



Vice-Presidency for Academic Affairs

FACULTY MANUAL

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MESSAGE FROM THE PRESIDENT

Sagrado is a community committed to its mission of educating people with their own criteria, moral conscience and entrepreneurial vocation, willing to take on the responsibility of innovating, leading and promoting solidarity.

The atmosphere that characterizes our university life is one of excellence, based on the principle that the human being and Christian values are at the center of the project. Here you learn in a creative and collaborative way and the world is the classroom.

I urge you to develop your abilities to the fullest and to live fully the charism of a community dedicated to building a world of greater solidarity in justice and peace.

In Sagrado,



Gilberto J. Marxuach Torrós

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I. INTRODUCTION

The *Faculty Handbook* (hereinafter referred to as the Handbook) contains information that is considered to be the framework for the practice of teaching at Sagrado Corazón University (hereinafter referred to as Sagrado). This Handbook includes important information about the University and the rights, duties, and responsibilities that are assigned to all faculty members at Sagrado, who are assigned to the Vice President for Academic Affairs (VPAA). It also provides essential information on regulations and policies whose content is related to faculty members and which interfere, to some extent, in the teaching-learning process.

II. THE UNIVERSITY: GOVERNANCE AND ORGANIZATION

a. The University

Sagrado is a Catholic, independent, co-educational, non-profit institution located in Santurce, one of the most central sectors of the San Juan metropolitan area. The University, faithful to its mission based on the teachings and ecumenical orientation of the Catholic Church, stimulates and facilitates the integral development of the person spiritually, morally, intellectually, socially and physically for a life of service to society. Its curricula are based on a central core of general education courses because it is understood that these provide the student with the best preparation for life, both personal and professional.

The basic training in different disciplines and areas of human knowledge allows the student to be prepared for the world of work. The training that our students receive prepares them to perform in the job market. In this way, the University also attends to all aspects of humanistic education.

b. Historical data

Sagrado had its origins in the elementary school established in 1880 by the Religious Order of the Sacred Heart in the city of San Juan, Puerto Rico. Later, at the beginning of the 20th century, they acquired the Conde de Santurce estate and established themselves on the land that today forms the university campus. Some of the relevant historical milestones are the following:

- 1935 – The Government of the Island issued the Charter of Foundation, by virtue

of which the Sagrado Corazón University College was established.

- 1939 – The first academic degrees are conferred.
- 1970 – The Sisters opted to cede the property and the government of the Institution to a Board of Trustees composed mainly of lay members. This resulted in a remarkable growth in academic offerings and student recruitment.
- 1972 – The Board of Trustees approves that the University definitively adopt the character of a coeducational institution open to the Puerto Rican community.
- 1976 – The Board of Trustees officially authorizes the use of the name Sagrado Corazón University.
- 1985 – The University establishes the first three graduate programs leading to the master's degree in Business Administration, Communication and Education.
- 1990 – A project to reduce the size of the undergraduate enrollment was initiated in order to promote a more personalized education.
- 1998 – The *Centro de Vinculación Comunitaria* is created with the purpose of developing academic activities oriented to support the social and administrative management of non-profit organizations. From an observation experience to a consulting one, students contribute to transform social organizations and communities.
- In 2000, the development of distance education and the establishment of initiatives such as the Innovation Center, the Institute of Musical Arts and Studio Lab began.

c. **Mission and vision**

Mission

To educate people in intellectual freedom and moral conscience, willing to participate in the construction of a more authentically Christian Puerto Rican society: a community of solidarity in justice and peace.

Vision

To offer a unique academic project, an innovative educational experience in which the classroom is the world, in an environment characterized by a community life of excellence and based on the principle that the human being and Christian values are at the center of the project.

D. Organization of the University

a. Board of Trustees

Sagrado is governed by a Board of Trustees, which is responsible for, among other things: overseeing the fulfillment of the Institution's objectives, approving the strategic plan, considering how much is related to the educational philosophy and establishing ways to manage institutional assets. It is also responsible for appointing the President of the University, as well as confirming the appointments of the Vice Presidents and principal officers of the Institution.

b. University Officers

a. President

The President of Sagrado is appointed by the Board of Trustees as the chief academic and administrative officer of Sagrado. His/her primary responsibility is to direct the Institution and to ensure that the objectives of the Institution are met. He/she is responsible for hiring the academic and administrative personnel in accordance with the established norms. He/she convenes and presides over the meetings of the Senate, the Academic Board, the Administrative Board and, in discharge of his/her responsibility, submits periodic reports to the Board of Trustees concerning the operation of the Institution.

ii. Vice Presidencies

Academic Affairs

Develops and establishes standards to implement institutional policies related to academic program evaluation and accreditation, assessment, and related faculty matters, including recommendations to the President on faculty evaluation.

Dean of Student Affairs

Creates and institutes standards to enforce institutional policies related to student activities that support the academic management of Sagrado. Actively participates with the Student Council, student associations, councils, resident students and with the assessment of activities focused on student life.

Enrollment Management

It manages the enrollment and financial aid process with the purpose of supporting the admission, retention and graduation processes of our students. This unit merges the areas of Integrated Assistance, Registration and Recruitment, and Admissions.

Organizational Development and Human Resources

She develops and manages initiatives that contribute to and ensure the Institution's compliance with local and federal labor laws and regulations, as well as the management of its human resources to achieve their highest potential. In collaboration with Sagrado's executive team, she contributes in the areas of organizational design, change management, talent acquisition, leadership development, employee relations, training and development, compensation and benefits, performance management, health and wellness. In addition, he is responsible for security on the university campus and the Continuing Education area that offers short courses and seminars to the external community.

Finance and Operations

Advises on the proper use of available funds and on the control of direct and indirect costs. Likewise, it identifies mechanisms for the generation of income to support the fiscal health of the organization. It also develops operating and capital budgets.

University Relations and Development

Advances Sagrado's institutional project through its three components: development, alumni and the private scholarship program. The vision is to foster a culture of philanthropy among graduates, the private sector and Puerto Rican society that favors support for Sagrado's educational project.

III. THE FACULTY

a. Definitions

1. Faculty

Body composed of personnel who teach courses and lectures organized and grouped according to the specific type of knowledge or discipline. It is divided into full-time

faculty and part-time faculty. Full-time faculty make up the University Senate.

2. Cloister

It is composed of all personnel with academic rank and regular appointment. In addition, they belong to the Senate:

- the President of the University, who presides over this body
- the Executive Vice President for Academic Affairs
- the Associate Vice President for Academic Affairs
- the Vice President/Dean of Student Affairs
- the Vice President for University Relations and Development
- the Vice President, Finance and Operations
- the Director of Academic Research, Licensure and Accreditation (*ex officio*)
- the Director of Institutional Appraisal and Intelligence (*ex officio*)

3. Full-time teaching staff

All University personnel with academic rank or its equivalent who perform functions of teaching, directing or coordinating academic activities or supporting institutional management, namely:

- Teacher with classroom rank
- Staff with rank in administrative tasks
- Librarians
- Student Support Program Teachers

4. Teaching staff with annual contract

Professors hired for a defined period of one year with a basic academic load of 15 credits per semester or academic session¹, to cover a specific need in a discipline of study. The contract may be renewable up to a maximum of three (3) years. At the end of the third year, institutional needs will be evaluated to determine if the professor should occupy a regular teaching position.

5. Administrative teaching staff

Full-time faculty members who are discharged for a maximum of 15 credits to fill a position of an administrative nature. While occupying the position, they will retain their

faculty status and accompanying benefits. They may be considered for promotion in rank provided they meet the requirements identified in *the Faculty Evaluation and Promotion in Rank Manual*.

6. Administrative teaching

Administrative personnel who offer up to a maximum of 6 credits per semester or session outside their regular work schedule. In exceptional cases, they may provide teaching support or offer courses during administrative hours as long as it is part of their job description. The administrative teaching staff is not part of the faculty.

7. Part-time contract teacher

Professors hired for a defined term of one semester/trimester with a maximum academic load of no more than nine (9) credits. Part-time faculty members are not part of the faculty.

8. Academic Distinction

It is awarded to a Sagrado professor, after his/her teaching career has been characterized by excellence and significant contributions in artistic research/creation and/or public service. The President, with the approval of the Board of Trustees, awards this distinction upon the recommendation of his/her academic unit.

9. Professor emeritus

Distinction granted to a faculty member who has retired from the professorship, after 12 years or more of distinguished service to the Institution. The President, with the approval of the Board of Trustees, appoints the professor emeritus, upon recommendation of the academic unit where he/she served and following the established procedure. The name of the professor emeritus will be recorded in the Institutional Catalog during the term of his/her life.

10. Visiting Professor

A person of great national or international prestige, recognized by the academic community, who is invited to teach courses or seminars for credit. Usually hired for a specific academic term.

