

Vice-Presidency for Academic Affairs

Evaluation and Promotion in Rank Manual



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I. THEORETICAL FRAMEWORK

Universidad del Sagrado Corazón is a Catholic university whose members share the mission of educating persons in intellectual freedom and moral conscience and whose faculty and students are called to excel intellectually. The University encourages and recognizes the contribution and commitment of its faculty to the achievement of its mission.

By highlighting excellence, promotion in rank turns out to be a privilege, not a right. It is a privilege that the professor earns for his/her merits, in addition to being a public recognition of those merits. The candidate for promotion in rank must present evidence of how he/she has grown in the areas of teaching, research *and/or* creation, service and professional development, in accordance with the requirements of the rank to which he/she aspires.

Sagrado recognizes the rights of its staff members in the promotion process, so it must ensure that there are conditions for professional improvement and evaluation that facilitate their growth efforts, including a formative evaluation process that allows them to prepare for the summative evaluation of the promotion process. Staff members have the right to be evaluated by their peers in an environment of respect for their dignity as individuals and professionals. The academic unit director will refer each year to the Classroom Visitation Committee those faculty members who must undergo at least one formative evaluation prior to the year of their eligibility for promotion in rank, as applicable. The Visiting Committee will recommend whether additional formative evaluation visits. Evaluations will not be considered for promotion in rank.

Since its foundation and up to the present, Sagrado has been dedicated primarily to teaching, not to research. For this reason, for a professor to be promoted to any rank, he/she must excel in the area of teaching. Within the preeminence of teaching, it also aspires to fulfill the institutional goal of promoting the pursuit of knowledge, stimulating a richer and more innovative teaching.

and attract a talented student body interested in participating in research and/or creative activities.

II. GOALS AND OBJECTIVES

A. Promote the University's Mission through a system of promotion.

1. To stimulate the staff to improve intellectually and morally.
2. To achieve a participatory, personalized education that is relevant to social and cultural realities.
3. To ensure the humanistic, scientific, technological and professional training of the students, together with the corresponding expression and thinking skills.
4. To serve as a transforming agent of Puerto Rican society.
5. To carry out the promotion process in an environment that is a model for the construction of a more authentically Christian Puerto Rican society: a community of solidarity in justice and peace.

B. To facilitate the professional development of its staff.

1. Establish professional development programs that respond both to the requirements of the Mission and to the professional interests and needs of the staff.
2. Ensure that each staff member undergoes a formative evaluation of his/her strengths and weaknesses that prepares him/her for the summative evaluation for promotion, but does not count towards the latter.
3. Develop innovative research and/or creative strategies based on the Mission and the reality of this educational institution that are not limited to traditional academic research.

C. Establish a fair evaluation system that recognizes outstanding academic work through promotion in rank.

1. Base promotion on the principle of merit.
2. Conduct the evaluation of the candidate in an atmosphere of mutual respect and in a spirit of impartiality.
3. To grant economic and/or other incentives such as discharges, leaves of absence, among others, to the member who is promoted.
4. Provide a system of appeal to the member who is not promoted and differs from the decision taken.

III. PROCEDURE TO BE APPLIED TO TEACHERS WITH FULL-TIME CONTRACTS

A. Academic Unit Rank Advancement Committee

a. Composition

The faculty evaluation process for promotion in rank will begin in the academic units with the election, for a term of one year, of an Academic Unit Promotion in Rank Committee. The faculty of each academic unit shall meet at the beginning of the academic year to elect the members of the Committee, which shall consist of three full-time tenured faculty members who must meet the following criteria:

- To have been promoted in rank.
- To be elected by absolute majority.
- Not to be candidates for promotion during the year in question.
- Not be a member of the Academic Unit Committee on Faculty Evaluation or the Institutional Rank Advancement Committee during the same year.

b. Functions

The Rank Promotion Committee of the Academic Unit will receive the portfolios of the candidates for promotion in rank and will determine if they contain all the necessary information to evaluate them. If any of them are incomplete, it will return them to the candidate with the pertinent recommendations and a deadline for submitting them. The Academic Unit Committee will meet, if necessary, with the candidate. The Committee will complete the following forms:

1. Evaluation sheets and summary sheets for each category evaluated. (Appendices A, B2, C2, C2, D, E, F1 and/or F2 and H).
2. Spreadsheet to obtain the total percentages for each range. (Appendix I).
3. Summary sheet for recommendation for promotion in rank. (Appendix K).

The Academic Unit Committee will summon the professor to inform him/her of its recommendation and will send Appendix K together with the candidate's portfolio to the Institutional Committee. If the professor does not agree with the decision of the Academic Unit Committee, he/she may appeal the decision to the Institutional Rank Promotion Committee.

B. Institutional Rank Promotion Committee

a. Composition

The Institutional Rank Promotion Committee shall be constituted by one representative from each academic unit, who must meet the following criteria:

1. Have served as a full-time professor at the University for at least five years.
2. Have gone through the evaluation process and have been promoted in rank.

3. Receive the endorsement of an absolute majority of the full-time faculty of the academic unit.

In years in which a librarian is a candidate for promotion in rank, a representative of the Library elected by an absolute majority of the librarians shall serve on the Institutional Promotion in Rank Committee.

b. Functions

The Executive Vice President for Academic Affairs shall convene the first meeting of the Institutional Rank Advancement Committee. At that meeting of the Committee, a chairperson shall be elected to coordinate the work and convene the next meetings of this body.

The Institutional Committee will develop a work plan that must include the dates on which the academic unit committees will submit the documentation of the candidates for promotion in rank, as well as the date on which they must complete their work. The Committee will send it to the Executive Vice President for Academic Affairs and to the Academic Unit Directors and the Library Director, who will announce it to the Academic Unit Committees.

Each academic unit delegate will present to the Committee the candidates recommended by his/her academic unit or Library. Once the Institutional Committee has analyzed the pertinent information, it will decide if additional information is needed. If additional information is needed, the Chairperson of the Institutional Committee, through the delegate of the academic unit, will proceed to request the required information in writing to the Chairperson of the Academic Unit's Rank Promotion Committee, with a copy to the candidate. The Chairperson of the Academic Unit Committee shall forward it to the Chairperson of the Institutional Committee on the stipulated date.

Once the Institutional Committee has reviewed the information corresponding to each candidate, it will complete Appendix L: Candidate's Analysis Sheet for Promotion in Rank. Each candidate must receive at least six of the seven votes of the Institutional Committee to be promoted in rank or seven of the eight, if there are candidates from the Library.

Once the Committee makes its recommendations, it will communicate them to the Executive Vice President for Academic Affairs, who will submit its report to the President of the University. In the event that the recommendation of the Institutional Committee is unfavorable with respect to a candidate, the Chair of the Institutional Committee will inform the candidate and advise him/her of the opportunity to request reconsideration before an Appeals Committee. The faculty member may submit additional information to the Appeals Committee when requesting reconsideration of his/her case. The Appeals Committee shall be appointed by the Executive Vice President for Academic Affairs, who shall convene them for the first meeting, and shall be composed of a representative of the candidate, a representative of the Institutional Committee, who shall direct and convene meetings, and a representative of the candidate's academic unit, elected by an absolute majority of the faculty of the academic unit for this purpose. The Committee shall reevaluate all documentation of the professor in question and submit its recommendation to the Executive Vice President for Academic Affairs. The Executive Vice President for Academic Affairs will evaluate each case, both those recommended by the Institutional Committee and those referred to the Appeals Committee, in consultation with the President of the University, who will make the final decision. The President and the Executive Vice President for Academic Affairs will communicate with the candidates for promotion who have been favorably recommended for promotion in rank.

The procedure for integrating and convening the Appeals Committee was amended as approved at the June 19, 2009 Academic Board meeting.

IV. DEFINITION OF ACADEMIC RANK

The academic ranks are a distinction of academic work in the phases of teaching, research and/or creation, service and professional development. They represent a recognition to those faculty members who, due to their commitment, have managed to stand out in their academic performance. Therefore, the granting of ranks is not an automatic right acquired by seniority, but a distinction for the quality of the service rendered to the academy and the University.

To be eligible for promotion in rank, the candidate must hold a regular faculty position that must be endorsed by the Vice President of Organizational Development and Human Resources. The distinction will be supported by evidence of credentials supporting the candidate.

