

Inaction policy at Universidad Veracruzana: Impact on professors

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— Abstract—

Inaction policy is a decision made by authorities when they know there is a problem but decide not to act on it, whatever the reason may be. Professors of the Languages School at Universidad Veracruzana and high-hierarchy authorities were interviewed via a qualitative study, we could notice that these policies are commonplace, and even promoted by authorities. The focus of the original research was limited to digital technology for language teaching, but results showed that inaction policies extend far beyond the equipment and technological infrastructure.

Keywords:

Public policy, Education policy, ICT, teachers .

Decisions, which are made by the authorities and are planned to be applied to a group in society, are usually planned. On many occasions, there is a work to understand the problem to be treated, the effects of implementing this decision, and an analysis of needs. In other cases, decisions are made without planning or consideration by the people these decisions will impact. At other times, the decision is not made. In other words, even when there is a problem, it is consciously decided not to decide what to do, not to act. Broadly speaking, this is called an inaction policy. It is rare to see these policies being implemented because there is no official document from the authority stating that the policy is one of inaction. However, when you analyze carefully and listen to those impacted by the policies and policymakers, you can begin to understand the extent of the problem.

This research work is derived from the doctoral thesis *Technology in language teaching: the case of the Languages School of the Universidad Veracruzana*, where the institution's educational policies role and its impact on professor's work at the School of Languages of the Universidad Veracruzana (FIUV) are analyzed, particularly on the use of Information and Communication Technologies (ICT). Unexpectedly, the results of the research were directed toward other topics, not only in the area of ICT. This article presents the preliminary results found thanks to the intervention carried out. It should be noted that the focus of the research does not consider the breadth of education policies as a whole, only those of ICT. But it is interesting that the search for understanding of the original research problem, which was to know the role of ICT-related educational policies in the FIUV, will lead to showing that the problem is not only found in ICT-related policies but in the institution's lack of action on various issues.

Given this, it is worth mentioning that the research questions from which the present article emerges are how do professors perceive the incorporation of ICT in their discipline and context? How are the technological policies of the Universidad Veracruzana impacting the language teaching subject at the Languages School? And what are the needs of teachers concerning ICT?

Hence, the following objectives have been drafted: Analyze how the Languages School of the Universidad Veracruzana has incorporated ICT, as well as the opinion and specific needs that teachers have around ICT and analyze the perception of professors with ICT, which are implemented in their discipline and context to, in turn, explain how the ICT policies of the Universidad Veracruzana have impacted their inclusion in the language teaching subject and identify the professors' technological needs at the Languages School of the UV.

It is important to emphasize that the descriptive results reflect a portion of these questions and objectives. However, it is vitally important to know the questions and objectives of the main research to understand how the vision presented in this document was reached.

Regarding the above, this article focuses on the analysis of the second specific objective. This is related to the impact of the ICT policies of the Universidad Veracruzana, however, after the intervention, it was possible to see that the policies go beyond only the technological. That is, it is a common practice that policies impact other areas.

CONTEXT

The Universidad Veracruzana (UV) is an institution with tuition of 87,388 students, 6,235 academics, presence in 27 municipalities of the State of Veracruz through 5 campuses and 315 formal study programs (UV, 2020). The School of Languages has an enrolment of 2,753 students, including undergraduate, postgraduate, continuing education, and language courses open to the public, and a teaching staff of 206 professors. It is located in Xalapa, Veracruz, in the Humanities Unit, a space shared by the Spanish Literature, Anthropology, History, Sociology, and Philosophy Schools. There is a building called the Self-Access Center of the Languages School (CAAFI), which works for the language and external community. The rest of the spaces are shared, as are the library, computer and documentation centers, auditoriums, and some halls.

CONCEPTUAL FRAMEWORK

To understand this work down, it is essential to address some key terms. This section describes three concepts: public policy, education policy, and inaction policy.

