REVISTA INVECOM
ISSN en línea: 2739-0063

University teaching performance evaluation model based on meritocracy

Modelo de evaluación del desempeño docente universitario basado en la meritocracia

Received: 12/05/2026 - **Accepted:** 23/07/2026

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Abstract

The evaluation of university teaching performance is an essential process for enhancing educational quality and fostering faculty professional development. However, in many Latin American institutions, an administrative and fragmented approach still predominates, relying on metrics that often fail to capture the complexity of the teaching practice. This study aimed to propose a Meritocracy-Based University Teaching Performance Evaluation Model (MEDDU), designed to promote a comprehensive, formative, transparent, and contextualized evaluation framework. Adopting a qualitative, socio-critical approach with a projective scope and a documentary-interpretative design, academic and institutional sources were purposively selected and examined. Data were processed using an analytical matrix and qualitative content analysis, combining inductive and deductive procedures. The findings led to the identification of seven core categories that constitute the operational stages of the MEDDU model: participatory diagnosis, process standardization, evidence gathering, organic feedback, technical and computational integration of results, meritocratic strategies, and comprehensive feedback. In conclusion, the proposed model provides both a conceptual and operational framework to orient faculty evaluation toward continuous improvement and the equitable recognition of performance. Its practical relevance and viability warrant further examination through future empirical validation and implementation across diverse higher education contexts.

Keywords: Model, evaluation, meritocracy.

Resumen

La evaluación del desempeño docente universitario constituye un proceso esencial para fortalecer la calidad educativa y el desarrollo profesional del profesorado. Sin embargo, en diversas instituciones latinoamericanas aún predomina una orientación administrativa, fragmentada y centrada en indicadores que no siempre reflejan la complejidad de la labor docente. El objetivo del estudio fue proponer un Modelo de Evaluación del Desempeño Docente Universitario basado en la meritocracia (MEDDU), orientado a promover una evaluación integral, formativa, transparente y contextualizada. La investigación se desarrolló desde un enfoque cualitativo, con orientación sociocrítica, alcance proyectivo y diseño documental e interpretativo. Las fuentes académicas e institucionales fueron seleccionadas intencionalmente y examinadas mediante una matriz de análisis y un proceso de análisis cualitativo de contenido, combinando procedimientos inductivos y deductivos. Los resultados permitieron identificar siete categorías que dieron origen a las etapas del MEDDU: diagnóstico participativo, estandarización del proceso, recopilación de evidencias, retroalimentación orgánica, integración técnica e informática de los resultados, estrategias meritocráticas y retroalimentación integral. Se concluye que el modelo ofrece un marco conceptual y operativo para orientar la evaluación docente hacia la mejora continua y el reconocimiento equitativo del desempeño. Su pertinencia y viabilidad deberán ser examinadas mediante futuras experiencias de validación e implementación en contextos universitarios.

Palabras clave: Modelo, evaluación, meritocracia.

Introduction

The remarkable technological advances of the twenty-first century have reshaped organizational and academic environments in profound ways, demanding competitive management approaches capable of adapting to diverse circumstances and offering pertinent responses to emerging challenges. Within this landscape, people, understood as human talent, constitute a decisive factor, which makes strengthening their capabilities essential for achieving institutional objectives at every organizational level, academia included. Performance evaluation, in this context, emerges as a key process for developing human talent, particularly within Latin American undergraduate universities.

Within this framework, events such as the COVID-19 pandemic and the shift in telecommunications from 3G to 5G have exposed the limited capacity of some academic managers and university faculty to respond to abrupt change (Estrada & Paz Delgado, 2022). This reality suggests that technological transformation has not always been matched by a comparable evolution in academic management and evaluation processes. Such limitations are shaped by multiple factors, including each country's culture and idiosyncrasies, as well as institutional and governmental policies that favor the status quo and constrain initiatives aimed at developing teaching talent (Alvarado Estrada et al., 2021).