Sagrado establishes that its faculty should take maximum responsibility for the optimal development of the following dimensions:

1. Knowledge, acceptance and execution of the philosophy, mission and objectives of the academic and institutional units.
2. Professional development as an educator in your discipline.
3. Incorporation into the processes and work of service to the academic community, which are the foundation of the institutional mission, goals and objectives.
4. Full commitment to the teaching of assigned courses, as well as to the norms and procedures stipulated in the Faculty Handbook.

These dimensions constitute the basis for the initial rank of Instructor and the specific criteria for the following ranks:

1. Instructor

The initial rank of Instructor is the recognition of the faculty member as an initiated teacher with the academic and professional credentials that distinguish him/her as such. It is conferred upon teachers who

have completed the minimum master's degree and are hired as full-time professors. All Instructors who obtain the doctorate will be promoted to Assistant Professor as soon as their degree is certified. The faculty members promoted in this manner will accumulate the current year of promotion as the first year for their next promotion.

2. Assistant Professor

Distinctive rank that responds to the recognition of an excellent performance of the educator within his/her academic community after five years as Instructor and/or those professors who are conferred this rank by virtue of their doctoral degree. In both circumstances, such professors are required to comply with the dimensions of the rank, which are:

- a. Develops as an educator and specialist in the area of his/her discipline or profession, demonstrating effectiveness, commitment and educational quality.
- b. Shows commitment to service to the academic community and is active in academic unit and institutional committees.
- c. Participate in the curricular development of their discipline.
- d. Participate as a resource in lectures, forums, workshops, exhibitions, symposiums, talks, among others relevant to their discipline and academia, including their projection of service to the Institution.

3. Associate Professor

Rank that distinguishes a teacher committed to his/her professorship and discipline through research and knowledge creation. In addition:

- a. Shows commitment and quality as an educator
- b. He participates prominently in processes of the university community and in committees of his academic and institutional unit.
- c. Stimulates and participates in the research or creation of knowledge and artistic expression and translates this exercise through publications,

conferences, courses, creative works, programs, projects and academic proposals and academic proposals.

4. Professor

Maximum recognition of academic distinction. It implies an exceptional performance that projects the academic from an integral perspective with a greater emphasis on the dimension of research and creation.

- a. Possesses a doctoral degree, its equivalent, or a solid professional background that evidences continuous professional development in his/her discipline or those included in the university's curriculum.
- b. He/she is an academic leader in his/her discipline with a performance as a faculty member.
- c. Has extensive experience as a researcher or creator evidenced through publications or other recognized manifestations in his/her discipline.
- d. Shows commitment to service to academia and the university community.
- e. He is recognized among the academic community for his intellectual leadership.

V. REQUIREMENTS FOR PROMOTION

The full-time faculty evaluation process for promotion in rank will be divided into two phases: compliance with the minimum requirements and compliance with the evaluation criteria of the four established categories or dimensions.

In the case of professors who have taught on partial duty at Universidad del Sagrado Corazón for four consecutive years or more, with an average of nine (9) credits per year, a special consideration may be established for the accreditation of one year of service provided that it is recommended by the Director of the academic unit or the Executive Vice President for Academic Affairs. Other than these considerations, years of service rendered on partial duty shall not be credited for purposes of promotion in rank or salary.

A. Minimum requirements:

The candidate for promotion must meet the following minimum requirements:

- a. Hold a master's degree or equivalent degree recognized by Sagrado.
- b. Have served as a full-time professor at Sagrado for five consecutive years at one rank prior to promotion to the next rank. In the event that a professor completes his or her doctoral studies as an Assistant Professor or Associate Professor, he or she may undergo the evaluation process for promotion in rank at the end of four years, instead of five. Unpaid leaves of absence approved for studies, exchange programs and academic research shall be considered as part of the years of service for all ranks.
- c. Fulfill the following teaching responsibilities:
 1. Teach their classes with the regularity required by the modality of each course.
 2. Comply with the commitments made when accepting leaves of absence, academic discharges, coordinating and evaluating proposals or other institutional projects.
 3. Contribute to the revision and updating of the curriculum, courses and syllabi, complying with the dates and guidelines established for this purpose.
 4. Comply with incomplete removals, submission of attendance lists and grades.
 5. Regularly attend area, academic unit and faculty meetings.
 6. Demonstrate mastery of their discipline.
 7. Use effective teaching strategies to achieve the objectives or purposes of the classes you teach.
 8. Strive for students to understand the content.

of their classes.

9. Develop your classes in such a way as to keep students interested.
10. Achieve the objectives or purposes of the classes you teach.
11. Comply with the syllabus of the courses you teach.
12. Treat students with respect.
13. Present the material of the classes you teach coherently.
14. Stimulate students' participation in class.
15. Submit evaluation reports on the teaching-learning process.
16. Stimulate students to think critically and reflect.

Appendix D, *Teaching Qualification Sheet on minimum requirements for promotion in rank*, evidences the fulfillment or non-fulfillment of these teaching responsibilities. To qualify as a candidate for promotion in rank, a minimum overall average of four (higher) must be obtained in this Appendix. Otherwise, the process is stopped.

In cases of exceptional merit, and with the recommendation of the Executive Vice President for Academic Affairs, the President of the University may evaluate by extraordinary means the time required for promotion in rank or recognition of a higher rank.

B. Categories and evaluation criteria

Once the Academic Unit's Rank Promotion Committee determines that the professor meets the minimum requirements, it will proceed to evaluate his/her work in four basic categories: (1) Teaching, (2) Research and/or Creation, (3) Service, and (4) Professional Development. The relative weights of each category will vary for each rank, according to the following table:

Range	Teaching	Research/ Creation	Service	Developmen t Professional
C. Auxiliary	75%	5%	5%	
C. Associate		10%	10%	10%
Professor	65%			5%

1. Teaching:

The teaching category refers to the work done by the teacher to facilitate the teaching-learning process in the classroom. This process is characterized mainly by the personal encounter between teacher and student, the active participation of the students and the social and cultural relevance of the content of their courses.

The Rank Promotion Committee of the Academic Unit will take into account the following criteria when evaluating the Teaching category. Next to each criterion, the appendix or appendices where they are measured is mentioned. (Refer to the Appendices section).

a. Criteria:

1. Teach their classes with the regularity required by the modality of each course. (Appendix A)
2. Be available for student consultations during their office hours or by appointment. (Appendices A and C2)
3. Fulfill the assignments given by the Director of the academic unit. (Appendix A)
4. Comply with the commitments made when accepting downloads, licenses, coordinating and/or evaluating proposals or other institutional projects. (Appendix A)
5. Contribute to the revision and updating of the curriculum, courses and

The following table of contents is included in the report, complying with the dates and guidelines established for this purpose (Appendix A). (Appendix A)

6. Produce educational materials for your courses. (Appendix A)
7. Attend regularly the meetings of your area . area of expertise. (Appendix A)
8. Regularly attend academic unit faculty meetings. (Appendix A)
9. Regularly attend meetings of the University Senate. (Appendix A)
10. Comply with incomplete removals, submission of attendance and grade rosters. (Appendix A)
11. Participate in the development of Library collections in their area of expertise. (Appendix A)
12. Demonstrate mastery of their discipline. (Appendix B2)
13. Treat students with respect. (Appendices B2 and C2)
14. Express themselves in their classes with propriety, clarity and correctness. (Appendix B2)
15. Conduct your classes coherently. (Appendices B2 and C2)
16. State the objectives or purpose of your classes at the beginning of the class. Appendix 82)
17. Use effective teaching strategies to achieve the objectives or purpose of the classes you teach. (Appendix B2)
18. Strive to ensure that students understand the content of their classes. (Appendices B2 and C2)
19. Stimulate student participation in their classes. (Appendices B2 and C2)
20. Encourage students to express themselves properly, clearly and correctly in their classes. (Appendix B2 and C2)
21. Provide examples in your classes that help to understand the topics you present. (Appendices B2 and C2)
22. Encourage students to clarify their doubts. (Appendix 82)