Public policy is defined as all actions by an authority, governmental, school, or institutional, that try to impact the public. They are carried out through actions, inactions, planning, and results that will satisfy or affect the members of a group or society (Aguilar, 2010; Ejea, 2011). Public policies are focused on people's lives, the town, and the term itself suggests that it should be so. However, there are instances where policies are dictated from a very high hierarchical level, and the lowest levels are solely the object of policy-making. In other words, there is little consultation on the needs of the people they will impact. Thus, the adjective 'public' does not mean that they are chosen by those impacted, but that they are focused on the public, on the people, and society.

Education policies are a type of public policy whose primary focus is the field of education. Alternatively, they are called educational policies. In this article, the term educational policy(ies) will be used to refer to them. It is also important to mention that the focus of this work is higher education, so this work will discuss such educational policies. This type of policy is not far from its definition of public policies, since it is derived from them. Thus, they can be considered as decisions made by actors related to education to determine educational services' interactions with society (Kent, 2009a: 26).

These policies are dependent on public policies for two reasons: First, education serves society, mainly in the case of higher education. Decisions made within this level become important for social life because they are seen as an institution at the service of social problems (Kent, 2002). That is why the inclusion of society in decision-making is vital. Second, the head of the institution, usually the dean, is also seen as a politician (an influence in government). Although the dean is not elected through massive democratic methods, as is done with a popular representative, but by various processes of the internal government of universities, there are many deans with a political weight of importance (Kent, 2009b; Kent & Acosta, 2009). This happens because the institution has a very large enrollment, has very high funding, which is why the dean may have a history of public positions, or even the institution (or the dean) could have a relation with political figures, etc. Whatever the case, a significant number of heads of institutions, mainly public higher education institutions, are considered political figures, and for this reason, their performance must be per this vision.

After analyzing this, we can consider that educational policies are decisions that have the characteristic of being dictated from and within an educational institution. However, due to the importance of the institution or the figures representing it, they have influence even on the outside, in society. It should be added that despite the above, educational policies are not only dictated within the HEIs. Sometimes, these decisions come from governments and national and international organizations, they are adapted to each institution and context but they are 'pushed' by external entities.

Regarding policies of inaction or omission, we must emphasize that this term does not exist as such. It is a concept that is generated through a process of inaction, from which its name comes (Knoepfel, Larrue, Varone & Hinojosa, 2007). Bachrach and Baratz (1963) call it "nondecision-making" (p. 632) to all those decisions of inaction (deciding not to decide, or simply not deciding). This happens because they want to protect some personal, economic, political, or institutional interest. It can occur even when there is an awareness that there is a problem that must be addressed, but which, for one reason or another, is deliberately ignored. From here on out, the term

"policies of inaction" is used, which will try to combine the fact that it is a conscious decision; plus, the fact that it is a voluntary inaction.

These policies are implemented through the same authorities mentioned above. But contrary to the policies that act, these are the exact opposite: inaction. They are created when a given problem exists; when that problem is known among those affected, and when its existence is known at the highest hierarchical levels, but it is decided to do nothing. Knoepfel *et al*, call it a "passive attitude" or "non-action" (p. 12) on the part of policy-making actors.

METHODOLOGY

The data collection process was carried out following a qualitative model. It is a cross-sectional study, which allows us to know the current state of the problem, and to be able to compare it in the future if so desired. Data analysis was carried out following a hermeneutic-interpretative method. The data collection instrument was a semi-structured interview guide. Each of these elements is detailed below.

Research Approach

Because of the desire to understand the problem thoroughly and in-depth to reach an explanatory level, the decision was made to select a qualitative research approach. Denzin and Lincoln (2011) point out that following this approach allows a deep understanding of the problem being investigated, in addition to applying it to various fields and disciplines.

The selected model was the hermeneutic-interpretative model. This is due to the objectives set for this research, which focus on understanding the needs and opinions of the subjects involved. Originally this model was used for text interpretation (Grondin, 2008: 16-17). But the contributions of Schleiermacher, Dilthey, and later Heidegger, allow us to consolidate hermeneutics as a general understanding of life instead of one related exclusively to texts. In this model, hermeneutics uses linguistic and historical dimensions for the understanding of human phenomena (Grondin, 2008: 20). This research work takes place in the logic of contemporary hermeneutics.

