



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

TEACHING STAFF ASSESSMENT PROCESS

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Index

1. Introduction	3
2. General information 2002-2005	5
2.1. Data from non-civil servant teaching positions.....	6
2.2. Quarter evolution	7
3. General information 2005-2006	8
3.1. General information and process valuation.....	9
3.2. Data generated for each contracting position.....	10

1. Introduction

Spanish University teaching and research staff in public institutions is divided into two categories: government employees and non-civil servant staff.

Chairs (*Catedráticos*) and Lecturers (*Profesores Titulares*) fall into government employees' category and therefore hold tenure, meaning that they are virtually immune to dismissal and have an appointment for life. Tenure ensures academic freedom but recently a more business-like approach, including performance review, audits, performance-based salaries, etc, has been introduced. Also some permanent (although non tenured) positions have been created by the universities.

A habilitation process qualifies for being admitted as a full professor or chair at non private universities. It is a compulsory requirement before applying to any position belonging to the civil servants' category. This process will soon be replaced by an accreditation procedure¹.

Before 2001, the contracting positions category was only composed by assistant teachers and professionals hired on a part-time basis (*Profesor Asociado*). The University Act, 2001 (LOU) introduced new teaching positions: non-civil servant non-PhD lecturer (*Profesor Colaborador, PC*), post-dissertation doctoral teaching assistant (*Profesor Ayudante Doctor, PAD*) and non-civil servant tenured lecturer (*Profesor Contratado Doctor, PCD*). Not only were this new positions proposed, but also a previous positive evaluation conducted by ANECA, or the competent regional quality assurance agency, was established as a compulsory requirement. ANECA has responsibility for and authority over all Spanish higher education institutions.

Another obligation imposed by this law is that private universities must have at least 25% of their academic staff positively evaluated by ANECA, or the regional competent authority, and in possession of a doctorate degree.

¹ Amendments to the University Act will be passed by the Parliament around end of March 2007.

Apart from some basic requirements as doctoral or academic experience, Regional Governments can set up more specific hiring conditions. Nevertheless, universities themselves are entitled of hiring their own teaching and research staff.

In public Universities, non-civil servants can not represent more than 49% of the total amount of teaching and research staff. In other words, at least 51% of the total should be government employees.

The assessment model for the recruitment of non-civil servant teaching staff is made up of a comprehensive evaluation of the CV, which includes the analyse of four dimensions: research, teaching experience, academic education and professional experience.

Five evaluation committees, corresponding to five areas of knowledge, are in charge of the assessment process: Experimental Sciences, Health Sciences, Technical Studies, Social and Legal Sciences, and Humanities. Each panel is made up of a president, a secretary and 8 up to 10 members. Assessment resolutions are agreed on by all members of the committee, regardless of their specific field of knowledge.

Evaluation committees are summoned to carry out their duty at working sessions previously arranged by ANECA. Applicants´ files are assessed in chronological order, meaning arranged in the order in which the applications were submitted.

Assessment committees shall reach and close collegial agreements on assessment decisions or reports, in accordance with the criteria established in the [Appendix IV of the Resolution of 18 February 2005](#) (Official Gazette nº 54, 4 March 2005), which are explained in detail in the document [Standards and Guidelines for application of assessment criteria](#). Session minutes are drafted after the end of the meeting and then signed by the President of the Evaluation Committee.

The contents of the assessment reports developed separately (per application) by the [assessment committees](#) comprise a brief written summary of the technical decision adopted, specifying the teaching position requested by the applicant as well as the positive/negative character of the assessment or the favourable/unfavourable character of the report. The motivation behind a negative assessment shall be regarded as a useful and significant guideline for the applicant.

ANECA has a three month (excluding August) period, starting from the day of reception of the application form at the Agency, in which to evaluate applications.

This Programme is provided with a procedure for applicants to appeal against negative decisions.