23. Stimulate students to think critically and reflect. (Appendices B2 and C2)
24. Develop your classes in a way that interests your students. your students. (Appendices B2 and C2)
25. Relate the content of their classes to situations relevant to the sociocultural reality of their students. (Appendices B2 and C2)
26. Clearly explain the work your students will be doing outside the classroom. (Appendices B2 and C2)
27. Achieve the objectives or purpose of their classes. (Appendix B2)
28. Comply with the institutional schedule established for their classes.
29. (Appendices B2 and C2)
30. Use your class time effectively. (Appendix 82)
31. Distribute, distribute electronically or discuss them syllabi or syllabi for their courses. (Appendix C2)
32. Comply with the syllabi or syllabi of their courses. (Appendix C2)
33. Explain the evaluation system you will use to measure student performance in your classes. (Appendix C2)
34. Relate the content of a class to that of previous classes to achieve thematic integration of the material. (Appendix C2)
35. Facilitate the exchange of ideas among students in their classes. (Appendix C2)
36. Evaluate students on the basis of the material studied or assigned in their courses (Appendix C2).
37. Inform their students of the outcome of their assessments within a reasonable period for the type of assessment given. (Appendix C2)
38. Clarify doubts related to the results of the evaluations. (Appendix C2)

The recommendation of the Academic Unit Committee should be recorded on Appendix D, *Teaching Qualification Sheet on*

minimum requirements for promotion in rank, in Appendix E, Teaching Category Evaluation Sheet, and in the Teaching section of the Recommendation for Promotion in Rank Summary Sheet, (Appendix K).

- b.** Analysis and interpretation of the results of the Teaching category. To determine if the candidate for promotion in rank meets this category, the following process will be followed:
1. The Academic Unit Committee shall complete the Appendix A, *Evaluation sheet of the administrative aspects of the teaching category* with the information provided by the candidate and by the Director of the academic unit.
 2. The Academic Unit Committee shall complete Appendix B2, *Classroom Visit Summary Sheet for Evaluating Teaching Performance*. To do so, the scores obtained in two of the Appendices B1, *Classroom Visit Sheet for Evaluating Teaching Performance*, are added together and the result is divided by two.
 3. The Academic Unit Committee shall complete Appendix C2, *Summary Sheet of Student Evaluations of Faculty Teaching Work*. To do so, it will calculate the average of each *item* of the three Appendices C1 submitted by the candidate for promotion in rank.
 4. The Academic Unit Committee shall complete Appendix E, *Teaching Category Evaluation Sheet*, based on Appendices A, B2 and C2. To do so, the average obtained in these appendices is added together and the result is divided by three to obtain the overall average.
 5. The Academic Unit Committee will complete the Teaching Section of the *Rank Promotion Recommendation Summary Sheet*, Appendix K, and the *Spreadsheet to obtain the*

per hundred total for each range, Appendix I.

2. Research and/or Creation

a. Research

The term research is defined as the activity that generates, confirms or invalidates, modifies or applies knowledge with the purpose of understanding aspects of reality from the perspective of one or several disciplines. For this purpose, a rigorous methodology is used, which may be quantitative and/or qualitative in nature.

The Academic Unit Rank Promotion Committee will take into account the following criteria when evaluating the research component of the Research and/or Creation category:

1. Criteria related to the development of research projects:
 - a. Conduct two smaller research projects such as research for newspaper articles, conferences, literature reviews or bibliographies, proposals, among others.
 - b. Conduct at least one major research project, such as research for theses, books, essays for specialized journals, institutional projects, etc. (Refer to Appendix F1, *Evaluation Sheet for the research component of the Research and/or Creation category*).
2. Criteria related to the dissemination of the results of the research project:
 - a. Provide copies of the research to a library.
 - b. Lecturing.
 - c. Publish an article in a professional journal, in a book, in a widely-circulated newspaper, or by electronic means.

3. Sources of information

For the research component of the Research and/or Creation category, Committee achievements:

- a. *Self-evaluation summary* (Appendix J).
- b. *Evaluation sheet for the research component of the Research and Creation category* (Appendix F1).

The recommendation of the Academic Unit Committee shall be recorded on the *Summary Sheet of the Recommendation for Promotion in Rank - Research and/or Creative Section* (Appendix K).

4. Analysis and interpretation of results

To determine a candidate's eligibility for promotion in rank, the following process shall be followed:

- a. The Academic Unit Committee will complete the *Evaluation Sheet for the research component of the Research and/or Creation category* (Appendix F1) based on the *Self-Evaluation Report* (Appendix J) and other documents submitted by the evaluated professor, such as copies of the research project, articles and any other evidence deemed necessary.
- b. The Academic Unit Committee will complete the *Research and/or Creation Section of the Spreadsheet to obtain the total percentages for each rank* (Appendix I) and the *Rank Promotion Recommendation Summary Sheet* (Appendix K).

b. Creation

The term creation is defined as the generation of a product of the imagination in any medium (video, multimedia, literary, visual arts, music and/or theater) that presupposes a research and

that aids education, human understanding and provokes reflection.

1. Criteria related to the development of creative projects

(70%): 0 = No evidence of any creative project.

3 = Presented evidence that a creative project is in progress.

5 = Presented evidence of at least one creative project.

2. Criteria related to the dissemination of the creative project

(30%): 0 = No evidence was presented that the creative project was disseminated. 3 = Presented evidence that the creative project was disclosed to the institutional community.

5 = Presented evidence that the creative project was disseminated to a face-to-face *and/or* virtual audience.

3. Sources of information:

For the creation component of the Research *and/or* Creation category, the academic unit committee should use the following forms and any other documentation evidencing these achievements:

- *Self-evaluation summary* (Appendix J).
- *Creation component evaluation sheet for the Research and/or Creation category* (Appendix F2).

The recommendation of the Academic Unit Committee shall be recorded on the *Summary Sheet of Recommendation for Promotion in Rank - Research and/or Creative Section* (Appendix K).

4. Analysis and interpretation of results

To determine a candidate's eligibility for promotion in rank, the following process shall be followed:

- The Academic Unit Committee will complete the *Evaluation Sheet for the Creation Component of the Research and/or Creation category* (Appendix F1) based on the *Self-Evaluation Report* (Appendix J) and other documents submitted by the evaluated professor such as copies of the creation project and any evidence deemed necessary.
- The Academic Unit Committee will complete the *Research and/or Creation Section of the Spreadsheet to obtain the total percentages for each rank* (Appendix I) and the *Promotion Recommendation Summary Sheet in range* (Appendix K).

3. Service

The Service category refers to the professor will take into account the following criteria when evaluating the Service category:

1. Criteria

- Actively participate in academic unit committees.
- Actively participate in institutional committees.
- Participate in *and/or* be available for the organization, development and achievement of academic unit, institutional and external community activities and projects.
- Carrying out service activities in their academic unit, such as coordination of academic areas or programs, courses, academic counseling to students *and/or* student associations, visits to

teacher evaluation in the classroom, among others.

- Participate in professional activities in their field of expertise *and/or* collaborate in their organization.

2. Sources of information

For the Service category, the academic unit committee shall use the following forms and any other documentation evidencing these achievements:

- *Self-evaluation summary* (Appendix J).
- *Service category evaluation sheet for promotion in rank* (Appendix G).

3. Analysis and interpretation of the results of the service criteria.

To determine the eligibility of the candidate for promotion in rank, the following process will be followed:

The Academic Unit Committee will complete the service section of the *Total Percentage Spreadsheet for each rank* (Appendix I) and the *Rank Promotion Recommendation Summary Sheet* (Appendix K).

4. Professional Development

The Professional Development category refers to the professor's participation in activities aimed at updating his/her academic and professional knowledge. The Rank Promotion Committee of the Academic Unit will take into account the following criteria when evaluating this category:

1. Criteria:

- Participation in professional associations in their field of expertise.
- Participation in academic activities, such as:

forums, congresses, conferences and/or workshops.

- Passing academic degrees, formal courses, continuing education courses or obtaining certificates.
- Participation as a resource in activities related to their field of expertise.

2. Sources of information

For the Professional Development category, the Academic Unit Committee shall use the *Self-Assessment Summary* (Appendix J) and any other documentation that evidences these achievements.

- a. Analysis and interpretation of the results of the Professional Development category.