Information collection instrument

The data collection technique to be used will be the survey. In an interview, the researcher has key informants (Taylor & Bogdan, 1994: 103), who are the witnesses to what it is trying to observe, which is impossible without the vision of these informants. The instrument used to conduct the interviews was an interview guide. This is the most important tool for developing the

interview and obtaining the objective and the specifics. The guide allowed the interview to flow according to a more or less defined plan, as mentioned by Keats (1992).

The guide's construction was a process based on the research documentary stage and included the development of categories, indicators, and questions. The themes that were observed as essential during the literature review were: Educational Policies, Teacher Training, Information and Communication Technologies, and Distance Learning. These topics were part of the research state. Likewise, the principles of the hermeneutic-interpretative method were considered to create the instrument according to the characteristics of the population and the research problem. This ensured that the choice of topics and interview questions had a theoretical, documentary, and methodological basis.

Key informants (participants)

The population of FIUV is 206 academics, a plant that is distributed in its programs as follows (Languages School UV, 2019): B.A. in English Language: 75 academics; B.A. in French Language: 33 academics; B.A. in English Teaching (virtual modality): 14 academics; M.A. in French Didactics: seven academics; M.A. in Teaching English as a Foreign Language: nine academics; Ph.D. in Language Studies and Applied Linguistics: ten academics; Department of Foreign Languages (DELEX): 58 academics.

The eligibility criteria for the interviewees were refined, which were: Be a professor, technician, administrative, or manager with any type of uninterrupted contract at the UV in the field of language teaching and with an assignment (current or past) at FIUV. It was intended that several professors, who are retired or in positions outside the school, but within the institution, would have the opportunity to participate in the research. It was important to consider this because there were major professors in the history of the school, whose personal history in it was of special interest, or because the time they were in it is important to understand it, but for one reason or another, they are no longer there. This also made it possible to gather information from all types of teachers: temporary, depending on subject, tenured, full-time, and all ages and seniorities.

The selection of key informants was done through a three-phase process. The first was through an intervention in the same group of teachers (Borromeo, 2016, 2017). From here emerged some names that are part of the teaching staff or decision-makers in the school and the institution. The second phase was a series of informal talks with professors and people related to the school. Here several different actors considered paramount to the development and integration of ICT in FIUV were identified. The third

phase of the selection was when some of the key informants during the interviews suggested names of people who played an important role. This is considered advisable by several authors (Izcara & Andrade, 2003; Taylor & Bogdan, 1994) since the interviews are qualitative, and this type of change is allowed if it is for the benefit and improvement of the information.

3. ANALYSIS OF MECHANICAL ELEMENTS

The determination of the resistant nominal moments was made for the reinforcement with steel, per the provisions of the NTC Mexico City (2017) for concrete beams reinforced with steel rods in its section (5.1.3) relating to Flexural strength, as well as section (5.3.3) corresponding to Shear strength resistance. While for those relating to GFRP reinforced beams, what is stated in ACI 440 1R (2015), chapter 7.2 on Flexural strength and chapter 8 on Shear strength were used. The doubts of interpretation on the design with GFRP were resolved supported by the work of Wainshtok Rivas, Hernández Caneiro, and Díaz Pérez (2015).