Faculty performance evaluation can likewise be understood as a systematic, periodic process aimed at measuring instructors' performance and issuing value judgments regarding the fulfillment of their teaching-related duties and responsibilities (Aravena Gaete & Gairín Sallán, 2021). Its purpose is to verify and give due credit to the educational impact that faculty members' pedagogical and socioemotional competencies have on students, particularly amid the current wave of technological innovation (Valdés Veloz, 2000). The theoretical foundations of this process draw on Peter Drucker's Management by Objectives, whereby clear goals and targets are set in order to later assess their attainment, as well as on the competency-based approach, grounded in evaluation standards defined by senior university leadership and built on formative, participatory, humanistic, and technically multidimensional principles (García et al., 2008).

A teaching performance evaluation model, in turn, functions as a methodological guide for building a management system that links performance evaluation with human talent management. Doing so involves assessing the knowledge, competencies, and values that lend professional standing to teaching work

through a series of sequential stages (Batruch et al., 2023). These stages encompass in-class diagnostic evaluation, staged planning, ongoing evaluative support, feedback geared toward professional development, the implementation of organic training plans, and metaevaluation of the process itself (Sanders Araya, 2025).

Accordingly, the technical evaluation instrument, as the central axis of the proposed model, must be objective, comprehensible, and measurable. It should also be tied to attractive compensation incentives that reflect the meritocratic nature of the process, foster healthy competition, and motivate faculty to pursue ongoing training and continuously improve their performance (Cordero & González, 2016). Applying these principles would make it possible to move beyond purely administrative evaluations and toward assessment mechanisms that genuinely contribute to university faculty's professional development.

Meritocracy, meanwhile, is conventionally understood as an organizational and sociopolitical principle whereby positions of power, status, and wealth should be distributed according to individual talent, ability, and effort rather than inherited privilege (Larsson, 2023). Contemporary academic debate, however, draws a sharp distinction between this theoretical ideal and its effects in social practice, since its outcomes can prove deeply unjust when institutions fail to guarantee genuine equality of opportunity (Dubet, 2021).

Along these lines, Bruni and Santori (2022) point out that meritocratic evaluation of university faculty can produce distortions when it rests exclusively on quantitative criteria such as publication output, since doing so renders invisible relevant activities related to mentoring, teaching, outreach, and institutional management, thereby generating inequities in professional promotion processes (Guzmán-Valenzuela et al., 2023). Recent literature further warns that quantitative merit criteria have fueled hypercompetitiveness and the bureaucratization of teaching, a phenomenon referred to as "academic productivism" (Vera, 2018). This situation reinforces the need to design a comprehensive, formative, multidimensional, and context-sensitive model capable of recognizing, in a balanced way, the different functions carried out by university faculty.

From this standpoint, the present study is justified by the need to strengthen performance management as a fundamental pillar of the university organizational system. Its relevance spans political, social, economic, practical, and epistemological dimensions, given the cultural constraints and the complacency that certain policies can foster within the Latin American university system (UNESCO Office Buenos Aires, 2023). The proposal likewise seeks to place the main stakeholders of the educational process (faculty, students, and academic managers) at the center of the effort, while also taking into account the government bodies involved in higher education governance across the region.

In light of the problem outlined above, this study raises the following questions: Have faculty performance evaluation processes evolved over the course of the twenty-first century? And would a Meritocracy-Based University Teaching Performance Evaluation Model motivate Latin American university faculty to improve their performance and provide quality service to their students? In response to these questions, the objective of this research is to propose a Meritocracy-Based University Teaching Performance Evaluation Model that is objective, fair, comprehensive, and oriented toward continuous improvement, with a view to contributing to quality education and to the satisfaction of the different stakeholder groups involved (Organización Internacional del Trabajo-OIT, 2023).