To determine a candidate's eligibility for promotion in rank, the following process shall be followed:

- The Academic Unit Committee will complete the *Professional Development Category Evaluation Sheet* (Appendix H) and the *Professional Development Section of the Professional Development Spreadsheet to obtain the percentages for each rank* (Appendix I) and the *Professional Development Summary Sheet* (Appendix II).
recommendation for promotion in rank (Appendix K).

VI. SOURCES OF INFORMATION

Faculty evaluation for promotion in rank will be based on four sources of information: (1) the faculty; (2) the students; (3) the Director of the academic unit; and (4) the faculty member him/herself.

- The first source of information for the evaluation of the candidate is the Classroom Visit Committee composed of professors from the respective academic units. This Committee will visit the classrooms to observe the teaching performance in both the formative and summative evaluation process. To collect the results of

In both processes, you will complete Appendix B1, *Classroom Visit Sheet for Evaluating Teaching*.

- The Committee shall be composed of three members of the Senate, a specialist in the candidate's academic discipline, a member of the Senate elected by the candidate and the Director of the academic unit.
- The two-week period during which one of the candidate's classes will be visited will be announced in advance. The results of the Committee's observations (Appendix B1) will be combined with the student evaluations (Appendix C1) when evaluating the Teaching category. The weight of the classroom visits will be equal to that of the student evaluations and to that of the administrative aspects of the teaching (Appendix A).
- For their part, students will evaluate aspects closely linked to the presentation and development of the course. Student evaluations will be used to determine if the candidate meets the minimum requirements for promotion and to evaluate the effectiveness of the teaching. In particular, students will evaluate classroom management, the organization of the material, the means used by the teacher, and the teaching methods.
the teacher to measure student performance and respect for students.
- The Academic Unit's Rank Promotion Committee will evaluate the minimum requirements for promotion in rank (Appendix D) with the information obtained in *Appendix A*:
- *Evaluation sheet for the administrative aspects of the teaching category, Appendix B-2: Classroom Visits Summary Sheet and Appendix C-2: Summary Sheet of Student Evaluations of Faculty Teaching*, which should also be completed.
- With the information provided by the professor and the Director of the academic unit, he/she will determine if he/she complies with the administrative aspects of teaching.

- The Director of the academic unit will evaluate the professor's contribution to the co-curricular and extra-curricular activities of the academic unit, the University and the community (Appendix G). The professor will undergo a continuous self-evaluation that will take the form of a report to be submitted at the end of each academic year. In this document will give an account of his/her performance in the four areas considered for evaluation: Teaching; Research *and/or* Creation; Service; and Professional Development. Together with his/her report, the professor will submit the necessary evidence to document his/her professional activities during the period evaluated. This information will be included in the *Self-Evaluation Summary* (Appendix J).

VII. DOCUMENTS THAT THE TEACHER'S PORTFOLIO SHOULD CONTAIN

1. Curriculum vitae.
2. An integrated self-evaluative summary or compendium of the teacher's significant accomplishments over the past five years in the four key areas of evaluation for promotion:
 - Teaching
 - Research *and/or* Creation
 - Service
 - Professional Development

This self-evaluation summary should reflect the major achievements evidenced in your file and in your Annual Reports. The *Self-Evaluation Summary* form (Appendix J) should be completed for this purpose.
4. List of new courses created and list of courses reviewed individually or as a team during the evaluated period.
5. List of courses in which you have incorporated methodologies such as: distance education, community outreach, language skills development, among others.

6. Copy of articles, reviews or works published by the teacher and mentioned in his/her curriculum vitae; copy of videos, compositions, or photographs of his/her artistic work or exhibitions, if applicable.
7. Copy of research or creation proposals in process or completed.
8. Copies of research or creative projects in progress or completed.
9. Evidence of your participation as a resource in conferences, forums, workshops, congresses, among others.
10. Copy of letters and expressions of recognition or appreciation for their participation in academic, administrative, professional and service activities.
11. List of professional development activities in which he/she has participated in and outside the Institution. Copies of certificates or other proof of participation must be submitted.
12. Three *Student Evaluation Sheets of the faculty's teaching work*.
(Appendix C-1) corresponding to the period evaluated.
13. Evidence of their participation in committees of their academic unit *and/or* and the years in which it participated.
14. Evidence of your participation in other tasks of your academic and institutional unit and the years in which you participated.
15. Evidence of your participation in the organization of professional activities in your field. professional activities in their field of expertise.
16. Evidence of participation in the organization of extracurricular activities.
17. Evidence of their participation in activities and projects of their academic unit, institutions and the external community.
18. Evidence of any other activities you consider relevant to your assessment.

VIII. REGULAR EVALUATION OF THE FULL-TIME AND PART-TIME TEACHERS

The main objective of the faculty evaluation process is the professional improvement of professors in all areas of academic performance.

1. Full-time faculty members will be evaluated once a year by both peers and students, whether or not they are candidates for promotion in rank.
2. Full-time faculty will be evaluated by their peers in one course of the concentration/specialty and by students in a minimum of two (2) courses.
3. Part-time faculty members will be evaluated by peers once a year and by students during each semester/quarter. Part-time professors will be evaluated by students in a minimum of one (1) course.
4. For the peer evaluation, the Director of the academic unit will constitute a classroom visit committee composed of the Director of the academic unit or his/her representative, a professor of the concentration/specialty of the professor to be evaluated and a third professor of the academic unit who does not necessarily have to be of the concentration/specialty of the professor being evaluated.
5. The Director shall inform the teacher that the peer evaluation will be carried out during the next two weeks from the date of the communication.
6. Appendix B1, *Classroom Visit Sheet to Evaluate Faculty Teaching* and Appendix C1, *Student Evaluation Sheet on Faculty Teaching* should be completed by peers and students, respectively.
7. Once the results of the evaluation have been received, it is up to the Director of the academic unit to share and discuss the results with the evaluated teacher. Depending on the results, the Director of the academic unit will share and discuss the results with the evaluated teacher.

The academic unit shall document the corrective actions to be taken, as applicable.

A. Evaluation instruments

The Academic Unit's Rank Promotion Committee will use the instruments briefly described below, which are included as appendices to this Manual, to evaluate the candidates' performance.

a. Appendix A: Evaluation sheet of the administrative aspects of the teaching category

The purpose of this sheet is to evaluate the administrative aspects of the teaching category. It will be completed by the Rank Promotion Committee of the Academic Unit with the information provided by the candidate and the Director of the academic unit.

b. Appendix B1: Classroom visit sheet for evaluation of teaching performance

The purpose of this sheet is to evaluate the teaching work of the professors in the classroom. It will be completed by the members of the academic unit's faculty evaluation committees and will be used to evaluate candidates for promotion in rank in the teaching category and for the formative evaluation of the faculty.

c. Appendix B2: Summary sheet of classroom visits to evaluate the work of teachers

The purpose of this sheet is to evaluate the teacher's teaching work in the classroom. It will be completed by the Rank Promotion Committee of the Academic Unit, which must calculate the average of each item of two classroom visit sheets (Appendix B1) of the professor being evaluated and copy them into this appendix. The evaluated professor will select the two sheets to present to the Committee, if he/she has more than two.

d. Appendix C1: Student evaluation sheet on the faculty's teaching work

The purpose of this sheet is to collect student feedback on the work of the

The teacher's teacher in the classroom. It will be answered by the students of the sections in which it is administered. These evaluations shall be carried out annually in at least two c u r s o f each professor of the Institution. The averages of three student evaluation sheets will be used for the faculty evaluation for promotion in rank.

e. Appendix C-2: Summary Sheet of Student Evaluations of Faculty Teaching Performance

The purpose of this sheet is to collect the student's opinion of the teacher's work in the classroom. It will be completed by the Academic Unit's Rank Promotion Committee, which must calculate the average of each item of the three student evaluations submitted to the Committee by the professor and copy them onto this sheet.

f. Appendix D: Teacher qualification sheet on minimum requirements for promotion in rank.

The purpose of this sheet is to determine if the teacher qualifies to be a candidate for promotion in rank. To qualify, the teacher must obtain an overall average of four (higher) on this sheet. If so, he/she will be evaluated for promotion in rank.

