

**CENTRO DE ENSEÑANZA
TECNICA Y SUPERIOR**



CETYS
UNIVERSIDAD

**FACUTLY
COMPENSATION AND EVALUATION SYSTEM
2008 VERSION**

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Presentation

With the purpose of having a system appropriate with the current educational model starting from the 2000 syllabi, the Faculty Compensation and Evaluation System (SERP in Spanish) was designed in 2001, and modified in 2005. Now, in 2008, there is a new version for whose preparation has actively involved faculty from the Ensenada, Mexicali, and Tijuana Campi; there has been a series of working meetings with them with the purpose of obtaining a more functional evaluation system than the 2001 and 2005 versions as far as faculty development is concerned.

Although the three versions of SERP have kept the planning functions, the learning facilitation, and assessment with variations in the sub-factors and indicators, the three versions have the self-evaluation scheme, evaluation on behalf of the students, and evaluation on behalf of the Institution.

Now, the 2008 version holds important differences relating to the 2005 version. Among the ones that stand out are the simplification in quantity and structure of the instruments as well as weighted points for every evaluated subject; such is the case that the greater weight in the points now falls in the opinion of the students rather than in the self-evaluation; besides, the focus of the orientation has now been integrated to the learning outcomes.

It is worth mentioning that the 2008 version of SERP does not modify the way to give the class that has been systematized from the 2004 syllabi. It rather represents a more objective and functional approach for faculty assessment according to the educational model centered on learning.

Philosophical and academic principles

Like a guiding document, the MISSION guides the duties and what is carried out at CETYS University. Its approval was carried out by the Instituto Educativo del Noroeste, A. C. (IENAC) in the year 1977.

Given the importance of this document, its original part is transcribed:

“It is the purpose of the Centro de Enseñanza Técnica Superior to contribute to the development of persons with the needed moral and intellectual capacity to participate in an important way in the economic, social, and cultural improvement of the country. Consequently, CETYS tries to make sure that in the conscience of its students those values that have been traditionally considered as basic for men to live in a peaceful way remain indestructible, and to satisfy the needs that their laborious capacity allows him.”¹

On the other hand, from the MISSION we draw the following fundamental ideas and duties:

- a. The development of character.
- b. To understand that duty is to be fulfilled and that the truth is not one person's heritage.
- c. The development of general culture.
- d. The search for excellence through teaching, research, and the extension of culture.
- e. To recognize the human person as the beginning and the end of any society.
- f. To look at human freedom as the fundamental value.
- g. To understand that education is a perfection process of the person in all his/her dimensions.
- h. To permanently look for the technical-scientific and the value-cultural combination in a framework of excellence, and always at the service of the person and society.
- i. To feel like a living and acting part of a society that builds its values and tries to live them out in congruence.

Now, to comply with its MISSION, CETYS University has chosen an education model centered on learning, according to which:

- The students' personal discoveries are the ones that allow achieving a genuine learning.
- The construction and the discovery of knowledge are above mere instruction.
- The professor's role is to facilitate the learning process by favoring the ideal atmosphere and using the didactical strategies and the appropriate assessment tools.

