

PROGRESS REPORT

Comité Institucional para la
Elaboración de Instrumentos de Evaluación
del Personal Docente

March 23, 2006

Objectives of this Orientation

- Inform the university community, especially the Personnel Committees, of a new proposal about what and how to evaluate the academic personnel
- Gather opinions, suggestions, or comments about the Committee's proposal

Who are We?

Comité Institucional para la Elaboración de Instrumentos de Evaluación del Personal Docente (CIEIEPD)

- Committee appointed by the Chancellor, commissioned by the Academic Senate
- To complete previous work related to a new system of evaluation for the RUM academic personnel

Who belongs to this Committee?

- Prof. María de los A. Medina
(Business Administration)
- Prof. Baldomero Lloréns
(Engineering)
- Dr. Darnyd Ortíz Seda
(Arts and Sciences)
- Dr. Angel Custodio
(Agricultural Sciences)

Who belongs to this Committee?

- Dr. Nidia S. López
(Department of Orientation)
- Prof. Irma N. Ramírez
(Library)
- Dr. Doris Ramírez Soto
(Office of the Dean of Academic Affairs)
- (Student Representative)
- Dr. Andrés Collazo
(Consultant in Educational Psychology)

Objectives of the Committee

- Develop an effective system to evaluate the performance of the academic personnel in RUM
- Create procedures that would allow the use of the evaluation of the academic personnel in the decisions related to the hiring, promotion, and tenure of said personnel

Objectives of the Committee

- Establish an evaluation process that would lead to identify the academic personnel's strengths and areas to be improved with the purpose of fostering professional development.

Background

- Actual Instrument of Evaluation
(Certification Number 86-87-476 JA)
- Academic Year 1995-96
Comité Institucional de Evaluación y Desarrollo del Personal Docente del RUM is constituted by the Junta Administrativa
(Presided by Prof. Marta Colón).

Background

- 1998 – The aforementioned committee presented a Model for an Evaluation System and Development of Academic Personnel based on “Developing a Comprehensive Faculty Evaluation System”- Dr. Raoul Arreola.

Background

Summary of the Proposed Model for Professors in 1998

- 5 main functions with maximum and minimum weights
 - *Teaching*
 - *Research/Creative work*
 - *Other academic endeavors*
 - *Service to the University*
 - *Service to the Community*
- The librarians, researchers, and extensionists would have their own model.

Background

Summary of the Proposed Model for Professors in 1998 (cont.)

- Student Evaluation – Acquire the instrument created by Dr. L. Aleamoni- Univ. Arizona
- Evaluation by: Director, Peers and Self – Drafts of Instruments (in different stages of development)

Background

- October 2001-August 2002

Comité Institucional para la Elaboración de Instrumentos de Evaluación del Personal Docente, presided by Dr. Doris Ramírez

- August 2002

The committee presents a report emphasizing its work to improve Module H – Module for the Evaluation of Teaching by Students

Background

- October 2002

Dr. Antonio González, Director of the Institutional Research and Planning Office (Oficina de Investigación Institucional y Planificación -OIIP), is appointed to continue the work of the Committee.

- November 2004

Comité Institucional (actual committee) is activated.

How does our Committee decide to work?

- Revise Module H (Module for the Evaluation of Teaching by Students)
- Submit a report to the Academic Senate
- Continue to work with Dr. Janet Bonilla and OIIP
- Pilot studies in paper and on line

How does our Committee decide to work?

- Draft a “Proposal for a System of Evaluation for the RUM Academic Personnel” that:
 - Would consider the work of previous committees.
 - Would be uniform for all academic personnel.
 - Would be flexible to attend to the peculiarities of the different faculties.

How does our Committee decide to work?

- Would be consonant with the institution's actual vision and mission.
- Would include the participation of all academic personnel.
- Would reflect the consensus of the academic personnel.

General Description of the System

- It offers the academic personnel the opportunity to establish, in accordance with their supervisor, a work plan that would allow the professor's professional goals to be aligned with the department's strategic plan
- The work plan allows the combination of the different areas of academia.

General Description of the System

- Its purpose is to achieve that the evaluation of the academic personnel be intrinsically related with their professional development and their contribution to the education process in the institution.
- One model for all academic personnel in RUM.