This sheet will be completed by the members of the Academic Unit Rank Promotion Committee based on the information obtained in Appendix A: *Evaluation sheet of the administrative aspects of the teaching category*, Appendix B-2: *Summary sheet of classroom visits* and Appendix C-2: *Summary sheet of student evaluations of faculty teaching work*.

g. Appendix E: Teaching Category Evaluation Worksheet

The purpose of this sheet is to evaluate the candidate's performance in the Teaching category. It will be completed by the Rank Promotion Committee of the Academic Unit based on the averages obtained in Appendices A, B2 and C2.

h. Appendix F1: Evaluation sheet of the research component for the Research and/or Creation category.

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the research component of the Research *and/or* Creation category. It will be completed by the members of the Promotion Committee of the Academic Unit based on the self-evaluation summary and other documents submitted by the evaluated professor, such as copies of the research project, articles and any evidence deemed necessary.

i. Appendix F2: Evaluation sheet of the creation component for the Research and/or Creation category.

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the creation component of the Research and/or Creation category Rank Promotion Committee of the Academic Unit based on the *self-evaluation summary*, Appendix J, and other documents submitted by the evaluated professor, such as copies of the creation project and any evidence deemed necessary.

j. Appendix G: Service Category Evaluation Worksheet

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the Service category. It will be completed by the Director of the academic unit, based on the information contained in Appendix J, *Self-evaluation Summary* and other pertinent documents contained in the file *and/or* portfolio of the professor being evaluated.

k. Appendix H: Professional Development Category Evaluation Worksheet

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the Professional Development category. It will be completed by the Rank Promotion Committee of the Academic Unit, based on the information contained in Appendix J, *Self-Evaluation Summary* and other pertinent documents contained in the portfolio.

of the teacher being evaluated.

- i. Appendix I: Spreadsheet to obtain the total percentages for each rank**
The purpose of this sheet is to collect the total percentages obtained by the candidate in each category according to the relative weights established for each one according to the rank to which he/she aspires. It will be completed by the Rank Promotion Committee of the Academic Unit based on the totals obtained in Appendices E, F1 *and/or* F2, G and H.
- m. Appendix J: Self-assessment summary**
This sheet is to be completed by the candidate for promotion in range with the information presented in his/her annual reports, which must be supported with the corresponding documentation and included in his/her portfolio.
- n. Appendix K: Rank Advancement Recommendation Summary Sheet**
This sheet will be completed by the Rank Promotion Committee of the Academic Unit with the information obtained in Appendices E, F1, and/or F2, G, H and I.
- o. Appendix L: Candidate's Analysis Sheet for Rank Promotion**
This sheet will be completed by the Institutional Advancement Committee with the information contained in Appendix K and any other documentation from the candidate's portfolio that it deems necessary.

IX. ANALYSIS AND INTERPRETATION OF RESULTS

- To be promoted to the rank of Assistant Professor, the candidate must obtain a minimum of 75% of the weighted average.
- To be promoted to the rank of Associate Professor, the candidate must obtain 80% of the weighted average.
- To be promoted to the rank of Professor, the candidate must obtain a minimum of 90% of the weighted average.
- Refer to Appendix I for these percentages.

- If the candidate reaches the percentage corresponding to the rank to which he/she aspires, he/she will be promoted in rank.

X. AMENDMENTS, REVISION AND REPEAL OF THE MANUAL

The need to revise this Manual will be evaluated by the Vice President for Academic Affairs and the academic community in a period not to exceed five years.

(5) years or when required by changes in institutional, state or federal policies or regulations. This Manual supersedes all previous regulations, policies and/or certifications and/or guidelines that conflict with the provisions herein.

XI. VALIDITY OF THE MANUAL

This Manual shall be effective immediately upon approval by the Academic Board and signature of the President of Sagrado.



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX A

**EVALUATION SHEET OF THE ADMINISTRATIVE ASPECTS OF
THE TEACHING CATEGORY**

Teacher's name:

Academic Unit:

Members of the Academic Unit Rank
Advancement Committee:

Date of evaluation:

The purpose of this sheet is to evaluate the administrative aspects of the Teaching category. It will be completed by the Rank Promotion Committee of the Academic Unit with the information provided by the candidate and the Director of the academic unit.

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

- | | | |
|---|--------------|--|
| 5 | Excellent | The teacher met the evaluated criterion in an outstanding manner. |
| | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| | Satisfactory | The teacher minimally met the evaluated criterion. |
| | Poor | The teacher partially complied with the evaluated criterion, but not satisfactorily. |
| 1 | Deficient | The teacher inadequately met the evaluated criterion. |
| 0 | | The teacher did not meet the evaluated criterion. |

During the evaluated period, the teacher:

1. Taught classes with the regularity required by the modality of each course.* 2.	5	1	0
2. He was available to serve his students during his office hours or by appointment.	5	1	0
3. Completed assignments assigned to him/her by the Director of the academic unit.	5	1	0
4. Fulfilled the commitments made when accepting downloads, licenses, coordinating and/or evaluating proposals or other institutional projects*.	5	1	0
5. Contributed to the creation, revision and/or updating of curricula, courses and syllabi, complying with the dates and guidelines established for this purpose.	5	1	0
6. Produced educational materials for its courses.	5	1	0
7. Regularly attended meetings in your area of expertise. *, **	5	1	0
8. Regularly attended faculty meetings of your academic unit. *, **	5	1	0
9. Regularly attended University Senate meetings. *, **	5	1	0
10. Complied with incomplete removals, attendance rosters, and grade submission. *	5	1	0
11. Participated in the development of Library collections in their area of expertise.	5	1	0

Total	_____
Average	_____

Minimum requirements for the administrative aspect of Teaching, which are also listed in Appendix D. To obtain the maximum score, you must have attended between 90% to 100% of the meetings. Excused absences will be counted as attendance up to 25% of the total number of meetings, except in exceptional cases where the Committee will use its best judgment.

Comments of the Academic Unit Rank Promotion Committee:

Teacher's comments:

Signature of the members of the Rank Promotion Committee of the Academic Unit:

Teacher's signature:

Date: _____

APPENDIX B1

CLASSROOM VISIT SHEET TO EVALUATE THE WORK OF TEACHERS

Teacher's name: _____

Academic Unit: _____

Members of the Academic Unit
Evaluation Committee: _____

Course: _____ Course schedule: _____

Duration of the visit: _____

Date of evaluation: _____

The purpose of this sheet is to evaluate the teaching work of the professors in the classroom. It will be completed by the members of the faculty evaluation committees and will be used to evaluate candidates from academic units for promotion in rank in the teaching category.

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

5	Excellent	The teacher met the evaluated criterion in an outstanding manner.
	Superior	The teacher fulfilled the evaluated criterion remarkably well.
	Satisfactory	The teacher minimally met the evaluated criterion.
	Poor	The teacher partially complied with the evaluated criterion, but not satisfactorily.
1	Deficient	The teacher inadequately met the evaluated criterion.
0		The teacher did not meet the evaluated criterion.
*		Not applicable

To count the average, items marked "Not applicable" should not be counted.

The teacher:

12. Demonstrated mastery of your discipline. *	5	1	0
13. Treated students with respect.	5	1	0
14. Expressed himself/herself with propriety, clarity and correctness.	5	1	0
15. Conducted the class coherently.	5	1	0
16. Stated the objectives or purpose of the class.	5	1	0
17. Used effective teaching strategies to achieve the objectives or purpose of the class. *	5	1	0
18. Made an effort to ensure that students understood the content of the class.	5	1	0
19. Encouraged student participation in class.	5	1	0
20. Encouraged students to express themselves with appropriateness, clarity and correctness.	5	1	0
21. Provided examples that helped to understand the topics presented.	5	1	0
22. Encouraged students to clarify their doubts.	5	1	0
23. Encouraged students to think critically, reflect and apply knowledge.	5	1	0
24. I developed the class in a way that kept the students interested.	5	1	0
25. Related the content of the class to situations pertinent to the socio-cultural reality of the students.	5	1	0
26. Clearly explained the jobs that students would be doing outside of the classroom. *	5	1	0
27. Achieved the objectives or purpose of the class. *	5	1	0
28. Adhered to the institutional schedule established for the class.	5	1	0
29. Used class time effectively.	5	1	0

Total
Average

Minimum requirements for the teaching qualification also listed in Appendix D.