Instrument construction

Each category resulted from the construction of the state of the art and, from there, different indicators emerged. To move from topics to indicators, Cisterna's model (2005: 66) was followed, which suggests a method for creating categories and indicators that go hand in hand with questions and objectives. Following this suggestion, the indicators for each category were reached. Below is the result of the categorization, a brief description, and the indicators that emanated from it (see Table 1):

Table 1
Topics, descriptions, and indicators

Category and description	Indicators
<p>Education policy</p> <p>Decisions made by the Universidad Veracruzana in the academic area. Focus on teaching and ICT. It also includes how teachers assimilate them, if they impact their teaching and professional development within the institution.</p> <p>It also considers faculty participation in political discussions, and the means and ways of participation. Finally, it considers the openness of the institution to receive complaints and suggestions regarding policies.</p>	<ul style="list-style-type: none"> • Importance of Institutional Decisions (1.1 PE-IMPOR) • Internal discussions on needs (1.2 PE-DISCU) • Professor's participation in decisions (level, frequency, means, and opportunities) (1.3 PE-PARTIC) • Higher authorities' attention to requests (1.4 PE-ATN-AUT)
<p>Teacher training</p> <p>These are the elements that shape the professors' development inside or outside the institution, and the impact it has had on the teachers' professional and personal lives. Likewise, the recent training that the teachers have undergone is also considered.</p> <p>Teacher training located in the institution, the relevance, frequency, quality, and opportunities offered to carry it out are considered.</p> <p>The economic and temporary investment turns out to be a topic of interest, as well as the modality, quality, and relevance of the training taken.</p>	<ul style="list-style-type: none"> • Importance of teacher training (2.1 FD-IMPOR) <ul style="list-style-type: none"> • Recent training (2.2 FD-RECIENTE) • Source of training (staff/institution/collaborative) and economic investment (2.3 FD-FUENTE) • Impact of training (professional and personal life) (2.4 FD-IMPAC) • Relevance, quality, frequency, and opportunities of institutional training (2.5 FD-CARAC_FD_INSTIT) • Training modality (face-to-face, virtual, other) (2.6FD-MODE)
<p>ICT in higher education</p> <p>These are the Information and Communication Technologies that have been integrated into higher education, mainly in language teaching.</p> <p>The minimum knowledge necessary for students, graduates, and themselves regarding ICT was considered, from the teacher's point of view.</p>	<ul style="list-style-type: none"> • Essential ICT in HEI (3.1 TIC-ESSENTIAL) • Basic knowledge (of students, teachers, and graduates) (3.2 TIC_CONOC_BASIC) • ICT training opportunities (3.3. TIC-OPORT_FORM) <ul style="list-style-type: none"> • Quality impact (3.4 TIC-IMPAC_QUAL) • Impact on interest (students) (3.5 ICT-IMPAC_ALUM) • Impact on teaching and administrative processes (3.6 TIC-IMPAC_DOC_ADMON) • Availability of ICT (in market, institution, discipline, and faculty) (3.7 TIC-DISPON)
<p>Distance learning</p> <p>It deals with non-traditional education, that is, blended (mixed) and total virtuality.</p> <p>The necessary elements for these educational modalities (ICT) that allow this, the availability of these modalities in the institution, the quality, and the future it may have been addressed are talked about.</p>	<ul style="list-style-type: none"> • Current discipline in the DL (4.1 EaD-ACTUAL) • ICT needed and available (4.2 EaD-TIC_NEC_DISP) <ul style="list-style-type: none"> • Modalities used (in FIUV) (4.3 EaD-MODE) <ul style="list-style-type: none"> • Quality vs in person (4.4. EaD-QUAL) • Future of DL in the discipline (4.5 EaD-FUTURO)

Source: Own elaboration

For the creation of questions, the suggestions of various authors were followed (Denzin & Lincoln, 2011; Flick, 2004; Keats, 1992; Rojas, 2011; Taylor & Bogdan, 1994) for this stage. The questions that were generated covered an indicator and, at the same time, allowed the obtaining of information from one or more research objectives. The format of the final guide had two types of questions: main and supportive. It was decided to have one main question and put some support. The main one would guide the conversation and the

supporting question would be asked only when a particular topic that was of interest had not been touched by the main question.

Piloting and Interviews

A pilot stage of the interview guide was conducted to carry out modifications not foreseen in the creation phase. There were seven interviews with a population similar to the target. Through each of these interviews, the instrument was modified and details about the interview process were fine-tuned. From this phase emerged the final version of the guide used with key informants. The next step would be formal interviews with key informants.

