

The graphic design teacher profile of 2013 and 2023 ***El perfil del docente de diseño gráfico de 2013 y 2023***

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ABSTRACT

This research has two objectives, the first is to identify the changes in 10 years of the ideal teacher for students of the degree in Graphic Communication Design of the University Center of Art, Architecture and Design at the University of Guadalajara, and the second is to see how the teaching profile is shaped in 2023 from the student, administrative and the same teacher's perspective. This research is qualitative, conducted with open questions to students in 2013 and 2023, whose answers have been categorized and represent a historical comparative analysis, also a survey was conducted in 2023 to professors to express their teaching profile and have been taken as a reference the teaching profile of the learning units of the degree updated in that same year. The different perspectives point out the importance of a profile with socio-affective characteristics, communication, professional training, disciplinary updating and professional experience. It was concluded that a balance between all should be considered in order to generate a teaching profile that is defined in the programs of the learning units.

Keywords:

Profile; Teacher; graphic design; experience; Bachelor's degree; Degree; graphic design

RESUMEN

Esta investigación tiene dos objetivos, el primero es identificar los cambios en 10 años del profesor ideal para los estudiantes de la licenciatura en Diseño para la Comunicación Gráfica del Centro Universitario de Arte, Arquitectura y Diseño de la Universidad de Guadalajara, y el segundo es ver cómo se conforma el perfil docente en 2023 desde la perspectiva estudiantil, administrativa y del mismo profesor. Esta investigación es cuanti-cualitativa, realizada con preguntas abiertas a estudiantes en 2013 y 2023, cuyas respuestas han sido categorizadas y que representan un análisis comparativo histórico, además se realizó una encuesta en 2023 a los profesores para que expresaran su perfil docente y se han tomado como referencia el perfil docente de las unidades de aprendizaje de la licenciatura actualizadas en ese mismo año. Las diferentes perspectivas señalan la importancia de un perfil con características socioafectivas, de comunicación, formación profesional, actualización disciplinar y experiencia profesional. Se concluyó que se debería considerar un equilibrio entre todos para poder generar un perfil docente que quede definido en los programas de las unidades de aprendizaje.

Palabras clave:

Perfil; Docente; Diseño gráfico; Experiencia; Licenciatura

INTRODUCTION

The University of Guadalajara's Center for Art and Architecture offers a bachelor's degree in Graphic Communication Design. The course focused on applying knowledge from all semester subjects in the previous curriculum (1996-2019) was Design I to Design VII. In the current curriculum, this subject has different names according to three levels of the degree: Graphic Design Workshop I and II at the beginner level, Graphic Design Projects I to IV at the intermediate level, and Strategic Design I and II at the advanced level. In order to identify the characteristics of the ideal professor, it was decided to survey students who had completed the entire curriculum, determining that the sample would be taken from Design VII of the previous plan and from Strategic Design II of the current plan.

The topic of the teaching profile has been addressed by different theorists who have sought to define categories and describe the ideal. However, for this research, a triangulation was sought from the students' perspective, from what teachers say about themselves, and from a collegial perspective in academia, where a group of teachers constructs the program for each of the 77 learning units that make up the bachelor's degree.

In 2013, a survey was conducted among final-semester students of this program to determine their perceptions of their professors' teaching profiles. A repeat of this same survey was conducted in 2023 with students curious to understand the differences and similarities based on a classification based on responses in four categories: student service, teaching, professional, and personal.

In the same year, 2023, a survey was conducted among professors in the Communication Projects Department, asking them to define their teaching profile in order to identify needs regarding their training and the subjects they teach. This would provide their perspective for actions by the administrators in charge of the educational program that help maintain quality in both teaching and teacher professionalization. From this survey, the profile of each teacher was analyzed to establish five variables: educational level, professional experience, teaching

experience, research experience, and specialization, since these were the characteristics found in each teacher's self-description.

