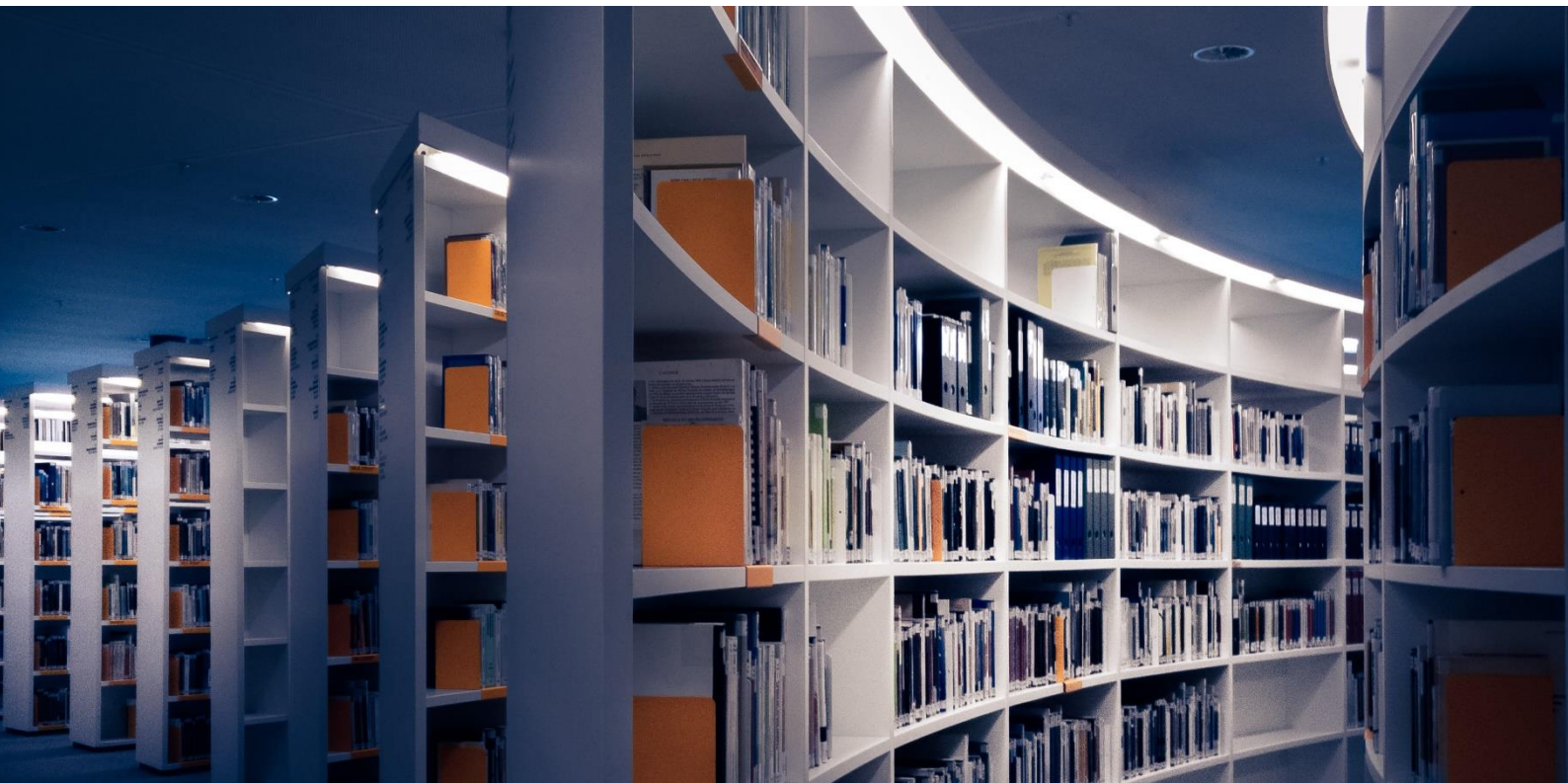
Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

PROFILES OF TENURE-TRACK LECTURERS

(2013-2017)



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PROFILES OF TENURE-TRACK LECTURERS

(2013-2017)

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08017 Barcelona

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INTRODUCTION

Goal

Act 1/2003, of 19 February, on Universities of Catalonia (LUC) stipulates that "*tenure-track lecturers are assistant lecturers holding a PhD who are hired by the university with the aim of carrying out teaching and research duties during the initial stage of their academic career*". The figure of the tenure-track lecturer opens the doors of the academic career via the contractual pathway and makes it subsequently possible to reach higher categories on an open-ended contract (associate and full professor). Moreover, according to the current regulatory framework it is incumbent on agencies to conduct the preliminary assessment of individuals who wish to pursue an academic career. Accordingly, the tenure-track lecturer reports issued by AQU Catalunya constitute a prerequisite to the subsequent recruitment process undertaken by universities.

The goal of this document is to provide **an indicative perspective of the merits presented by candidates that have attained a favourable tenure-track lecturer assessment** for each of the fields in which the Research Assessment Committee (hereafter CAR, from the Catalan) conducts its assessment: Humanities, Social Sciences, Sciences, Life Sciences, Medical and Health Sciences, and Engineering and Architecture. The profiles presented are purposely general for the fields described. Accordingly, it is necessary to bear in mind that within the field of Social Sciences, CVs are analysed from scientific fields which range from Economics to Education; or, in the field of Engineering, CVs which range from Information and Communication Technologies to Architecture, to name a few examples of subject areas that involve research practices with highly specific, unique characteristics.

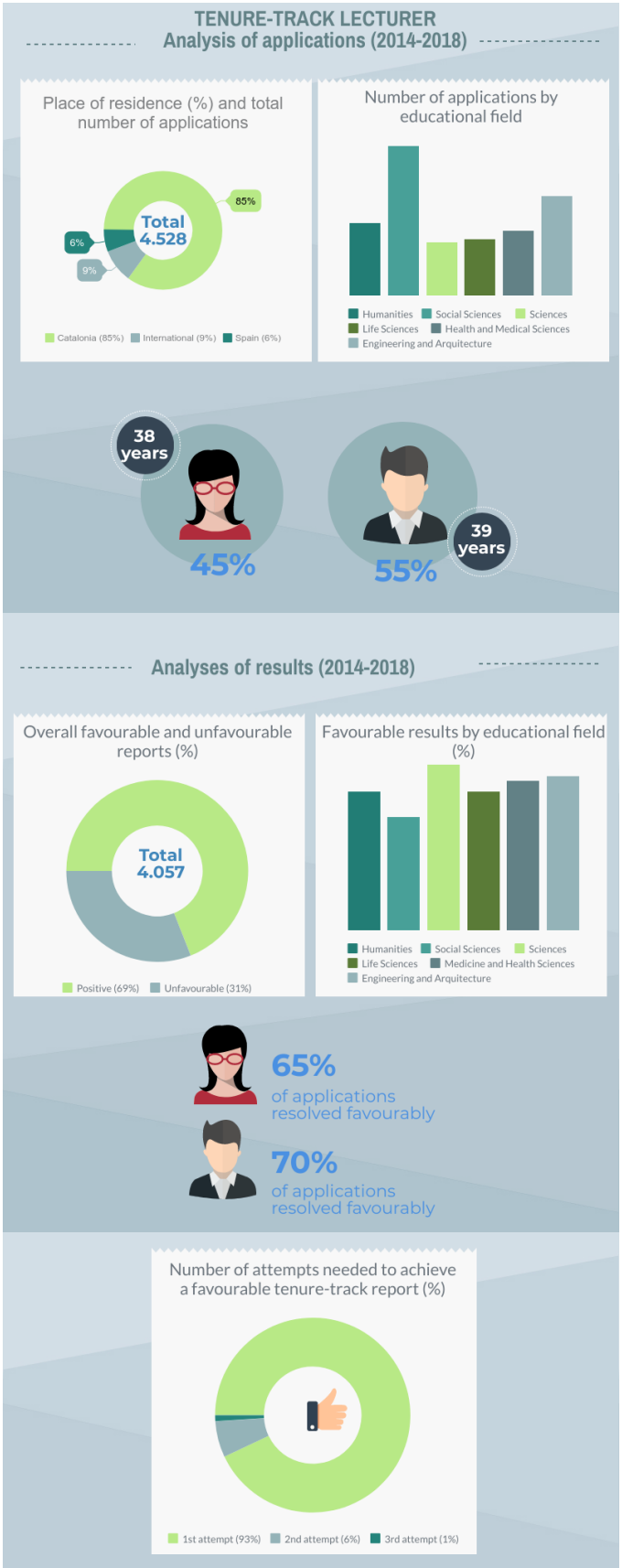
This document has a clear educational will seeking to present a guiding profile to individuals who wish to apply for the preliminary tenure-track lecturer report. Although this document provides quantitative values, it should be pointed out that the assessment of teaching staff conducted by the CAR combines a "quantitative" perspective (i.e., a minimum number of publications needed, etc.) with a "qualitative" one, addressing the quality of the publications and other merits. Along these lines, it is vital to point out that **quality take preference over merely quantitative indicators**.