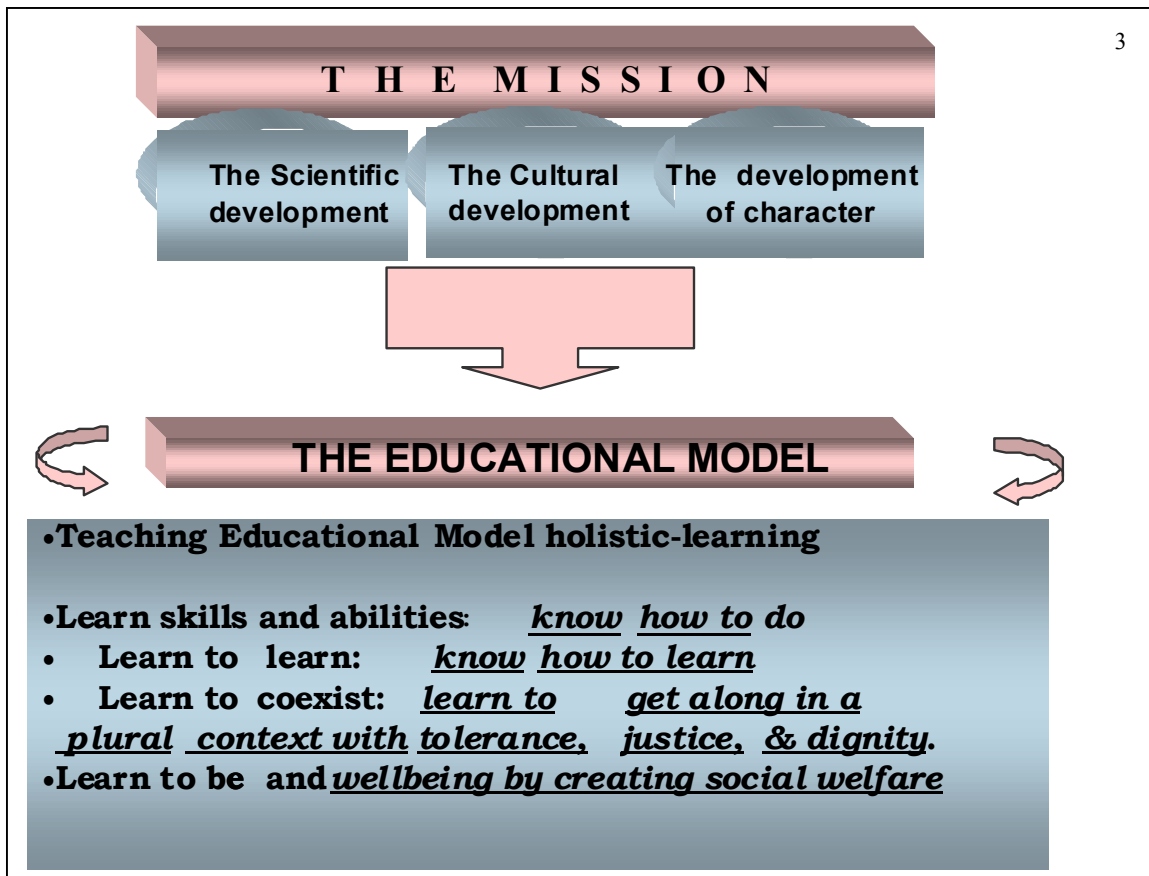
In this regards, CETYS University has chosen a constructive focus on learning, according to which:

1. The student is the one who builds knowledge, and no one can substitute that task.
2. The student is capable of building knowledge and to know how to use it.
3. Faculty is considered as a promoter and mediator of knowledge.
4. The facilitator has to try to guide the student with the purpose that the building of knowledge gets close in a continuous way to what the contents of cultural know-hows mean and represent.

Under this context, the strategies and methodologies that allow the permanent search of those goals is the educational model that, like we draw attention to, is based on four pedagogical principles, mainly:

1. **Learn to do.** This means acquiring the abilities and skills.
2. **Learn to learn.** This refers to an attitude of continuous improvement, service attitude, Humanism, positive thinking, etc.; habits as a constant practice of abilities, use of knowledge, etc., and the development of creativity that includes initiative, to be systematic, thinking skills, etc.
3. **Learn to coexist.** This means dimensioning the value of plurality, tolerance, human dignity, and justice.
4. **Learn to BE and WELLBEING.** This means a routine practice of all the contents of the previous points through intentional actions, and living in congruence with the MISSION of CETYS University and with humanism by creating a CETYS LIFE STYLE.

In this framework of reference, the educational model of CETYS University is represented in the following way:



In addition, intermingled both with the MISSION as well as the pedagogical principles before mentioned are the following nuances that CETYS University wants to stamp in its educational programs:

- Entrepreneurial Spirit.** This nuance tries to make the students capable of starting and developing projects in an individual way or in a group, so they can develop their creativity and leadership ability.
- Social and labor linkage.** This nuance evidences the need to conceive the educational act as a narrow bond between theory and practice. It is to know and to give knowing a useful sense. To study and to acquire knowledge to be useful in the labor-social context.