Also that year, all the programs for the bachelor's degree learning units were updated, and one of the points considered in this program is the teaching profile. Thus, the same variables were analyzed, plus one that appeared frequently in the writing: teaching skills.

After presenting the analysis, a contrast is made with the existing state of the art on this topic, where there was discussion and agreement on some aspects but not on others.

The results of this research have been interesting as they reveal the views of different stakeholders regarding the teaching profile and allow to try to establish a proposal that favors a balance between all the aspects that can influence the representation of the teacher through words.

METHOD

This research is of a mixed nature, since it focuses on the characteristics that a teacher should have from the student's perspective at two moments, 2013 and 2023, as well as the teacher's perception of himself in 2023 and from the administrative point of view with the description of the programs of the learning units that make up the degree in design for graphic communication.

The research design has a cross-sectional comparative approach spanning a decade, complemented by a descriptive analysis from the teaching and administrative perspectives of the official bachelor's degree programs.

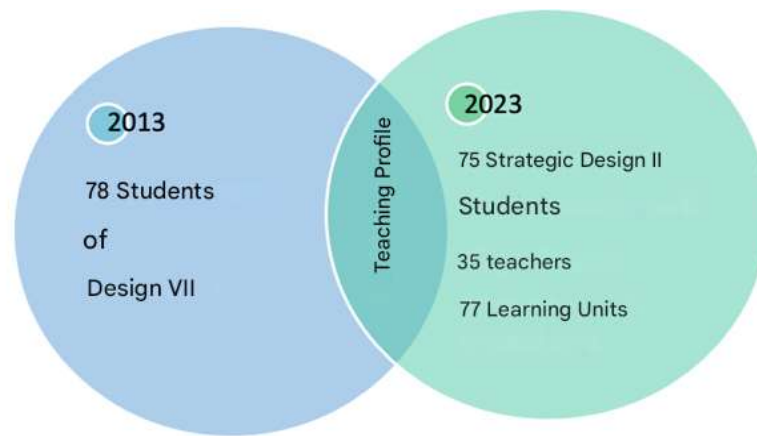


Figure 1. Sample diagram for the teaching profile analysis

Regarding the sample, it is worth mentioning that in the 1996-2019 curriculum, 120 students entered the bachelor's degree, the student population fluctuated around 1,200 students in the program in all semesters, and considering that some students take this program that is scheduled for 8 semesters, they do it on average in 9 semesters and some in 10 semesters, the students in the last semester range between 75 and 90 students, therefore the sample of 78 students represents 100 to 86% of the estimated population of the last semester. In the current curriculum, 140 students enter per semester, there is a population between 1,200 to 1,300 students for the same reasons as the previous plan and the students in the last semester range between 80 and 100 students, so the sample of 75 students represents 93 to 75%. In the case of professors, in 2023 there were 68 professors teaching in the bachelor's program, of whom 35 responded to the survey, representing 51% of the population. Regarding the learning units, the total population was taken into account, since there are 77 that comprise the curriculum.

The first instrument, used in 2013, was answered by 78 students in their final semester and included three open-ended questions: The first asks the student to list at least five characteristics that describe an ideal design professor; the second asks the student to list the characteristics of a creative professor; and the third asks the student to list the characteristics of a non-creative professor. The same survey was administered in 2023 by 75 students. The responses were categorized into five aspects: personal, professional, teaching, and student care, in order to identify the frequency of

similarities.

The second instrument was completed in 2023 by 35 professors, who were asked to define their area of expertise and provide a one-paragraph description of their profile. The integration of information related to the variables: educational level, specialization, teaching experience, research experience, and professional experience was analyzed.

The third instrument is a 2023 database that specifies the teaching profile required for each of the 77 learning units that make up the Bachelor's degree in Graphic Communication Design. To analyze these profiles, the same variables as the second instrument are considered: integration of educational level, specialization, teaching experience, research experience, and professional experience. The teaching skills variable was also added.