The data we are setting out in this document stems from the average for the indicators taken from all individuals who received a positive assessment. It is not the assessment criteria. In order to obtain these results, the CVs of the individuals assessed are reviewed by conducting an automated fact extraction from the CVs, along with a subsequent review process and manual validation. One of the strengths of this analysis is that it has been possible to extract facts from almost all CVs from the period analysed (2006-2017).

This document has an informative approach and under no circumstances does it replace the assessment criteria adopted by the CAR, available on the AQU Catalunya website.

Profile of tenure-track lecturers

https://www.aqu.cat/en/teaching-staff/Assessment-of-the-teaching-staff/Report-for-tenure-track-lecturer/Results



* This infographic sets out the most recent period of assessment results for the preliminary tenure-track lecturer report and does not coincide with the report's analysis period.

Summary of criteria

The assessment encompasses three major dimensions: academic background, research experience and teaching experience. According to the document *Criteria for issuing reports for tenure-track lecturers* (AQU Catalunya, 2018), the distribution of the weighting according to fields (assessment committees) is as follows:

Table 1. Weighting of assessment dimensions according to assessment committee

	Humanities	Social Sciences	Sciences	Life Sciences	Medical and Health Sciences	Engineering and Architecture
a) Academic background	15%	20%	20%	20%	20%	15%
b) Research experience	60%	60%	65%	65%	65%	65%
c) Teaching experience	25%	20%	15%	15%	15%	20%

Data sheet

Population: people assessed for the figure of tenure-track lecturer with a favourable result.

Source: the data analyses the indicators taken from the automated extraction using an algorithm to read the CVs in .pdf format. CVs that could not be analysed during the automated extraction have been reviewed manually. As shown in table 2, the CVs analysed account for 78% of the assessments conducted.

With the exception of the first table and first figure in this section, all tables and figures have been compiled using the database of the CVs analysed relating to the 2013-2017 period. Graphs of data for each field do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

Table 2. Total number of CVs analysed by year of the call*

Year	Assessments conducted	CVs analysed	% of CVs analysed
2005		317	
2006	475	471	99.2%
2007	501	501	100.0%
2008	629	628	99.8%
2009	702	702	100.0%
2010	636	636	100.0%
2011	556	556	100.0%
2012	431	430	99.8%
2013	**357**	**357**	**100.0%**
2014	**414**	**414**	**100.0%**

2015	**626**	**625**	**99.8%**
2016	**689**	**679**	**98.5%**
2017**	**1,040**	**363**	**34.9%**
Overall total	7,056	6,679	94.7%

* Those analysed in order to prepare the profiles are highlighted in bold.

** Data from 2017 in relation to CVs analysed only stems from the 1st call.

Data in the graphs according to fields of assessment has been obtained using the scores of applications assessed favourably in the period from 2013 to 2017, grouped according to the 6 educational fields (specific committees).

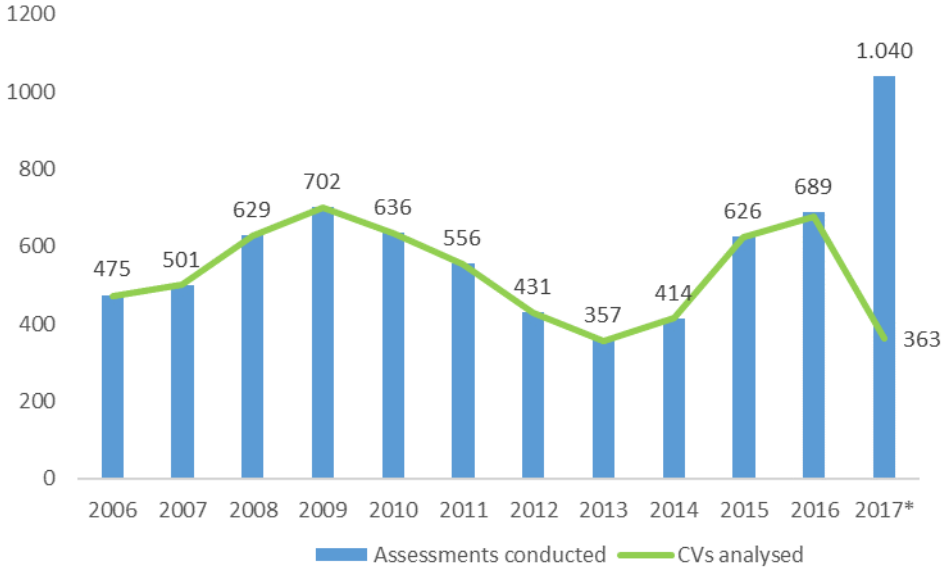
Table 3. Total number of favourable and unfavourable assessments from the 2013-2017 period

Committee field	Favourable	Unfavourable	Total
Humanities	275	126	401
Social Sciences	441	319	760
Sciences	168	33	201
Life Sciences	176	89	265
Medical and Health Sciences	233	102	335
Engineering and Architecture	382	94	476
Overall total	1,675	763	2,438

The tenure-track lecturer assessments reached their peak in 2009 and suffered a decline in subsequent years.

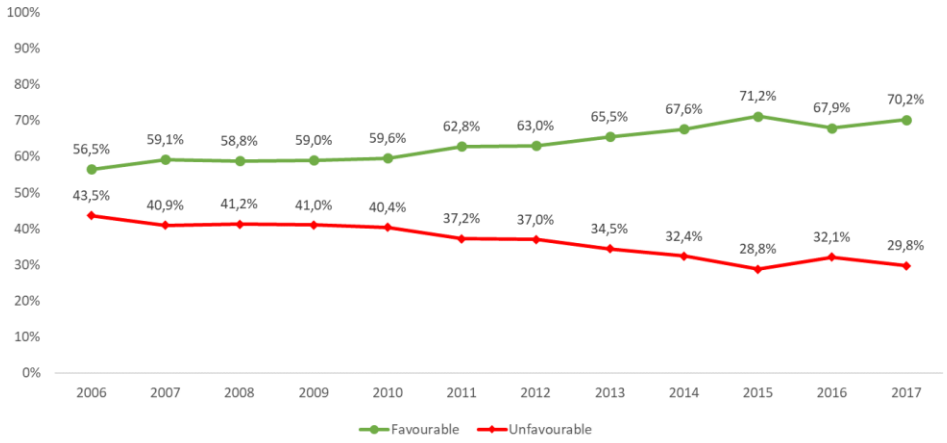
From 2013 onwards, they underwent another rise reaching in excess of 1,000 applications assessed in 2017 due to the pull effect of the Serra Húnter programme.