11. Visiting Lecturer

A person with a particular expertise who may be hired for a specific period of time to carry out tasks such as: giving lectures, workshops and/or conferences.

¹ A graduate level teacher with an annual contract will have at least two sessions to complete his/her basic academic load.

b. Academic rank and position

The academic ranks are a distinction of the academic activity in its teaching, research, creation, service and professional development phases. The granting of rank is not an automatic right acquired by seniority, but a distinction for the quality of service rendered to the academy and the University. All years of service at Sagrado as regular contract faculty shall be credited for purposes of promotion in rank.

The recognition of academic ranks acquired in other institutions will be carried out upon the recommendation of the Vice President for Academic Affairs, once each particular case has been evaluated. The recognition of academic ranks will be awarded at the time of recruitment of the professor. Professors who are hired with a doctoral degree will be automatically awarded the rank of Assistant Professor. Those full-time professors who achieve their doctoral degree after being hired, may be subject to the process of promotion in rank once they complete four (4) years at the current rank.

1. Instructor

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

2. Assistant Professor

Distinctive rank that responds to the recognition of an excellent performance of the educator within his/her academic community after five (5) years as Instructor and/or those professors to whom this rank is conferred by virtue of their doctoral degree. In both circumstances, teachers are obligated to comply with the dimensions of the range, 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 committees of his/her academic unit, as well as institutional committees.
- c. Participate in the curricular development of their discipline.
- d. Participate as a resource in presentations, forums, workshops, exhibitions, symposiums, lectures, 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. Participates prominently in university community processes and in committees of his/her academic or institutional unit.
- c. It 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.

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 strong educational background professional who evidences continuous professional development in his or her discipline or those that are part of the university's curriculum.
- b. He/she is an academic leader in his/her discipline with a performance as a faculty member.
- c. Possesses extensive experience as a researcher or creator that evidences through publications or other recognized manifestations in their discipline
- d. Shows commitment to service to academia and the community university.
- e. He is recognized among the academic community for his intellectual

leadership.

c. **Profile of the full-time and part-time university teacher**

1. Knows and respects the mission, vision and philosophy of the institution and keeps them in mind in the academic activities under his/her charge, as well as the Catholic character of the University, its goals and objectives.
2. Knows the goals and objectives of their academic program and incorporates them into their course activities, observing curricular and institutional policies.
3. Get to know the University's cross-cutting institutional projects and incorporates those that correspond to the disciplines it teaches, according to the Strategic Plan.
4. Mastery of the subject matter assigned to teach and is maintained updated in the advances in their area of specialty from a critical and global perspective.
5. Knows the different learning styles of the student and applies this knowledge to academic activities and teaching strategies in their courses.
6. Promotes and facilitates the academic and professional training of the students.
7. It contributes to the design and updating of the curricula that correspond to the study program it teaches from an interdisciplinary perspective consistent with a comprehensive humanistic education.
8. Promotes and facilitates the development of its students as citizens with social responsibility and community involvement.
9. Promotes among its students the competence of entrepreneurship from the point of view of their area of specialty.
10. It incorporates methodologies that achieve relevance, personalization and participation of its students, including emerging digital technologies to achieve the desired learning levels in its students.
11. Uses a variety of procedures, instruments and techniques when evaluating periodically assess their students' learning in accordance with institutional policies for assessment.
12. Treats its students fairly and justly.
13. Manages time efficiently and effectively, and concentrates efforts on

- curricular priorities, challenging students through homework, projects and assignments that facilitate their professional growth.
14. It promotes, as appropriate to the disciplines it teaches, quantitative skills, financial literacy, oral and written communication in Spanish and English.
 15. It promotes the use of research and critical analysis as a methodology for learning.
 16. Is capable of adequately channeling situations related to the affective and emotional areas that arise with students in the classroom.
 17. Demonstrates responsibility, solidarity, and a sense of fairness in decision-making processes affecting students and faculty.
 18. Reflects an ethical commitment in professional, personal and community performance.
 19. Demonstrates respect for diversity in all its manifestations with his or her colleagues and students.
 20. Recognizes that all students can learn and promotes learning adjusted to students' possibilities, strengths and areas of development.
 21. Stimulates the development of ethical values in its students.
 22. Cares about his/her professional development and is receptive to feedback from peers and students.

d. **General duties of the faculty**

Any policy established in this regard is hereby repealed as of the effective date of this Manual:

1. To know and respect the philosophy, mission, goals and objectives, as well as the Catholic confessional character of Sagrado.
2. To know, respect and observe the statutes, regulations, policies and academic and administrative rules of Sagrado.
3. Observe and comply with Sagrado's Code of Ethics. A copy of this code will be is in Appendix 1.
4. Inform students about their academic progress during the period established in the academic calendar.
5. Report students' grades to the Registrar's Office, according to stipulated in

the academic calendar.

6. Record a grade of incomplete when the student has not completed a course evaluation, provided there is a valid excuse, accepted by the professor.
7. Record a grade of FW when a student who enrolls in a course, attends at least one class or academic activity and discontinues attendance without meeting the academic requirements of the class or officially withdrawing.
8. To develop knowledge in general and of their discipline in particular.
9. Use diverse and varied teaching strategies that incorporate methodologies that make learning relevant, participatory and personalized.
10. Design and use a variety of effective individual and group learning experiences, taking into account face-to-face or virtual teaching methods.
11. Expand access to knowledge to academically impact students through new technologies.
12. Integrate the knowledge and professional expertise of the discipline to the experience teacher.
13. To develop the integral formation and critical capacity of students so that they can face the challenge of contributing productively and creatively to society as agents of change and as responsible professionals.
14. Assume and promote in students a commitment to self-improvement, intellectual, cultural, and ethical aspects of Puerto Rican society.
15. Orient students, at the beginning of each course, about class objectives or topics of study, readings and other work requirements, texts and other teaching aids, evaluation methods and other aspects related to the development of the course, beyond what is established in the syllabus.
16. In all courses a minimum of four evaluations must be administered during each academic session, of which one will be a partial or general final.
17. The final evaluation will be worth no more than 30% of the total course grade as established in the 2002-01 Certification.
18. Comply with the syllabus of the courses I teach.
19. Comply in a timely and regular manner with the work program in accordance with the regulations in force for this purpose. Absences, except in case of emergency, must be previously authorized by the Director of the

respective academic unit, providing that teachers shall take the necessary measures to make up for their absences from class.

20. Comply with your office hours.
21. Sagrado does not have a general policy requiring the recording of student attendance in all courses in an academic session. During each *census* period, faculty have the duty and responsibility to record student attendance in courses using the University's learning management system attendance record, following the process set forth in Article IV, Section 10.
22. All written communication between professors and students must be carried out through institutional e-mail.
23. Participate actively and effectively in the learning assessment process and institutional research processes.
24. The instructor who teaches hybrid or fully online courses should certify in the platform in use and comply with the following requirements: add didactic materials, carry out the corresponding virtual evaluations, schedule the activities associated with the course and maintain virtual and/or face-to-face communication with the students.
25. Full-time teachers shall, in addition:
 - a. Dedicate a minimum of one hour per course to attend to students. The professor must fill out the institutional sheet provided in each academic unit for this purpose. He/she should post this schedule in his/her office on a semester/quarterly basis and provide a copy to the administrative assistant of his/her academic unit.
 - b. Develop courses that integrate other disciplines.
 - c. Reflect on and transform the pedagogical and methodological paradigms.
 - d. Participating and working in the activities of groups and associations related to their field to update and complement their formal education.
 - e. To occupy administrative teaching positions, when required and available.
 - f. Accept teaching assignments during the hours the session meets.
 - g. The following are not included in the regular teaching duties, without additional compensation, if necessary to complete their regular teaching

duties.