RESULTS

The results will be presented in the following order: first, the survey conducted among students in 2013 and 2023 for the purpose of providing a comparison; second, the results of the teacher's analysis of their teacher profile; and third, the profile declared in the learning unit programs.

1. The results of the surveys conducted in 2013 and 2023 among students agree that personal aspects are given greater importance, as they are by far the most characteristic. There are variations in the professional aspect, in teaching, and in student care, but it is clear that the 2023 students have become more specific about the characteristics of teachers.

Table 1. *Student Responses*

Aspect	Number of responses	
	2013	2023
Staff	53	29
Professional	9	5
Teaching	35	10
Student care	36	9

Regarding *personal appearance*, the similarities in both years are: creative, responsible, dynamic, patient, flexible, fair, spontaneous, respectful, intelligent, charismatic, understanding, and friendly. As for what they mentioned only in 2013, they are found with a positive attitude, accessible, strict, avant-garde, fun, cheerful, critical, young, good vibes, ingenious, tolerant, proactive, relaxed, human, demonstrates power, equanimous, coherent, efficient. And what they mentioned only in 2023 is inspiring, motivating, affable, hardworking, honest, observant, organized, enthusiastic, sociable, and concise.

Regarding the *professional aspect*, the similarities between both years are that they must have professional experience and be prepared. In 2013, the emphasis was on having professional ethics, a passion for their profession, being efficient as a designer, disciplined as a designer, having a vocation as a designer, and being able to explain themselves as a designer. In 2023, they added that they must be an expert in software, be up-to-date, and have a command of knowledge related to graphic design.

In terms of *teaching*, the similarities are as follows: mastery of the subject to be taught, being up-to-date, and enjoying teaching. It's worth noting that in 2013, the characteristics are very specific and abundant, for example, teaching what will really be useful, being punctual and attending, being committed to teaching, teaching from practice, explaining briefly and clearly, going beyond the syllabus, using teaching methods, illustrating with real cases, not assigning a lot of

homework, valuing the degree, being relevant, breaking teaching patterns, seeking new challenges, leaving exercises and using current examples, focusing on problem-solving, having a vocation for teaching, including general knowledge, using books, giving design tips, and preparing his class. In 2023, they have been much more specific and focused on being didactic, sharing their sources of information and knowledge, enjoying classes, providing lots of practice, being innovative, and taking time to review and provide feedback, as well as being passionate about teaching.

Regarding *student care*, there are only two similarities: that he is open to dialogue and that he inspires trust. However, in 2013, many characteristics were present, such as: he does not waste time in his classes and does not leave useless homework, he points out errors and argues, he does not put too much pressure, he encourages imagination, he encourages camaraderie, he helps students, he encourages intellect, he respects points of view, he resolves doubts, he organizes visits, he knows his students, he has an easy time relating to students, he does not influence students' work, he evaluates based on attitudes and creativity, he evaluates with a critical sense, he challenges students, he is participatory with students, he encourages reflection, he is not fatalistic. In 2023, they focused more on him giving feedback in a respectful manner, he is willing to help and resolve doubts, he cares about his students, he is interested in his students' learning, and he is expressive with them.

Table 2. *Percentage of the three most important characteristics in personal appearance*

Number of responses	
2013	2023
36% Creative	36% Empathetic
20.5% Dynamic	24% Creative
11.5% Responsible	20% Dynamic

The similarities between creative and dynamic are present, although in the current era, empathy is very important, whereas in 2013, responsibility also ranked high in students' standards for teachers.

Table 3. *Percentage of the three most important characteristics in the professional aspect*

Number of responses	
2013	2023
26% With experience in the field	24% Knowledge Mastery
26% That has practice	20% With experience in the field
6% Be prepared	10% Software Expert

The high level of experience in the field is important, although in 2013, a lot of importance is placed on having experience and being prepared, and in 2023, above all, on being an expert in software, since it is essential for the life of a graphic designer today.