Figure 1. Trend in the number of tenure-track lecturer assessments (assessments and CVs analysed)



* Data from 2017 in relation to CVs analysed only stems from the 1st call

Figure 2. Trend in the proportion of favourable assessments (CVs analysed)

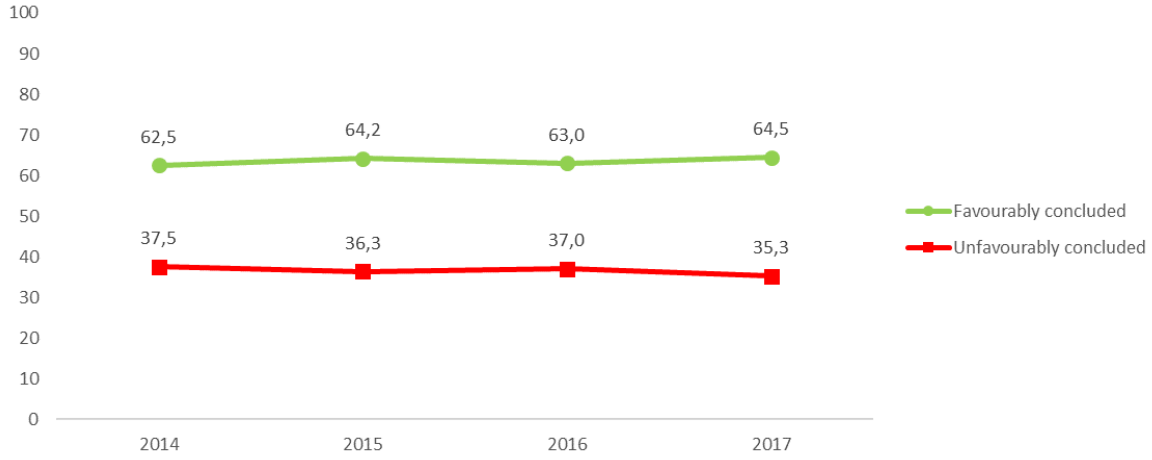


The proportion of favourable and unfavourable assessments remained largely steady between 2006 and 2010.

From 2011 to 2015 there was a gradual increase in the proportion of favourable assessments of almost eight percentage points. This increase stalled in 2016 and appeared to remain stable in 2017.

Overall, the proportion of favourable assessments is 63%.

Figure 3. Average score attained in favourable and unfavourable assessments for CVs analysed (2014-2017)



* The database analysed only includes the score from 2014 onwards

The average score has remained stable over the past four years.

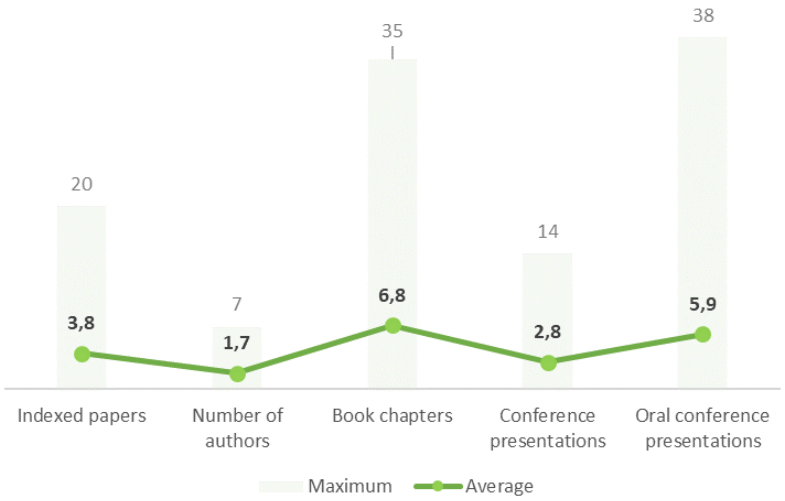
HUMANITIES

Data sheet

Source: applications assessed favourably by the Specific Committee for the field of Humanities for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 275). The following knowledge fields have been assessed by this committee: Philology, Philosophy, Geography, History and Art. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

Figure 4. Publications: books, book chapters, written and oral conference presentations (average and maximum value)



In the field of Humanities, the CAR considers **books and book chapters** to be common means of scientific communication.

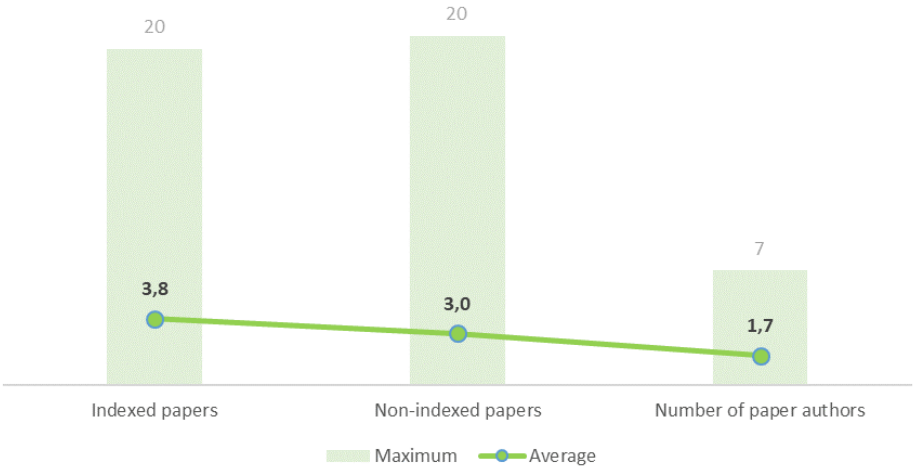
The decisive factor in assessing publications is the peer review process as a component that assures the quality of the works published.

In terms of **papers**, it should be borne in mind that impact is not as formally established as in other scientific fields; indeed, in this respect, there is no journal impact factor for humanistic journals. Nonetheless, the presence of these journals in the main databases and collections of publications is a significant component.

In this document we have considered papers in journals with presence in WoS, CARHUS “A” or ERIH.

Quality of publications prevails over quantity.

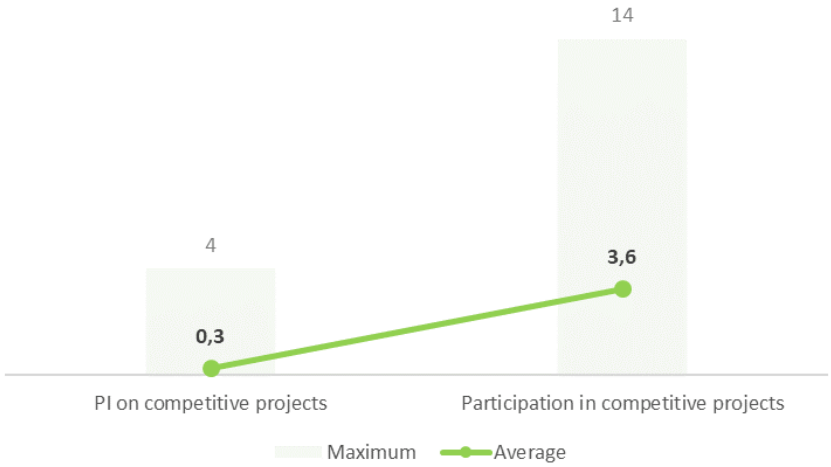
Figure 5. Indexed papers,* non-indexed papers and number of authors (average and maximum value)



* Indexed paper: the journal in which it is published is present in WoS, CARHUS or ERIH.

2. Research projects

Figure 6. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



It is not necessary to have been principal investigator (PI), but it is necessary to have taken part in competitive projects (secured in competitive national or international calls).

Any derived publication will be an advantage.

3. Teaching

The **teaching dimension** has a weighting of 25% in the field of Humanities.

The career in teaching (15%), and teaching innovation and teacher training (10%) are valued.

In the case of the teaching career, a volume of teaching equivalent to two years of full-time tuition (20 credits) is considered to lead to a positive assessment. In terms of teaching innovation, a minimum of three contributions in this area must be accredited (attendance to teacher training courses, programmes or postgraduate degrees, taking into consideration the number of hours of each one).

