

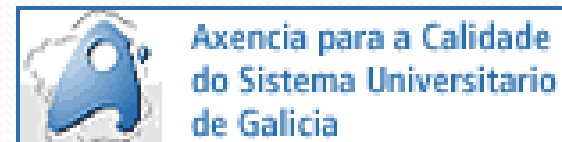
DOCENTIA at the University of La Laguna: A program for teaching performance evaluation, promotion and development.

Model comparison and assessment with the Galicia universities

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1. Framework and general aims for DOCENTIA
2. The DOCENTIA programme: Dimensions, elements & evidences
3. The University of La Laguna DOCENTIA Model
4. Comparative model assessment among University of A Coruña, University of Santiago, University of Vigo and University of La Laguna
5. Conclusions

DOCENTIA. Model comparison and assessment

1. Framework and general aims for DOCENTIA

Launched in 2007 by the university evaluation agencies in Spain.

Aims

To satisfy the university demand for *a model and procedures for ensuring the quality of educational provision by university academic staff* and for *promoting its development and recognition*.

To *promote the enhancement of educational provision through teaching assessment processes conducted by the universities themselves*.

DOCENTIA. Model comparison and assessment

1. Framework and general aims for DOCENTIA

Framework

EHEA Quality Assurance Standards and Guidelines:

“Institutions should have ways of satisfying themselves that the staff involved in teaching students is qualified and competent to do so.”

Spanish Government Royal Decree (1393/2007):

“At the spanish universities the Quality Assurance System must have teaching staff evaluation and improvement procedures in place.”

Conference of HE European Ministers (2009):

Stresses the importance of the teaching mission in universities and the need for a reform in the syllabus centred on enhancing learning outcomes.

Conference on Quality of teaching in higher education. Istanbul. 12-13 October 2009

DOCENTIA. Model comparison and assessment

1. Framework and general aims for DOCENTIA



Goals

To provide *a model and procedures* for the evaluation of teaching performance.

To support *teaching staff professional development*.

To facilitate the *decision making process* in relation to the evaluation.

To contribute towards the *change in university culture* (teaching increased recognition).

To foster a *culture of quality*.

Increased responsibility for the universities (greater decision making capacity): *each university decides on what basis they are to assess their teaching staff and on the subsequent decisions to be taken.*

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2. The DOCENTIA programme

Dimensions



Contexto institucional	Institutional Context
EVALUACIÓN	ASSESSMENT
DESARROLLO	DEVELOPMENT
PLANIFICACIÓN	PLANNING
RESULTADOS	OUTCOMES
DEDICACIÓN	COMMITMENT

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2. The DOCENTIA programme

DIMENSIONS	ELEMENTS	
I. PLANNING OF TEACHING	1. Organisation and coordination of teaching staff	Methods of organisation
		Coordination with other teaching activities
	2. Planning of teaching & learning in relation to the subjects taught	Expected results of learning
		Expected learning activities
		Criteria & methods for evaluation
Teaching materials & resources.		
II. DEVELOPMENT OF TEACHING	3. Development of teaching & evaluation of learning	Teaching and learning activities carried out
		Evaluation procedures applied
III. RESULTS	4. Results in terms of training objectives	
	5. Review & improvement of teaching activity: training and innovation	

Information & Evidences

AREAS TO BE EVALUATED	EVALUATION SOURCES AND PROCEDURES		
	Teaching Staff	Academic Supervisors	Students
Planning	Self-report	Report	Questionnaire
Development			
Results			

Participation of all stakeholders: ¡increases data reliability!

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3. DOCENTIA: University of La Laguna Model

Total score: 100 points.

Favourable: ≥ 50 points.