Strengths or highlights of the class:

Weaknesses or points needing improvement (if any):

Recommendations to improve or remedy weaknesses (if any):

Teacher's comments:

Signature of the members of the evaluation committee:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX B2

**SUMMARY SHEET OF CLASSROOM VISIT TO
EVALUATE THE WORK OF TEACHERS**

Teacher's name:

Academic Unit:

Members of the Academic Unit
Rank Promotion Committee:

Course(s):

Date this sheet was completed:

The purpose of this sheet is to evaluate the teaching work of the professors in the classroom. It will be completed by the Rank Promotion Committee of the Academic Unit, which must calculate the average of each item of two classroom visit sheets (Appendix B1) of the evaluated professor and copy them into this appendix. The evaluated professor will select the two sheets to present to the Committee, if he/she has more than two.

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

- | | | |
|---|--------------|--|
| 5 | Excellent | The teacher met the evaluated criterion in an outstanding manner. |
| | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| | Satisfactory | The teacher minimally met the evaluated criterion. |
| | Poor | The teacher partially complied with the evaluated criterion, but not satisfactorily. |
| 1 | Deficient | The teacher inadequately met the evaluated criterion. |
| 0 | | The teacher did not meet the evaluated criterion. |
| * | | Not applicable |

To count the average, items marked "Not applicable" should not be counted.

The teacher:

30. Demonstrated mastery of your discipline. *	5	1	0
31. Treated students with respect.	5	1	0
32. Expressed himself/herself with appropriateness, clarity and correctness.	5	1	0
33. Conducted the class coherently.	5	1	0
34. Stated the objectives or purpose of the class.	5	1	0
35. Used effective teaching strategies to achieve the objectives or purpose of the class. *	5	1	0
36. Made an effort to ensure that the students understood the content of the class. *	5	1	0
37. Encouraged class participation of students.	5	1	0
38. Encouraged students to express themselves with appropriateness, clarity and correctness.	5	1	0
39. Provided examples that helped to understand the topics presented.	5	1	0
40. He urged the students to clarify their doubts.	5	1	0
41. Encouraged students to think critically, reflect and apply knowledge.	5	1	0
42. I developed the class in a way that kept the students interested. *	5	1	0
43. Related the content of the class to situations relevant to the socio-cultural reality of the students.	5	1	0
44. Clearly explained the work that students would be doing outside the classroom.	5	1	0
45. Achieved the objectives or purpose of the class. *	5	1	0
46. Adhered to the institutional schedule established for the class.	5	1	0
47. Used class time effectively.	5	1	0

Total

Average

Minimum requirements for the teaching qualification also listed in Appendix D.

Include as attachments to this sheet, the class narratives from selected Appendices B1.

Strengths or highlights of the class, according to the selected Appendices B1:

Weaknesses or points in need of improvement (if any), according to the selected Appendices B1:

Recommendations to improve or remedy weaknesses (if any), according to the selected Appendices B1:

Teacher's comments:

Signature of the members of the evaluation committee:

Teacher's signature:

Date:

APPENDIX C1

STUDENT EVALUATION SHEET ON THE FACULTY'S TEACHING WORK

The purpose of this sheet is to collect your opinion about the teacher's work in this course. You should answer honestly. If you are unable to give your opinion about the teacher's performance on a particular item because you do not have enough information to determine whether or not the teacher did or did not do a good job, please answer *don't know*. Do not write your name on this sheet. Your answers will be anonymous and will not affect your class grade.

Part I. MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

5	Excellent	The teacher met the evaluated criterion in an outstanding manner.
	Superior	The teacher fulfilled the evaluated criterion remarkably well.
	Satisfactory	The teacher minimally met the evaluated criterion.
	Poor	The teacher partially complied with the evaluated criterion, but not satisfactorily.
1	Deficient	The teacher inadequately met the evaluated criterion.
0		The teacher did not meet the evaluated criterion.
*		I do not know. There are not enough elements of judgment.

The teacher:

	Distributed, distributed electronically or discussed the course syllabus or syllabary.	5	1	0
2.	Completed the syllabus of the course.	5	1	0
3.	Explained the evaluation system that would be used to measure student performance in the class.	5	1	0
4.	Taught his classes with the regularity required by the course modality.	5	1	0
5.	Complied with the institutional timetable established by the course modality.	5	1	0
6.	He was available for consultations during his office hours or by appointment.	5	1	0
7.	Treated students with respect.	5	1	0
8.	Presented the class material coherently.	5	1	0
9.	Developed the class in a way that kept the students interested.	5	1	0
10.	Related the content of the class to the content of previous classes. so that it achieved the thematic integration of the course material.	5	1	0
11.	Made every effort to ensure that students understood the content of the course.	5	1	0
12.	Provided examples that helped to understand the topics presented in the course.	5	1	0
13.	Encouraged students to participate in class.	5	1	0
14.	Facilitated the exchange of ideas among students.	5	1	0
15.	Stimulated students to think critically and reflect.	5	1	0
16.	Related the course content to situations relevant to the socio-cultural reality of the students.	5	1	0
	Clearly explained the work that the students would be doing outside the classroom.	5	1	0
	Evaluated students on the basis of the material studied or assigned in the course.	5	1	0
19.	Reported the results of the evaluations within a reasonable period for the type of evaluation given.			
20.	Clarified doubts related to the results of the evaluations.			

Total

Average

Minimum requirements for the teaching qualification also listed in Appendix D.

Include as attachments to this sheet, the class narratives from selected Appendices B1.

Strengths or highlights of the class, according to the selected Appendices B1:

Weaknesses or points in need of improvement (if any), according to the selected Appendices B1:

Recommendations to improve or remedy weaknesses (if any), according to the selected Appendices B1:

Teacher's comments:

Signature of the members of the evaluation committee:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX C2

**STUDENT EVALUATION OF FACULTY TEACHING
SUMMARY SHEET**

Teacher's name:

Academic Unit:

Name of the members of the
Academic Unit Rank Promotion
Committee:

Date this sheet was completed:

The purpose of this sheet is to collect the student's opinion of the teacher's work in the classroom. It will be completed by the Academic Unit's Rank Promotion Committee, which must calculate the average of each item of the three student evaluations submitted to the Committee by the professor and copy them onto this sheet.

PART I. MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

- | | | |
|---|--------------|--|
| 5 | Excellent | The teacher met the evaluated criterion in an outstanding manner. |
| | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| | Satisfactory | The teacher minimally met the evaluated criterion. |
| | Poor | The teacher partially complied with the evaluated criterion, but not satisfactorily. |
| 1 | Deficient | The teacher inadequately met the evaluated criterion. |
| 0 | | The teacher did not meet the evaluated criterion. |
| * | | I do not know. There are not enough elements of judgment. |

The teacher:

	Handed out, distributed electronically or discussed the course handbook or syllabary.	5	1	0
22.	Completed the course syllabus.	5	1	0
	Explained the evaluation system that would be used to measure student performance in the class.	5	1	0
24.	Taught classes with the regularity required by the modality of the course.	5	1	0
25.	Complied with the institutional timetable established by the course modality.	5	1	0
26.	He was available for consultation during his office hours or by appointment.	5	1	0
27.	Treated students with respect. *	5	1	0
28.	Presented class material coherently. *	5	1	0
29.	Developed the class in a way that kept the students interested.	5	1	0
	Related the content of the class to that of previous classes in a manner that achieved thematic integration of the material in the class.	5	1	0
31.	Made every effort to ensure that the students understood the course content.	5	1	0
32.	Provided examples that helped to understand the topics presented in the course.	5	1	0
33.	Encouraged students' participation in class. *	5	1	0
34.	Facilitated the exchange of ideas among students.	5	1	0
35.	Stimulated students to think critically and reflect. *	5	1	0
36.	Related the course content to situations relevant to the socio-cultural reality of the students.	5	1	0
	Clearly explained the work that students would be doing outside the classroom.	5	1	0
	Evaluated students on the basis of the material studied or assigned in the course.	5	1	0
	Reported the results of the evaluations within a reasonable period for the type of evaluation given.	5	1	0
40.	Clarified doubts related to the results of the evaluations.	5	1	0

Total

Average*

Average*

Average

(To obtain the average, the items marked I don't *know* should not be counted).
Minimum requirements for the teaching qualification also listed in Appendix D.