- c. **Continuous improvement.** This concept refers to the development of habits in the students that would lead them to be constantly prepared and updated. The culture of information and research are essential for reaching this nuance.
- d. **Internationalization.** This is one more of the big stages that are drawn in education at the beginning of the XXI Century. This nuance means offering the alumnus the condition of knowing the international environment so he/she is capable of solving not only local problems, but also to bring forth ideas and basic principles that contribute to the solution of world problems.

Legal basic principles

On the other hand, the Faculty Compensation and Evaluation System is duly established in the General Statute of the CETYS University System, valid since 2005, where the following is established:

Seventh Section

From the Academic Staff Evaluation

Article 91. CETYS University will carry out regular performance evaluations of the academic staff; whatever their kind or category, through a compensation and evaluation system applicable on all the Campi, and according to the corresponding rules and regulations.

Article 92. The faculty compensation and evaluation system will have as a goal:

- I. To strengthen the teaching-learning process for improving faculty and educational programs.
- II. To consolidate the selection programs, income, promotion, and continuation of faculty.

III. To provide criteria for recognizing merits, assessment, and faculty compensations.

Article 93. The criteria, indicators, and factors that sustain the faculty compensation and evaluation system are described in the Faculty Rules and Regulations which will be manifested to Faculty through the closest internal media.

Article 94. Faculty assessment, according to the teaching-learning model used, includes the weighting of the following factors:

- I. Faculty duties of all the categories in the activities related to course planning, facilitation, and assessment.
- II. Institutional duties of the participation of full-time and part-time faculty in the operational and strategic planning processes, design and development of new educational services, organization and promotion of academic events, and fund raising.
- III. Full-time and part-time faculty development and professional duties that include getting an academic degree, courses and seminars, research works, publications, and advances in the English language.

Structure

The Faculty Compensation and Evaluation System (version 2008) is made up of the following sub-systems:

I Faculty Assessment Sub-system. It evaluates the duties of the full-time and part-time faculty as well as the adjunct professors. With this sub-system, the full-time and part-time faculty gets up to 60 points of the 100 points possible; the adjunct professor gets up to 60 points.

II Institutional Task Sub-system. It evaluates the full-time and part-time faculty involvement in administrative-academic activities. With this sub-system you can get up to 20 points.

III Development Sub-system. It evaluates the professional-academic development of the full-time and part-time faculty. With this sub-system you can get up to 20 points.

Next, we describe the sub-system referred to faculty assessment.

Faculty Assessment Sub-system

Derived from the CETYS University educational model, this sub-system is made up of the following factors:

- 1. Course planning.** Factor that evaluates the way the professor designs the course.
- 2. Learning facilitation.** Factor that evaluates the way the professor uses different learning activities and available resources to facilitate his/her students' learning besides punctuality and attendance.
- 3. Assessment.** Factor that evaluates the way the professor uses different evaluation resources to identify in what way the students are achieving the expected learning, and how he/she is providing feedback dependent on such resources; this is besides the opportunity at the time of submitting the report cards in the established periods by the school calendar.

Now, each one of the factors is made up by a series of sub-factors and indicators that are mentioned next.

Factor 1. Course planning.

Sub-factor 1.1 Syllabi design. It refers to the fact that the professor makes adaptations to the syllabi and implements it according to plan.

Indicators:

- **1.1.1. Syllabi adaptation.** It evaluates the adaptations that the professor makes to the syllabus that receives from the institution as far as assessment, learning activities inside and outside of the classroom, resources, bibliography, and the distribution of time with the purpose of adapting it to the characteristics of the group where the class will be given.
- **1.1.2 Syllabi compliance.** It evaluates the development of the course according to what is stipulated in the syllabus.

Sub-factor 1.2. Framework. It refers to the fact that at the beginning of the semester the professor tells the students about what he/she expects from them, the topics to be covered, the professor's and the student's role in the course, the resources to be used, and the evaluation criteria.