There were twelve interviews in total, eight professors, two professors who are also decision-makers in the FIUV, and two decision-makers of a high hierarchical level (Rectory). Access to the Directorate of the Languages School of the Universidad Veracruzana was required to be able to enter to invite the professors. In the case of high-ranking decision-makers, we went to their offices in person and with a formal request for an interview. At each interview, informed consent was provided, which had to be signed to accept participation. The interview period was between November 6, 2019, and January 16, 2020. The average duration of each was one hour and 30 minutes.

Data analysis

Go Transcript's online software was used for the transcription of the interviews. This is a very easy-to-use online tool. Despite being online, the work of audio and text is completely local. This was important considering that the identity and data of the participants were protected by Informed Consent. A process of *full verbatim*, word-for-word, or full transcription was used, including interjections, errors, corrections, pauses, annotations or comments, and other nonverbal elements that were captured during the interview. Approximately every hour of interview meant between eight and ten hours of fully manual transcription. This process took approximately 150 hours of work.

For data analysis, *Atlas.Ti 6* was selected as it is easy to use in Windows 10. It was required to divide each case (interviewee) separately and thus have a separate count of how many codes were obtained and also to be able to see which categories and indicators were observed in each case. Administratively it was easier to work like this. Finally, *Atlas.Ti* provided the opportunity to work with cases, categories, indicators, and codes more independently. It should be noted that the role of this software was basically for two purposes: 1) coding and 2) efficient organization of information. No use of advanced software tools was carried out.

The objective was to achieve identification of the main themes. The ones most mentioned by the teachers and those that were, therefore, the most significant for them. It ended with the topics ordered from highest mentions to lowest mentions as well (see Table 2):

Table 2
Mention count of each indicator

Indicator	Count	Indicator	Count	Indicator	Count
1.1 PE-IMPOR	713	3.5 TIC-IMPAC_ALUM	212	4.5 EaD-FUTURO	67
1.4 PE-ATN-AUT	600	1.2 PE-DISCU	211	3.3 TIC-OPORT_FORM	66
1.3 PE-PARTIC	440	3.1 TIC-ESENCIAL	207	4.4 EaD-QUAL	65
3.7 TIC_DISPON	317	2.4 FD-IMPAC	191	2.2 FD-RECIENTE	63
3.6 TIC-IMPAC_DOC_ADMON	259	2.1 FD-IMPOR	168	4.1 EaD-ACTUAL	61
2.3 FD-FUENTE	243	3.4 TIC-IMPAC_QUAL	123	4.2 EaD-TIC_NEC_DISP	51
2.5 FD-CARAC_FD_INSTIT	234	4.3 EaD-MODE	116	2.6 FD-MODE	49
3.2 TIC-CONOC_BASIC	225				

Source: Own elaboration

These results had yet to be interpreted. Therefore, a new stage of categorization (recategorization) was used. On this occasion, it would be based on interpretation, on understanding what is considered the main comments. It would no longer be organized by aprioristic categories, now it would be considering experience, documentary research, and, in what was verbalized by teachers, to understand them in context.

The second result was that 62 emerging categories were obtained, which are considered topics of importance, and which were described in full in the thesis work. In this work, however, we focus on some of them. The results section then discusses these topics.

RESULTS

Once the analysis was concluded, we reached a series of interesting result, which can be observed more clearly when considering an crucial axis: the policy of inaction. This was something that permeated without exception, all the topics explored, and that was mentioned equally by all professors, professors/decision makers, and which was confirmed (although not orally, but through the interpretation of circumstances and answers) by high hierarchy decision makers of the Universidad Veracruzana. In this way, when a policy of inaction or omission is considered a guideline of the institu-

tional authorities, it is possible to understand how the lack of action or, as we call it, the inaction policy impacts teachers. Through a mention of the different examples where there is inaction or an omission, we wish to present that one of the institutional policies is precisely that of not addressing known problems. Three areas in which they were found are mentioned: technological infrastructure, physical infrastructure, and personnel recruitment. These topics were ordered according to the importance given to them by the teachers, either expressly through direct questions or an interpretation.