Table 4. *Percentage of the three most important characteristics in the teaching aspect*

Number of responses	
2013	2023
32% Know how to teach	20% Innovative
24% Punctuality and attendance	16% Passionate about teaching
15% is up to date	12% Give feedback

In this case, nothing coincides with the three highest percentages, since in 2013, knowing how to teach and punctuality were very important because at that time, teachers were reluctant to arrive on time to their classes, a situation that was

later resolved through the administration with attendance and punctuality signatures. In 2023, the human character stands out, with a passion for teaching and an approach to understanding learning, placing value on teacher feedback.

Table 5. *Percentage of the three most important characteristics in the aspect of attention to students*

Number of responses	
2013	2023
8% Respect points of view	35% Comprehensive
6% It's cool	35% Open to dialogue
6% Is kind	8% Provides confidence

The percentages for the three most important characteristics are very contrasting. In 2013, they were less than 10%, indicating a greater diversity of options that diluted these percentages. However, in 2023, there was a greater concentration of opinions, which led to a relatively high percentage of teachers being understanding and open to dialogue.

2. The results of the analysis of what is important to teachers in terms of their profile, based on their own descriptions, highlight that 60% give great importance to the level of education, followed by 28% professional experience, 22% teaching experience, 20% research experience and 14% their specialization, which is based on studies they have completed in addition to their bachelor's, master's or doctoral studies.



Figure 2. Importance that teachers give to each variable in their own teaching profile

Some examples of the simplest profiles that focused only on one aspect are "20 years of experience in thesis supervision," which focuses solely on professional experience; another professor only mentioned "Expert in digital content and mobile and web application development," which focuses solely on specialization; another wrote "Bachelor's degree in Graphic Communication Design, Master's degree in New

Product Design and Development from the University Center for Art, Architecture, and Design of the University of Guadalajara, and PhD in Teaching Methodology from the Mexican Institute of Pedagogical Studies," focusing solely on educational level; another professor said "Graphic designer with 15 years of experience in editorial design focused on the visual enrichment of textual content through illustration,

infographics, and data visualization," focusing solely on professional experience. One of the most comprehensive profiles is presented in Figure 3.

I am a graphic designer by training. I currently teach the courses of Strategic Design I and Structuring the Final Project in the seventh semester. I taught identity design in the old curriculum for several years. My bachelor's thesis was a corporate visual identity for an aquaculture farm. My master's thesis was a study of graphic mascots, graphic characters that serve an identifying function. My doctoral thesis was a teaching approach to brand identity. The topics in which I have specialized professionally are corporate identity, brand visual identity, and branding. I am also interested in the creation and use of graphic characters, the language of caricatures and comics, as well as the study of meanings in all types of images and visual products. Currently, due to the Strategic Design I class I teach, I am also studying the Design Thinking design process and its working tools I am part of the Identity Design from an Integrative Perspective academic team, along with doctors [Professor 1] and [Professor 2]. My class schedule is in the afternoon, starting at 3:00, on Mondays and Wednesdays.



Figure 3. Example of a complete teaching profile developed by the same teacher

3. Regarding the profiles declared in the learning unit programs, 100% of them include in their description the specialization or specific knowledge that the teacher who teaches that class must have; 95% mention teaching skills, sometimes as specific as pedagogical and human

training or competencies and attitudes; 75% mention the level of education, such as a master's degree or doctorate; 25% include professional experience; 15% include teaching experience; and 5% include research experience.



Figure 4. Presence of the variables analyzed in the teaching profile of the learning unit programs

Sometimes the description is very in-depth or only briefly addresses some aspects, as in the following example, where teaching experience is only briefly mentioned, while specialization or specific knowledge is much more extensive.