Signature of the members of the evaluation committee:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX D

**TEACHER QUALIFICATION SHEET ON MINIMUM
REQUIREMENTS FOR PROMOTION IN RANK**

Teacher's name:

Academic Unit:

Name of the members of the
Academic Unit Rank Promotion
Committee:

Date this sheet was completed:

The purpose of this sheet is to determine if the teacher qualifies to be a candidate for promotion in rank. To qualify, the teacher must obtain an overall average of 4 (higher) on this sheet. If so, he/she will be evaluated for promotion in rank.

This sheet will be completed by the members of the Academic Unit's Rank Advancement Committee based on the information obtained from the *Teaching Category Administrative Aspects Sheet* (Appendix A), the *Classroom Visits Summary Sheet* (Appendix B2) and the *Student Evaluations Summary Sheet* (Appendix C2).

The relative weight of the Teaching category, according to the rank to which one aspires will be:

Assistant Professor	75%
Associate Professor	
Professor	65%

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

5	Excellent	The teacher complied with the evaluated criterion in the following way outstanding.
	Superior	The teacher fulfilled the evaluated criterion remarkably well.
	Satisfactory	The teacher minimally met the evaluated criterion.
	Poor	The teacher partially complied with the evaluated criterion, but not satisfactorily.
1	Deficient	The teacher inadequately met the evaluated criterion.
0		The teacher did not meet the evaluated criterion.

Please circle below the average obtained on the corresponding sheets for each of the items below:

From Appendix A

41.	Taught classes with the regularity required by the modality of each course.	5	1	0
	Fulfilled the commitments made when accepting discharges, licenses, coordinating and/or evaluating proposals or other institutional projects.	5	1	0
	Contributed to the creation, revision and/or updating of curricula, courses and syllabi, complying with the established dates and guidelines.	5	1	0
	Complied with the removal of incompletes, attendance lists and delivery of grades.	5	1	0
45.	Attended regularly the meetings of his/her area, academic unit and Senate.	5	1	0

From Appendix B2

46.	Demonstrated mastery of his discipline.	5	1	0
47.	Used effective teaching strategies to achieve the objectives or purpose of the class.	5	1	0
48.	Made an effort to ensure that the students understood the content of the class.	5	1	0
49.	I developed the class in a way that kept the students interested.	5	1	0
50.	Achieved the objectives or purpose of the class.	5	1	0

From Appendix C2

51.	Completed the course syllabus.	5	1	0
52.	Treated students with respect.	5	1	0
53.	Presented class material coherently.	5	1	0
54.	Encouraged student participation in class.	5	1	0
55.	Encouraged students to think critically and reflect.	5	1	0

Total	_____
Average*	_____
Average*	_____
Average	_____

Mark in item 5, the average resulting from the sum of the score obtained in items 6, 7 and 8 of Appendix A.

Signature of the members of the evaluation committee:

Signature of the professor:

Date



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX E

EVALUATION SHEET FOR THE TEACHING CATEGORY

Teacher's name:

Academic Unit:

Members of the Academic Unit
Rank Promotion Committee:

Date of evaluation:

The purpose of this sheet is to evaluate the candidate's performance in the Teaching category. It will be completed by the Rank Promotion Committee of the Academic Unit based on the averages obtained in Appendices A, B2 and C2.

A _____ + B2 _____ + C2 _____ = _____ 3 = Total: _____

This result is placed in the teaching box corresponding to the rank being evaluated in Appendix I, *Spreadsheet to obtain the total percentages for each rank*.

Signature of the members of the evaluation committee:

Teacher's signature:

Date



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX F1

EVALUATION SHEET OF THE RESEARCH COMPONENT* FOR THE RESEARCH AND/OR CREATION CATEGORY

Teacher's name:

Academic Unit:

Members of the evaluation committee:

Date of evaluation:

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the research component of the Research and/or Creation category. It will be completed by the members of the Promotion Committee of the Academic Unit based on the *self-evaluation summary*, Appendix J and other documents submitted by the professor, such as copies of research projects, articles and any evidence deemed necessary.

In this category, 70% of the weight is assigned to the realization of the research project and 30% to the dissemination of results. The final percentage of this evaluation will be part of the cumulative score for the different categories evaluated: Teaching, Research and/or Creation, according to the rank to which one aspires, will be:

- 5% Assistant Professor
- 10% Associate Professor
- Professor

Research is defined as the activity that generates, confirms or invalidates, modifies or applies knowledge with the purpose of understanding aspects of reality from the perspective of one or several disciplines. To this end, a rigorous methodology is used, which may be quantitative or qualitative in nature.

Select the score that best describes the teacher's performance during the evaluated period in terms of:

A. Development of research projects (70%):

- 0 = No evidence of any research project was presented.
- 1 = He presented evidence of having prepared a research proposal, but not of having completed the research.
- 2 = He presented evidence that he prepared a research proposal and collected the data; but he did not present evidence that he analyzed the data.
- 3 = Presented evidence that he conducted a minor investigation*.
- 4 = Alternative #1; Presented evidence that he prepared two smaller research proposals and completed at least one of the investigations.
Alternative #2: Presented evidence that a larger investigation is underway**.
- 5 = Alternative #1; Presented evidence that he conducted two smaller research projects.
Alternative #2: Presented evidence that he/she conducted at least one major research project.

Scoring: _____

Example of smaller research; research for newspaper articles, conferences, literary or bibliographic reviews, proposals, among others.
Examples of major research: research for theses, books, essays for specialized journals, institutional projects, among others.

Select the score that best describes the teacher's performance during the period evaluated in terms of:

B. Dissemination of results (30%):

- 0 = It did not present evidence that it disclosed the results of the research project.
- 1 = Presented evidence that he disclosed the results of the research project by providing copies of the research to a library.
- 2 = He presented evidence that he disseminated the results of the research project by providing copies of the research to a library and giving a talk in his academic unit.
- 3 = He presented evidence that he disseminated the results of the research project by providing copies of the research to a library and giving a lecture.
- 4 = Presented evidence that he/she disseminated the results of the research project by providing copies of the research to a library, giving a lecture, and publishing an article or review in newspapers or other print or electronic publications.
- 5 = Presented evidence that he/she disseminated the results of the research project (by providing copies of the research to a library, giving a lecture and publishing an article in a professional journal, a book, a widely circulated newspaper or by electronic means).

Scoring: _____

Place in the corresponding spaces, the score obtained in project development and dissemination of results. Carry out the indicated calculation and the value obtained, place it in the box.

$$\begin{array}{rcccl} \text{Project development} & & \text{Disclosure} & & \text{Total value} \\ .70 \times & \underline{\hspace{2cm}} & + .30 \times & \underline{\hspace{2cm}} & = \underline{\hspace{2cm}} \end{array}$$

Transfer that value to the Research and/or Creation box corresponding to the range being evaluated in Appendix I, Spreadsheet to obtain the total percentages for each range*.

If the professor presents evidence of research and creation, the scores obtained in F1 and F2 are added up to a maximum of 5.

Signature of the members of the evaluation committee:

Teacher's signature:

Date



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX F2

**EVALUATION SHEET OF THE CREATION COMPONENT*
FOR THE RESEARCH AND/OR CREATION CATEGORY**

Teacher's name:

Academic Unit:

Members of the evaluation
committee:

Date of evaluation:

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the creation component of the Research and/or Creation category. It will be completed by the members of the Promotion Committee of the Academic Unit based on the *self-evaluation summary*, Appendix J and other documents submitted by the professor, such as copies of creation projects and any evidence deemed necessary.

In this category, 70% of the weight is assigned to the realization of the creation project and 30% to the dissemination of results. The final percentage of this evaluation will be part of the cumulative score for the different categories evaluated: Teaching, Research and/or Creation, Service and Professional Development. The relative weight of the Research and/or Creation category, according to the rank to which one aspires, will be:

5%	Assistant Professor
10%	Associate Professor Professor

Creation is defined as the generation of a product of the imagination in any medium (video, multimedia, literary, visual arts, music and theater) that presupposes research that aids teaching, human understanding and provokes reflection.

Select the score that best describes the teacher's performance during the evaluated period in terms of:

C. Development of creative projects (70%):

- 0 = No evidence of any creative projects was presented.
- 3 = He presented evidence that he has a creative project in process.
- 5 = Presented evidence of at least one creative project.