Methodology

This study was carried out from a qualitative approach with a socio-critical orientation and a projective scope. The qualitative approach made it possible to critically examine how university faculty performance evaluation processes are conceived and implemented, paying particular attention to their limitations, tensions, institutional practices, and potential areas for improvement. From a socio-critical standpoint, the study went beyond merely describing existing evaluation systems and sought instead to put

forward an alternative aimed at transforming faculty evaluation into a fairer, more formative, transparent process linked to professional development.

The study followed a projective design, given that its main purpose was to design the Meritocracy-Based University Teaching Performance Evaluation Model (MEDDU). This type of research begins with an understanding of a problematic situation and moves toward the development of a proposal that responds, in an organized and context-sensitive manner, to the needs identified (Carhuancho Mendoza et al., 2019; Sánchez Carlessi et al., 2018).

A documentary, interpretative design was adopted, carried out cross-sectionally and through successive stages. The units of analysis consisted of scholarly articles, specialized books, academic research, institutional reports, and prior standards and models related to faculty performance evaluation, human talent management, meritocracy, formative feedback, and higher education quality. Sources were purposively selected based on their thematic relevance, conceptual clarity, methodological contribution, and connection to the Latin American university context.

Data collection proceeded through documentary review. Content was organized using an analytical matrix in which the main features of the evaluation models examined were recorded, along with the actors involved, the assessment criteria, the procedures applied, the forms of feedback used, the institutional use of results, and the strategies for recognizing and improving faculty performance.

The information was analyzed through qualitative content analysis. This process combined an inductive reading, aimed at identifying emerging themes, with a deductive reading grounded in the concepts previously developed in the theoretical framework. This dual approach made it possible to identify convergences, differences, gaps, and tensions across the proposals reviewed, as well as to establish the elements needed to structure a comprehensive model for faculty evaluation.

The procedure unfolded across four stages. The first involved a critical reading of the context and of the background literature on university faculty performance evaluation. In the second, the information was coded and grouped into categories related to institutional diagnosis, process organization, evidence gathering, feedback, results management, meritocratic recognition, and continuous improvement. The third stage contrasted the categories identified against the theoretical and methodological contributions of the studies reviewed. Finally, the findings were integrated into a structured proposal, giving rise to MEDDU's seven sequential, interdependent stages.

The model was built with an eye toward coherence among the problem under study, the research objective, the theoretical underpinnings, and the needs identified in the literature. Each stage was formulated on the basis of the patterns and gaps found across the sources analyzed. Participatory diagnosis thus responded to the need to understand the institutional context; standardization brought order to the process; evidence gathering sought to broaden the sources of assessment; organic feedback introduced a formative purpose; technical and computational integration facilitated information management; meritocratic strategies linked performance to recognition; and comprehensive feedback secured the model's continuous improvement.

To strengthen qualitative rigor, criteria of credibility, consistency, confirmability, and traceability were applied throughout. Credibility was supported by cross-checking academic and institutional sources; consistency was maintained through a shared analytical matrix; confirmability was pursued through the authors' joint review and discussion of the categories; and traceability was ensured by preserving the links between the sources examined, the interpretive categories, and the stages incorporated into the final proposal.

Regarding ethical considerations, the study drew on published documents and institutional sources available for academic purposes. The principles of scientific integrity, authorship recognition, proper source citation, and transparent presentation of the procedure followed were observed throughout. Because the

study involved no direct intervention with participants and no collection of personal information, informed consent was not required.

Results and discussion

The results emerged from the qualitative analysis of the selected documentary sources. Reviewing, organizing, and cross-referencing the information made it possible to identify seven core categories related to university faculty performance evaluation. These categories were integrated into the Meritocracy-Based University Teaching Performance Evaluation Model (MEDDU), which constitutes the study's principal outcome.

Rather than merely establishing a performance metric, MEDDU aims to bring about a deep transformation of academic culture toward management grounded in merit, transparency, and continuous professional development. Its seven sequential, interdependent stages are described below in expanded detail, highlighting their components, their interactions, and the added value each contributes to university management.

