Organisation for Economic Co-operation and Development

EDU/EDPC/INES/WP(2020)11

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18 February 2020

DIRECTORATE FOR EDUCATION AND SKILLS
EDUCATION POLICY COMMITTEE

Declassified

Working Party on Indicators of Educational Systems

Results of the feasibility survey on the proposed classification of tertiary instructional personnel

This paper presents the results of the feasibility survey on the proposed classification of tertiary instructional personnel and suggestions to refine the classification and focus the scope for its use. The NESLI network and the INES Working Party is invited to DISCUSS the results and AGREE on the next steps for this work.

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1. Context and background

1. Developing new indicators on tertiary education, of which tertiary education instructional personnel, has increasingly become a priority for Education at a Glance (EAG) and INES in recent years, reflecting national perspectives in the face of strong increases in tertiary enrolment over the past two decades. At its 22nd meeting in October 2018, INES WP members AGREED to continue working on the definition of academic staff [EDU/EDPC/INES/WP/M(2018)2].

2. A first classification was presented at the NESLI and INES WP meetings in March 2019 [EDU/EDPC/INES/WP(2019)12/REV1] and a revised one during the October 2019 meetings [EDU/EDPC/INES/WP(2019)20]. During the last meeting, delegates agreed to launch a feasibility survey to test how the classification would concretely apply to national contexts, and evaluate the level of comparability of the revised classification categories. They also commented on a draft version of this survey and suggested adjustments [EDU/EDPC/INES/WP/M(2019)2].

3. The INES informal working group on tertiary staff met virtually on November 28th, 2019, during which they provided feedback and comments on a revised classification of tertiary instructional personnel and draft of the feasibility survey. The web survey was sent out to INES WP members in December 2019. It was also forwarded on to NESLI delegates asking them to liaise with INES WP members regarding the submission.

4. A summary of the revised classification for tertiary education instructional personnel, both academic staff and teaching and research assistants, is proposed in Table 1. The main changes compared to earlier versions is aggregation of all employed doctoral candidates, whether employed full or part-time, into one category, and the reduction of the category "Teaching and research assistants" to only students enrolled at ISCED levels 6 and 7 and employed part-time.

5. A number of disaggregations of the classification were considered useful: by career track (instruction or research), by ISCED tertiary level taught (ISCED 5 and 6-8), by type of institution (public, private, or public-dependant private institution), and institution category (academic or professional). Regarding the last disaggregation on institution category, it has been challenging to come to a common definition of academic and professional institutions. Before progressing further on this topic, the INES Informal Working Group agreed to understand how relevant this breakdown was across OECD countries for the selected indicators through the feasibility survey.

6. The structure of the survey is split into four components:

- The section **Reporting practices** aims to further understand countries' reporting practices of tertiary education instructional personnel and compliance with the definitions in the UOE PERS questionnaire. In particular, it focuses on reporting practices of some types of instructional personnel (doctoral candidates, teaching and research assistants, and casual or temporary staff) which may have not been reported in the right category (e.g. doctoral candidates or research/teaching assistants as academic staff) or for which definitions in the UOE manual may not be fully adapted to national circumstances. Based on the results from this survey, a revision of the UOE manual may be proposed.
- The section **Classification** aims to confirm the most appropriate classification among three types to effectively address the policy implications of selected UOE and NESLI indicators: gender and age of teachers, student to teacher ratio, teacher salaries, and the organisation of working time. Although delegates discussed that a

classification by academic rank would be the most relevant, other classifications such as age or professional experience were also evaluated.