- h. Participate in those institutional or academic unit committees or bodies to which he/she is elected or appointed.
- i. Keep abreast of new trends in their field by incorporating recent research relevant to their discipline.
- j. Participate in activities that strengthen their academic and professional development within and outside of Sagrado.
- k. Keeping informed about developments in the field of and improve their teaching-learning strategies.
- l. Participate in the activities and meetings of the Senate and their unit The President, the Executive Vice-President for Academic Affairs and the Director of his/her academic unit, as well as at graduation ceremonies and institutional ceremonies previously appointed by the President, the Executive Vice-President for Academic Affairs and the Director of his/her academic unit.
- m. The professor must submit and discuss the work plan with the Director of his/her academic unit at the beginning of each academic year. It must be aligned with the institutional strategic plan and that of his/her academic unit. In addition, he/she must submit a report of tasks performed at the end of the academic year.
- n. Not accept full or part-time employment with another company, including any other academic institution, which may interfere with the faculty member's primary responsibility or with the faculty member's expected presence on campus and availability for consultation and exchange with students and colleagues or which may result in a decrease in his/her effectiveness in the classroom.
- o. Participate in outside activities that provide the faculty member with valuable experience and knowledge for professional growth and development, that help the faculty member make positive contributions to the University or community, and that are clearly subordinate to teaching, counseling, and University responsibilities.

e. Fundamental rights of the faculty

As a fundamental part of the institutional mission, Sagrado recognizes that the teacher has the right to:

1. To develop their teaching work within a framework of academic freedom, according to defined on page 22.
2. Have a private place where they can properly serve their students.
3. Not to be discriminated against in any way on the basis of age, race, sex, origin, social status, political or religious ideas, physical or mental disabilities, in accordance with the provisions of the Affirmative Action Policy of the institution.
4. Complain about any violation of your rights, as set forth in the complaints and grievances portion of this Handbook.
5. Maintain the privacy of your personal life.
6. To engage in lawful activities outside of Sagrado in the exercise of his or her constitutional rights as a citizen, even when these are controversial.
7. Select and implement teaching strategies that you consider appropriate to their teaching practice.
8. Express their ideas freely.
9. To investigate in the search for new knowledge, as well as to disseminate and discuss the results of research and creative works.
10. Participate in forums and seminars, consistent with their academic freedom.
11. Propose and select lecturers and other human resources to complement academic and extracurricular activities.
12. The full-time teacher shall also have the right to:
 - a. To have voice and vote in the meetings of the Senate and their academic unit.
 - b. To be considered for election to the representative bodies of the Institution and to participate in the election of representatives to such bodies, according to the regulations in force.
 - c. Participate in the processes of academic evaluation and promotion in rank of their academic unit.

- d. To be represented in those institutional educational and training bodies administrative procedures that apply, according to the regulations in force.
- e. To be evaluated according to the norms established by the academic processes.
- f. To be informed, at least thirty (30) days in advance, about the reasons for the termination of their contract, should this occur, or except in extraordinary cases, such as the commission of serious crimes, moral turpitude, sexual harassment or similar acts that affect the best interests of Sagrado.
- g. Require that any decision to grant benefits or privileges be made on the basis of the evaluation of their competencies, merits and experience and respecting the principle of seniority.
- h. Be considered for evaluation for promotion in rank upon reaching five years of age (5) years in the same range, if applicable.
- i. Request academic licenses or releases for study or research and have the request considered in accordance with the availability of funds, when necessary and in accordance with institutional needs.
- j. Request a sabbatical in order to enrich your professional development. Your purpose may be studies or research beyond the degree.

f. Academic load

Any policy established in this regard is hereby repealed as of the effective date of this Manual.

Sagrado recognizes the fact that the services provided by the faculty to the students and to the Institution cannot be systematically and completely accounted for. However, it proposes the following basic contractual obligations for full-time faculty:

1. The regular load of all full-time undergraduate and graduate level professors, regardless of the modality of the assigned courses, is fifteen (15) credits. For justified reasons, and by authorized exception, a full-time professor may have a maximum load of twenty-four (24) credits per semester or

academic session. The following will be considered in the calculation of the academic load: the assignment of face-to-face, hybrid or distance courses, VUHO courses, courses to be offered through independent study and thesis or its equivalent. Also, within the maximum authorized load of 24 credits, the assignment of downloads or the assignment of assignments through credit equivalency will be considered. If during any semester/quarter, a faculty member is unable to complete his/her academic load of fifteen (15) credits, the Director of the academic unit, with the approval of the Executive Vice President for Academic Affairs, may assign him/her some teaching and/or administrative assignment during the same elective year or some other assignment according to the need of the academic unit.

2. The University is not obliged to approve the application of a student. The academic load of the professor's courses may be of a particular modality: face-to-face, hybrid, fully online, among others.
3. Independent studies count as additional load but may not exceed a maximum of 24 credits per semester/quarter and must be approved by the Associate Vice President for Academic Affairs. The load of all part-time professors at the undergraduate and graduate levels, regardless of the type of courses assigned, is nine (9) credits. For justified causes, and by authorized exception, a professor with a part-time contract may have a maximum load of twelve (12) credits per semester or academic session.

g. Number of preparations

Any policy established in this regard is hereby repealed as of the effective date of this Manual.

1. The maximum number of preparations that may be assigned to a full-time professor, both at the undergraduate and graduate level, may not exceed four (4) per semester or academic session.
2. The maximum number of preparations that may be assigned to a part-time professor, both at the undergraduate and graduate level, may not exceed three (3) per semester or academic session.

h. Class schedule assignment

The Director of the academic unit to which the full-time professor is assigned shall have the obligation to assign the class schedule to the professors no less than 30 days prior to the beginning of each semester or academic period. Such assignment shall be carried out in consultation with the professor and taking into consideration institutional and strategic priorities, the specialty in the discipline taught by the professor, his/her academic preparation, as well as the principle of seniority.

In order to complete his/her academic load of 15 credits, the Director of the academic unit may assign up to a maximum of nine (9) additional credits to said faculty member, taking into consideration the above criteria and the process established in the academic unit. A part-time professor will be hired after the full-time professors and administrative teaching staff have completed their class schedule (including the maximum load allowed), except in courses that require hiring under the mechanism of difficult recruitment or exceptional merit, as detailed in part 111, section L.

I. Discharges and offsets

Sagrado has an academic download program for research, for which academic licenses or downloads are provided. The request will be considered according to the availability of funds and when the research is necessary and in accordance with institutional and strategic needs. The professor whose teaching load has been reduced to conduct research, and has been financially compensated for the same, may not be overloaded. If there is any exception to this practice, it will be evaluated and authorized in writing by the Vice-Presidency for Academic Affairs, considering that there is no conflict with the functions related to the discharge or with the professor's contract.

Also, Sagrado may grant the benefit of academic release for purposes of studies leading to a doctoral degree. This benefit is at Sagrado's discretion and may be terminated at any time, with prior written notice from the Vice President of Academic Affairs. The person who receives this benefit agrees to continue working for the Institution, once he/she completes the doctoral degree, for a determined period of

time equivalent to the benefit received.

J. Academic freedom

Academic freedom is the *search for and transmission of knowledge, free of any unjustified interference, guided by intellectual honesty*. It must be exercised in a climate of tolerance for the ideas and opinions of others without fear of being censured or penalized. The teacher has the space to address controversial issues related to the discipline he/she teaches.

The exercise of academic freedom also requires the teaching staff to keep abreast of the various theories, opinions and innovations related to the topics to be discussed in the classroom, in order to expose those that are of most relevance or impact in a climate of honest and tolerant dialogue with their students.

K. Exceptional merit recruitment

Sagrado's full-time and part-time faculty recruitment process is governed by the criteria and standards established in applicable state and federal regulations. Likewise, it recognizes that there are professionals whose performance is exceptional and who have excelled significantly in their area of specialty, even if they do not necessarily meet the required academic degree requirements. Therefore, the following are the criteria that define the hiring of full-time and part-time professors under the "exceptional merit" mechanism:

1. Professionals whose academic or creative contribution departs from the ordinary.
2. These are cases that require the hiring of highly specialized and difficult-to-recruit personnel.
3. The position requires the hiring of a multidimensional and interdisciplinary staff.
4. The contracted personnel have proven professional experience in the academic discipline in which they will be offering courses. In which case, such a request must be accompanied by a justification addressing the criteria described herein.
5. The contracted personnel have taught courses in the academic discipline at other academic institutions accredited by the Puerto Rico Council on

Education (CEPR) and the Middle States Commission on Higher Education (MSCHE).

6. Each case of hiring teachers for exceptional merit must be evaluated individually and include evidence of the person's accomplishments and support the case.

It is the responsibility of the Vice President for Academic Affairs to determine whether or not to hire a professor for exceptional merit.

L. Licenses

It is understood that receiving any of these leaves of absence or financial aid represents a privilege enjoyed by the beneficiary, therefore, they will be granted to professors who have shown their commitment to the philosophy and mission of the Institution, as well as to the academic unit to which they belong.

- a. Paid leave with pay, academic aids and academic downloads for study purposes

Criteria for granting licenses with salary, financial aid and discharges

The following are included in the list of academic programs:

1. Time of service rendered to the Institution
2. Commitment of the professor to the Institution, active participation in activities, in committees, availability for service
3. Dedication to their teaching duties
4. Real possibilities of completing studies
5. Acceptance at accredited universities
6. Relevance and necessity of the studies for the development of the academic unit and the academic programs.
7. Impact of their absence for the academic unit
8. Availability of institutional funds
9. Grants or licenses previously received
10. Financial need of the applicant

11. Recommendation of the Director of your academic unit
12. The recommendation will be finally evaluated by the Executive Vice President for Academic Affairs or his/her designee.

b. Sabbatical License

The sabbatical is an academic interlude for professional development through extensive and uninterrupted research, study, preparation for publication, creative work, and/or teaching experience at another institution. The Sagrado sabbatical program is available to full-time faculty. It will extend for one semester at full pay, with the possibility of renewal for a second semester at half pay. The sabbatical may be used for post-doctoral studies, research, writing or other creative work that contributes to one's personal growth and endeavors as a scholar and teacher. The sabbatical may also be used for teaching or to combine teaching and research at another host institution, with the approval of the Vice President for Academic Affairs.