Participatory diagnosis

The model's starting point is a thorough, participatory diagnosis of the evaluation process currently in place. This stage draws on a situational analysis of the university's academic ecosystem and educational model. During this phase, historical evaluation criteria are identified, the evaluators involved are mapped, and the treatment traditionally given to results is critically examined. In the Latin American context, evaluation is all too often perceived as a mere administrative formality or a punitive exercise.

For this reason, the study proposes that this diagnosis respond to the critical nature of the context by incorporating objective, equitable, and thoroughly technical criteria. The initial findings are meant to feed directly into academic management and to act as a catalyst for faculty motivation. This participatory approach ensures that the voices of all stakeholders (faculty, students, and administrators alike) are heard, laying the groundwork of legitimacy that the model needs to succeed (Sanders Araya, 2025). The diagnosis also encompasses a review of course syllabi, the consistency between stated and actually implemented teaching methodologies, and an initial reading of the working climate within each faculty.

Process standardization

Once the diagnosis is complete, the second stage centers on standardizing the process through the careful planning and organization of the model at every phase. Standardization here does not imply rigidity; rather, it involves creating a clear, predictable frame of reference. The human talent involved in the evaluation process is regarded as essential, and guidelines are therefore established for forming evaluation teams, academic commissions, and review committees.

A crucial aspect of this stage is applying a rational criterion for distributing workload, thereby avoiding the administrative overload that tends to discourage faculty participation. Standardization further involves setting timelines, clarifying roles and responsibilities, and creating standardized protocols of action to ensure a progressive, fair, and effective rollout over the course of the academic semester (Retamozo Ávalos et al., 2024). This guarantees that all faculty are evaluated under the same conditions and by the same rules, eliminating ambiguity and discretionary bias.

Evidence gathering

Evidence gathering constitutes the operational core of the evaluation. It is carried out through the progressive application of the evaluation instrument designed for this purpose. This stage begins with extensive discussion and collegial validation of the aspects to be assessed, ensuring that the indicators genuinely reflect pedagogical, research, and outreach competencies. Designing the technical instrument also involves running prior pilot tests to calibrate the clarity and relevance of its items.

The main outcome of this phase is a robust Faculty Performance Evaluation Rubric that assigns specific weights and detailed scoring criteria to each aspect assessed (Cordero & González, 2016). The model proposes drawing on multiple sources of evidence regarding teaching performance, including classroom observation, portfolio review, self-assessment, student evaluation, and fulfillment of academic responsibilities.

Organic feedback

Far from being a one-way process, MEDDU conceives of feedback as a constructive, formative dialogue. The organic feedback and commitment-building stage is designed around formal feedback sessions scheduled in line with the university's academic calendar. These sessions take the form of structured yet empathetic interviews that aim not merely to report results but to give faculty members genuine feedback on their strengths and areas for improvement.

This dialogue then gives rise to organic, individualized training plans. Socioformation is what sets this stage apart, as it turns evaluation into a genuine tool for human development. By approaching feedback from a constructive standpoint, the model fosters authentic commitment among faculty to strengthen their competencies, close existing gaps, and elevate the quality of their teaching practice (Quiriz-Badillo & Tobón-Tobón, 2019). Mutual improvement agreements are established, under which the institution likewise commits to providing the resources and training required.

Technical and computational integration of results

In the digital age, sound data management is essential. This stage handles the technical and computational integration of results, building on prior discussion and consensus among the evaluation committees. Data drawn from the rubric and from the various sources of evidence are processed through the systematic calculation of stage-specific indicators. The model further envisions simulating, and eventually implementing, an intelligent system, grounded in business intelligence, applied to performance evaluation.

This will enable the digitization, secure storage, and effective integration of all evaluation tools within an institutional dashboard (Soriano Figueroa, 2024). Such computational integration facilitates real-time reporting and the identification of trends at the faculty or school level, while providing academic managers with accurate, timely information for strategic decision-making and dramatically reducing processing times and human error.