Scoring: _____

Select the score that best describes the teacher's performance during the evaluated period in terms of:

D. Disclosure of the creative project (30%):

- 0 = He did not present evidence that he disclosed the creative project.
- 3 = He presented evidence that he disclosed the creative project to the university community.
- 5 = Presented evidence that the creative project was disclosed to a face-to-face and/or virtual audience.

Scoring: _____

Enter the score obtained in project development and dissemination in the corresponding spaces. Carry out the indicated calculation and the value obtained, place it in the box.

$$\begin{array}{rcccl} \text{Project development} & & \text{Disclosure} & & \text{Total value} \\ .70 \times & \underline{\hspace{2cm}} & + .30 \times & \underline{\hspace{2cm}} & = \underline{\hspace{2cm}} \end{array}$$

Transfer that value to the Research and/or Creation box corresponding to the range being evaluated in Appendix I, *Spreadsheet* to obtain the total percentages for each range*.

If the professor presents evidence of research and creation, the scores obtained in F1 and F2 are added up to a maximum of 5.

Teacher's comments:

Signature of the members of the evaluation committee:

Teacher's signature:

Date

APPENDIX G

SERVICE CATEGORY EVALUATION SHEET

Teacher's name:

Academic Unit:

Members of the evaluation
committee:

Date of evaluation:

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the component of creation of the Service category. It is completed by the Director of the academic unit based on Appendix J, Self-evaluation Summary and other pertinent documents contained in the file of the professor being evaluated.

The relative weight of the Service category, according to the rank to which it is aspired will be:

5%	Assistant Professor
10%	Associate Professor Professor

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

5	Excellent	The teacher complied with the evaluated criterion in the following way outstanding.
	Superior	The teacher fulfilled the evaluated criterion remarkably well.
	Satisfactory	The teacher minimally met the evaluated criterion.
	Poor	The teacher partially complied with the evaluated criterion, but not satisfactorily.
1	Deficient	The teacher inadequately met the evaluated criterion.
0		The teacher did not meet the evaluated criterion.

The criteria to be considered are:

48. Active participation in committees of the Academic Unit.	5	1	0
49. Active participation in institutional committees.	5	1	0
50. Participation in and/or availability for the organization, development and achievement of activities and projects of the Academic Unit, institutional and external community.	5	1	0
51. Execution of service activities of the Academic Unit, such as coordination of areas, academic programs, courses, academic advising to students and/or student associations, classroom evaluation visits, among others.	5	1	0
52. Participation in professional activities in their field of expertise and/or collaboration in their organization.	5	1	0

Total
Average

Director's comments:

Teacher's comments:

Signature of the Director:

Teacher's signature:

Date



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX H

PROFESSIONAL DEVELOPMENT CATEGORY EVALUATION SHEET

Teacher's name:

Academic Unit:

Members of the Academic Unit
Rank Promotion Committee:

Date of evaluation:

The purpose of this sheet is to evaluate the performance of the candidate for promotion in rank in the component of creation of the Professional Development category. The Academic Unit's Promotion in Rank Committee based on the information contained in Appendix J, and the documentation submitted by the candidate to support it.

The relative weight of the Professional Development category, according to the rank aspired to will be:

5%	Assistant Professor
10%	Associate Professor
	Professor

MARK THE CORRESPONDING SPACE IN EACH ITEM ACCORDING TO THE FOLLOWING SCALE:

5	Excellent	The teacher complied with the evaluated criterion in the following way
	Superior	outstanding.
	Satisfactory	The teacher fulfilled the evaluated criterion remarkably well.
	Poor	The teacher minimally met the evaluated criterion.
1	Deficient	The teacher partially complied with the evaluated criterion, but not satisfactorily.
0		The teacher inadequately met the evaluated criterion.
		The teacher did not meet the evaluated criterion.

During the evaluated period, the teacher:

53. Participated in professional associations in your field of expertise.	5	1	0
54. Participated in academic activities, such as forums, congresses, conferences and workshops.	5	1	0
55. Passed academic degrees, formal courses, continuing education courses or obtained certificates.	5	1	0
56. Participated as a resource in activities related to your field of expertise.	5	1	0

Total
Average

Comments of the Academic Unit Rank Promotion Committee:

Teacher's comments:

Signature of the members of the Rank Promotion Committee of the Academic Unit:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX I

SPREADSHEET TO OBTAIN TOTAL PERCENTAGES

Teacher's name: _____

Academic Unit: _____

Members of the Academic Unit Rank Promotion Committee: _____

Date of evaluation: _____

The purpose of this sheet is to collect the total percentages obtained by the candidate in each category according to the relative weights established for each of the categories, according to the rank to which he/she aspires. It will be completed by the Rank Promotion Committee of the Academic Unit on the basis of the totals obtained in Appendices E, F1 and/or F2, G and H.

	Teaching	Research and/or Creation	Service	Professional Development	Total (weighted average)	Percent
Professor	.65 X <input type="text"/>	+ .15 X <input type="text"/>	+ .15 X <input type="text"/>	+ .05 X <input type="text"/>	= <input type="text"/>	$\frac{\text{Total}}{5} \times 100 = __\% $
Associate	.70 X <input type="text"/>	+ .10 X <input type="text"/>	+ .10 X <input type="text"/>	+ .10 X <input type="text"/>	= <input type="text"/>	$\frac{\text{Total}}{5} \times 100 = __\% $
Auxiliary	.75 X <input type="text"/>	+ .05 X <input type="text"/>	+ .05 X <input type="text"/>	+ .15 X <input type="text"/>	= <input type="text"/>	$\frac{\text{Total}}{5} \times 100 = __\% $

Signature of the members of the Rank Promotion Committee of the Academic Unit:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX J SELF-

EVALUATION SUMMARY

The purpose of this sheet is for the candidate for promotion in rank to present his/her fundamental achievements in each of the four dimensions evaluated during the years corresponding to this evaluation. For this purpose, he/she will use the information contained in his/her Annual Reports, which must be supported with the necessary documentation.

Teacher's name: _____
Academic Unit: _____
Academic Preparation: _____
Years of Service: _____

Current range:

_____ Instructor
_____ Assistant Professor
_____ Associate Professor

Years in this range: _____

Key achievements in the period under evaluation

201 __ to 201 __

Teaching:

Research and/or Creation:

Service:

Professional Development:

Administrative Functions:

Teacher's signature:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX K

RANK ADVANCEMENT RECOMMENDATION SUMMARY SHEET

This sheet will be completed by the Rank Promotion Committee of the Academic Unit with the information obtained in Appendices E, F1 and/or F2, G, H and I.

Teacher's name:

Academic Unit:

Academic preparation:

Doctorate

Master's

Degree Current Rank:

Rank to which you aspire:

Summary of the Teaching category:

Score obtained:

Narrative summary:

Professional Development category summary:

Score obtained: _____

Narrative summary:

Summary of the Research and/or Creation category:

Score obtained: _____

Narrative summary:

Service Category Summary:

Score obtained: _____

Narrative summary:

Percent obtained in Appendix I: _____

Committee recommendation:

Signatures of the Rank Promotion Committee members

Dates

_____	_____
_____	_____
_____	_____
_____	_____

Signature of the candidate:

Date:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX L

**CANDIDATE'S ANALYSIS SHEET FOR PROMOTION
IN RANK**

Teacher's name: _____
Academic Unit: _____
Current range: _____
Date of evaluation: _____

This sheet shall be completed by the Institutional Rank Promotion Committee with the information contained in Appendix K and any other documentation deemed necessary, which shall be identified in the corresponding sections:

Teaching:

Score given by the Academic Unit Committee: _____

Material reviewed by the Institutional Committee:

Research and/or Creation:

Score given by the Academic Unit Committee: _____

Material reviewed by the Institutional Committee:

Professional Development:

Score given by the Academic Unit Committee: _____

Material reviewed by the Institutional Committee:

Recommendations of the Institutional Committee:

Candidate's comments:

Signatures of the members of the Institutional
Committee:

Dates

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

I have read this evaluation and am fully aware of its contents. Teacher's

signature

Date:



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ACADEMIC BOARD**