To be eligible for the sabbatical, the professor must hold the title of professor or associate professor. He/she must have completed six years as a full-time professor at Sagrado. After returning from a sabbatical, the professor may apply for a second sabbatical in the sixth subsequent academic year. At the end of the sabbatical, professors must show the work they have done, whether it be film or painted works, scripts, texts, scientific research, academic articles, among others. The professor must demonstrate his/her efforts to have his/her work exhibited or published.

c. Unpaid leave

Unpaid leave of absence -by extraordinary means- may be granted for reasons other than the continuation of studies. The reasons for granting such leave must be stated and justified. Unpaid leave of absence approved for studies, exchange programs and academic research shall be considered as part of the years of service to Sagrado.

The criteria for granting leave without pay is as follows:

- i. The University undertakes to reserve the beneficiary's place. This entails indirect costs, since the Institution cannot dispose of the place for the period in which it is reserved. Consequently, by ordinary means unpaid leaves of

absence will be granted only for study purposes to professors whose dedication to teaching and service to the Institution make them worthy of such privilege. The corresponding evidence must be submitted, as well as the recommendation of the Director of the academic unit.

M. Full-time and part-time faculty evaluation

The main objective of the faculty evaluation process is the professional improvement of professors in all areas of academic performance. This process is detailed in the *Faculty Evaluation and Promotion Manual*.

N. Full-time and part-time faculty professional development.

The professional development program of the Sagrado Corazón faculty aims to promote the improvement of teachers through an annual program of activities. This process is detailed in the *Faculty Professional Development Manual*.

O. Institutional committees with faculty representation

a. Academic Board

The Academic Board is the official forum related to faculty management. As a legislative and advisory body, it determines the general orientation of teaching and research programs and establishes general requirements for admission, promotion, retention and graduation of students. It is composed of a delegation of faculty elected by the faculty members, as well as student representatives selected by the student body and *ex-officio* members of the university administration. The term of office of the participants is two (2) years.

i. Composition

The following standing committees of the Academic Board shall be established at the first regular meeting, in accordance with its Rules of Procedure:

1. Curriculum Committee
2. Student Affairs Committee
3. Rules Committee
4. Planning and Development Committee

5. Faculty Committee
6. Agenda Committee

b. Administrative Board

The Administrative Board brings together representatives from the management, teaching, non-teaching and student sectors. It acts as a body that reviews, approves and presents its recommendations on the institutional strategic planning regarding administrative and financial aspects, within the current institutional framework.

- i. Composition
 1. Institutional Planning Committee
 2. Human Resources Committee
 3. Rules Committee
 4. Agenda Committee

Committees, with the exception of the Agenda Committee, must have a minimum of three Board members and may not be chaired by *ex-officio members*. The members of these committees must select a chairperson, who may be an administrative or faculty member. The Agenda Committee consists of the President, the Vice President for Finance and Operations, and the chairpersons of each of the standing committees. The term of office of the participants is two (2) years.

c. Evaluation and Rank Promotion Committee and Institutional Rank Promotion Committee

The composition, duties and responsibilities of these Committees are detailed in the *Faculty Evaluation and Promotion Manual*.

d. Complaints and Grievances Committee

Complaints filed for violations of the provisions of this Manual will be discussed in accordance with the procedure for hearing complaints. The above does not apply to complaints alleging sexual harassment, which will be discussed in accordance with the policy established by the University for this purpose. You may file a complaint:

- Any professor who believes that a member of the university community has violated his/her rights.
- Any member of the university community who considers him/herself affected by the fact that a professor has violated the provisions of this Manual.

Complaints must be submitted in writing and signed to the Grievance Committee Chairperson within fifteen (15) school days of the alleged violation or from the time the affected person becomes aware of it.

i. Composition

The Grievance Committee shall consist of five (5) persons as follows:

1. One person chosen from among the staff. This person will be selected by the Senate at its first meeting of the year and following the rules for the election of Senate representatives to the Academic Board.
 2. Four (4) professors, with a minimum rank of Associate Professor, to be chosen following the procedure stipulated above.
- ii. The appointments of the persons described above will have a term of office of one year.
- iii. The Chairperson of the Grievance Committee shall be selected by the five (5) permanent members of the Committee at the same Senate meeting at which they were selected.

Procedure

1. Any complaint submitted shall initiate the process.
2. The Complaints and Grievances Committee, after studying the facts set forth in the complaint within fifteen (15) school days after its filing, shall determine whether the complaint merits a continuation of the process. To this end, it shall hold an interview with the persons involved in the case.
3. If the Committee determines that the alleged facts and the harm to the complainant are insufficient, the complaint shall be closed. This decision will be notified to the parties involved. The complainant may appeal this decision to the Vice President for Academic Affairs. In the event that the

decision of the Committee is to the contrary, the complaint and grievance procedure that follows will be continued:

- The Committee shall summon the parties to a hearing to be held within a period of not less than 10 calendar days, nor more than 25 calendar days, computed from the notification to the parties.
 - During any hearing under these proceedings, the respondent may: be accompanied by an advisor or counsel of his or her choice, testify, and to present oral and documentary evidence and to cross-examine witnesses presented against him/her.
 - After the hearing, the Committee will determine whether the respondent failed to comply with the provisions of this Manual or violated any other right of the respondent or any applicable institutional regulation and policy. If so, it shall recommend to the Vice President for Academic Affairs the sanctions it deems appropriate. The resolutions of the Committee shall be notified both to the Vice-Presidency for Academic Affairs and to the parties involved.
 - Any party affected by the decision of the Vice President for Academic Affairs shall have the right to appeal the decision. Appeals shall be made to the President of the University within fifteen (15) school days of notification of the decision of the Vice President for Academic Affairs.
 - All appeals shall be accompanied by a statement of the facts on which the appeal is based and shall specifically allege the errors alleged to have been made. The decision of the President of the University shall be final. It shall be binding on the parties and there shall be no further institutional appeal.
4. Depending on the seriousness of the violations or recidivism in misconduct, one or more of the following sanctions may be imposed:
- Written reprimand.
 - Formal apology from the respondent to the complainant or some other form of redress deemed appropriate.

- Suspension of employment and salary of the defendant for a defined period of time.
- Suspension of employment.

e. Sabbatical Committee

i. Composition

It is composed of five professors or associate professors representing each of the academic units and is attached to the Vice President for Academic Affairs. The academic units will vote to elect the members of the committee. Committee members shall serve for a term of two years and shall not be eligible for reappointment to hold office until two years have elapsed since leaving the Committee.

ii. Responsibilities

1. The Committee will be responsible for reviewing and discussing each of the proposals for sabbatical leave. The Committee members will then interview each of the candidates. At the interview, each candidate will discuss the merits of his/her proposal.
2. The Committee members will rate the proposals in light of the individual's potential for growth in terms of knowledge, creativity and/or teaching ability. In choosing who will receive the sabbatical, the Committee must reach agreement by a two-thirds (2/3) vote of the members.
3. Each year, one or more teachers will be selected, depending on the number of teachers resources available at the University. In the event that two or more professors are equally deserving of a sabbatical, and Sagrado will grant only one, the seniority criterion will be taken into account. In addition to seniority, the professor who has not yet had a sabbatical will be favored over the professor who may request a second (or third, etc.) sabbatical.

f. Faculty Recruitment Committee by Academic Unit

i. Composition

The Committee shall have one representative from each academic area of the

unit. This representative shall be chosen by the faculty of that area and must have a minimum rank of Assistant Professor. The Director of the academic unit shall be an *ex officio* member of the Committee.

Once the need for the recruitment of a professor, with appointment and rank, for an area or program is determined, in accordance with the priorities and plans of the academic and institutional unit, and the President approves the corresponding position, the Faculty Recruitment Committee is constituted and the period for completing the recruitment task is established. The Committee shall receive and evaluate all applications and resumes available at the Vice-Presidency for Organizational Development and Human Resources, the Vice-Presidency for Academic Affairs and the academic unit itself.

The recruitment of professors for new or vacant positions will be initiated in each academic unit through the Recruitment Committees constituted by the following by faculty members with rank from each unit. The members of the Committee shall be elected at the first meeting of the academic unit and shall hold office for a period of two (2) years. In the recruitment of the professor, regardless of the type of contract, the Committee shall take into consideration the academic degree of those who have obtained their academic degrees in higher education institutions abroad. In addition, they shall take into consideration the rules of exceptional merit, as applicable.