Meritocratic strategies

At the heart of the model, and its main departure from traditional systems, lies the direct link between results and tangible meritocratic strategies. These strategies are designed to have a positive effect on faculty performance, cultivating intrinsic motivation to remain competitive and fostering a deep sense of fairness throughout institutional processes.

Meritocratic strategies go well beyond token symbolic recognition; they call for structuring equitable, comprehensive training plans, granting access to research funding, facilitating international academic exchanges, and, crucially, revising compensation packages and financial incentives so that they faithfully reflect both internal equity and external competitiveness (Gajardo-Ibáñez et al., 2020). By rewarding effort, innovation, and teaching excellence, MEDDU breaks with the inertia of the status quo and with complacency, establishing a culture in which academic merit becomes the primary driver of advancement and recognition within the university.

Comprehensive feedback on the process

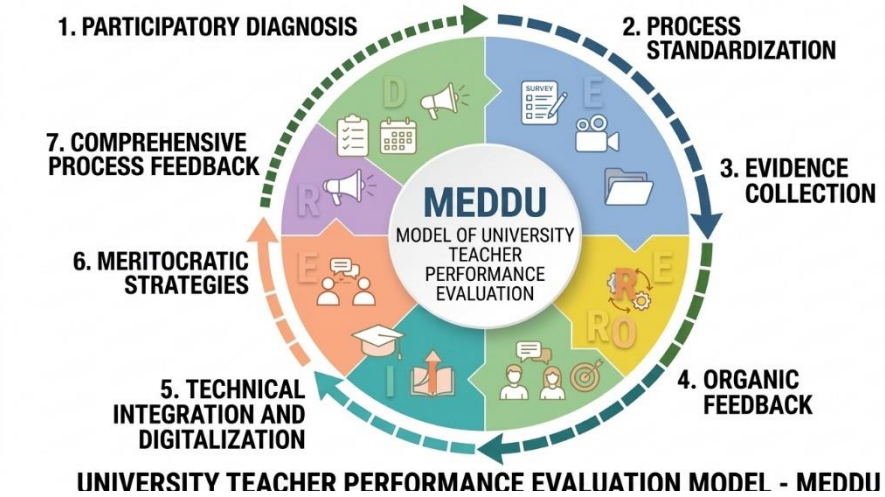
Finally, the model is conceived as a living system in constant evolution. The seventh stage involves comprehensive feedback on the evaluation process itself, serving as the fundamental basis for ongoing

institutional improvement. This phase entails macro-level analysis, discussion, and effective communication of overall results to the entire university community. This review, in turn, informs adjustments and new strategies for each stage of the model in subsequent cycles.

It is this capacity for self-assessment and adaptation that will keep MEDDU relevant over time, allowing it to respond nimbly to whatever academia, technological progress, and society demand in the future (Trujillo et al., 2025). Internal audit mechanisms are put in place to ensure that the instruments do not become obsolete and that the metrics remain aligned with the university's strategic objectives.

The study's overall findings are consolidated below in a graphic representation of the University Teaching Performance Evaluation Model – MEDDU, organized according to the stages outlined above:

Figure 1. *University Teaching Performance Evaluation Model – MEDDU*



The results presented here center on contrasting the study's objectives with the performance evaluation models discussed in the background literature, assessing the impact of the MEDDU proposal in terms of its contribution to the establishment and progressive implementation of its stages.

The analysis of the sources revealed the importance of building in a participatory diagnosis as the model's starting point. The literature reviewed underscores that observing classroom performance, analyzing institutional policies, and involving educational stakeholders all contribute to a broader understanding of the evaluative process. Drawing on these contributions, participatory diagnosis was incorporated as MEDDU's first stage, consistent with Sanders Araya (2025) and lending clarity to institutional evaluation policies in line with the arguments put forward by Corengia et al. (2024).