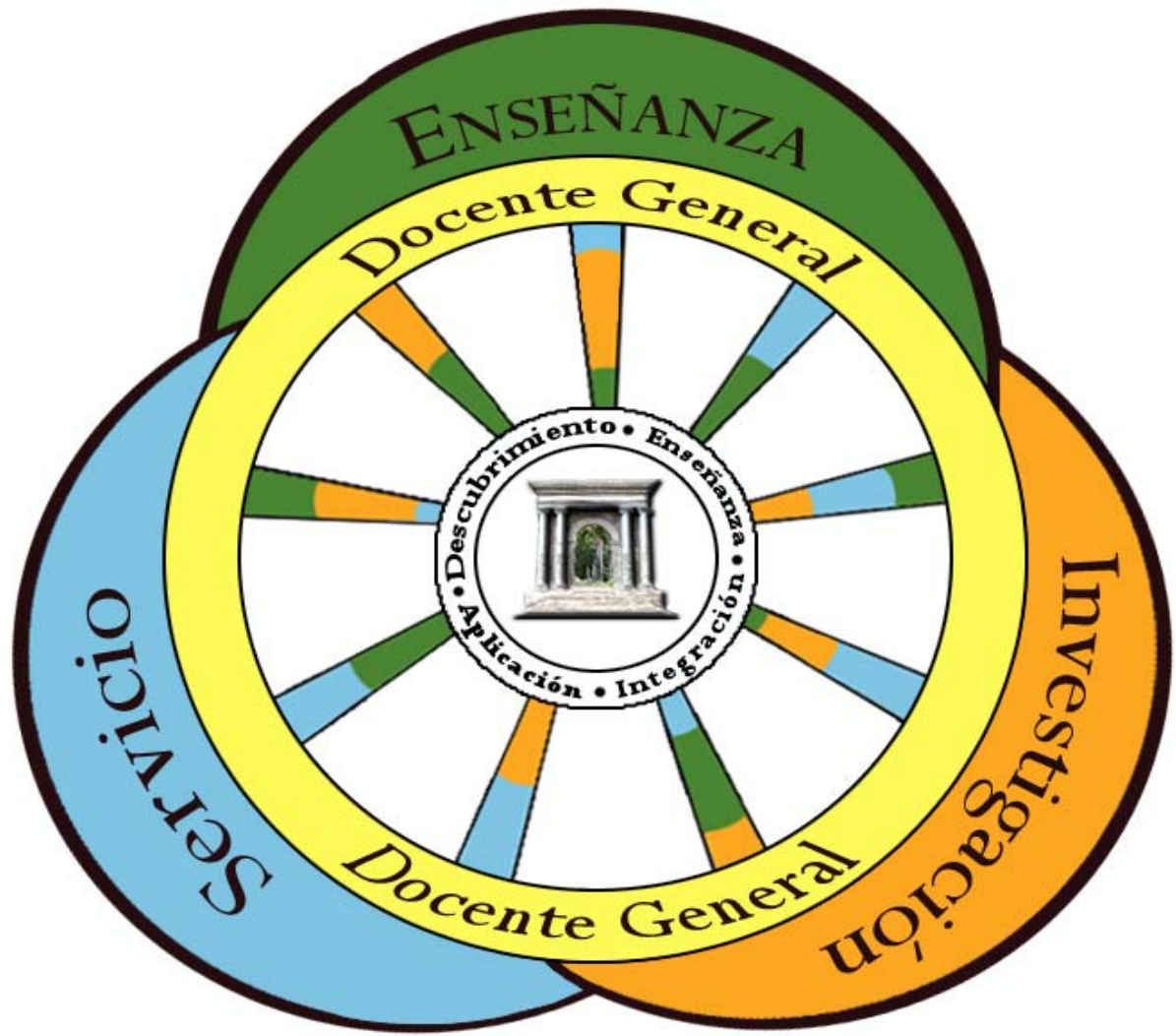
General Description of the System

- Areas in which the academic personnel will be evaluated are:
 - ***General Academia (Docencia)***
 - ***Teaching***
 - ***Research and Creative Work***
 - ***Service***

General Description of the System

- All academic personnel will be evaluated in the General Academia area and in at least two of the other three areas: Teaching, Research and Creative Work, and Service.
- The weight in the evaluation for the area of General Academia will be of 20%.
- The weight of the other areas will be relative to the professor's academic schedule but none will be less than 10%.