Technology infrastructure

The most mentioned topic that impacts teachers is technological infrastructure. This includes the equipment available to them at FIUV, as well as existing or missing means and/or resources to use the equipment within the faculty or institution.

First, the teachers mentioned that the equipment is necessary. That their job teaching English is not very fruitful if audiovisual media are not implemented. This means that they require using audio and video as almost daily tools. While some can cope with the use of these tools by implementing their equipment (computer, projector, and speakers, mainly), some others cannot and must not use the limited equipment found in FIUV. This, of course, being limited and having so many teachers who require it, is usually complicated, even more so in the busiest hours of the day.

In response to this, a problem that has plagued teachers for many years (decades, according to some professors), FIUV carried out a purchase of projectors, which were installed in 2019. With this, the School Management seeks to facilitate access to the most complicated and expensive equipment for professors to obtain. Many of them already have computers, and speakers turn out to be more easily accessible peripherals, as well as being inexpensive. For this reason, it was sought that the investment, which exceeded 200,000 Mexican pesos, was authentically significant for its activities. Although the teachers appreciate the School Management's action, they point out that many did not agree with the plan, did not initially support it, and considered that other needs could be covered with that investment.

The previous initiative was part of an action plan of the School Management for its administration, which at the same time was part of the Dean's plan, which, likewise, is per the General Development Plan 2030 of the Universidad Veracruzana (UV, 2018). That is, this action of installing equipment is a decision already made for teachers. Aguilar (2010) and Ejea (2011) suggest that this is normal, that is, decisions are made from higher hierarchical levels. For this reason, it is considered that the institution

follows the established paradigm that does not directly consider those impacted by the policies that will be imposed on them.

This is key because the professors expressed that the technological infrastructure, including the lack of computers and particularly the Internet network that constantly fails, needs to be improved. It is a topic that had already been mentioned six years ago (Borromeo, 2016) but for some reason has not been addressed. This means a lot for professors, but even if they have their equipment, it is difficult for them to use it without Internet since they require online tools, such as translators, dictionaries, audiovisuals, or databases. This is even more problematic when considering the teachers who are part of the FIUV virtual program for their needs.

When asked if connectivity is good, teachers mentioned that it is limited and of low quality. This was very pointed out by those who are part of the virtual program since their activities require a stable and fast connection. On some occasions, because they do not have access to the institution's networks, for whatever reason, they have had to resort to using mobile data from their mobile phones to connect to the platform, make video calls for advice, and even for degree exams. And this, although it is not a problem that occurs daily, it is an economic, administrative, and procedural burden for those involved. As an example of the above, a testimony of a worker who was interviewed is presented:

For example, we all have cell phones. And the vast majority of us have our cell phones services with Telcel. If there's no Internet in Humanities, I can... I could use my data with Telcel. With three, or four clicks on my phone. You ask a professor about that, and they don't know [...] when they talk [...] that infrastructure is lacking because everyone wants a PC when everyone brings a laptop. Yes. Or brings a cell phone. (Mayte, personal communication)

With this response, it's deduced that there is a lack of equipment and that the infrastructure is deficient. But authorities predict that teachers will solve this problem, even if it means an economic burden that should be borne by the institution itself. In addition, there is a lack of interest from General Management for Information Technologies (DGTI), which did not respond to the request for information on the institution's role in this matter. The lack of response to the request through formal means (one of them never answered and the other outside legal time) only shows that, in fact, the institution, in this case through the DGTI, has a policy of inaction regarding the issues that are known to exist.