The part-time faculty recruitment process involves the Director of the academic unit and a professor from the discipline of the faculty member to be hired. The professor identified by the Director of the academic unit will advise in the process.

g. CEINAC Committee

i. Composition

The Director of Academic Research, Licensing and Accreditation chairs the Academic Research Center (CEINAC). At the first Senate meeting, one

representative from each academic unit with a minimum rank of Assistant Professor will be selected. The CEINAC Committee will evaluate, on their merits, all proposals submitted in accordance with the criteria established by the Center.

The evaluation criteria, as well as the structure to be followed by the proposal. These are established by CEINAC and are published in its brochures: *Philosophy and Structure and Academic Download Program for Research*, which can be requested from the Vice-Presidency for Academic Affairs.

h. Disciplinary Board, Complaints and Grievances

The Board is composed of five (5) persons; two (2) members who are full-time professors, who shall be appointed by the President of the University. The term of office is one (1) academic year as established in the Student Regulations.

IV. POLICIES AND REGULATIONS RELATED TO THE FACULTY

This Manual highlights those regulations and policies that impact the work of teachers. It is understood that the teacher should be aware of other student, academic and institutional regulations and policies that apply to him/her.

1. Policy and procedures for recruitment and retention of teachers for new, vacant or substitute positions.

The recruitment of professors for new or vacant positions will generally be initiated in each academic unit through the Recruitment Committees constituted by professors with a minimum rank of Assistant Professor, as explained on page 30. The purpose of this practice is to involve the faculty in the process of identifying, interviewing and recommending candidates for teaching positions.

The Committee shall receive and evaluate all applications and *resumes* available from the Vice-Presidency of Organizational Development and the Vice-Presidency of Organizational Development.

Human Resources, the Vice-Presidency for Academic Affairs and the

academic unit itself.

All applications must include the candidate's academic credentials, *curriculum vitae* and personal and professional references. The Executive Vice President for Academic Affairs may interview and recommend to the Committee other candidates for the position. The Committee shall use academic preparation, specialty and experience in the area of expertise as fundamental criteria for the evaluation process. For the interview and subsequent recommendation, the teacher profile established in this Manual will be taken into consideration, as well as the candidate's interest in service and commitment to the Institution, its mission and philosophy.

Once the Committee has evaluated the academic credentials of the applicants, it shall call for interviews of those candidates who meet the minimum requirements established. After evaluating the case and reaching a decision on the candidate who best meets the desired characteristics, a recommendation will be made to the Executive Vice President for Academic Affairs. If the Vice President deems it necessary, he/she may call the Committee for an interview to discuss the recommendation. At that meeting, or at a subsequent meeting called for that purpose, a final recommendation will be made and reported to the President of the Institution.

Except in cases of exceptional academic merit, the following procedure shall be followed to fill a vacancy:

1. A call for applications will be issued establishing the minimum requirements for the position.
2. All other things being equal, the following will be taken into consideration criteria:
 - a. Candidates from the Institution with experience in the specialty, who hold a master's degree or higher, will be considered. The application must be received with satisfactory evaluations of the candidate by his/her immediate supervisor and/or students.
 - b. Professors with a master's degree or doctorate who have occupied a substitute position, provided they have undergone a satisfactory

evaluation process of their teaching work. In this case, once the Director has ratified the need to fill the position, he/she may consult with the Recruitment Committee, if he/she so desires, about the professors who have been substitutes for two (2) years or more, before making his/her evaluation and recommendation. The Director's recommendation must be ratified by the Executive Vice President for Academic Affairs to authorize the change and terms of hire.

- c. Teachers who have taught part-time with satisfactory evaluations in their teaching work.
- d. For the purpose of recruiting faculty for a substitute position for a term of one (1) year, the Director of the academic unit may consider the matter without the advice of the Committee. However, if there is an intention to renew the contract after the first year, the Director shall incorporate the Committee into the recruitment or contract renewal process.
- e. The positive annual evaluation (satisfactory or higher) of the teaching staff will be a determining factor in the renewal of the contract the following year. Such evaluation shall be based on the following criteria: quality of teaching, fulfillment of teaching duties, dedication to the work of their academic unit and to university service in general, participation in activities within and outside the Institution, interest shown in research and its improvement, and the development of the teaching staff professional. This evaluation should be complemented with information from the Director, students and colleagues in the academic unit.

2. Policy for the protection of copyrights and the use of photocopies or reproductions of works (Appendix 2)

Sagrado prohibits actions that constitute violations of the laws on copyright protection, regardless of the medium used, whether photocopying, reproductions of works or through the use of institutional networks. Any violation of the law carries sanctions that can lead to dismissal or expulsion from Sagrado, depending

on the facts. In the case of faculty publications subsidized and/or published by Sagrado, credit for such material must be given to both the University and the author.

3. Copyright Policy for Distance Education (Appendix 3)

Sagrado supports the creation and production of on-line materials and regulates the reproduction of works protected by law. The University recognizes as a fundamental right of an author the intellectual property of his/her work. It protects any investment in the academic production of its professors and recognizes their authorship and the right to the protection of works produced by their intellectual work.

4. Employee Handbook

It is the faculty member's responsibility to read, know and become familiar with the Employee Handbook, the standards of conduct contained in the Employee Handbook, and all University policies and procedures that apply to all employees. It is also your responsibility to keep yourself updated when changes to these are communicated or promulgated in the future. You are also expected to immediately report any violations to your immediate supervisor or a representative of the Organizational Development and Human Resources Unit.

Violations of the standards of conduct, the Employee Handbook or University policies and procedures will be handled in accordance with the procedure set forth in the Employee Handbook or institutional policies. Failure to comply with the Employee Handbook or University policies and procedures will be handled in accordance with the procedure set forth in the Employee Handbook or institutional policies.

University will result in disciplinary action up to and including termination of employment.

The University reserves the right to modify or rescind any or all of the policies at any time. Such changes will be communicated as necessary and within the normal course of University operations. All policies are available on the University's portal and in the Organizational Development and Human Resources Unit. It is your responsibility to access the portal to read them in detail.

5. Faculty Professional Development Handbook (Appendix 4)

Sagrado envisions faculty professional development as an ongoing process of acquiring competencies related to the discipline, teaching, and learning environment.

6. Regulations for the recognition of higher education degrees

This regulation applies when hiring a professor, regardless of the type of contract he/she holds, who obtained his/her academic degree or title at a foreign university. To do so, the professor must:

- a. He/she will deliver the diploma from the university where he/she obtained the degree so that the administrative assistant of the academic unit can digitally document it.
- b. You must do the same with the transcript of credits for each degree conferred at a foreign university.
- c. At his/her own expense, the professor will apply to a bona fide organization (that specializes in the evaluation process of credentials or academic degrees obtained abroad) for the degree homologation. Once the process is completed, he/she will request a copy of it to be sent to the Director of the academic unit in order to complete the hiring process.

7. Regulations for consulting organizations and course offerings at other institutions

The purpose of this regulation is to provide an instrument that will allow the Full-time professor of the Institution to know the procedures that govern in case of interest in providing consultancy services to organizations and offering courses in other educational institutions.

Any work performed by a teacher on a full-time basis that requires the performance of duties with another organization shall be considered professional consulting, and to receive financial compensation for such work.

In order not to affect their academic obligations to our Institution, any full-time professor at Sagrado who wishes to offer consulting or advisory services to an organization and who is paid for them, must request written authorization from their Academic Director prior to the beginning of the semester or academic period in which he/she will be working interest. The request for authorization must be accompanied

by the period that the requested counseling will last and the schedule in which the services will be provided.

If the faculty member's request is approved, the Academic Director must notify the Vice President for Academic Affairs. The leave will be valid only for the time stipulated in the request for authorization.

Any full-time professor at Sagrado who wishes to offer courses at another educational institution must request written authorization from his/her academic director prior to the beginning of the semester or academic period of interest. The request must be accompanied by an official document stating the schedule of courses to be taught at the institution of interest. There must be no conflict with the schedule of courses at Sagrado Corazón and other activities such as: participation in committees and meetings, among others. The permit will be valid only for the time stipulated in the application.

8. Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA), the Family Educational Rights and Privacy Act (FERPA) and the Family Educational Rights and Privacy Act (FERPA), have been signed into law. The Buckley Amendment, as amended, also known as the Buckley Amendment, is the federal law that protects the privacy of education records. It applies to any educational institution or agency receiving funds under any program administered by the Federal Department of Education. To encourage compliance, it is Sagrado's policy to protect the privacy rights of students. Sagrado maintains the confidentiality of student education records in accordance with the provisions of the Act for all students who have attended the University and all faculty members are expected to ensure that student privacy and the confidentiality of student information is protected.

9. Title IX

In compliance with Title IX of the U.S. Department of Higher Education Act, institutional policies must prohibit discrimination and harassment on the basis of sex.

Federal law establishes protection for students who are victims of harassment, sexual harassment and sexual assault on or off campus, in any academic, educational, extracurricular and athletic activity endorsed by the Institution. Title IX requires educating the entire university community about the rules and policies against sexual discrimination. Title IX provides protection against discrimination or harassment in any academic, educational, extracurricular, athletic, and any other program, activity, or employment offered by an educational institution receiving federal funds regardless of where the activity takes place, on or off campus.