This is a professional who works in one of the various fields of graphic design (academic, professional, research), with solid knowledge of typography and experience in publishing media (books, magazines, newspapers), who solves problems of intersubjectivity between culture and human-artificial communication, who remains up-to-date in the use and teaching of the most relevant typographic techniques, concepts, theories, tools, materials, and resources, and their viability for release in both analog, digital, and mixed media.



Figure 5. Presence of the variables analyzed in the teaching profile of the learning unit program *Typographic Interpretation and Application*

Other learning units provide a teaching profile where there is a greater balance between teaching skills, specialization or specific knowledge and level of studies, as shown in Figure 6.

The professor must be able to guide students to outline the role of the designer in graphic communication, identify strategic aspects in design projects, and design communication projects based on previously formulated strategies. In addition, they must facilitate an interdisciplinary learning environment and promote social responsibility in design.

Education: Bachelor's degree in Design for Graphic Communication or related areas; Must have a postgraduate degree in Graphic Design, Visual Communication, or related disciplines, or other studies that promote critical thinking, project management, cultural management, project administration, communication, or a related discipline. It is essential that their training include a solid foundation in strategic design and design theory.

Competencies: Practical experience in strategic design projects. Ability to guide students in the application of strategic design methodologies, such as Design Thinking, Design Sprint, etc. Ability to evaluate and provide constructive feedback on strategic design projects. Excellent presentation and communication skills to teach strategic design concepts

Attitudes: Passion for design and strategy. Patience and empathy when working with students. Openness to interdisciplinarity and innovation in design. Commitment to social responsibility and sustainability in design.

Core Knowledge: In-depth knowledge of the topics included in the curriculum modules, such as the profile of the strategic designer, strategic thinking in design projects, and strategic intervention. Familiarity with design theories, strategic methodologies, and presentation models. Understanding of social responsibility and the Sustainable Development Goals (SDGs) in design.

Up-to-date Knowledge: Keep up with current trends in graphic design and communication strategy. Be informed about the latest tools and technologies relevant to strategic design. Continue to research and update your knowledge in related areas of design and strategy.



Figure 6. Presence of the variables analyzed in the teaching profile of the learning unit program *Strategic Design II*

With all this, it can be assumed that for students, the most important thing is the teacher's personality, combined with the attention he or she gives them—that is, the teacher's human or integral aspect. For the teacher themselves, the level of

education and professional experience prevail, while the academic-administrative aspect is more important than the specialization or specific knowledge the teacher must possess, as well as

their teaching skills.

DISCUSSION

There are some references regarding the teaching profile, one of them is provided by Mañú and Goyarola (2011) where they mark different points that have to do with their characteristics, such as the interest in teaching, the motivation they have, the orientation they give to the work of the students, the ability to innovate, communication and empathy skills, living in justice, their emotional balance, skills, resources for a quality education and educational planning.

Most of the similarities with this profile are consistent with what the students have defined. They mentioned the teacher's motivation for teaching, the guidance and attention they receive, an interest in didactics and seeking different ways to teach and innovate, and a sense of happiness while teaching, which is related to the teacher's emotional balance. The academic-administrative aspect takes into greater consideration skills, resources for quality education, and educational planning.

In his book *Technology in the Teaching Learning Process*, Villaseñor (1998) defines the functions of the teacher in the technological era and some of them are: using the psychological resources of learning, being predisposed to innovation, having a positive attitude towards the integration of new technological media, applying the media didactically, knowing and using semantic languages and codes, valuing technology above technique, that is, the necessary technical skills, selecting and evaluating technological resources, designing and producing technological media, among others.

These functions are very specific and are sometimes mentioned in the academic-administrative section of the learning unit programs when discussing the knowledge that the teacher must have, as well as the necessary techniques they must know to teach the subject; Interestingly, this text dates from 1998 and is still relevant, especially with regard to innovation, considered both by the profiles of the learning units and by the students of both 2013 and 2023.