Indicators:

- **1.2.1. Learning outcomes.** It evaluates making comments about the knowledge, ability, and/or attitudes the students will have developed throughout the course.
- **1.2.2. Contents.** It evaluates making comments about the different topics that will be covered during the course.
- **1.2.3. Professor and student participation in the learning process.** It evaluates making comments about the learning facilitator role that the professor plays as well as the active role that the student should have in regards to the educational model of CETYS University.
- **1.2.4. Didactical resources.** It evaluates making comments about the didactical resources and/or electronic means that will be used along the development of the course.

- **1.2.5. Evaluation criteria.** It evaluates making comments about how evaluation is going to take place during the course in regards to products, activities, etc.

Factor 2. Learning facilitation.

Sub-factor 2.1. Holistic learning

Indicator:

- **2.1.1. Furtherance of the institutional learning outcomes.** It evaluates the fact that throughout the course the professor furthers clear and effective communication, continuous learning, critical thinking and values as well as opening to diversity through practical learning activities by group or in an individual way.

Sub-factor 2.2. Educational technology.

Indicators.

- **2.2.1. Use of didactical resources.** It evaluates the use of resources that facilitate learning such as blackboard, projector, study guides, printed materials, exercises, tutorials, etc.
- **2.2.2. Use of electronic means.** It evaluates the use of means such as Internet, E-mail, Blackboard, or other similar learning platforms that facilitate learning.

Sub-factor 2.3. Consultancy. It evaluates the fact of providing consultancy in doubts regarding revised topics, essays, assignments, etc.

Sub-factor 2.4. Punctuality and attendance. It evaluates the fact that the professor attends on time all the scheduled classes during the semester.

Factor 3. Assessment.

Sub-factor 3.1. Techniques and instruments.

Indicator:

- **3.1.1. Use of techniques and instruments for assessment.** It evaluates the use of a variety of techniques and assessment instruments. Among them are the written exams, student presentations, class participation, assignments, rubrics, essays, self-evaluation, team evaluation, applied projects, and research reports.

Sub-factor 3.2. Feedback to students.

Indicators:

- **3.2.1. About learning products.** It evaluates making comments to students about good decisions and mistakes in the different assignments so they can improve.
- **3.2.2. About learning process.** It evaluates making comments to the students about their participation in the different learning activities.

Sub-factor 3.3. Submitting the report cards. It evaluates the timely submission of the report card in the periods established in the school calendar.

Scores and evaluation subjects.

The Faculty Performance Evaluation Sub-system, 2008 version, considers a series of scores per factor, sub-factor, and indicator besides three evaluation subjects that are the professor himself, the students, and the institution. Next, we show the score distribution per evaluated subject points for each one of the factors.

Chart 1. Score distribution per evaluated subject points for the course planning factor.

Factor, sub-factors, & indicators	Point distribution per evaluated subject		
	Professor	Students	Institution
1. Planning.			
1.1. Syllabus design	5		
1.1.1. Syllabus adaptation.	4		
1.1.2. Syllabus compliance	.5	.5	
1.2. Framework	2	.5	
1.2.1. Learning outcomes.	0.4	0.4	
1.2.2. Contents.	0.4	0.4	
1.2.3. Professor and student participation in the learning process.	0.4	0.4	
1.2.4. Didactical resources.	0.4	0.4	
1.2.5. Evaluation criteria.	0.4	0.4	
Factor scoring	6.5	2.5	0

Chart 2. Score distribution per evaluated subject points for the learning facilitation factor.

Factor, subfactors, & indicators	Point distribution per evaluated subject		
	Professor	Students	Institution
2. Learning facilitation			
2.1. Holistic learning.	4.2	9.8	
2.1.1. Furthering the achievement of the institutional learning outcomes.	4.2	9.8	
2.2. Educational technology.	2.4	5.6	
2.2.1. Use of didactical resources.	1.2	2.8	
2.2.2. Use of electronic means.	1.2	2.8	
2.3. Consultancy.	1.2	2.8	
2.4. Punctuality and attendance.			7
Factor scoring	7.8	18.2	7

Chart 3. Score distribution per evaluated subject points for the Evaluation factor.