Compliance with Title IX is a requirement for institutions of higher education in order to receive federal funds. Educational programs must be developed in compliance with Title IX. Sagrado must take steps to prevent discrimination and its consequences. Sagrado must disclose the procedures for addressing any complaints. (titulolX@sagrado.edu).

10. Census

Sagrado does not have a general policy requiring the recording of student attendance in all courses in an academic session.

However, the federal Student Financial Aid Program regulations require the University to certify *bona fide* active students who are enrolled and attending each undergraduate and graduate academic session. To perform this certification, the University must conduct a student attendance *census* at the beginning of each academic session. The duration of the *census* depends on the type and duration of the academic session according to the following table:

Academic activity	Census Process
Regular current: undergraduate	2 weeks
Sub-term modality: VUHO	1st week
Sub-term modality: clinics, laboratories, internships, etc.	1st week
Summer 1st (June) and 2nd session	1st week

(July)	
Academic activity	Census Process
Regular current: graduated	2 weeks

During each *census* period, faculty have the duty and responsibility to record student attendance in courses using the University's learning management system attendance record. The University will use these attendance records to issue the certifications required by federal regulations.

After the *census* period, the faculty is not required to keep a record of student attendance, except in those particular courses where for special reasons the University requires that attendance be recorded. The Vice President for Academic Affairs will approve the syllabi for those particular courses where attendance is required to be recorded. In all other courses where attendance is not required to be recorded, each faculty member has the discretion to record or not to record attendance according to his/her own criteria and the objectives of the course.

Courses that because of their nature (e.g., labs or internships) or because the professional accrediting agency requires a minimum number of contact hours (e.g., education, social work, nursing), the syllabi will require that student participation in clinicals, practicums or labs be recorded in order to certify contact hours.

V. **AMENDMENTS, REVISION AND REPEAL OF THE MANUAL**

The need to revise the Faculty Handbook will be evaluated by the Vice President for Academic Affairs and the academic community in a period not to exceed five (5) years or when required by changes in institutional, state or federal policies or regulations. This Faculty Handbook repeals all previous handbooks and any other policies, rules and/or guidelines that conflict with the provisions herein. This document may be amended or repealed by the Board of Trustees of Sagrado. In the event of ambiguity in any provision of this Manual, the University will reserve the discretion to interpret the same according to the purpose for which it was established, the impact on the University's operations


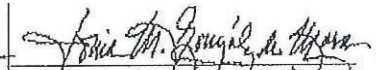
and good faith, except as otherwise provided by law.

VI. VALIDITY OF THE MANUAL

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

Appendix 1: Code of Ethics

CIRCULAR LETTER

 JOSÉ LATME RIVERA, Ph.D PRESIDENTE	 SONIA M. GONZÁLEZ DE MORA SECRETARIA JUNTA DE SÍNDICOS
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CODE OF ETHICS

E/95-007

In harmony with its inviolable and perpetual commitment to the educational philosophy and faith in the Catholic Church, Sagrado Corazón University establishes and adopts this Code of Ethics for its trustees, directors, officers, faculty and administrative employees as these positions are defined in the current bylaws of this Institution.

Recognizing that all members of its educational community are participants in the educational process and act as agents and transformers of Puerto Rican society, the University requires them to be loyal and faithful to the mission and philosophy of the institution at all times. They must therefore avoid any possible conflict of interest. Consequently, they must refrain from accepting gifts or responsibilities or engaging personally or professionally in activities in which there is or could be a conflict between their interests and those of the university community. Their behavior shall be framed within the highest degree of professional integrity and requires a call to encourage this behavior in others.

Based on these principles, the following is established:

1. No trustee, director, officer, employee or member of their immediate families may derive direct personal benefit from any transaction or contract between the University and any of its agents, consultants, suppliers or contractors.
2. No trustee, director, officer, employee or family member may derive direct personal benefit from decisions made or rejected in his or her capacity as an employee of the University.
3. The University shall not procure goods or services from a trustee, director, officer, or employee of the University, from any immediate family member thereof, or from a company or business in which the

aforementioned persons maintain a proprietary interest, if the trustee, director, officer, employee, or immediate family member by reason of position in the University is in a position to directly influence or approve the procurement of the goods or services.

4. No trustee, director, officer, employee or member of their immediate families of the University shall:
 - a) Working in or rendering services as an officer, director, employee or consultant to others post-secondary educational institutions without the prior written consent of the President of the University ad.
 - b) Participate in, be a member of, or have an ownership interest in any organization that has a business or competes significantly with the University, without the prior written consent of the President of the University. Exceptions are those proprietary interests of less than 1% of the assets that may be held in corporations whose securities are recognized in the investment market.
 - c) Use or disclose for their own benefit or that of others, confidential information to which they have obtained access by reason of their work with the University.
 - d) Accepting directly or through members of the immediate family payments of fees, services, privileges or any other benefits from any person or business that is a competitor of the University.
5. Deans, departmental and office directors may not serve as members of a group of managers in administrative capacity or as consultants to any company or business that is a competitor of the University without the prior consent of the University of the President of the University.
6. Trustees, directors, officers, employees, or agents of the University shall not solicit or accepting royalties or favors of monetary or other value from prospective or current University contractors.
7. In any of the above-mentioned circumstances, the trustee, director, employee or member of their families from the negotiation, hiring, voting and participation process between the University and the company to which he/she belongs, the Board of Trustees of the University, the Board of Trustees of the University, the Board of Trustees of the University, the Board of Trustees of the The Trustees may, by a simple majority of the total number of members participating, with exclusion of the abstainer,

approve the contracting with such a company or individual even though it may benefit the trustee, director, officer, employee, or any member of his or her immediate family, if and when the needs of the University so require.

8. Trustees, directors, officers, employees, or agents of the University shall comply with with the Policy to Avoid Conflict of Interest in Contracting with the Federal Government.
9. Any trustee, director, officer, employee or agent conducting transactions, contracts or business dealings on behalf of the University shall observe the Equal Opportunity Policy of race, religion, origin or legally protected status. In addition, it is harassment of any kind is strictly prohibited.
10. All University trustees, directors, officers, faculty, or administrative employees are expected and required to comply with the Beverage Use and Abuse Policy. Alcohol and Drugs in force in the University.
11. All employees are expected and required to comply with and promote the following standards conservation of natural resources and the environment.
12. Violations of this Code of Ethics will be processed in accordance with the procedure established in the Regulations for the Presentation of Complaints of the University.

Appendix 2: Policy for the protection of copyrights and the use of photocopies or reproductions of works

UNIVERSITY OF THE SAGRADO CORAZÓN

<u>POLICY FOR THE PROTECTION OF COPYRIGHTS. AND THE USE OF PHOTOCOPIES OR REPRODUCTIONS OF WORKS</u>	
	POLICY NUMBER: PPDUFR/96 REVISED: June 2010
<p>Universidad del Sagrado Corazón is a non-profit organization, organized under the laws of the Commonwealth of Puerto Rico, which provides for higher education. As an educational institution, Sagrado Corazón University is guided by an equitable spirit and a spirit of openness to pluralistic dialogue.</p> <p>Our Institution is committed to the principle of essential humflrn equality and the laws enacted in this regard. For this reason, it stimulates and facilitates the development of the individual spiritually, morally, intellectually, socially and physically for a life of service to society. The University uses technology in both its educational and administrative processes. In harmony with these principles and the laws that regulate copyrights, this policy is promulgated to regulate the reproduction of works protected by the Copyright Law.</p> <p>The copyright is exercised on original works whose authorship is fixed in a tangible medium of expression. Copyright is exercised over original works whose authorship is fixed in a tangible medium of expression. Within this definition, there are copyrights on literary, dramatic, musical, scientific, technical, choreographic and pictorial works, graphic designs, pantomimes, sound recordings, sculptures, films, photographs, video recordings, audiovisual works, reference works, computer programs, databases and others through institutional networks.</p> <p>The law regulating this right is known as "The Copyright Act of 1976", as amended (Title 17, United States Code). The Copyright Act ("Copyright") grants the copyright</p>	

holder the exclusive right to make, or permit the making of, total or partial reproductions of works, to distribute copies, to prepare derivative versions of the original work, and in other ways, to display, demonstrate or perform his or her works.

Copyright protection exists from the moment the work is first fixed, at the moment of the creation of the work. In the case of works created under a contract of hire for work or service, it is the employer and not the employee who is considered the author. ("*work for hire*").

The "Fair Use Act", within the law, allows with certain restrictions and under limited situations, the production of copyrighted works for educational, critical, commentary, news, entertainment (including multiple reproduction for use in the lecture hall) and research purposes, provided that the reproduction is considered an infringement of the author's rights.