4. Research stays

Figure 7. Number of pre-doctoral and post-doctoral stays (average and maximum value)

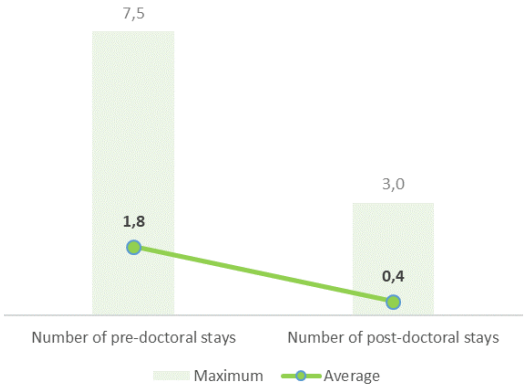
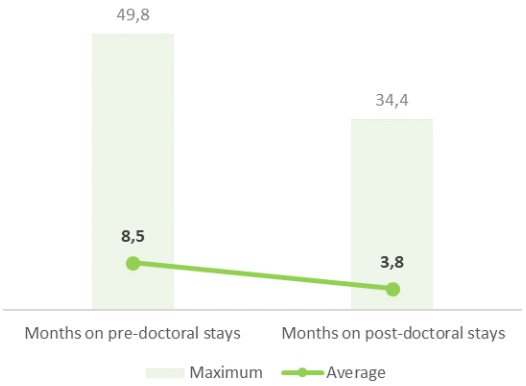


Figure 8. Months on pre-doctoral and post-doctoral stays (average and maximum value)



Accrediting productive research stays at research institutions other than the institution where the doctoral thesis was prepared is a highly valued component by the Specific Committee for Humanities.

Most tenure-track lecturers receiving a favourable assessment have undertaken pre-doctoral stays of more than 6 months and a smaller proportion have undertaken post-doctoral stays.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) academic background (15%), *b*) research experience (60%), and *c*) teaching experience (25%).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

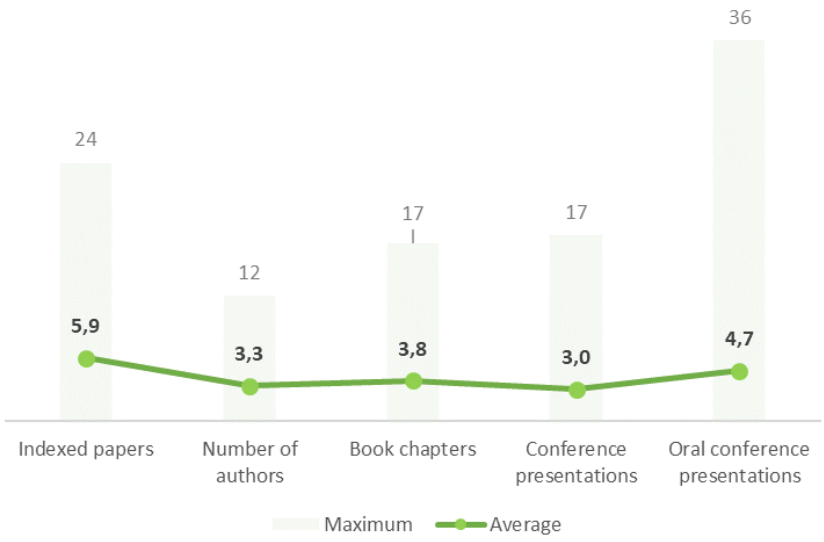
SOCIAL SCIENCES

Data sheet

Source: applications assessed favourably by the Specific Committee for the field of Social Sciences for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 441). The following knowledge fields have been assessed by this committee: Political Sciences, Communication and Documentation, Law, Economics and Business, Education, Geography and Psychology. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

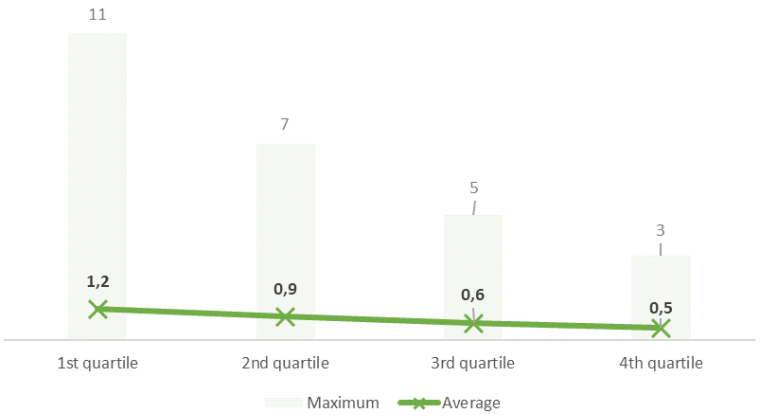
Figure 9. Publications: papers in indexed journals, book chapters, written and oral conference presentations (average and maximum value)



The most highly valued factor in the assessments is **publications** that are subject to peer review processes as they demonstrate research experience.

Quality of publications prevails over quantity.

Figure 10. Publications by quartiles (only papers published in indexed journals in the Journal Citation Reports are included). Average and maximum value

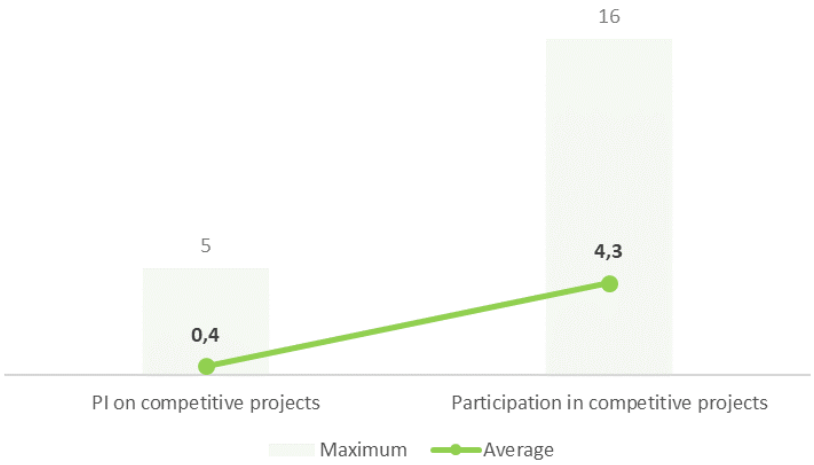


The Specific Committee for Social Sciences agreed on a classification of contributions in the form of papers on three levels of quality; namely, A, B and C:

Level A:	For all knowledge fields: JCR Q1, JCR Q2; Scopus Q1 (SJR) For the knowledge field of Law: CARHUS Plus+ A
Level B:	For all knowledge fields: JCR Q3; Scopus Q2 (SJR) For the knowledge field of Law: CARHUS Plus+ B
Level C:	For all knowledge fields: JCR Q4; Scopus Q3 (SJR) For the knowledge field of Law: CARHUS Plus+ C

2. Research projects

Figure 11. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



It is not necessary to have been principal investigator but it is necessary to have taken part in competitive projects.

Any derived publication will be an advantage.

3. Teaching

The **teaching dimension** has a weighting of 25% in the field of Social Sciences.

The career in teaching (10%), and teaching innovation and teacher training (10%) are valued. In editions of the criteria prior to 2018, the weightings were as follows: teaching career (15%), and teaching innovation and teacher training (10%).

The teaching career includes theoretical and practical credits, and reports assessing teaching activity are taken into consideration. In terms of teaching innovation, contributions in the preparation of innovative materials are considered, along with participation in teaching innovation projects or in institutional tasks relating to teaching. In terms of training, consideration is given to participation as an attendee to university teacher training courses, programmes or postgraduate degrees, taking into account the number of hours of each one.

