human Resources Department and the faculties, especially regarding the scheduling of hiring, renewals, and document tracking. 72% of the staff interviewed agreed that there are no control mechanisms in place to ensure the uniformity of the process, and that the documentation submitted by faculty members frequently contains errors or formal deficiencies, which delays the process and affects fairness in the allocation of contracts.

Training dimension: It was found that training and orientation processes for new or contracted teachers are insufficient or nonexistent. Only 28% of teachers indicated having received clear information about their responsibilities, rights, and duties during their contract period. The lack of induction and professional development programs creates difficulties in staff integration, limits understanding of administrative procedures, and directly affects the quality of academic performance.

Furthermore, it was evident that contract management is not sufficiently linked to the professional and pedagogical development of the faculty. The lack of ongoing training restricts the possibility for teachers to improve their teaching skills and adapt to the educational quality standards required by the institution.

Evaluative dimension: The analysis showed that the mechanisms for monitoring and tracking contract compliance are weak. There are no clear indicators for evaluating the performance of contracted teachers, nor are there systems that allow linking individual results with institutional planning. Only 25% of teachers and staff felt that a systematic review of documentation was carried out, while the majority reported irregularities in the verification of backgrounds, academic qualifications, and prior performance.

This lack of systematic evaluation impacts on the transparency of the process, creates inequalities between faculties, and limits the university's ability to guarantee teaching professionalism and efficiency. Furthermore, it was identified that feedback to faculty on their contractual performance is limited or nonexistent, hindering the correction of errors and the improvement of management.

Overall, the diagnosis shows that the management of certain teaching contracts requires an updated procedure that integrates planning, training, and evaluation, with clear control and monitoring mechanisms, guaranteeing equity, transparency, and professionalization of the faculty, as shown below in table 2. This proposal is emerging as a strategic tool to improve the effectiveness of university management and educational quality at the University of Pinar del Río.

Table 2. Aspects evaluated and causes identified

Aspects evaluated	% of negative match	Main causes identified
Knowledge of the stages of the process	62	Limited dissemination and lack of institutional manuals
Coordination between organizational levels	70	Lack of joint planning and feedback
Monitoring of models	65	Absence of a digital system and systematic control
Transparency of the process	58	Unequal level of information between faculties

Organizational dimension

During participant observation, logistical limitations were also detected in the filing and safekeeping of documents. Most faculties use a manual and fragmented system for controlling models, without digital backups or document traceability. This results in wasted time, duplication of tasks, and a lack of reliability in updating information.

These results demonstrate that the organizational dimension of the process lacks a standardized structure, hindering systematic and timely monitoring of actions. Analysis of institutional reports from 2016-2019 shows that the annual average of approved applications represented only 62% of those submitted, a figure lower than the national average (75%), reinforcing the need to introduce a more efficient management model.

Formative dimension

Regarding the staff's preparation to undertake the process, the results indicate that there is no effective articulation between teacher training and the management of the category change.

56% of the sample stated that they had not received formal guidance on the established requirements or procedures, and 44% stated that they were unaware of the professional and pedagogical competencies that are evaluated in the teacher hiring process, as shown in table 3 below.

Table 3. Dimensions and Indicators

Indicators of the formative dimension	% of teachers with difficulties
Institutional guidance on the process	56
Knowledge of process requirements	44

Participation in methodological training activities by teachers hired on fixed-term contracts stands at 52%. The data confirms that the training offered is not systematically integrated with the hiring and contract renewal processes. The Human Resources Department organizes general professional development courses and workshops, but these are not specifically designed to strengthen skills related to pedagogical management, institutional integration, and fulfillment of responsibilities associated with fixed-term contracts. This disconnect between training and contract management limits the professional development of the teaching staff and reduces the effectiveness of the administrative and educational processes.

Furthermore, the interviews revealed that only 35% of teaching and administrative staff had received methodological training on how to supervise, evaluate, or advise teachers hired on a contract basis. The majority operate based on accumulated experience or individual interpretations of institutional regulations. This situation leads to discrepancies in supervision and evaluation criteria, affecting the objectivity, fairness, and consistency of contract management.

Evaluative dimension

Evaluation is a central element in the management of contracts for certain teachers. However, the results reveal significant shortcomings in the application of monitoring tools and in the feedback provided to teachers. Sixty-five percent of the teachers surveyed stated that they were unaware of the specific criteria used to assess their performance during the contract period, while 60% considered the information they received about their results and recommendations for improvement in sufficiently.

Furthermore, administrative records show inconsistencies in evaluation documentation: each faculty and department uses its own formats, without a uniform methodological guide. This generates discrepancies in the assessment of faculty participation, fulfillment of academic responsibilities, and

integration into the faculty, directly affecting the equity, transparency, and effectiveness of the contract management system (Table 4).