Pam determines whether a production constitutes a "Fair Use" within the meaning of copyright law by examining several factors, among them:

- A. The purpose) character of the use, including whether it is for use of a commercial nature or for non-profit educational purposes.
- B. The nature of the work protected by copyright.
- C. The quantity and extent of the portion of the work reproduced in relation to the totality of the protected work; and
- D. The effect of the reproduction of the work. on the potential market and value of this work protected by copyright.

In order to use protected works, the author's permission or consent must be obtained to copy or reproduce his or her works, regardless of the medium used.

Sagrado expressly prohibits its faculty, staff, students, and contractors who provide services to *the University* from engaging in acts that constitute violations of copyright laws, regardless of the medium used, whether photocopying, reproducing works, or using institutional networks, In the context of sharing (*peer file sharing*), downloading or uploading substantial parts of a protected work without authorization constitutes a

violation of the Law. Any violation of the Law carries sanctions that may lead to dismissal or expulsion from the University, depending on the facts.

Employee Handbook11 in each case.

Penalties Federal Copyright Law

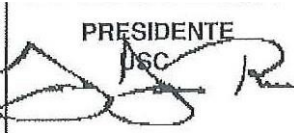
A violation of the Federal Copyright Act consists of the exercise, without permission or authorization, of one or more of the exclusive rights granted to the copyright owner under Section 106 of the Act (Title 17, United States Code). These rights include the right to reproduce or distribute a work protected by the Act.

Penalties for violations of the Act include both civil and criminal penalties. At Generally, any person found in civil violation of the Act may be punished to pay actual damages, or statutory damages which are set at not less than \$750 and not more than \$30,000 per violation. For a willful violation, the Court may award up to \$150,000 per violation. A Tribunal may, in its discretion, include costs and attorney's fees in its determination. For further details, see Title 17, United States Code, Sections 504 and 505,

Willful violation of the Act may also result in criminal penalties, including imprisonment for up to five (5) years and fines up to \$250,000 per offense.

For more information, visit the US Copyright Office's website at www.copyright.gov (there is a Spanish section).

Appendix 3: Copyright policy for distance learning

CIRCULAR LETTER	
INSTITUTIONAL POLICY ON THE RIGHTS OF AUTHOR FOR DISTANCE E DUCATION	 Policy No. DAAE-2001- 002 Effective: August 2001
<p>Universidad del Sagrado Corazón is a non-profit corporation, organized under the laws of the Commonwealth of Puerto Rico, dedicated to higher education. As a Catholic educational institution, the University is guided by a spirit of ecumenism and openness to pluralistic dialogue. It stimulates and facilitates the development of the person spiritually, morally, intellectually, socially and physically, for a life of service to society. Faithful to this mission of educating people in intellectual freedom and moral conscience, Sagrado Corazón University promotes respect for the dignified life of every human being as a basic principle of social and intellectual coexistence.</p> <p>In order to foster an academic environment conducive to the dissemination of a distance education culture, to encourage the creation and production of online materials, and to regulate the reproduction of works protected by law, the University establishes this Copyright Policy under the Distance Education Institute. This policy is closely related to the Policy for Distance Education and the Operational Guide for Distance Education.</p> <p>Distance and has the purpose of outlining the duties and rights of the The Institution's efforts in the development of distance education.</p> <p>The University recognizes as a fundamental right of an author the intellectual property of his or her work. Therefore, as a publisher, it protects any investment in the academic production of its professors and recognizes their authorship and the right to the protection of works produced by their intellectual work. In turn, it coordinates the promulgation of the works produced by the professors, with the</p>	

purpose of facilitating or sharing with the community, as a recipient of the work, knowledge and wisdom of the faculty.

The following is the definition of terms used for the purposes of this policy:

Copyright and Distribution Rights: terms that together make up what the Federal Copyright Act of 1976, under Title XVII, as amended, recognizes as Copyright. Recognizes as **Copyright** This Act recognizes the copyright holder the exclusive power to make, or allow to be made, reproductions of the works (in whole or in part), distribute copies, prepare, prepare, distribute, and distribute copies of the works (in whole or in part), or other derivative versions of the original work and other ways of displaying, demonstrating or presenting their works.

The **Fair Use Doctrine** within the Law permits, with certain restrictions and under limited situations, the reproduction of copyrighted works for educational purposes, criticism, commentary, news, teaching and research without being considered a violation of copyright. This Policy is based on applicable federal and local laws.

Work: any work, generated by University faculty, as defined in the Federal Copyright Act of 1976, under Title XVII, as amended.

Professor: full-time or part-time faculty member of the University.

Online course: all materials in electronic media that are part of an official course (leading to an academic degree) of the University offered (partially or totally) at a distance, including the syllabus and the syllabus.

Materials for a partially or totally distance course: materials in different electronic media, according to the parameters of quantity, quality and formats indicated in the Operational Guide for Distance Education. These materials make up the course syllabus and are available online.

Prontuario: a document approved by the University for a course that officially defines goals, objectives, outcomes, evaluation criteria, syllabus, resources, bibliography and

methodology(ies). It may be developed or revised by one or a group of faculty members. The ownership of a syllabus belongs to the University.

Syllabus: document prepared by a professor in his individual capacity in compliance with the syllabus, which offers the student a particular vision and interpretation of the course. The intellectual property of the syllabus is shared between the author and the University, which is the owner of the syllabus.

University Copyright Policy:

- A. Teachers shall be recognized as having an intellectual copyright for any work created in the course of their teaching activity.
- II. No modifications of any kind will be made to an author's original work without his/her consent.
- III. For those works in which institutional support is involved, the author shall cede to the University, by means of a contract, the exclusive electronic distribution license or by any other means, of the work for a term of three (3) years. If several authors collaborate in the creation of a work, even at different times, all authors shall assign to the University the exclusive electronic distribution license of the work for a term of three (3) years. The percentage of original work of each author will be stipulated by contract. In the case of distance courses, the three years will be computed from the date of final certification of the course by the Department to which the course belongs. In particular, the author will cede to the University the right to select another professor(s) to offer the course, in case he/she is not available, or more than one section of the course is offered during the semester.
- IV. The University recognizes the author(s) of an online course the right to receive the established royalty compensation after three years if the University offers the course in a different context. For example, in the case where a portion of the course is used as a continuing education course, workshop, etc. The additional compensation will be determined as 15% of the credits received by the University for that course.

V. In the case of an online course:

- a. The University will compensate the author for the intellectual work of authoring the materials for the distance learning course.
- b. The University will compensate the author for the work corresponding to the first and second revision of the course which will be carried out in the two semesters immediately after the creation of the online course according to the scale established and made part of this Policy.
- c. It will be essential that the author reviews and updates the work on the license expiration date. The University may request the author of an online course to revise it in the event that it needs to comply with curriculum requirements or changes that affect its content. In both cases, the University will compensate the author for such revision and will again retain the rights for exclusive distribution of the work for another three (3) years in accordance with the Scale.
- d. The University retains the right to use the materials as a complement and support for a new work in the event that the author is not available for any reason, i.e., it may entrust another professor to develop the course, online using the materials already developed and, in turn, acknowledging its authorship.

VI. If a teacher wishes to incorporate into his or her work a work by a third party, he or she must obtain written permission from the author or authorized agent under the Copyright Act. Such permission may be:

- a. Use limited to a public use agreement and the University may not restrict access to such work.
- b. Institutional use, in accordance with the statutes of this Policy, in which case the University may restrict access to such work.

In the event that such third party (natural or legal) requires compensation to grant the University permission to use and disseminate its work, written authorization must be obtained in advance from the Dean's Office for Academic and Student

Affairs. (see Annex A)

VII. In those works, where institutional support is not granted, the author of the course retains all rights for distribution.

In the case of disputes, the competent forum will be an Ad Hoc Committee constituted by a representative of the Dean of Academic and Student Affairs, a representative selected by the author and another selected by both parties, who will hear the parties and offer their decision. The decision of the Committee will be final and not subject to appeal and will bind the parties.

Sagrado Corazón University is an Equal Employment Opportunity/Affirmative Action (EO/AA) Employer. Any reference in this Policy to gender shall be understood to include both sexes.



Vice-Presidency for Academic Affairs

Evaluation and Promotion in Rank Manual

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I. THEORETICAL FRAMEWORK

Sagrado Corazón University 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, 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 Sagrado Corazón University 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	Development 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 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. (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 (Appendices B2 and C2)
 30. Use your class time effectively. (Appendix 82)
 31. Distribute, distribute electronically or discuss them syllabi or 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 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.

l. 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.