Two years after the establishment of ANECA's teaching staff assessment programme, the procedure undertook some modifications in order to make it easier to use. Main changes were the introduction of public assessment criteria; computerization of applicants, evaluators and managers' work; permanent support and electronic follow-up of the application; and a decrease in the number of copies per application. With only one form is now possible to apply for the four different positions at the same time, while with the old system 6 copies were required for each position.

2. General information 2002-2005

Starting on December 2nd 2002 up to June 30th 2005, ANECA received 20,522 applications for non-civil servant university teaching positions.

Applications were submitted for any of this four contracting positions: non-civil servant non-PhD lecturer (*Profesor Colaborador*), post-dissertation doctoral teaching assistant (*Profesor Ayudante Doctor*), non-civil servant tenured lecturer (*Profesor Contratado Doctor*) and private university teacher (*Profesor de Universidad Privada*).

The total number of applicants amounted to 12,054 people, meaning 1.70 applications per person. From the total of registered applicants 57% applied for one position, 26% for two, 12% for three, and only 5% applied for four.

From the total number of 20,552 applications, 12,289 (60%) were positively assessed, and 8,263 (40%) received a negative result.

During this period 2,323 appeals were submitted against ANECA´s decisions. This figure represents 32% of the total of negative assessments, meaning that a third of the negative results were appealed.

By June 30th 2005, 2,184 claims had been reviewed. Almost one out of four requests (24%) received a final positive decision. Finally, **62% of the applications submitted obtained a positive assessment.**

2.1. Data from non-civil servant teaching positions.

The number of applications assessed is evenly distributed (around 27% or 29%) among three contracting positions, which are non-civil servant non-PhD lecturer (*Profesor Colaborador*), post-dissertation doctoral teaching assistant (*Profesor Ayudante Doctor*) and non-civil servant tenured lecturer (*Profesor Contratado Doctor*). The 15% left belongs to private university teacher (*Profesor de Universidad Privada*).

As you can see on the following chart, the greatest number of applications positively assessed corresponds to the post-dissertation doctoral teaching assistant position (*Profesor Ayudante Doctor*). On the other hand, the smallest percentage corresponds to non-civil servant non-PhD lecturer (*Profesor Colaborador*) and private university teacher (*Profesor de Universidad Privada*) positions. The non-civil servant tenured lecturer position (*Profesor Contratado Doctor*) is slightly over the average.

	Appl.ass.	%	%Ass.+	%App/ass-	App+	%(Ass+app)
PAD	5.889	29%	78%	37%	31%	80%
PC	6.033	29%	49%	27%	22%	51%
PCD	5.637	27%	61%	43%	25%	63%
PUP	2.993	15%	45%	21%	18%	46%
Total	20.552	100%	60%	32%	24%	62%

Appl. Ass.: Applications assessed

% Ass.+: Percentage of positive assessments

% Appeal/Ass-: Appeals percentage over the negative assessments total number

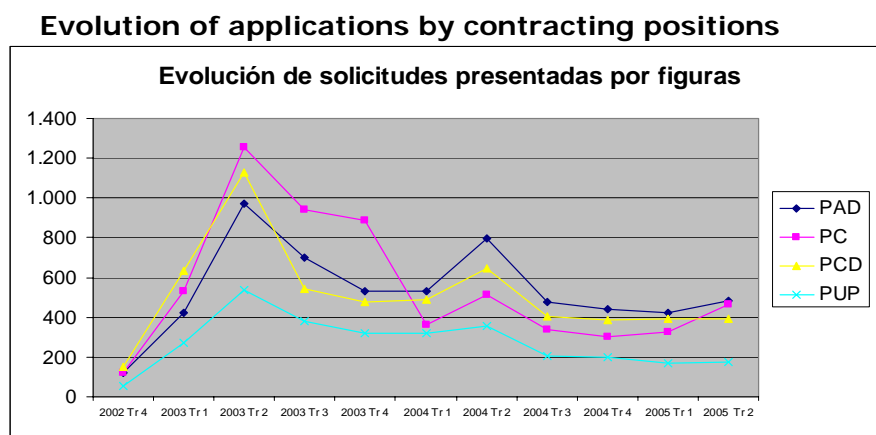
% Appeal +: Successful appeals percentage

%(Ass.+Apeal): Positive assessments percentage including successful appeals

Non-civil servant tenured lecturer position (*Profesor Contratado Doctor*) and post-dissertation doctoral teaching assistant position (*Profesor Ayudante Doctor*) amount to the greatest percentage of appeals and of positive assessments.