Factor, sub-factors, & indicators	Point distribution per evaluated subject		
	Professor	Students	Institution
3. Evaluation			
3.1. Instruments and techniques.	3.6	5.4	
3.1.1. Use of techniques and instruments for assessment.	3.6	5.4	
3.2. Feedback to students.	2.4	3.6	
3.2.1. About learning products	1.2	1.8	
3.2.2. About learning process.	1.2	1.8	
3.3. Submission of report cards.			3
Factor scoring	6	9	3

Instruments

In order to be applied, the Faculty Performance Evaluation Sub-system, 2008 version, is made out of questionnaires applicable to faculty and students as well as institutional reports regarding punctuality, attendance, and submitting the report cards.

Next, we present the questionnaires for faculty and students.



**CENTRO DE ENSEÑANZA TÉCNICA Y SUPERIOR
FACULTY EVALUATION AND COMPENSATION SYSTEM
FACULTY PERFORMANCE EVALUATION SUB-SYSTEM
2008 Version
QUESTIONNAIRE FOR STUDENTS**

Dear student:

According to the current Educational Model, the professor must be a learning facilitator more than a transmitter of knowledge. Therefore, his/her class must have the characteristic of furthering participation through learning activities inside and outside the classroom in an individual way and by group.

Now, with the purpose of knowing your opinion about faculty performance of your professors, we ask you to answer the following questionnaire.

Professor name	Employee number
Subject name	Code

First part

1. Cross the parenthesis of those elements that match with what the professor told you at the beginning of the subject.

- () a) What assignments we have to carry out during the semester.
- () b) What topics are going to be covered.
- () c) The professor's role as learning facilitator.
- () d) My commitment on my own learning.
- () e) What didactical resources and/or electronic means are going to be used.
- () f) How is the evaluation process going to be carried out.
- () g) I did not attend the class where the presentation was made.

2. Indicate the percentage that you think the program has been fulfilled

- () a) Less than 60 %.
- () b) 60 % or more.

Second part

Instructions. Next, you will find a series of activities that according to the Educational Model of CETYS University the professor must carry out to facilitate your learning. On each one of them choose the option that better applies in regards to the usefulness that has been for your learning.

3. Activities that further your correct communication in an oral, written, or visual way be it in Spanish or in English.

- a) Little useful.
- b) Reasonably useful.
- c) Very useful.
- d) No practical activities have been carried out.
- e) I do not have any basis to give an opinion.

4. Learning activities to promote team work.

- a) There have been no team work activities.
- b) Reasonably useful.
- c) Very useful.
- d) Little useful.
- e) I do not have any basis to give an opinion.

5. Learning activities to promote the analysis of ethical and value aspects.

- a) I do not have any basis to give an opinion.
- b) There has not been any ethical or value aspect analyzed.
- c) Very useful.
- d) Little useful.
- e) Reasonably useful.

6. Activities to promote learning for yourself.

- a) I do not have any basis to give an opinion.
- b) Little useful.
- c) Reasonably useful.
- d) Very useful.
- e) There has been no opportunity to learn on my own.

7. Use several didactical resources (for example, blackboard, projector slide projector, study guides, printed materials, exercises, tutorials, etc.).

- a) Little useful.
- b) Reasonably useful.
- c) Very useful.
- d) I do not have any basis to give an opinion.

8. Use electronic means (for example, E-mail, Internet, Blackboard, and other similar platforms, data base, etc.).

- a) Very useful.
- b) Little useful.
- c) Reasonably useful.
- d) I do not have any basis to give an opinion.

9. To provide counseling for clearing up doubts regarding verified topics, papers, assignments, etc.

- a) I have not received counseling.
- b) Very useful.
- c) Reasonably useful.
- d) Little useful.
- e) I do not have any basis to give an opinion.

10. To point out good things and mistakes on the written papers with the purpose of being better.

- a) I do not have any basis to give an opinion.
- b) I have not received information about good decisions and mistakes on my papers.
- c) Very useful.
- d) Reasonable useful.
- e) Little useful.