Physical infrastructure

Before proceeding to the next two sections, it is necessary to emphasize that the Dean's office is aware of these needs. Through the Dean's Plan (UV, 2018), it was required that all the institution's study programs be accredited or re-accredited by an independent entity. By the end of 2018, the institution had covered almost 100% of the accredited programs. This means that the problems of the various programs and faculties in its five regions are known, as accreditations are usually presented with suggestions and comments from those in charge of the work. FIUV provided accreditations from the Council for the Accreditation of Educational Programs in the Humanities (COAPEHUM) for its three bachelor's degrees, which include a series of recommendations. Thus, we can consider the Dean's office of UV aware of the needs of the FIUV. Now, we discuss the issues that have been ignored.

Through interviews, it became clear that teachers require physical space. There is a lack of sufficient space for all FIUV member teachers to work, either independently, in groups with colleagues, or with students. The FIUV, being located in a shared unit with various faculties and being the largest in the number of professors and enrollment, requires a large number of spaces. Its growth has been steady, both in its undergraduate and graduate programs, continuing education, and language courses to the public. This adds to the need for spaces in the FIUV.

Due to this growth, teachers lack cubicles, some must share them with up to four teachers, while others do not have one assigned. Nor are there sufficient spaces for these teachers to work with colleagues or students. There are some cubicles available for teachers to schedule, but their use is limited to counseling that students require from teachers at the Language Self-Access Center. That is, not all teachers can use it and they cannot use it if they are not accompanied by the student requesting the advice.

This lack of space has an impact on teaching and administrative work. The FIUV must borrow spaces for some courses from the other faculties of the Humanities Unit. Sometimes it's easy to get, sometimes it's complicated. In any case, it becomes a debt of favors that the other schools use when they require a similar favor. And although there is no hostility, the reality is that when the available spaces are distributed (as when Pedagogy was moved from headquarters), an old grudge about the Self-Access Language Center being built in common spaces, comes to light, and the spaces that are distributed are generally distributed in equal numbers among the faculties, not based on their tuition. This means that the new spaces, either because they are left by another faculty or because they are created from scratch, are distributed equally, and remain insufficient.

The institution is aware of the lack of space since these needs are indicated in the accreditations recommendations of the study programs. However, for more than a decade, the construction of new spaces is practically non-existent, they have been limited to modifications and/or renovations of spaces. It can be believed that economic problems have a role in this problem, however, UV invested about 30 million pesos in the construction of a building for the faculties of Mathematics and Artificial Intelligence, although the project has been stopped for years, which means that this money was not invested to make it work actively. Instead, it became two unfinished works: a metal structure for a building, and a building in an incomplete condition that cannot be used. The plan is to continue this project, but with works that have lasted six years, this investment is beginning to be seen more as an expense, being that there are spaces where its impact would have been immediate, as in the Humanities Unit.

Finally, it should be noted that the authorities criticize that the investment of resources is stopped, and they claim that the investment must continue so that it does not become an expense and mention it this way in the interview granted for this article:

“When you plan, you must know that if you invest a peso, you gain it back. Because in Mexico we are used to making proposals and not thinking about the money that is being thrown away, again and again. And a clear example is CONACYT. We have scholarships, and out of nowhere they say, "No, there's no more money for scholarships." "Sorry, wait. You've been investing in so many students and such." Now more or less, they react and suddenly they take it back, just because, sorry... even if you paid a year, you paid a year. And you're paying a year in England or France. How many million pesos are those? "Well, do you know what? You tighten your belt and finish the investment. Because that's what's going to ensure you the product. And that's when you plan.”
(Mayte, personal communication)

Although this authority is not directly responsible for the administration of movable property, real estate, or financial resources, it does have a great weight in the decisions that these actors make in this regard. When we add that the Dean's Office is aware of this lack of spaces in the Humanities Unit, since they requested accreditations where they indicate these needs, we can observe a policy of inaction, in this case, on physical infrastructure. This affects teachers and students and is believed to not only reach the Humanities Unit but may be a widespread problem in the institution.