2.2. Quarter evolution

As you can see on the following flow chart, the greatest number of applications was submitted during the second quarter. Comparing the first two quarters of 2003 (5.746), 2004 (4.005) and 2005 (2.830), there had been a decrease. Taking 100 as a starting point for year 2003, it had decreased down to 70 in 2004 and down to 50 in 2005.

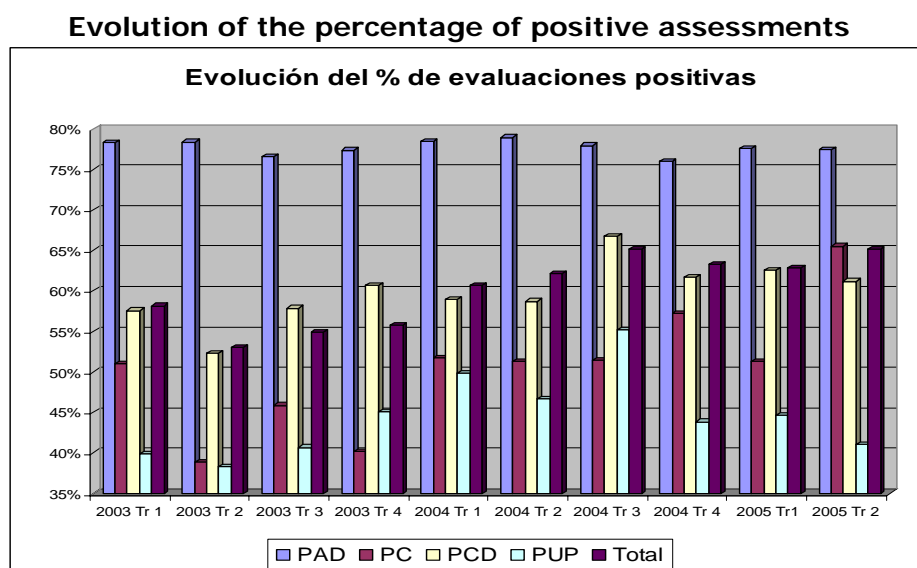


The most requested contracting position in 2003 was non-civil servant non-PhD lecturer (*Profesor Colaborador*), which fell to the third place in 2004 below non-civil servant tenured lecturer (*Profesor Contratado Doctor*) and post-dissertation doctoral teaching assistant positions (*Profesor Ayudante Doctor*). This decrease coincided with the end of a period of transition to the situation of non-civil servant non-PhD lecturer position (*Profesor Colaborador*), accessible to all the areas of knowledge. There was also an upturn at the end of the series certainly also due to the news of the reopening of the latter position to all the areas of knowledge.

Comparing non-civil servant tenured lecturer position (*Profesor Contratado Doctor*) with post-dissertation doctoral teaching assistant position (*Profesor*

Ayudante Doctor), it can be observed that before summer 2003 there were more applications for the former position. This situation reversed after summer 2003.

As can be seen in the following chart, there has been an increase in positive assessments, specially comparing the first four quarters (55%) with the last four (64%).



Apart from the post-dissertation doctoral teaching assistant position (*Profesor Ayudante Doctor*), that remains with a 75% of positive assessments, the rest of the positions show a very similar performance to the previously explained. That is to say, the percentage of positive assessments was greater at the end of the period compare with the beginning.