Barrios (sf, p. 8) makes a reflection for the Secretariat of Public Education of the Government of Mexico in which he poses the question "What are the most appropriate criteria, forms and instruments to evaluate teaching competencies?" and later answers that "this approach requires creating an evaluation of the competencies on the performance that occurs in the classroom, which is why a continuous training process based on performance standards is proposed."

But then, what are the performance standards, and from what perspective? From the student's perspective, from the administrative perspective, or from the teacher's perspective? It's true that there must be a correlation between the way a teacher performs in the classroom, and in light of this approach, it's necessary to establish these parameters by considering the different aspects that define the profile: the human aspect, the training aspect, knowledge, experience, and pedagogy.

Regarding this same approach by competencies, Álvarez (2011, p. 105) mentions that "teaching performance requires continuous processes of reflection [...] [that] will allow innovation to be driven and not adapted to it, which will revalue daily work in the classrooms."

This is extremely important, and has been mentioned by students from 2013 and 2023, so innovation, changing the materials used in the classroom, changing strategies, revitalizing and updating the material also helps contribute to the student's graduation profile, since the same learning unit is not boring, but can be fun and reflect the current reality with respect to graphic design.

Something that Álvarez (2011, p. 105) adds is that "any Innovation will be in vain without the teacher's commitment", and here we return to what the students mentioned in 2013 about the teacher's commitment, which is indeed noticeable when the teacher wants to teach and wants the students to learn, there is already this commitment to doing things well.

Alonso (2019) also carried out research in which the profile of a good university teacher was defined by students of teaching and psychopedagogy, and the authors of this paper agree with them on the importance of the personal

qualities and human value of the teaching figure, which leads to think that not only academic and professional skills are valued, but also that the personal aspect has great influence.

A good classification was found on the characteristics that the teacher profile should have with Flores González (2022) who defines the following variables: didactic planning, didactic strategies, disciplinary knowledge, evaluation, mediation, communication, digital skills and socio-affective skills as part of what a teacher should have.

Regarding this, from the perspective of the analysis carried out in this research, the didactic planning of teaching strategies is evident when the student sees that the teacher is organized and methodical; disciplinary knowledge is identified by the student when they realize that the teacher does know about his subject, since the 2013 students commented that the teacher should be a fair teacher; the aspect of mediation and communication and socio-affective skills are important for both 2013 and 2023. Of these aspects mentioned by Flores González, the teacher is aware of disciplinary knowledge and teaching strategies, but views didactic planning as a daily task; therefore, no one mentioned it in their self-description. It is approached differently from the academic-administrative perspective, where didactic planning, teaching strategies, and disciplinary knowledge are considered, but not evaluation and, in some cases, digital competencies, socio-affective skills, and communication with the student.

CONCLUSIONS

One of the objectives of this research is to identify changes over 10 years in the ideal professor for students of the Bachelor's Degree in Graphic Communication Design, which resulted in similarities and differences, many of them produced by the change of generations. In both 2013 and 2023, the personal aspect was more present, and this human aspect of the professor makes student life more pleasant and fluid. A very marked difference is that in 2013 they did consider a professor to be strict, while in 2023 everything revolves around a professor with relaxed qualities and *good vibes*. It is essential to strengthen the

professor's personality and that human side; one tactic is to deliver courses from a humanistic approach.

Technological innovation in the professional field takes on great importance because in 2023, it is impossible to conceive of a professor who is not a software expert. Unlike in 2013, when ethics was paramount, it is perhaps now being somewhat neglected, as it was not mentioned. This generates a commitment to include it in the teaching-learning process so that technology does not dilute it. Hence, many universities are concerned about the issue of Artificial Intelligence, declaring that it should be considered a tool but that it should be cited correctly.