Excellent: ≥ 80 points

The Model

Division and sub-division	General Description	Points (Max.)
DIVISION 1. TUITION PLANNING		25
1.1 Participation in Academic management bodies	Provision of information about leadership of and participation in institutions, departments, on professional boards or committees concerned with educational related activities.	9
1.2. Tuition planning	Provision of information about the regularity and updating of course programmes/ teaching guides, their suitability, review and level of information contributing to the enhancement of teaching quality.	8
1.3 Coordinating activities	Provision of information about the coordination tasks both relating to the course and between the subjects of the qualification, or about the coordination of exchange programmes.	8

DOCENTIA. Model comparison and assessment

3. DOCENTIA: University of La Laguna Model

The Model

DIVISION 2. DEVELOPMENT OF EDUCATIONAL PROVISION		35
2.1 Ordinary teaching activities	Formal aspects of ordinary teaching activities will be assessed: timetables, tutorials, exams, delivery of results, as well as progress in the programme, corrective measures, etc.	20
2.2 Complementary teaching activities	Activities centred on enriching the subjects, both in their content and in the teaching methods, are to be indicated.	15
2.3 Special teaching activities	Teaching activities not forming part of ordinary activities but which contribute towards enhancing the learning experience will be assessed. 0 Courses: participation in Experimental Pilot Projects on the European Credit System; organisation of events such as workshops, seminars and courses; activities in relation to the transition from secondary to university education, etc.	

DOCENTIA. Model comparison and assessment

3. DOCENTIA: University of La Laguna Model

The Model

DIVISION 3. OUTCOMES AND INNOVATION		40
3.1 Quantitative evidence	Levels of success, efficiency and abandonment will be measured, the latter two in relation to the average for the qualification.	10
3.2 Qualitative evidence	Student satisfaction survey Satisfaction survey among Academic Leaders	20
3.3 Training and innovation in teaching	Training, innovative projects, course design, etc.	10
3.4 Others	Other teaching related merits such as prizes and academic distinctions gained, teaching experience in other prestigious institutions, etc.	

Corrective factors

To standardise the differing realities of the teaching activity among university teaching staff, both the teaching program and the teaching workload will act as *correcting factors*.

Corrective coefficients have been defined for indicators such as content, subject type and level and credit load of the subjects in order to add value to the score for younger teachers, a heavier workload and a greater academic diversity.

The Teacher Correcting Factor

The Subject Correcting Factor

DOCENTIA. Model comparison and assessment

3. DOCENTIA: University of La Laguna Model

The Teacher Correcting factor

Teaching Level: Three levels according to the teaching experience held by each teacher

Teaching activity: Compensates the diversity and load of teaching.

The Subject Correcting Factor

It is used for weighting the result of the success rates, efficiency and abandonment, to compensate to those subjects that are compulsory for first year students and have many students.

It is the average of three indicators:

- Number of students per group
- Type of subject
- Number of first-year courses

DOCENTIA. Model comparison and assessment

3. DOCENTIA: University of La Laguna Model

Participants in the Assessment Process

Teaching staff. Self-evaluation report & supporting evidence.

Academic Leaders: Deans: report with overall teaching assessment.

Students: Surveys on their degree of satisfaction.

Assessment Panel: Indirect, second order assessment report based on the supporting evidence supplied by the lecturer, the relevant academic representative and the students.

Assessment and Quality Enhancement Unit: Technical support and assistance to all various bodies involved.

Analysis and Planning Board: Supplies info from data bases at the ULL.

Deputy Vice-Chancellor for Teaching Staff and Teaching Quality: Genral coordination of the process.

Guarantee Committee: Resolves appeals against the decisions of the Assessment Panel.

Conference on Quality of teaching in higher education. Istanbul. 12-13 October 2009

DOCENTIA. Model comparison and assessment

4. Comparative model assessment



UNIVERSIDADE DA CORUÑA

Faculty: 1385



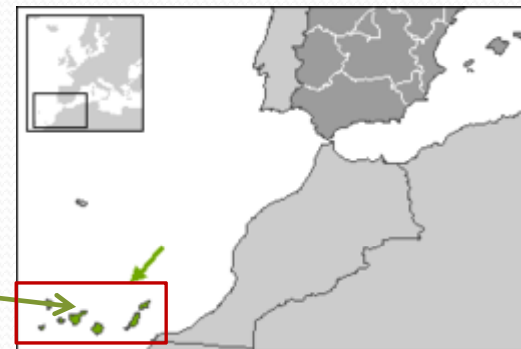
Faculty: 1523



Faculty: 2192



Faculty: 1793



4. Comparative model assessment

Comparison focused on tree dimensions

1. Strategic

- Aims of the assessment
- Scope
- Agents involved

2. Methodology

- Sources and data collection procedures
- Assessment procedure
- Appeals and claims procedures
- Reports