Process Standardization pointed to the need to design MEDDU's phases in a sequential, structured manner, its main contribution being the organization of human talent around principles of rational workload distribution (Retamozo Ávalos et al., 2024). Evidence Gathering, for its part, underscored the need to formalize this stage through a Likert-scale questionnaire complemented by a comprehensive rubric that weighs quantitative and qualitative aspects of performance in a balanced way (Cordero & González, 2016).

Organic Feedback fosters effective interaction with the faculty being evaluated, one in which results are highlighted and faculty merits duly acknowledged (Quiriz-Badillo & Tobón-Tobón, 2019), feeding into formative feedback aimed at identifying competency gaps (Schildkamp, 2019). Effective Technical and Computational Integration of Results, in turn, underpins the digital, integrated systematization of MEDDU's indicators (Soriano Figueroa, 2024), shortening response times and keeping institutional decision-making well informed (Manzi et al., 2022).

Meritocratic Strategies stem from the finding that faculty recognition dynamics are shaped by

academic rank and contract type, which is why the model designs organic training plans and compensation packages grounded in internal equity and external competitiveness (Trujillo et al., 2025). Finally, Comprehensive Feedback on the Process responds to the finding that contemporary evaluation systems must be oriented toward continuous improvement, offering a flexible structure adaptable to the technological and contextual shifts facing Latin American universities (Napoletano, 2024).

Among the study's limitations are its documentary nature, the purposive selection of sources, the possible interpretive influence of the researchers, and the absence of empirical validation for MEDDU. The model has likewise not yet undergone expert review or been tested through a pilot experience. Institutional bureaucracy, resistance to change, and political conditions should all be considered as potential barriers to its future implementation.

Conclusions

This research achieved its stated objective by designing the Meritocracy-Based University Teaching Performance Evaluation Model (MEDDU). The proposal grew out of a critical analysis and integration of academic and institutional sources concerning faculty evaluation, human talent management, formative feedback, meritocracy, and higher education quality. In doing so, the model addresses the need to move beyond evaluative practices reduced to mere administrative compliance and toward an evaluation that is more comprehensive, participatory, and oriented toward professional development.

The documentary analysis made it possible to organize MEDDU into seven sequential, interdependent stages: participatory diagnosis, process standardization, evidence gathering, organic feedback, technical and computational integration of results, meritocratic strategies, and comprehensive feedback. Together, these stages offer a pathway for understanding faculty performance from multiple dimensions and for linking evaluation to decision-making, ongoing training, institutional support, and the improvement of academic processes.

Meritocracy is framed here as a principle for recognizing effort, competence, innovation, and faculty commitment, rather than as a measure resting solely on quantitative indicators. Incorporating it into MEDDU calls for transparent, multidimensional, context-sensitive criteria that account for the full range of faculty functions: teaching, research, mentoring, outreach, and university governance among them. Merit, from this standpoint, must go hand in hand with equitable institutional conditions and genuine opportunities for professional growth.

The model's socio-critical character is reflected in its intent to turn faculty evaluation into a formative, dialogic process. Feedback is accordingly conceived not as a punitive act or a one-way communication of results, but as a space for acknowledging strengths, identifying opportunities for improvement, and building shared commitments between faculty and university authorities. Technical and computational integration, meanwhile, could help organize information and support more timely decision-making, provided that data are used responsibly, transparently, and in context.

Given its documentary and projective nature, MEDDU's contributions should be understood as theoretical and operational possibilities rather than as empirically demonstrated effects. The study did not involve applying or institutionally validating the model, so it is not yet possible to claim that it directly improves faculty performance, student satisfaction, or educational quality. These relationships will need to be examined in future research.

Future research should validate MEDDU's content with faculty, students, administrators, and university management specialists, and should develop pilot experiences to assess its clarity, relevance, feasibility, and adaptability across different institutional settings. Progressively applying the model will also make it possible to identify necessary adjustments and to determine the extent to which its stages genuinely contribute to a fairer, more formative faculty evaluation oriented toward continuous improvement.

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