4. Research stays

Figure 12. Number of pre-doctoral and post-doctoral stays (average and maximum value)

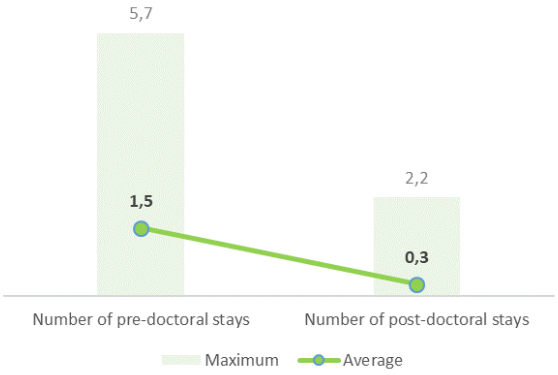
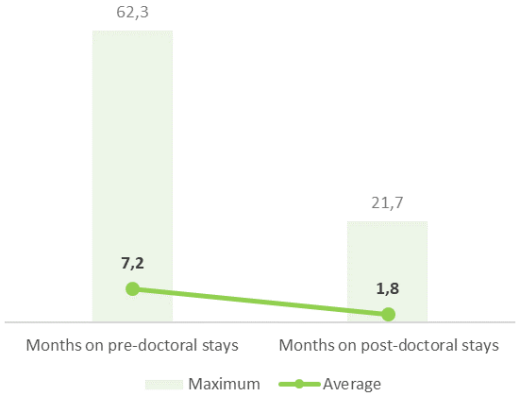


Figure 13. Months on pre-doctoral and post-doctoral stays (average and maximum value)



Accrediting productive research stays at research institutions other than the institution where the doctoral thesis was prepared is a highly valued component by specific committees.

Most tenure-track lecturers receiving a favourable assessment have undertaken pre-doctoral stays of more than 6 months, and a smaller proportion have undertaken post-doctoral stays.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) research experience (60%), *b*) academic background (20%), and *c*) teaching experience (20%).

In editions of the criteria prior to 2018, the weightings were as follows: research experience (60%), academic background (15%), and teaching experience (25%).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

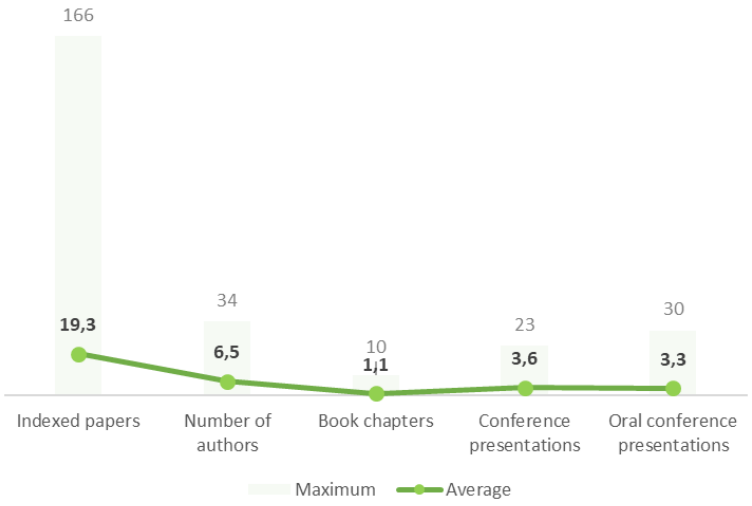
SCIENCES

Data sheet

Source: applications assessed favourably by the Specific Committee for the field of Sciences for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 168). The following knowledge fields have been assessed by this committee: Physics, Geology, Mathematics and Chemistry. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

Figure 14. Publications: indexed papers, book chapters, written and oral conference presentations (average and maximum value)*

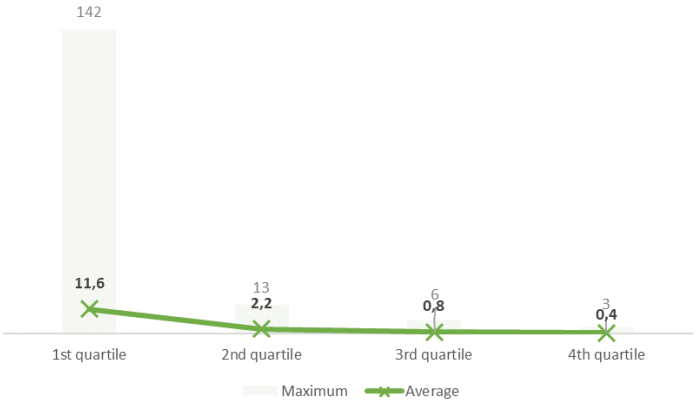


* Outliers have been removed.

The most highly valued factor in the assessments is **papers published** in journals that are subject to peer review processes as they demonstrate research experience.

The top six publications (based on the quality of the journal) are taken into consideration for the assessment.

Figure 15. Publications by quartiles (only papers indexed in the Journal Citation Reports are included). Average and maximum value



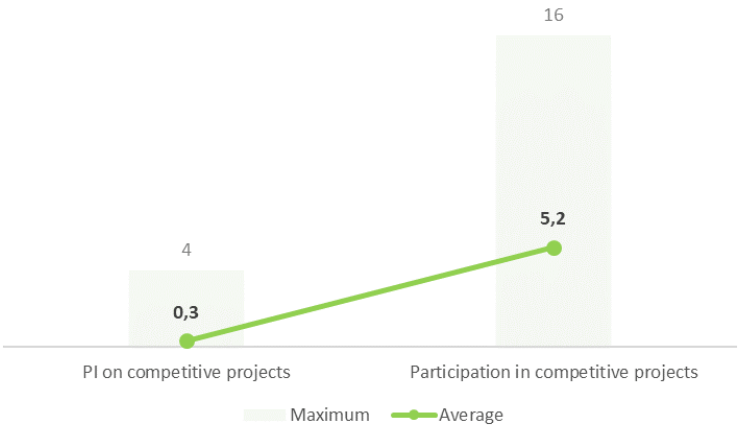
In accordance with current criteria, when it comes to publications in the form of papers, the following are significant components:

- The journals being in higher quartiles.
- The length of the paper and the number of authors, as well as the comparative position of the applicant within the group of authors.
- Some of the papers having been published in the past three years.

Quality of publications prevails over quantity.

2. Research projects

Figure 16. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



It is not necessary to have been principal investigator but it is necessary to have taken part in competitive projects.

Any derived publication will be an advantage.

3. Teaching

The teaching dimension has a weighting of 15% in the field of Sciences.

By way of indication, teaching experience should vary between 12 and 24 credits. If a candidate has been in charge of any subject, this will be viewed in a particularly positive light. The candidate's contributions to preparing and publishing teaching materials will also be an advantage. The valuation of this section is complemented by the results of the teaching assessment according to the procedures in place at the relevant institutions where teaching has been delivered.

Participation in teaching innovation projects will be viewed in a positive light, and their quality and duration, as well as the funding institution, will be considered. Institutional tasks aimed at improving teaching will also be valued.

In terms of teacher training, consideration is given to participation as an attendee to university teacher training courses, programmes or postgraduate degrees, taking into account the number of hours of each one.

4. Research stays

Figure 17. Number of pre-doctoral and post-doctoral stays (average and maximum value)

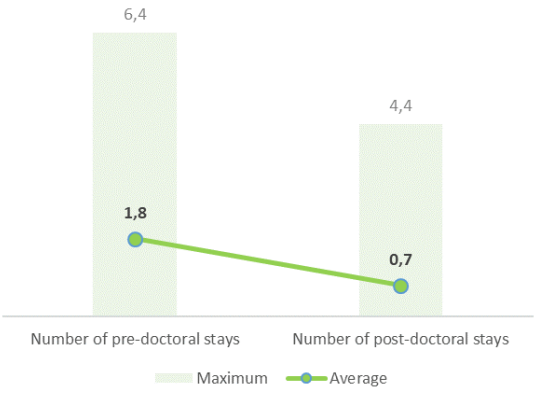
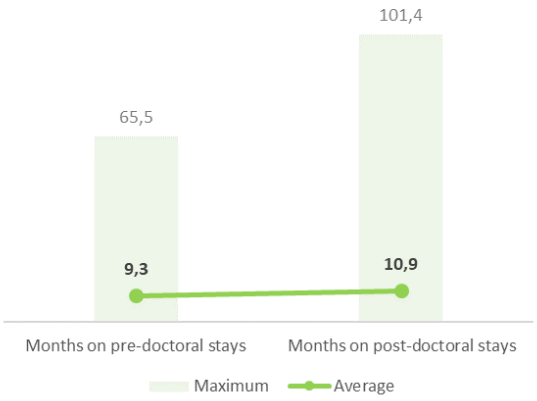