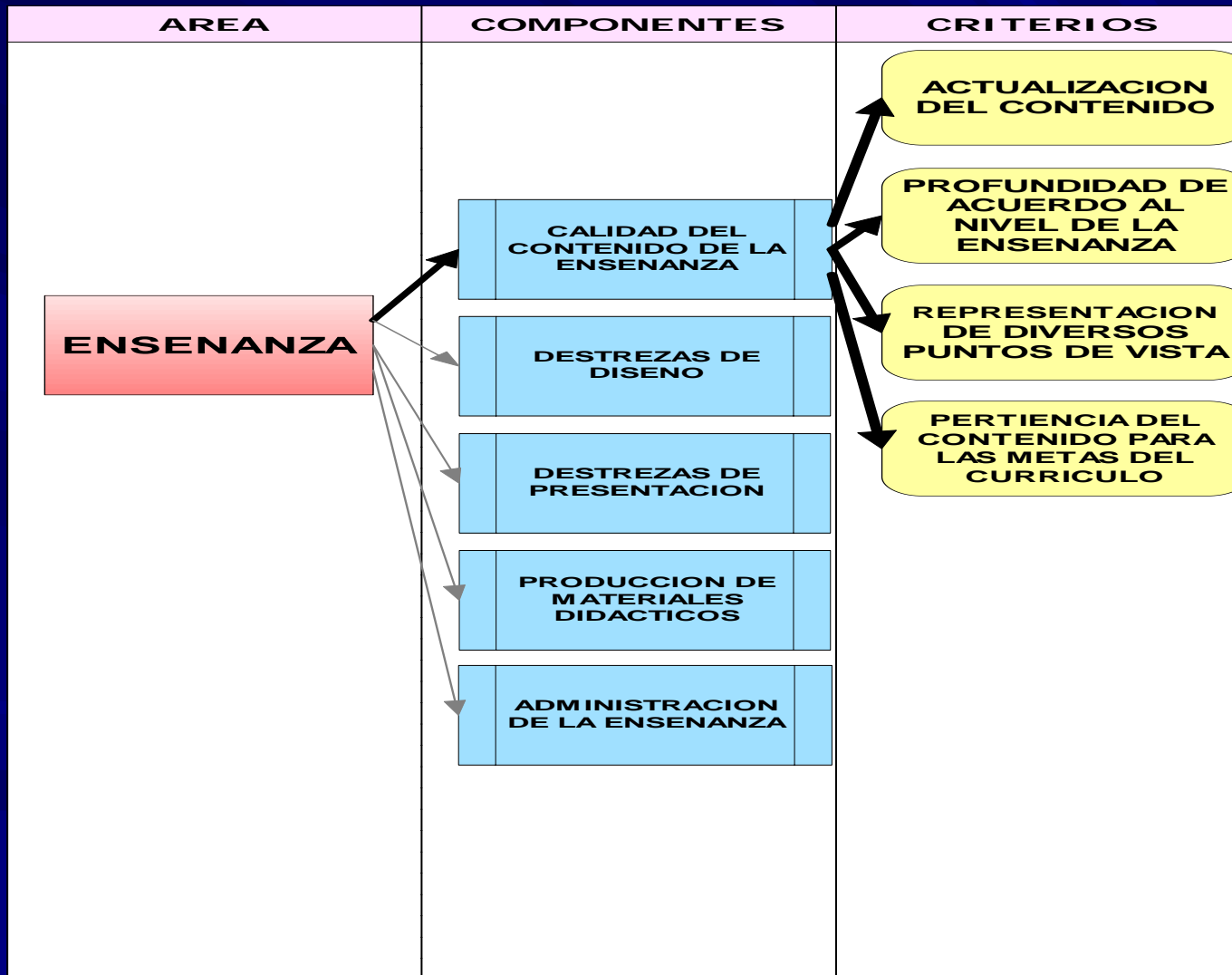
Modelo Conceptual de la Evaluación del Personal Docente del RUM



General Description of the System

- For each one of the four areas the Committee has defined
 - Components – specific aspects or spheres of action in which the academic personnel will be evaluated.
 - Criteria - properties or characteristics of the action to be evaluated

Explanatory Diagram with Example



GENERAL ACADEMIA AREA

- This area includes general aspects related to the performance of the academic personnel in any of the teaching, research and creative work, or service areas.
- The components of this area are based on the Reglamento General of the University of Puerto Rico.

Components of the General Academia Area

- Fulfillment of duties
- Professional development
- Professional attitude
- Awards and recognitions
- Contribution to the functioning of the institution

GENERAL ACADEMIA AREA

COMPONENT

CRITERIA

Professional development

Examples:

- Affiliation to academic or professional associations
- Attendance to activities related to teaching, research or service rendered (workshops, conferences, congresses, among others).

TEACHING AREA

- Tasks associated with the design and the presentation of teaching-learning activities with the purpose of achieving a change in the knowledge, attitudes, skills or the adoption of practices in the students.
- Specifically, this refers to the presential and non-presential teaching in the classroom.

Components of the Teaching Area

- Quality of the content of teaching
- Design skills
- Presentation skills
- Production of didactic materials
- Course management

TEACHING AREA

COMPONENT

CRITERIA

Design skills

Examples:

- Clear goals and objectives and achievable in accordance with the students' level
- Methods and activities in accordance with the objectives
- Level of difficulty of activities and assigned tasks, in accordance with the available time and the students' level.