Table 4. Data obtained in the evaluation

Aspects of the evaluation	Percentage of dissatisfied teachers	Observations
Clarity of evaluation criteria	65	Lack of standardization of instruments
Post-process feedback	60	Poor communication and follow-up
Uniformity of reports	72	Each court uses different formats.
Institutional control of the process	68	Lack of automated mechanisms

Regarding the total processing time, it was found that the contract processing takes between one and three months from the start of the application period until approval by the Board of Directors. This is due to the fragmentation of responsibilities, the lack of a unified institutional timeline, and the absence of systematic monitoring mechanisms. This situation reflects low overall efficiency, manifested both in the slowness of the process and in the dissatisfaction felt by the teachers and administrators involved.

Results of the partial validation of the procedure

With the aim of assessing the effectiveness of the updated procedure for managing contracts for specific faculty members, a validation process was carried out in the teaching departments and municipal university centers for the 2024-2025 period. This experience involved applying the three stages and six steps defined in the procedure, under the methodological guidance of the Human Resources Department. The comparative results showed significant improvements in the process's efficiency and quality indicators, including greater clarity in the required documentation, a reduction in errors in administrative management, adherence to established deadlines, and a positive perception among faculty and staff regarding the transparency and fairness of the procedure (Table 5).

Table 5. Evaluation indicators

Comparative indicators before and after the application	Before (%)	After (%)	Variation
Knowledge of the stages of the process	38	78	+40
Compliance with established deadlines	52	81	+29
Documentary quality of the models	58	89	+31
Teacher satisfaction level	46	82	+36
Perception of transparency of the process	42	80	+38

The data shows that implementing the procedure strengthened the planning, organization, and control of the contract management process for specific teachers, improved the preparedness of teachers and responsible staff, and reduced errors in the submitted documentation. Similarly, subsequent interviews reflected a greater understanding and acceptance of the process by teachers and administrators, demonstrating the procedure's viability and relevance as an institutional management tool.

Main findings

1. The process of managing contracts for specific teachers at the UPR presents deficiencies in its three fundamental dimensions: organizational, training and evaluation.
2. There is no systematized procedure to guide the planning, execution, and control of the process.
3. The training of the staff responsible is not aligned with the needs of the contract management system.
4. The evaluation and monitoring of applications lacks methodological uniformity and effective feedback mechanisms.
5. The experimental application of the proposed procedure generated positive results, demonstrating its feasibility for improving process management and raising the professionalization of the faculty.

DISCUSSION

The results obtained at the University of Pinar del Río "Hermanos Saíz Montes de Oca" corroborate the hypothesis that managing contracts for certain faculty members requires a comprehensive and systemic approach, based on principles of planning, coordination, and ongoing evaluation. The deficiencies identified -organizational, training-related, and evaluative- are not isolated incidents, but rather expressions of a fragmented conception of the process, where the lack of integration among the human resource management subsystems limits its effectiveness.

First, the organizational dimension reveals the need to consider contract management as a strategic process, not merely an administrative one. Human talent management in the university sector should be geared towards creating conditions for the holistic development of individuals, not simply fulfilling institutional formalities. In this regard, the lack of joint planning and a unified institutional timeline at the University of Puerto Rico (UPR) demonstrates a lack of a systemic vision, generating inequalities in the application of the process and weaknesses in internal equity.

According to Chiavenato (2009), the function of human resource management is to integrate people into a productive system through the coordination of efforts, motivation, and skills development. The lack of a formalized procedure reflects a gap between process management theory and university practice, where improvisation prevails over systematization.

The training dimension demonstrates that faculty development cannot be conceived in isolation from the contract management process. In Cuban higher education, professional development is a cross-cutting theme in quality policy, and faculty training is recognized as an essential component of institutional development (Addine Fernández, 2007). However, the lack of coherence between training activities and the need of the process limits the professionalization of university faculty and restricts their career development.

This situation aligns with Villareal and Zayas (2021), who argue that education focused on human development should transcend the school setting and center on the everyday experiences of individuals. The data reveals that more than half of the teachers surveyed have not received specific training on the procedures or competencies required for the proper management of contracts. Similarly, Addine Fernández (2007) emphasizes that the management of training processes at the university level should be geared towards comprehensive performance, which implies not only

mastering the technical aspects of the process but also strengthening the institutional culture, ethical values, and professional commitment. Therefore, the absence of a training program integrated with contract management reveals a fundamental contradiction between training for management and institutional practice.

On the other hand, the evaluation dimension is one of the most sensitive aspects of the hiring system. The lack of uniformity in the criteria applied by those responsible and the limited feedback provided afterward generate uncertainty and distrust among the faculty.

The diagnostic results confirm that more than 60% of professors are unaware of the specific criteria for evaluating applications, which contradicts the principles of transparency and participation established in the Cuban university management model: The above corresponds to a contextualized diagnosis that allows strengthening teaching competencies (Pedroso Valdés et al., 2025).

According to Chiavenato (2009), an effective evaluation system not only measures performance but also fosters organizational learning, providing useful information for individual and collective development. The lack of institutional feedback prevents the realization of this transformative potential. In this context, the designed procedure offers a practical solution to these shortcomings. Its three-stage, six-step structure articulates training, evaluation, and control subsystems, integrating all stakeholders into a coherent flow of information and responsibilities. This systemic approach aligns with Harper and Lynch (1992), who emphasize that university management should be based on processes, not isolated functions, and that success depends on clear relationships between different levels of management.