Figure 18. Months on pre-doctoral and post-doctoral stays (average and maximum value)



The pre-doctoral and post-doctoral stays of tenure-track applicants receiving a favourable assessment have an average length of 10 months.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) research experience (65 points), *b*) academic background (20 points), and *c*) teaching experience (15 points).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

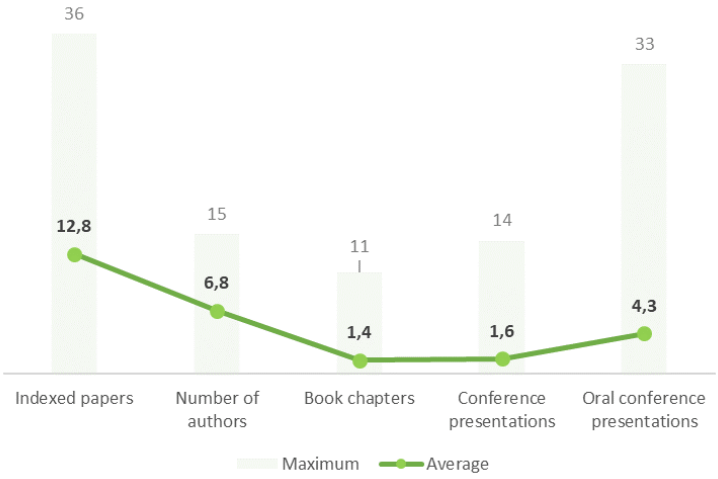
LIFE SCIENCES

Data sheet

Source: applications assessed favourably by the Specific Committee for the field of Life Sciences for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 176). The following knowledge fields have been assessed by this committee: Cellular and Molecular Biology, and Organism and Systems. Moreover, the Committee may also assess applications from the field of Biomedicine. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

Figure 19. Publications: indexed papers, book chapters, written and oral conference presentations (average and maximum value)*



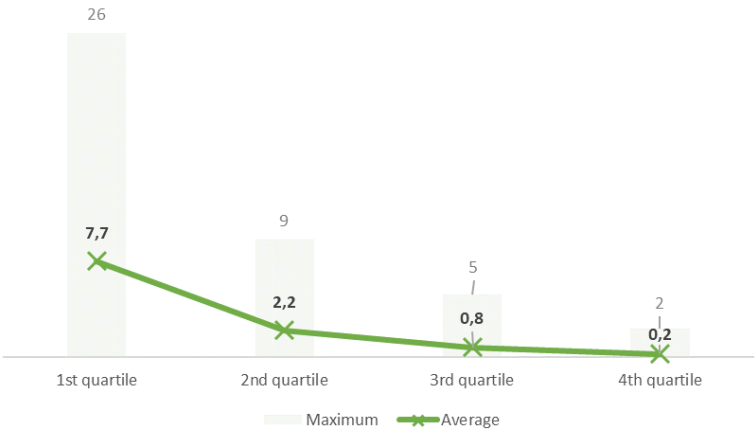
* Outliers have been removed.

Only publications in peer-reviewed journals and which are indexed in the Science Citation Index Expanded (SCIE) are valued.

Some of the papers must have been published in the past three years.

Quality of publications prevails over quantity.

Figure 20. Publications by quartiles (only papers indexed in the Journal Citation Reports are included). Average and maximum value

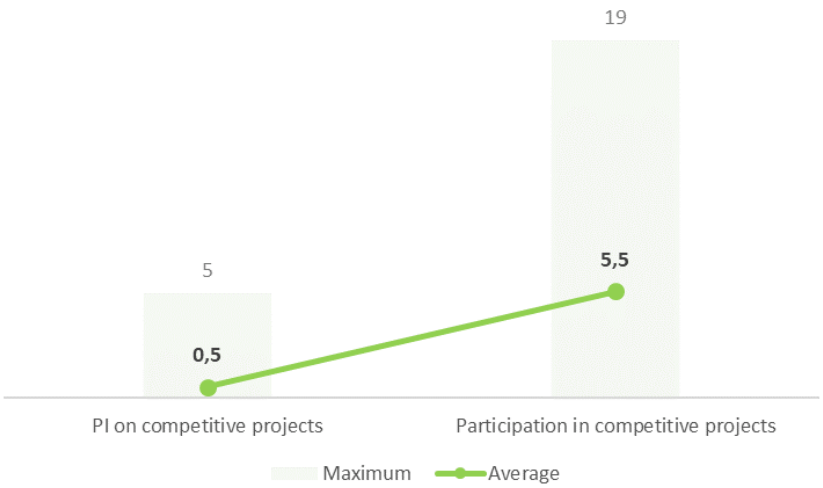


Publications in journals in the first quartile shall have particular prevalence and journals in the fourth quartile are not valued.

Papers in which the applicant appears as the first author or as the corresponding author receive a higher valuation.

2. Research projects

Figure 21. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



It is not necessary to have been principal investigator but it is necessary to have taken part in competitive projects.

Any derived publication will be an advantage.

3. Teaching

The teaching dimension has a weighting of 15% in the field of Life Sciences.

By way of indication, teaching experience should vary between 12 and 24 credits. The candidate's contributions to preparing and publishing teaching materials will also be an advantage. The valuation of this section is complemented by the results of the teaching assessment according to the procedures in place at the relevant institutions where teaching has been delivered.

Participation in teaching innovation projects will be viewed in a positive light, and their quality and duration, as well as the funding institution, will be considered. Institutional tasks aimed at improving teaching and teaching publications will also be valued.

4. Research stays

Figure 22. Number of pre-doctoral and post-doctoral stays (average and maximum value)

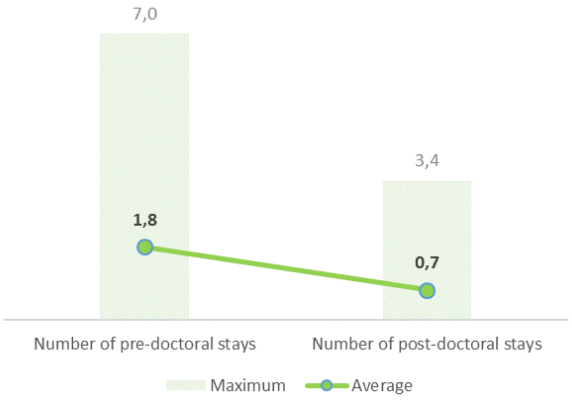
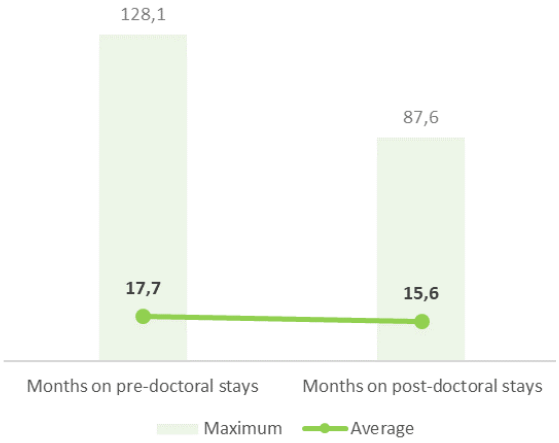


Figure 23. Months on pre-doctoral and post-doctoral stays (average and maximum value)



Medium- and long-term research stays of at least 6 months at research institutions shall be an advantage. An institution having acknowledged international prestige will be valued as an additional merit.