RESEARCH AND CREATIVE WORK AREA

- Includes the systematic actions that the academic personnel do with the purpose of:
 - Broadening knowledge in their discipline.
 - Looking for solutions to problems of application and practice.
 - Producing new works or products.

RESEARCH AND CREATIVE WORK AREA

- Research and creative work must be related to the professor's area of specialization, the teaching of the subject matter the professor teaches or the service that the professor renders.

Components of the Research and Creative Work Area

- Productivity
- Quality of research and creative work
- Divulgation of research and creative work
- Integration of research and creative work to teaching

RESEARCH AND CREATIVE WORK AREA

COMPONENT

CRITERIA

Productivity

Examples:

- Proposals prepared, approved, and financed
- Drafts submitted for publication
- Theses and dissertations directed

SERVICE AREA

- Application that academic personnel does of the knowledge and skills of their area of expertise with the purpose of:
 - Benefitting the functioning of the institution and the development of students.
 - Benefitting people, groups, agencies or community institutions.
 - Strengthening or developing their profession or discipline.

Categories of the Service Area

- Service to the institution
- Service to the community
- Service to the profession
- Services of information
- Services for student development and learning
- Services of Agricultural Extension
- Services of academic administration

Categories of the Service Area

1. *Service to the institution*

Actions taken by the academic personnel leading to:

- Benefit the functioning of the institution and the students' development
- Not directly related with teaching or with the administrative tasks of academic management.

Categories of the Service Area

2. *Service to the community*

Actions taken by the academic personnel with the purpose of:

- Benefitting people, groups, agencies or community institutions, beyond the university community.
- Includes social, psychological, educational services or any other service of a different nature.
- Does not include services from Agricultural Extension

Categories of the Service Area

3. *Service to the profession*

Actions taken by the academic personnel within organizations related to their profession, directed towards the strengthening and developing of their profession.

Categories of the Service Area

4. Services of information

Actions taken by the academic personnel that occupy a position of librarian leading to:

- Development and management of the information resources and services.
- Development of the information competencies of students, faculty, and other people.

Categories of the Service Area

5. Services for student development and learning

Actions taken by the academic personnel of professional counseling, social work or psychology directed towards the academic, personal and career development of the students.

Categories of the Service Area

6. *Services of Agricultural Extension*

Actions taken by the academic personnel of the Service of Agricultural Extension to educate in the recommended practices with the purpose of :

- Sustaining a prosperous agriculture
- Improving the quality of family life
- Providing orientation and guidance to our youth and the development of community resources

Categories of the Service Area

7. *Services of academic administration*

Includes the functions and tasks performed by some members of the academic personnel that occupy academic-administrative positions such as:

- dean
- associate dean
- assistant dean
- department director
- director of an academic program
- project director, among others.

Components of Services to the Institution, the Community and the Profession

- Productivity
- Importance of the service
- Quality of the Service
- Divuligation

AREAS OF SERVICES TO THE INSTITUTION, THE COMMUNITY AND THE PROFESSION

COMPONENT	CRITERIA
Importance of the service	<p>Examples:</p> <ul style="list-style-type: none">■ Degree in which the service contributes to the achievement of the mission and goals of RUM in general, the faculty and the department■ Benefit for the persons receiving the service

Components of the Services of Information * (Librarians)

- General
- Development and management of collections
- Services of reference
- Development, application and management of electronic resources and services
- Application and management of multimedia

**Pending approval by the CIEIPD*

Components of the Services for the Students Development and Learning and Agricultural Extension

- The components of the Services for the Students Development and Learning and Agricultural Extension are in the process of development.

Service of Academic Administration*

- Academic Leadership
- Communication and interpersonal relations
- Administrative ability
- Ability to manage finances

**Pending the approval of the Committee*

Future Activities of the Committee

- The faculty representatives will present the “Proposal for the System of Evaluation” to the personnel committees of their faculties and the departmental committees.
 - Attain consensus about the Evaluation Model, its areas, components and criteria.

Future Activities of the Committee

- Create working groups by area to generate instruments of evaluation (available list of possible questions or reactivities).

Future Activities of the Committee

- Establish, at the institutional level, the relative weights of each component within each of the four areas.
 - Activity with the department directors, members of the departmental personnel committees.
 - Study based on the Theory of Social Judgment Profiles of the performance of 20 fictitious members of the academic personnel. Data of the academic personnel is examined in each area and, through a scale, the general performance of each member is assigned in each area.
Individual and group analysis to infer the assigned weights for the components.

How to Communicate with the Committee?

- Through your representative

- Through our webpage

<http://www.uprm.edu/evaluaciondocente/>

- Deadline

March 10, 2006

Comments or questions?