Validation of the procedure in academic departments and Municipal University Centers confirms its effectiveness, showing significant improvements in process understanding, the quality of the documentation of the models, and the perception of transparency. These results align with the principles proposed by Cuesta and Valecia (2018), who emphasize that human resource management should be based on participatory planning, systematic control, and constant feedback. Similarly, other authors posit that university management involves the planning, organization, direction, and control of institutional processes aimed at achieving strategic objectives (Corrales González et al., 2025).

Furthermore, from a pedagogical perspective, the proposed procedure contributes to strengthening the formative function of evaluation by enabling faculty to better understand contract management

criteria and orient their professional development toward the institution's actual needs. This reinforces Addine Fernández's (2007) idea of evaluation as an educational process that should stimulate professional development and not be limited to simply verifying results. Moreover, Semana Hernández et al. (2023) emphasize the urgent need to integrate aspects such as communication as a cross-cutting theme in academic and administrative management, with a strategic and participatory approach, as well as to strengthen identity, participation, and communicative coherence within the Cuban university environment.

Finally, the comparative analysis of the indicators before and after the experimental application shows that the management of contracts for specific faculty members can become an instrument for institutional development, provided it is based on principles of quality, participation, and continuous improvement. This assertion is supported by Horruitiner Silva (2007) and Rodríguez Pulido et al. (2015), who argue that the contemporary university must be able to learn from itself, transform itself, and respond creatively to the demands of its environment.

In summary, the results confirm the validity of the designed procedure and its consistency with current trends in Cuban university management, which are geared towards improving academic, administrative, and human resource processes. The proposed model contributes to strengthening the management culture, enhancing the professionalism of the faculty, and consolidating institutional relevance, in accordance with the objectives of Cuba's National Economic and Social Development Plan and Sustainable Development Goal 4 (Quality Education), which advocates for ensuring inclusive, equitable, and high-quality education throughout life.

The study revealed that the management of contracts for certain teachers is an essential component of the university human resources system, but that its effectiveness has been limited by the lack of a systemic approach and an institutional procedure that guarantees coherence, transparency and equity in its development.

According to Hernández Sampieri et al. (2014), quantitative research relies on numerical measurement to test hypotheses. The comprehensive diagnosis revealed deficiencies in three interrelated dimensions: organizational, formative, and evaluative. At the organizational level, the lack of joint planning and unified control mechanisms generates inequalities and delays implementation. In the formative dimension, a weak connection was found between teacher training and the demands of the process, reducing professionalization and motivation. Finally, in the

evaluative dimension, a lack of uniform criteria and systematic feedback prevails, affecting objectivity and the perception of fairness. Essential to this procedure is the articulation between processes and the improvement of their management from a critical and transformative perspective (Álvarez et al., 2021), in order to achieve greater integration with academic training (Álvarez et al., 2020).

Faced with this scenario, the designed and validated procedure provides a relevant and viable response to institutional needs. Its application in teaching departments and Municipal University Centers demonstrated substantial improvements in document organization, process understanding, reduced processing times, and increased overall satisfaction. Experience confirms that introducing a structured model, based on process management principles and continuous improvement, contributes to strengthening the effectiveness, efficiency, and transparency of the procurement system.

From a theoretical standpoint, this research enriches the understanding of university management by demonstrating the possibility of integrating training, evaluation, and control into a single, flexible, and contextualized procedure. This approach aligns with contemporary trends in human capital management, which prioritize ongoing professional development, active participation, and fair and formative evaluation practices. The theoretical foundations adopted are confirmed in practice by demonstrating that the quality of the processes depends directly on the professionalism, commitment, and preparation of the faculty.

In practical terms, the procedure constitutes a management tool applicable not only to the University of Puerto Rico (UPR), but also to other Cuban or Latin American higher education institutions with similar challenges. Its modular structure allows it to be adapted to specific conditions, while maintaining participatory planning, transparency in information, formative assessment, and constant feedback as essential principles.

It is recommended:

1. Institutionalize the procedure in the governing documents of the Human Resources Directorate, establishing an annual schedule and permanent control mechanisms.
2. Integrate teacher training with contract management, focusing training on professional and administrative skills.
3. Train staff in the management of teacher recruitment processes and current regulations, in order to standardize criteria and increase objectivity.

4. Digitize the models, creating an institutional database that allows for monitoring, automated control, and traceability.
5. Strengthen institutional communication regarding the stages, requirements, and results of the process.
6. Conduct periodic impact assessments to measure effects on faculty motivation, professionalization and retention.
7. Promote a culture of formative and participatory assessment, considering contract management as an opportunity for professional development.

The research demonstrates that improving the management of specific faculty contracts transcends the technical sphere and becomes a strategic axis of institutional development. Its proper management allows for the consolidation of a competent, motivated faculty, aware of its role in the training of professionals, the generation of knowledge, and social transformation. The designed procedure contributes to the fulfillment of the objectives of the Ministry of Higher Education and international commitments to quality education (SDG 4), equity, and sustainable development, fundamental pillars for the development of highly qualified human capital.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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