11. To inform about the student participation on the different learning activities.

<input type="checkbox"/>	a) Little useful.
<input type="checkbox"/>	b) Reasonably useful.
<input type="checkbox"/>	c) Very useful.
<input type="checkbox"/>	d) I have not received information about my participation in the learning activities.
<input type="checkbox"/>	e) I do not have any basis to give an opinion.

12. To use different modes for assessment in a holistic way; this means knowledge and skills and attitudes (for example, the written exams, presentations, class participation, assignments, rubrics, written papers, self-evaluation, team evaluation, research project, research reports, etc.).

- a) It has only been evaluated through exams.
- b) Very useful.
- c) Reasonably useful.
- d) Little useful.
- e) I do not have any basis to give an opinion.

13. Now, cross the parenthesis of those evaluation modes that have been used in your course.

Evaluation modes

- 1. Written exams.
- 2. Attendance.
- 3. Students' presentations.
- 4. Participation in class.
- 5. Assignments.
- 6. Rubrics.
- 7. Essays.
- 8. Self-evaluation.
- 9. Team evaluation.
- 10. Application projects.
- 11. Research report.
- 12. Other _____

Third Part

14. Next, there is a series of skills that facilitate your performance as student. Cross the parenthesis for those that you consider that you need support by CETYS University.

- a) Study habits.
- b) Time management.
- c) Comprehension reading.
- d) Exam preparation.
- e) Writing.
- f) Spelling.
- g) Internet browsing.
- h) Preparing presentations.
- i) Personal guidance.
- j) Other. Which one?

15. How many hours per week do you invest in the course, outside the schedule of classes?

- a) Less hours than the ones assigned in the schedule of classes.
- b) The same number of hours than the ones assigned in the schedule of classes.
- c) More hours than the ones assigned in the schedule of classes.

16. From a 1 to 5 scale, how would you grade the level of learning this course has given you? [_____]

17. From a 1 to 5 scale, how would you grade the usefulness of this course in your personal and professional development? [_____]



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FACULTY PERFORMANCE EVALUATION SUB-SYSTEM
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QUESTIONNAIRE FOR STUDENTS**

FORMAT COMMENTS

Professor name	Employee number
Subject name	Code

Comments



**CENTRO DE ENSEÑANZA TECNICA Y SUPERIOR
FACULTY EVALUATION AND COMPENSATION SYSTEM
FACULTY PERFORMANCE EVALUATION SUB-SYSTEM
2008 Version
QUESTIONNAIRE FOR FACULTY**

According to the current Educational Model, the professor must be a learning facilitator more than a transmitter of knowledge. Therefore, your class must have the characteristic of furthering learning inside and outside the classroom in an individual way and by group. Looking for a holistic way that is achieved through furthering self-learning, the development of abilities and skills, team work, ethical and value reflection (pedagogical principles), creativity, invention and innovation, the participation of community and/or entrepreneur activities, daily academic improvement, and the internationalization experiences (nuances) always with a tendency to the achievement of learning outcomes.

Now, with the purpose of knowing what you think about your education performance, we ask you to answer the following questionnaire for each one of the courses.

Name	Employee Name
Subject Name	Code

First part

1) Cross the parenthesis of those elements that match with what you told the students at the beginning of the subject.

- () What assignment must be carried out during the semester.
- () What are the contents to be covered.
- () My role as learning facilitator
- () His/her commitment with his/her own learning.
- () What didactical resources and/or electronic means are going to be used.
- () How is the evaluation process going to be carried out.

2. Indicate the percentage that you consider that the program has been fulfilled.

- () a) Less than 60 %.
- () b) 60 % or more.

3. Indicate if you carried out adjustments in some of the following elements of the syllabus that was given by the director / coordinator of the academic degree program, and indicate which ones they were. If you participated as an expert in the design of the course, cross off the parenthesis of option i).

a) Adjustments on learning outcomes.
b) Adjustments on assessment.
c) Adjustments on contents.
d) Adjustments on learning activities within the classroom [<i>for on-line courses and Blackboard scheduled activities</i>].
e) Adjustments on learning activities outside of the classroom [<i>for on-line courses and Blackboard non-scheduled activities</i>].
f) Adjustments on resources.
g) Adjustments on bibliography.
h) Adjustments on time distribution.
i) () I Participated as an expert on the design of this course.