Most tenure-track lecturers granted a favourable assessment have undertaken pre-doctoral stays lasting more than 1 year, and a smaller proportion have undertaken post-doctoral stays.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) research experience (65 points), *b*) academic background (20 points) and *c*) teaching experience (15 points).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

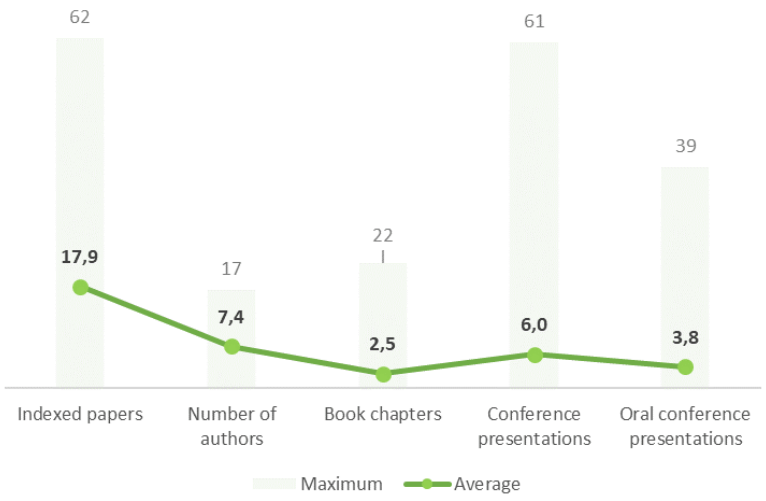
MEDICAL AND HEALTH SCIENCES

Data sheet

Source: applications assessed favourably by the Specific Committee for Medical and Health Sciences for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 233). The following knowledge fields have been assessed by this committee: Biomedicine, Medicine and Veterinary Medicine. Moreover, in the case of interdisciplinary research, the Committee may also assess applications from fields such as Psychology or Organisms and Systems. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

Figure 24. Publications: indexed papers, book chapters, written and oral conference presentations (average and maximum value)



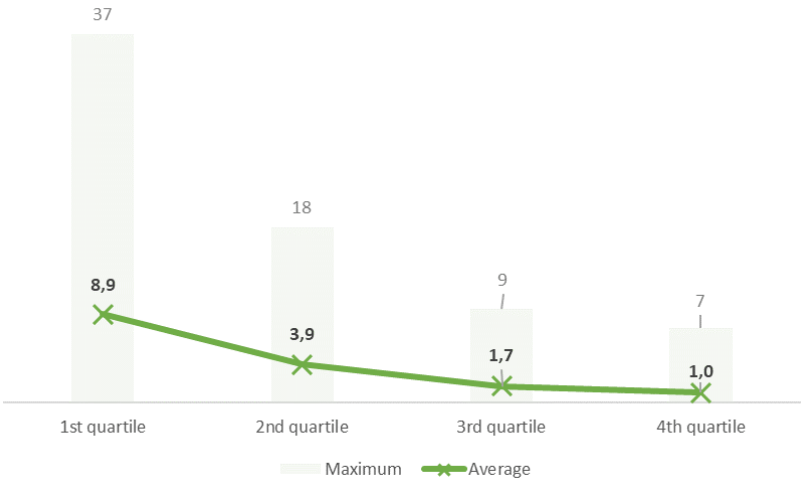
* Outliers have been removed.

Only publications in peer-reviewed journals and which are indexed in the Science Citation Index Expanded (SCIE) are valued.

Some of the papers must have been published in the past three years.

Quality of publications prevails over quantity.

Figure 25. Publications by quartiles (only papers indexed in the Journal Citation Reports are included). Average and maximum value

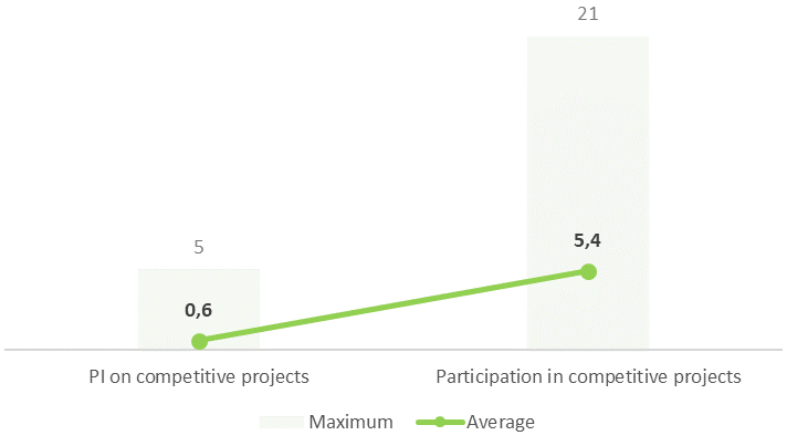


Publications in journals in the first quartile shall have particular prevalence and journals in the fourth quartile are not valued.

Papers in which the applicant appears as the first author or as the corresponding author receive a higher valuation.

2. Research projects

Figure 26. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



Only research projects with funding secured through competitive calls shall be considered.

It is not necessary to have been principal investigator but it is necessary to have taken part in competitive projects.

Any derived publication will be an advantage.

3. Teaching

The teaching dimension has a weighting of 15% in the field of Medical and Health Sciences.

To attain a maximum score in this section, the candidate should have devoted the time equivalent to one full semester of theoretical tuition at least. The candidate's contributions to preparing and publishing teaching materials will also be an advantage. The valuation of this section is complemented by the results of the teaching assessment according to the procedures in place at the relevant institutions where teaching has been delivered.

Participation in teaching innovation projects will be viewed in a positive light, and their quality and duration, as well as the funding institution, will be considered. Institutional tasks aimed at improving teaching will also be valued.

In terms of teacher training, consideration is given to participation as an attendee to university teacher training courses, programmes or postgraduate degrees, taking into account the number of hours of each.

4. Research stays

Figure 27. Number of pre-doctoral and post-doctoral stays (average and maximum value)

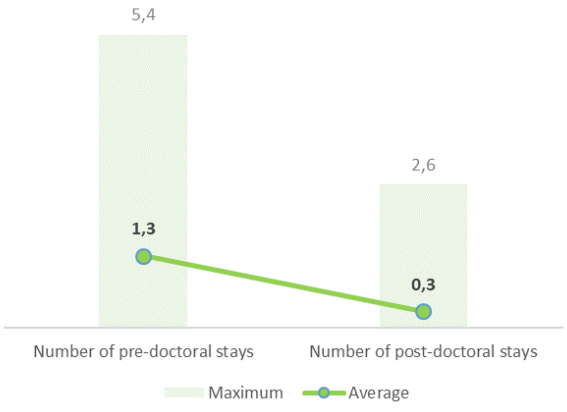
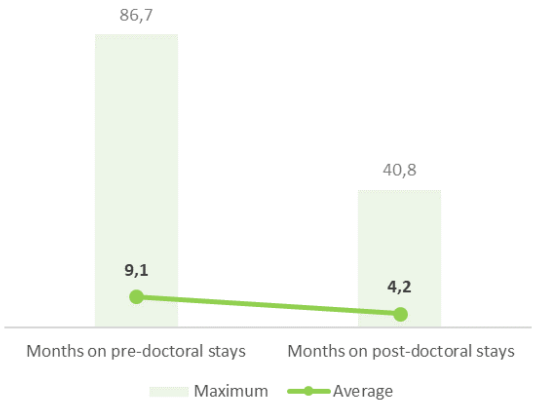


Figure 28. Months on pre-doctoral and post-doctoral stays (average and maximum value)



Medium- and long-term research stays of at least 6 months at research institutions shall be an advantage. An institution having acknowledged international prestige will be valued as an additional merit.

