



## **ROUND TABLE: UNIVERSITY TEACHING STAFF IN 2015: PROFILE, STATUS AND ASSESSMENT**

University of Girona , 16 and 17 October 2008

To promote the debate on the future of university teaching staff in Catalonia, a series of questions/issues are set out below, the sole purpose of which is to serve as a starting point for discussion.

1. Determining factors in the universities: To what degree does the current legal framework condition the management of teaching staff with regard to teaching posts, selection mechanisms and processes, salary?
2. Selection and appointment: Are the current accreditation and recruitment mechanisms the most appropriate for finding the best teachers? Are there any alternative models?
3. The implications of the dual civil servant-hired staff framework, the fields of knowledge, and the dual status of university teaching staff between departments and colleges and member institutes.
4. The *Jaume Serra i Húnter* Plan concerning permanent non-tenured teaching staff: impact and ongoing development.
5. The different regulatory framework for teaching staff at public universities and those at private universities.
6. Salary: the salary structure is very rigid and complex. This results in a diversity of bonuses that are complex to manage (national and regional, basic and complementary; for teaching, research and administration).
7. The challenges of internationalisation: recruiting and retaining talent. In certain disciplines potential new teachers and researchers have more possibilities outside of the public system of higher education in terms of salary and stability. How to recruit and retain talent?
8. The generational change of teaching staff in Catalan universities and the difficulties to attract young staff. Is there a type of flexible academic career that is sufficiently structured and with profiles that are variable over time that may serve as an incentive to retain young staff? How to establish a career that is truly stimulating for teaching staff?
9. The knowledge of Catalan: when and how?
10. The balance between teaching and research and the appearance, given accepted evaluation processes for research, of highly demanding evaluation processes for teaching.
11. Spain is one of the few exceptions within Europe where university teaching staff are assessed by outside entities. To what extent should this work be redistributed between the QA agencies and the universities?
12. The regular work of teachers has changed and become more diversified. Over and above the customary tasks of teaching and research, it now includes leadership, administration,



guidance, evaluation, quality assurance, accountability, etc., which consequently have an impact on the professional profile, teaching, dedication and salary. The Teaching and Research Staff Statute project, which envisages the reform of the amended Spanish Universities Act (MOMLOU), identifies two professional pathways (teaching, research) and provisionally a management and administration pathway.

13. Teacher training: implementation of the EHEA has direct implications for teaching, in terms of both learning and teaching. Are there sufficient training elements to deal with this new model?
14. In order to be able to recruit/select highly qualified teaching staff, certain competences/skills are necessary that raise the issue whether, over and above the scientific background, more understanding is necessary regarding the selection and management of human resources. Who should do this work? Should a university's staff committees have professional training?