

Acreditación universitaria, acerca del artículo "Factores que influyen en la motivación doctoral en Ciencias Médicas"

University Accreditation, Regarding the Article "Factors Influencing Doctoral Motivation in Medical Sciences"

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Dear Editor:

Doctoral training emerges as a critical indicator of institutional competitiveness, as revealed in the article "Factors influencing doctoral motivation in Medical Sciences of Mayabeque",⁽¹⁾ this, together with university accreditation constitute a fundamental axis to ensure academic excellence and social relevance of higher education institutions, especially in the field of Medical Sciences. This process not only evaluates training quality but also the capacity to generate innovative research with an impact on public health.

The research identifies insufficient motivation among professionals to undertake doctoral studies; this directly affects the standards required by accrediting bodies. The connection between both spheres, doctoral motivation and accreditation, lies in the fact that an institution that fosters quality doctorates not only improves its academic reputation but also complies with international evaluation criteria.^(2,3)

University accreditation transcends mere administrative certification: it validates an institution's capacity to train competent professionals, generate knowledge, and respond to social demands. In Medical Sciences, the criteria prioritize scientific production, the availability of doctors on the faculty, institutional support for research, and connection with the healthcare environment.⁽²⁾

The integration of international collaboration networks in doctoral training emerges as a key catalyst for researcher motivation in Medical Sciences. These alliances not only facilitate access to innovative methodologies and global

resources but also foster intercultural exchange that enriches the scientific perspective of doctoral students.

From the perspective of accreditation, inter-institutional agreements are valued as indicators of excellence, by demonstrating the capacity to align with international standards and generate translational research. Institutions that prioritize these partnerships strengthen their academic competitiveness and their impact on global health policies.⁽⁴⁾

The presence of qualified tutors reflects the quality of the teaching staff, a key parameter in accreditation processes. Doctoral motivation and institutional quality are mutually reinforcing: a faculty with robust research training programs attracts and retains talent, thereby strengthening its position in different academic categories.⁽⁵⁾

The article "Factors influencing doctoral motivation in Medical Sciences of Mayabeque",⁽¹⁾ identifies five key factors involved in doctoral motivation: effective tutoring, methodological preparation; institutional support, availability of time and resources, and access to technological infrastructure. Each one correlates with specific accreditation criteria. Structured tutoring is required by agencies such as the National Commission for University Evaluation and Accreditation of Argentina (CONEAU).^(6,7)

Institutional support, which includes policies on flexible working hours and funding, is evaluated in dimensions such as administrative management and financial sustainability. Likewise, access to specialized databases is an explicit requirement in accreditation models for medical

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areas, where scientific updating is constant.^(6,7)

However, persistent gaps threaten both individual motivation and quality indicators. The high average age of doctoral degree holders (over 40 years) suggests a disconnect between doctoral training and the productive stages of the research career. This situation limits the generational renewal of the faculty, a critical factor in accreditation evaluations. The lack of clarity regarding doctoral requirements reveals deficiencies in institutional communication, an aspect evaluated in quality audits.⁽⁸⁾

Transforming these challenges into opportunities requires integrated strategies that link doctoral motivation with accreditation requirements. This includes strengthening the tutoring system through certified training programs, as recommended by research on mentorship in higher education; optimizing the allocation of time and resources by setting aside workday time for research, a practice supported by the World Health Organization; ensuring transparency in doctoral processes through accessible guides, aligned with the clarity standards required by accrediting agencies; and encouraging scientific publication through writing workshops and funding for high-impact journals—a strategy that has proven effective in Latin American contexts,⁽⁴⁾ as well as promoting the generational renewal of the faculty with scholarships aimed at young professionals.⁽⁹⁻¹¹⁾

In summary, the synergy between doctoral motivation and university accreditation must be understood as a dynamic process. Institutions that integrate these elements not only meet formal requirements but also build a culture of excellence based on research and innovation. As the authors points out,⁽¹²⁾ quality doctoral training is a pillar for sustainable development. In this sense, Faculties of Medical Sciences have the responsibility to align their strategies with global standards, ensuring that their professionals not only obtain academic degrees but also contribute to scientific advancement with tangible impact on their communities.

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