Recruitment

Finally, there is the issue of staff recruitment. In this area, it is also important to remember the COAPEHUM accreditations that were made to the FIUV bachelor's degree programs. They also mention that the faculty requires more full-time teachers to be recruited. These accreditations have been carried out since 2010, so the problem has an omission of at least ten years, but it can be even older.

Between 2010 (previous accreditation of the bachelor's degrees in English and French) and 2017 (most recent re-accreditation), the number of full-time professors at the FIUV remains the same: 23, being 39% of the total teaching staff in 2010 and 28% in 2017 (a decreasing trend). But subject teachers, substitutes, and those assigned to other academic programs increased from 35 (61%) to 59 (72%) between the same periods. We understand that the number of full-time professors did not decrease in absolute numbers, but did in relative numbers.

This means that in regards to teacher improvement, the UV's plan from 2010 to the present has been to improve this aspect. But the reality is different. The policy of UV has been to talk about what would be ideal (increasing the academic base), but the most convenient or the least damaging to institutional finances is what gets done (hiring more temporary professors). Hiring a Full-Time Teacher means providing statutory employment benefits, as well as translating into a long-term commitment. In addition to this, we must mention that not all the hours of a full-time teacher are charged to teach, but all the essential tasks that UV considers must be covered: teaching, tutoring, linking, and dissemination. When hiring teachers temporarily and doing so through semi-annual competitions, it is ensured that there is no long-term contractual relationship and that the hours that are paid are directed exclusively to teaching, being that extra-work activities (tutoring, bonding, and dissemination) are not paid, but are the ones that count the most at the time of competing for base hours or a full-time position.

This results in an omission. UV knows it requires more full-time teachers. But it is less problematic (in economic matters for the institution) to hire temporary teachers and to pay them only for teaching hours, adjusting the competition scores to obtain base hours and full-time places so that extra-work activities have a great weight. Teachers will obtain these bases only when they carry out these tasks on their initiative. Instead of following the recommendations that would return to their stronger educational programs, they go on the side of saving economic funds. The School of Languages has made continuous requests for the assignment of full-time positions to the institution's Academic Secretariat, as indicated in the Transparency document 242/2020 of the Mkatsiná UV system. However, for nine years

they have not received positive responses, beyond reassigning vacancies by retirement. The Academic Secretariat, being responsible for this issue, has carried out a policy of inaction. The reasons for the refusal were given by FIUV itself, which were related to the institution's lack of financial resources. At the time of writing this article, and with the pure intention of following up on the problem (since it is not the focus of the main research that gives rise to this article), no response has been obtained from the Academic Secretariat regarding how many full-time positions have been created from 2010 to date (folio 241/2020 of the Mkatsiná UV system). However, hiring more temporary professors and facilitating their entry, while making it difficult to allocate time bases and full-time places, can be considered to run counter to the school's needs. In addition, no progress is being made to comply with the teacher improvement plans established in the 2030 General Development Plan.

CONCLUSIONS

Regarding what was found in this research, in at least three areas the Universidad Veracruzana has carried out a series of policies of inaction or omission, so it is worth asking: In what other aspects and topics is a policy of inaction or omission adopted? What actions and activities have been affected by the institution's refusal to act as a result of the problems that, as we have shown, are known? How many issues, moreover, are not known because there are no mechanisms for the care of teachers if an institutional hierarchical path is not followed? All these questions are genuinely intriguing and are the result of research. For this reason, and because of their scope, it is not possible to attempt to answer them correctly. We can make an evidence-based assumption and venture to think that the problems are many.

Finally, it is necessary to mention that the fact of omitting decisions jeopardizes the operation of the institution itself in terms of quality. It becomes undeniable that leaving out key issues raises doubts among those involved regarding their chances of achieving better interaction and attention in the institution. This is the same for students, teachers, administrators, and society at large. In this way, the fact that the institution has inaction policies becomes a systemic and social problem, in which the confidence that is held is being lost and, therefore, the quality is decreasing. This accumulation of incidents is only increasing, which produces more deep-rooted and difficult problems to deal with in the future, a problem that is reflected in countless public institutions in the country.

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