Second Part

Instructions. Next, you will find a series of **institutional learning outcomes** that according to the Educational Model of CETYS University must be given in the different courses. For each one of them choose the degree where your learning activities are helping them to come through according to the following scale:

1 = Nothing / is not contemplated.

2 = Very little.

3 = Little.

4 = Regular.

5 = A lot.

4. Clear and effective communication: at the end of the academic program, the student <u>will be able to express</u> his/her ideas clearly and with an appropriate language in an oral, written, and visual way in Spanish or in English.	1	2	3	4	5
5. Continuous learning (learn to learn, continuous improvement, and entrepreneurial spirit): at the end of the academic program, the student will be able to look for and analyze information in an independent way and in a group that will allow him/her to identify opportunities and solve problems.	1	2	3	4	5
6. Critical thinking and values (learn to be and to coexist): at the end of the academic program, the student <u>would have developed and shown</u> a critical and life experience thinking in the framework of the values of CETYS, and this will be reflected in the student surroundings and his/her commitment with social development and the environment.	1	2	3	4	5
7. Opening to cultural diversity (learn to coexist, internationalization): at the end of the academic program, the student will show knowledge and tolerance toward other cultures, and will apply those abilities to establish human relationships by manifesting respect to diversity.	1	2	3	4	5

Third part

Instructions. Next, you will find a series of activities that according to the Educational Model of CETYS University must be carried out on each one of the courses. For each one of them, choose the degree where you are using them according to the following scale:

- 1 = Nothing
- 2 = Very little.
- 3 = Little.
- 4 = Regular.
- 5 = A lot.

8. Use of didactical resources such as blackboard, projector, study guides, printed materials, exercises, tutorials, etc.	1	2	3	4	5
9. Use of electronic means such as Internet, E-mail, Blackboard, or other similar learning platforms.	1	2	3	4	5
10. Use of data base.	1	2	3	4	5
11. To provide counseling to clarify doubts regarding verified topics, essays, assignment, etc.	1	2	3	4	5
12. Point out the good things and the mistakes the students make in their papers with the purpose of improving them.	1	2	3	4	5
13. Inform the students about their participation in the learning activities.	1	2	3	4	5

Fourth part

Next, you will find a series of evaluation modes that according to the Educational Model of CETYS University should be used. For those that apply to your course, choose the percentage that they have for the final evaluation.

14. Which evaluation mode has been used?

Evaluation Modes	%
a) Written exams.	
b) Attendance	
c) Presentations by students.	
d) Class participation.	
e) Assignments.	
f) Papers submitted without rubrics.	
g) Written essays evaluated through rubrics.	
h) Self-evaluation.	
i) Team evaluation.	
j) Applied projects evaluated through rubrics.	
k) Research papers evaluated through rubrics.	
l) Others _____	
Percentage Sum	

Fifth part

Instructions. Cross the parenthesis that applies for each one of the following situations.

15. Which are the areas that you consider the students must improve?

- a) Punctuality.
- b) Participation on the individual activities.
- c) Participation on the group activities.
- d) Quality of his/her expositions and/or presentations.
- e) Quality of his/her written essays.
- f) Interpersonal relationships.
- g) Reading.
- h) Other _____

16. Which are the areas you consider that the Institution should improve?

- a) Communication with the coordinator or Director.
- b) Projector equipment availability.
- c) Bibliography availability.
- d) Photocopy service.
- e) Help on administrative departments.
- f) Other _____

17. Which are the areas that you consider you need training as faculty of CETYS University?

- a) Individual learning activities inside and outside of the classroom.
- b) Group learning activities inside and outside of classroom.
- c) Preparation of objective exams.
- d) Use of assessment instruments to evaluate abilities and skills.
- e) Use of Blackboard and other electronic means.
- f) Use of didactical resources.
- g) Educational Model.
- h) Preparation of syllabi.
- i) Other which one? _____