VICEPRESIDENCY OF 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. |
| 4 | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| 3 | Satisfactory | The teacher minimally met the evaluated criterion. |

2	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 professor:

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



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

APPENDIX B1

CLASSROOM VISIT SHEET TO EVALUATE THE WORK OF TEACHERS

Professor's name: _____

Academic Unit: _____

Members of the Academic Unit
Evaluation Committee: _____

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. |
| 4 | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| 3 | Satisfactory | The teacher minimally met the evaluated criterion. |
| 2 | 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 professor:

12. Demonstrated mastery of your discipline. *	5	4	3	2	1	0
13. Treated students with respect.	5	4	3	2	1	0
14. Expressed himself/herself with propriety, clarity and correctness	5	4	3	2	1	0
15. Conducted the class coherently.	5	4	3	2	1	0
16. Stated the objectives or purpose of the class.	5	4	3	2	1	0
17. Used effective teaching strategies to achieve the objectives or purpose of the class. *	5	4	3	2	1	0
18. Made an effort to ensure that students understood the content of the class.	5	4	3	2	1	0
19. Encouraged student participation in class.	5	4	3	2	1	0
20. Encouraged students to express themselves with appropriateness, clarity and correctness.	5	4	3	2	1	0
21. Provided examples that helped to understand the topics presented.	5	4	3	2	1	0
22. Encouraged students to clarify their doubts.	5	4	3	2	1	0
23. Encouraged students to think critically, reflect and apply knowledge.	5	4	3	2	1	0
24. I developed the class in a way that kept the students interested.	5	4	3	2	1	0
25. Related the content of the class to situations pertinent to the socio-cultural reality of the students.	5	4	3	2	1	0
26. Clearly explained the jobs that students would be doing outside of the classroom. *	5	4	3	2	1	0

27. Achieved the objectives or purpose of the class. *	5	4	3	2	1	0
28. Adhered to the institutional schedule established for the class.	5	4	3	2	1	0
29. Used class time effectively.	5	4	3	2	1	0

Total
Average _____

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

Narrative of the class visited:

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
Evaluation Committee: _____

Course: _____

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. |
| 4 | Superior | The teacher fulfilled the evaluated criterion remarkably well. |
| 3 | Satisfactory | The teacher minimally met the evaluated criterion. |

2	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	4	3	2	1	0
31. Treated students with respect.	5	4	3	2	1	0
32. Expressed himself/herself with appropriateness, clarity and correctness.	5	4	3	2	1	0
33. Conducted the class coherently.	5	4	3	2	1	0
34. Stated the objectives or purpose of the class.	5	4	3	2	1	0
35. Used effective teaching strategies to achieve the objectives or purpose of the class. *	5	4	3	2	1	0
36. Made an effort to ensure that the students understood the content of the class. *	5	4	3	2	1	0
37. Encouraged class participation of students.	5	4	3	2	1	0
38. Encouraged students to express themselves with appropriateness, clarity and correctness.	5	4	3	2	1	0
39. Provided examples that helped to understand the topics presented.	5	4	3	2	1	0
40. He urged the students to clarify their doubts.	5	4	3	2	1	0
41. Encouraged students to think critically, reflect and apply knowledge.	5	4	3	2	1	0
42. I developed the class in a way that kept the students interested.*	5	4	3	2	1	0
43. Related the content of the class to situations relevant to the	5	4	3	2	1	0

socio-cultural reality of the students.

44. Clearly explained the work that students would be doing outside the classroom.	5	4	3	2	1	0
45. Achieved the objectives or purpose of the class. *	5	4	3	2	1	0
46. Adhered to the institutional schedule established for the class.	5	4	3	2	1	0
47. Used class time effectively.	5	4	3	2	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:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

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.
4	Superior	The teacher fulfilled the evaluated criterion remarkably well.
3	Satisfactory	The teacher minimally met the evaluated criterion.
2	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:

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

assigned in the course.

19. Reported the results of the evaluations within a reasonable period for the type of evaluation given.	5	4	3	2	1	0
20. Clarified doubts related to the results of the evaluations.	5	4	3	2	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:



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.
4	Superior	The teacher fulfilled the evaluated criterion remarkably well.
3	Satisfactory	The teacher minimally met the evaluated criterion.
2	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:

21.Handed out, distributed electronically or discussed the course handbook or syllabary.	5	4	3	2	1	0
22.Completed the course syllabus.	5	4	3	2	1	0
23.Explained the evaluation system that would be used to measure student performance in the class.	5	4	3	2	1	0
24.Taught classes with the regularity required by the modality of the course.	5	4	3	2	1	0
25.Complied with the institutional timetable established by the course modality.	5	4	3	2	1	0
26.He was available for consultation during his office hours or by appointment.	5	4	3	2	1	0
27.Treated students with respect. *	5	4	3	2	1	0
28.Presented class material coherently. *	5	4	3	2	1	0
29.Developed the class in a way that kept the students interested.	5	4	3	2	1	0
30.Related the content of the class to that of previous classes in a manner that achieved thematic integration of the material in the class course.	5	4	3	2	1	0
31.Made every effort to ensure that the students understood the course content.	5	4	3	2	1	0
32.Provided examples that helped to understand the topics presented in the course.	5	4	3	2	1	0
33.Encouraged students' participation in class. *	5	4	3	2	1	0
34.Facilitated the exchange of ideas among students.	5	4	3	2	1	0

35.Stimulated students to think critically and reflect. *	5	4	3	2	1	0
36.Related the course content to situations relevant to the socio-cultural reality of the students.	5	4	3	2	1	0
37.Clearly explained the work that students would be doing outside the classroom.	5	4	3	2	1	0
38.Evaluated students on the basis of the material studied or assigned in the course.	5	4	3	2	1	0
39.Reported the results of the evaluations within a reasonable period for the type of evaluation given.	5	4	3	2	1	0
40.Clarified doubts related to the results of the evaluations.	5	4	3	2	1	0

Total

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.
4	Superior	The teacher fulfilled the evaluated criterion remarkably well.
3	Satisfactory	The teacher minimally met the evaluated criterion.
2	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	4	3	2	1	0
42. Fulfilled the commitments made when accepting discharges, licenses, coordinating and/or evaluating proposals or other institutional projects.	5	4	3	2	1	0
43. Contributed to the creation, revision and/or updating of curricula, courses and syllabi, complying with the established dates and guidelines for it.	5	4	3	2	1	0
44. Complied with the removal of incompletes, attendance lists and delivery of grades.	5	4	3	2	1	0
45. Attended regularly the meetings of his/her area, academic unit and Senate.	5	4	3	2	1	0

From Appendix B2

		4	3	2		
46. Demonstrated mastery of his discipline.	5	4	3	2	1	0
47. Used effective teaching strategies to achieve the objectives or	5	4	3	2	1	0

purpose of the class.

48. Made an effort to ensure that the students understood the content of the class.	5	4	3	2	1	0
49. I developed the class in a way that kept the students interested.	5	4	3	2	1	0
50. Achieved the objectives or purpose of the class.	5	4	3	2	1	0
From Appendix C2		4	3	2		
51. Completed the course syllabus.	5	4	3	2	1	0
52. Treated students with respect.	5	4	3	2	1	0
53. Presented class material coherently.	5	4	3	2	1	0
54. Encouraged student participation in class.	5	4	3	2	1	0
55. Encouraged students to think critically and reflect.	5	4	3	2	1	0

Total

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:

Teacher's signature:

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
15%	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.

Project development	Disclosure	Total value
.70 x _____	+ .30 x _____	= _____

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
15%	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.

Project development	Disclosure	Total value
.70 x _____	+ .30 x _____	= _____

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:



VICE-PRESIDENCY FOR ACADEMIC AFFAIRS

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
15%	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.
4	Superior	The teacher fulfilled the evaluated criterion

		remarkably well.
3	Satisfactory	The teacher minimally met the evaluated criterion.
2	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:

56.Active participation in committees of the Academic Unit.	5	4	3	2	1	0
57.Active participation in institutional committees.	5	4	3	2	1	0
58.Participation in and/or availability for the organization, development and achievement of activities and projects of the Academic Unit, institutional and external community.	5	4	3	2	1	0
59.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	4	3	2	1	0
60.Participation in professional activities in their field of expertise and/or collaboration in their organization.	5	4	3	2	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
- 15% 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.

4	Superior	The teacher fulfilled the evaluated criterion remarkably well.
3	Satisfactory	The teacher minimally met the evaluated criterion.
2	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:

53. Participated in professional associations in your field of expertise.	5	4	3	2	1	0
54. Participated in academic activities, such as forums, congresses, conferences and workshops.	5	4	3	2	1	0
55. Passed academic degrees, formal courses, continuing education courses or obtained certificates.	5	4	3	2	1	0
56. Participated as a resource in activities related to your field of expertise.	5	4	3	2	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	+ .15 X	+ .15 X	+ .05 X	=	<u>Total</u> X 100 = ____%5
Associate	.70 X	+ .10 X	+ .10 X	+ .10 X	=	<u>Total</u> X 100 = ____%5
Auxiliary	.75 X	+ .05 X	+ .05 X	+ .15 X	=	<u>Total</u> X 100 = ____%5

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

202__ to 202__

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**