At the University Center, some strategies have been implemented to help improve teaching quality. One of these is signing in and out of classes, with a 20-minute grace period, sometimes with the comptroller sitting at the roll call booth. This has reduced the concerns students in 2013 had regarding professors' punctuality and attendance. Another point not evident in 2023 is the use of teaching methods, as the administration has focused on offering a wide variety of courses from a pedagogical approach, which has undoubtedly improved teaching practice. In 2023, great importance is placed on having a closer relationship with the teaching-learning process with the provision of feedback. This returns to the positive vibe of the professors who should enjoy the classes. Therefore, if the professor enjoys the classes, most likely the students will too, and this leads to well-being in the classroom and, consequently, in the undergraduate program.

One characteristic of student engagement that has been maintained over the past ten years is that teachers are open to dialogue and instill trust, which allows for rapprochement between the direct stakeholders in the teaching-learning process and denotes a constant concern on the part of students to understand the learning units and not just do things for the sake of doing them. It is likely that students in 2013 felt distant from teachers, as the characteristics focus on knowing their students and generating a variety of activities that foster this teacher-student collaboration, while in 2023, teachers are also referred to as showing interest in

student learning. Apparently, in this regard, students in 2013 were less engaged with teachers. We will need to reflect on the attention teachers give to students, taking great care with their approach so that there is no misinterpretation or harassment, but rather everything is conducted with respect between the two.

Other characteristics that define a change in students' perspectives are that in 2013 they were looking for teachers to be more responsible, while in 2023 they were looking for them to be empathetic, which generates a teacher commitment to being more sensitive to students' need in the changes of today's world that permeate the classroom.

The second objective is to see how the teaching profile will be formed in 2023 by having different views on the same aspect, from the same student, the teacher and the academic-administrative part that together provide data to be able to generate a proposal for a profile that includes the socio-affective, communication, professional training, disciplinary and teaching update, research experience, and professional experience aspects.

The significance each of these actors gives to the different aspects analyzed must also be taken into account, where the human aspect is very important for the student, the academic aspect and professional experience for the teacher, and the knowledge and how to bring it to the classroom for the academic and administrative aspect.

Throughout the examples presented, there are cases where professors are very specific and others where they explain their profile in depth. The order also comes in many forms, which denotes the importance they place on the level of education, professional experience, teaching experience, research experience, and whether they have any specialization. They usually place what they are most proud of first. For example, those with a doctorate tend to put their professional training first; those who have worked as teachers for many years emphasize it first; those who have achieved a position as researchers highlight it first. In this way, a correlation is evident between what they write first and what they are most proud of throughout their university career, with multiple possibilities.

It would be unusual to find in the profiles that teachers wrote, characteristics of their personality or hobbies, since the focus they try to give to their own profiles is based on evidence, on tangible things and not on what can be frowned upon from the ego or recognition of their own qualities, which contrasts with the emphasis that students place on the personal aspect of teachers, which is not officially declared and is talked about in hallways, especially in the credit system where students choose learning units based on the schedule and characteristics of the teachers.

The profiles declared in the learning units focus very specifically on specific knowledge, teaching skills, educational level, professional experience, research experience, and very little in research. All of this depends on the learning unit, since for a subject focused on research methodology or the completion of a final project similar to a thesis, it is ideal for the professor to have research experience, while for other subjects it is not essential. Teaching experience is helpful and increases over the years, allowing the professor to refine their teaching style and, with practice, identify when something has not been properly understood.

To meet the teaching profile, the professor will have a curriculum vitae that demonstrates their compatibility with the required characteristics, but will also have a hidden profile that may be evident through an objective analysis of what students say about their teaching style. It is not so simple to define the aspects that a teaching profile should have, although the minimum requirements are met. According to this triangulation of actors in the educational process, these would be: academic training, professional experience (including teaching experience), specific characteristics (such as research experience), teaching skills (specific to the learning unit), and interpersonal skills (which can be considered as some general personality traits and others that are essential for teaching the learning unit).

Finally, a balance should be considered among all to generate a teacher profile that is defined in the learning unit programs and that truly impacts the teacher's selection or the training they must undergo to be consistent with the subject matter or

learning unit they will teach.

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