18. Do you use in your course didactical resources prepared by you?

- a) Some
- b) All
- c) No



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QUESTIONNAIRE FOR FACULTY**

Name	Employee Name
Subject Name	Code

Comments

General Procedure for applying the Faculty Evaluation and Compensation Sub-system

Activity	Area (s) responsible one(s)	Product /expected result	Supplies
1. Schedule and group verification; both face-to-face courses as well as the ones taught on line, so 100% of the course can be evaluated.	<ul style="list-style-type: none"> • Human Resources • Academic Operation 	<ul style="list-style-type: none"> • Subjects-group with the correct data of the professor name and number. • Fusion of equal subjects given in the same schedule. • Identification of on-line courses. 	<ul style="list-style-type: none"> • School Data base.
2. Faculty category verification and hours to be compensated.	<ul style="list-style-type: none"> • Human Resources 	<ul style="list-style-type: none"> • Correct category and schedule load of each professor. 	<ul style="list-style-type: none"> • School Data base and Human Resources
3. Subject transference to evaluation system.	<ul style="list-style-type: none"> • IT 	<ul style="list-style-type: none"> • 100 % of available evaluated subjects. 	<ul style="list-style-type: none"> • School Data base.
4. Faculty and student awareness campaign about the on-line evaluation system through announcements in Blackboard, signs, E-mail, printed vocetys, and electronic vocetys.	<ul style="list-style-type: none"> • SERP coordination 	<ul style="list-style-type: none"> • Motivational messages for carrying out on-line faculty evaluation. 	<ul style="list-style-type: none"> • Faculty Data base. • Student Data base.
5. To upload the evaluation instrument on-line through the WEB page.	<ul style="list-style-type: none"> • IT 	<ul style="list-style-type: none"> • Access to the evaluation instruments by faculty and students. 	<ul style="list-style-type: none"> • Faculty questionnaire • Student questionnaire
6. Subjects-group monitoring to identify those that have not been evaluated by at least 50% of the students, and to go ahead and apply measures to assure all subjects-group get evaluated.	<ul style="list-style-type: none"> •Academic Operation •Monitoring Faculty 	<ul style="list-style-type: none"> • 100% of the subjects-group evaluated by the students and by the professor. 	<ul style="list-style-type: none"> • Faculty Assessment Sub-system report.
7. Point assignment per punctuality and assistance, and also submitting the report cards to the second year.	<ul style="list-style-type: none"> • Department that has the control on assistance • Student Services • Human Resources 	<ul style="list-style-type: none"> • 100% of the subjects-group with the corresponding points for punctuality and assistance, and submitting the report cards. 	<ul style="list-style-type: none"> • Data base with Punctuality and Assistance • School data base as far as submitting the report cards is concerned.
8. Verification of learning outcomes.	<ul style="list-style-type: none"> • Human Resources • Academic Operation 	<ul style="list-style-type: none"> • 100 % of the subjects-course verified as far as scores is concerned, and as a function of the 	<ul style="list-style-type: none"> • Faculty Assessment Sub-system reports

		evaluation modes and subjects	available on-line and with the option of printing.
9. Compensation calculus	<ul style="list-style-type: none"> • Human Resources 	<ul style="list-style-type: none"> • Compensations calculated according to the corresponding percentages. 	<ul style="list-style-type: none"> • Faculty Assessment Sub-system results
10. Faculty feedback including punctuality and assistance and submitting the report cards.	<ul style="list-style-type: none"> • Undergraduate degree Coordinators • Directors of Schools • Directors of Colleges • Academic Operation 	<ul style="list-style-type: none"> • Result availability for each professor as well as group of professors according to undergraduate degrees, schools, and colleges. 	<ul style="list-style-type: none"> • Faculty Assessment Sub-system Reports available on-line and with the option of printing.
11. Compensation payments	<ul style="list-style-type: none"> • Human Resources • Educational Services 	<ul style="list-style-type: none"> • Compensation chek for adjunct professors 	<ul style="list-style-type: none"> • Compensation report available in the Faculty Assessment Sub-system