3. Evaluation Results

- Ratings
- Decision-making procedure and consequences
- Results dissemination

DOCENTIA. Model comparison and assessment

4. Comparative model assessment

1. Strategic dimension

Goal

Same in all cases

Continuous teaching improvement; Professional development
Training and Recognition of Faculty excellence

Scope

Significant differences

ULL & USC: mandatory for all faculty after a minimum number of teaching years
UDC & UVI: voluntary, but mandatory annual surveys of student opinion

Evaluation bodies

Significant differences

Galicia universities: A General Evaluation Committee plus five Commissions Assessment (knowledge branch) with 2 external reviewers (from the ACSUG). Students participation allowed.

ULL: A single Evaluation Committee (one member from the ACECAU) plus a Guarantee Commission (teachers claims and appeals).

DOCENTIA. Model comparison and assessment

4. Comparative model assessment

2. Methodology

Sources and data collection

Same in all cases

The self-report has an unique format in ULL and USC

In UDC and UVI, three self-report versions (initiation, 5 years teaching experience; consolidation, 6 to 15 years teaching experience; senior)

Self-reports are qualitative at the UDC; qualitative and quantitative at the USC and ICU and more specific in quantitative terms at the ULL.

Assessment procedure

No significant differences

Compliance in the administrative requirements (call for evaluation; claim period; final decision and dissemination of results and compliance with the provisions of the Spanish Data Protection Act).

DOCENTIA. Model comparison and assessment

4. Comparative model assessment

2. Methodology

Claims procedures

Significant differences

Differences arising from the differences in the evaluation bodies.

First instance reviews are made by the Evaluation Committees (all cases)

Subsequent appeals processed by:

University Board of Government at the UDC

University Rector at the USC and UVI

Committee of Guarantees (Rector and 5 faculties elected by the University Board of Government) at the ULL.

Reports

Same in all cases

Individual report and institutional reports of the overall results evaluation.

DOCENTIA. Model comparison and assessment

4. Comparative model assessment

3. Evaluation Results

Decision-making procedure and consequences *Significant differences*

Galician universities: Defined decision-making procedures and tracking system for the actions. Specific negative consequences at Department or Centre levels (non-participation in calls for aid to teaching, UDC; failure to obtain individual benefits, USC).

ULL: When an unfavorable report, the Committee will make proposals to the faculty to improve teaching; he/her may propose actions which, if approved, will be monitored by the Unit and Evaluation and Quality Improvement.

Rating types *No significant differences*

Excellent, Favorable or Unfavorable.

USC includes a fourth level: "Violation of teaching duties"

Results dissemination *Same in all cases*

Dissemination at institutional level.

Galician universities: An individualized certification results to the ACSUG

There are more commonalities than differences among the designs analyzed: fully implantation of the General DOCENTIA Model.

DOCENTIA only includes the students participation through the assessment surveys. Some universities have student representatives at the Evaluation Commission (beyond the Quality Assurance Standards and Guidelines by ENQA).

Decision making in the case of unfavorable evaluations is the most controversial issue and there are different degrees of development of the models analyzed.

Universities begin to perceive the importance of teaching quality for a competitive university, but in Spain still the professor prestige is mainly based in research merits.

**DOCENTIA at the University of La Laguna: A program for
teaching performance evaluation, promotion and
development.**

**Model comparison and assessment with the Galicia
universities**

Thank you for your attention

Dr. Néstor V. Torres Darias



Isabel Belmonte Otero