Most tenure-track lecturers granted a favourable assessment have undertaken pre-doctoral stays lasting more than 6 months, and a smaller proportion have undertaken post-doctoral stays.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) research experience (65 points), *b*) academic background (20 points) and *c*) teaching experience (15 points).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

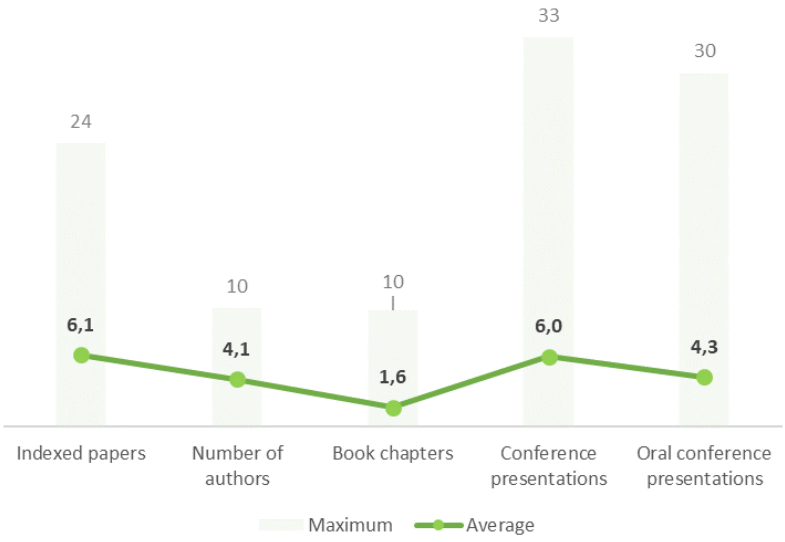
ENGINEERING AND ARCHITECTURE

Data sheet

Source: applications assessed favourably by the Specific Committee for Engineering and Architecture for the figure of tenure-track lecturer during the 2013-2017 period (*n* = 382). The following knowledge fields have been assessed by this committee: Architecture, Agricultural Engineering, Civil Engineering, Industrial Technologies, and Information and Communication Technologies. The graphs do not include outliers (data that is more than 3 standard deviations from the average has been excluded).

1. Publications

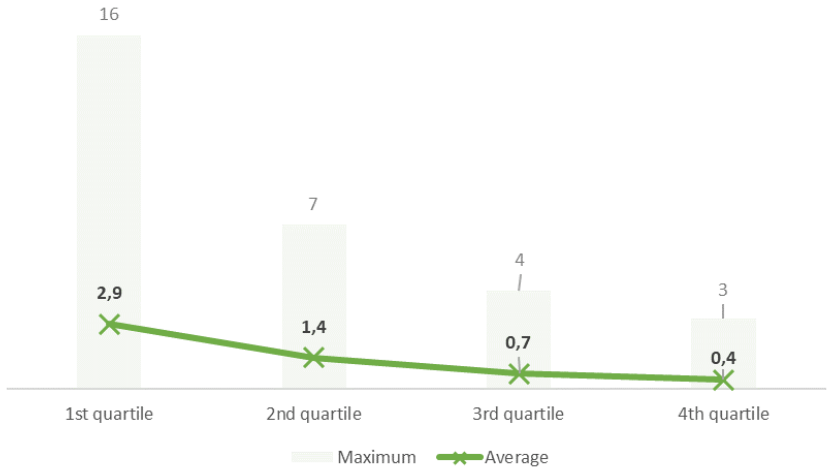
Figure 29. Publications: indexed papers, book chapters, written and oral conference presentations (average and maximum value)*



* Outliers have been removed.

The most highly valued factor in the assessments is publications in journals that are subject to peer review processes as they demonstrate research experience.

Figure 30. Publications by quartiles (only papers indexed in the Journal Citation Reports are included). Average and maximum value



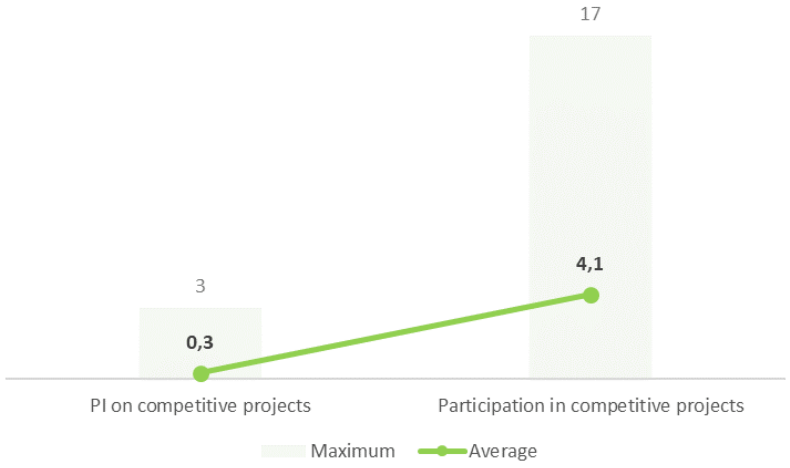
Quality as demonstrated using objective parameters shall prevail over quantity.

According to the assessment criteria, it is deemed necessary to provide 3 quality contributions, which may be any of the following:

- Publications in journals of acknowledged international prestige (indexed in the SCIE, SSCI or AHCI).
- Patents in use.
- Artistic works with an external valuation or award.
- Stays of more than six months at institutions of international prestige.
- Publications from conferences and in books which are comparable to publications in journals of international prestige may also be taken into consideration.

2. Research projects

Figure 31. Competitive projects in which the applicant has been the principal investigator and competitive projects in which (s)he has taken part (average and maximum value)



It is not necessary to have been principal investigator but it is necessary to have taken part in competitive projects.

Any derived publication will be an advantage.

3. Teaching

The teaching dimension has a weighting of 20% in the field of Engineering and Architecture.

Regulated and accredited university teaching experience (15 credits at least) will be an advantage; as will, specifically, the publication of teaching materials, the definition of subjects, and the structuring of undergraduate, postgraduate, Master's and PhD level study programmes.

Supervision of final-year projects and papers, and having held positions of responsibility, will also be taken into account, along with the results of the teaching assessment according to the procedures in place at the relevant institutions where teaching has been delivered.

In terms of teaching innovation, contributions to projects and other teaching innovation activities will be valued, in addition to other merits, such as prizes or awards for teaching activity.

4. Research stays

Figure 32. Number of pre-doctoral and post-doctoral stays (average and maximum value)

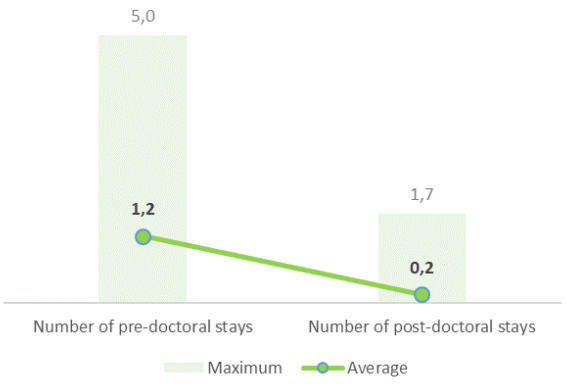
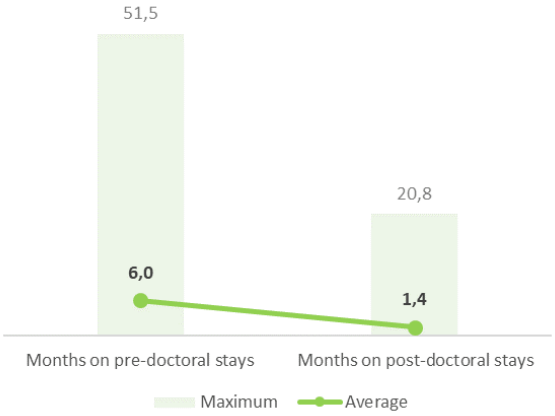


Figure 33. Months on pre-doctoral and post-doctoral stays (average and maximum value)



Most tenure-track lecturers granted a favourable assessment have undertaken pre-doctoral stays lasting approximately 6 months, and a smaller proportion have undertaken post-doctoral stays.

5. Compensation with merits

The assessments incorporate three major dimensions: *a*) research experience (65 points), *b*) academic background (15 points), and *c*) teaching experience (20 points).

A minimum score is not required in each dimension. As a result, a low score in one dimension may be compensated by merits in other sections, especially by a high assessment for research experience.

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