3. General information 2005-2006

As a consequence of the analysis and appraisal of the results achieved in this Programme along the period January 2002 - June 2005, the aforementioned modifications were introduced and stated in the *RESOLUTION of 18 February 2005*, which can be summarized in:

- Assessment process: public assessment criteria explained in detail and different according to the applicant's profile and his/her area of knowledge, comprehensive analysis of the CV and non-excluding standards.
http://www.aneca.es/modal_eval/pep_nuevo_orientaciones.html.
- Management: electronic application provided for applicants, evaluators and managers; creation of a Coordination Commission and of the position of Secretary for the Committee.
<http://apliweb.mec.es/Solicitud/>.
- Applicant: permanent support to submit the application; previous self-assessment and personal appraisal of his/her CV; electronic follow-up of the application procedure. While the previous procedure required six copies of the documentation and one could only apply for one contracting position per application, the current one enables to apply for the four contracting positions submitting only one copy.
http://www.aneca.es/pep/pep_set.htm.
- Assessors: mixed selection procedure based on quality merits and drawing lots; training on the model received prior to joining the assessment team. Personal motivation of the CV of each applicant, employing a diagnosis schema plus recommendations, underlying its strong points and guiding towards enhancement proposals.
http://www.aneca.es/modal_eval/pep_nuevo_comites.html.

Application of this model started on June 2005. Information presented in this report corresponds to the period January 1st 2006-December 31st 2006.

3.1. General information and process valuation

From January the first until December 31st 2006, ANECA reviewed 8,802 applications, out of which 5,738 (65%) received a positive assessment.

The number of applications-person ratio stood approximately at 1.9.

During that same period 568 appeals were submitted, which represents 19% of the negative assessments, in other words there was a decrease of 13 points comparing

with the data obtained with the previous model. Two factors contributed to this significant reduction: the previous knowledge of the assessment criteria and the emphasis that the committees put, in case the result is negative, on drawing up the personalized motivation of each applicant's CV emphasising his/her strong points and guiding towards enhancement proposals for his/her professional career.

From the total of appeals reviewed, 26% received a positive result. The total percentage of **applications that received a positive assessment was of 67%**, appeals successfully reviewed comprised.

3.2. Data generated for each contracting position

The total amount of applications assessed was distributed on the following way: more than one third corresponded to non-civil servant non-PhD lecturer positions (PC), and around one fifth to post-dissertation doctoral teaching positions (PAD), non-civil servant tenured lecturer (PCD) and private university professor (PUP).

As you can see on the following chart, the greatest number of positively assessed applications corresponded to PC positions, and the smallest to PUP positions, **being 72% the percentage of applications for public universities positions.**

	Sol. Ev.	%	% Ev. +	% Rec/Ev. -	%Rec +	% (Ev + Rec)
PAD	1.946	22%	68%	21%	26%	69%
PC	3.105	35%	75%	24%	33%	77%
PCD	1.919	22%	67%	25%	22%	69%
PUP	1.832	21%	44%	9%	14%	45%
Total	8.802	100%	65%	19%	26%	67%

Sol. Ev.: Solicitudes evaluadas

% Ev. +: Porcentaje de evaluaciones positivas

% Rec/Ev-; Porcentaje de recursos sobre el total de evaluaciones negativas

Sol. Ev: number of assessed applications

% Ev. +: positively assessed applications

% Rec/Ev.-: appeals out of the total of negative assessments

Comparing with the results obtained along 2002-2005, there has been an increase in the percentage of applications for PC and PUP (from 29% up to 35% and from 15% up to 21% respectively), and a reduction in the percentage of applications for PAD and PCD (from 29% down to 22% and from 27% to 22% respectively). The

the percentage of applications for PC increased because this position has become accessible to all the areas of knowledge in accordance with Royal Order 338/2005.

Regarding the results, the percentage of positive assessments is now greater (before 58% and now 65%), and the difference of percentages among the contracting positions at public universities has been reduced (from a gap of 29% between 78%-49%, to a 8% between 75%-67%).

Concerning private university professor positions (PUP), the criteria are similar to those employed for assessing non-civil servant tenured lecturer positions (PCD), though no doctoral experience is required. This has enabled students who have recently read their doctoral thesis to apply for this position. Most of the applications are a mere test that applicants take before applying for PCD, which might have some influence on the results for this contracting position.