- The section **Academic rank** further investigates the relevance and data availability of a classification by academic rank, considered the most relevant for INES and NESLI members. It includes:
  - a mapping exercise of national instructional staff categories according to the classification proposed in this exercise.
  - an assessment on the data availability of INES Working Party indicators (such as the share of teachers by age and gender) and NESLI indicators (such as the organisation of working time or salaries) according to this classification.
  - an assessment on the possibility to disaggregate the data by various dimensions: by career track, tertiary education level, type of institution, and institution category.
- A final section on **Data collection,** which aims to collect preliminary data on the number of tertiary education staff according to each category and intensity of work (full or part-time). To simplify the data collection, it is suggested to provide data for total tertiary education levels (ISCED 5-8) for all public and private institutions for the academic year 2016/2017 in headcounts and full-time equivalents. This reference year allows aligning the data with the UOE 2018 data collection that has been validated and published in September 2019.

7. At the time of drafting of this paper, 22 countries had submitted their responses to the survey. This paper summarises the findings, and sets out recommendations and a suggestion on next steps to pursue this work in the coming months.

Table 1. Proposed classification for tertiary education instructional personnel

UOE Staff Category	Sub-category	Definition	Example
Academic staff	Senior	The single highest grade/post for academic staff pursuing an academic career in either instruction or research. It is possible to have one grade/post per career track if relevant (i.e. If the tracks are clearly separate)	Full professor, Senior researcher
	Intermediate	Academic staff working in positions not as senior as the top position but more senior than entry-level positions	Associate professor, Assistant researcher
	Junior	The first grade/post into which an individual would normally be recruited to begin their academic career. This excludes doctoral candidates. It is possible to have one grade/post per career track if relevant (i.e. If the tracks are clearly separate).	Lecturer, junior researcher
	Other	Academic staff on fixed-term employment without permanent or continuous employment prospects, or other arrangements, including those paid by the hour to give classes or mark essays and exams. This excludes students, teaching and research assistants.	Casual or temporary staff
Teaching and research assistants	Employed doctoral candidates	Doctoral candidates employed full or part-time by their institution during their doctorate degree	Students at ISCED 8 and employed full or part-time
	Teaching and research assistants	Students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Personnel in these positions are usually students enrolled in tertiary ISCED levels 6 or 7.	Students at ISCED levels 6 or 7 employed part-time, any other research or teaching assistants

2. Results of the feasibility survey

2.1. Reporting Practices

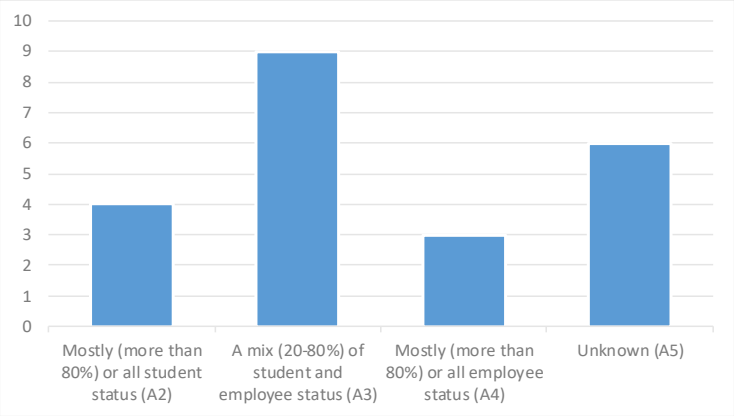
2.1.1. Doctoral Candidates

8. Depending on the country, doctoral candidates are often recognised as early or first stage researchers. This raises questions as to their legal status: student or employee. This ambiguity affects the reporting of doctoral candidates in the UOE PERS questionnaire where it is requested to exclude employed students from the definition of academic staff. However, previous discussions during INES and NESLI meetings have indicated that countries where doctoral students have an employee status or those where doctoral candidates may enter formal employment tend include them as academic staff. This section of the survey aims to understand the extent of this practice and its effect on comparability.

9. The results from the feasibility survey show that about half of countries declared at least 20% of their doctoral candidates as employees (Figure 1). Countries that declared most or all doctoral candidates as employees provide their doctoral candidates with a contract that complies with labour legislation. In other countries, only employed doctoral candidates, such as those employed as teaching or research assistants, have an employee status. In this case, the doctoral candidates may work either part-time or full-time.

Figure 1. Status of doctoral candidates

Number of countries

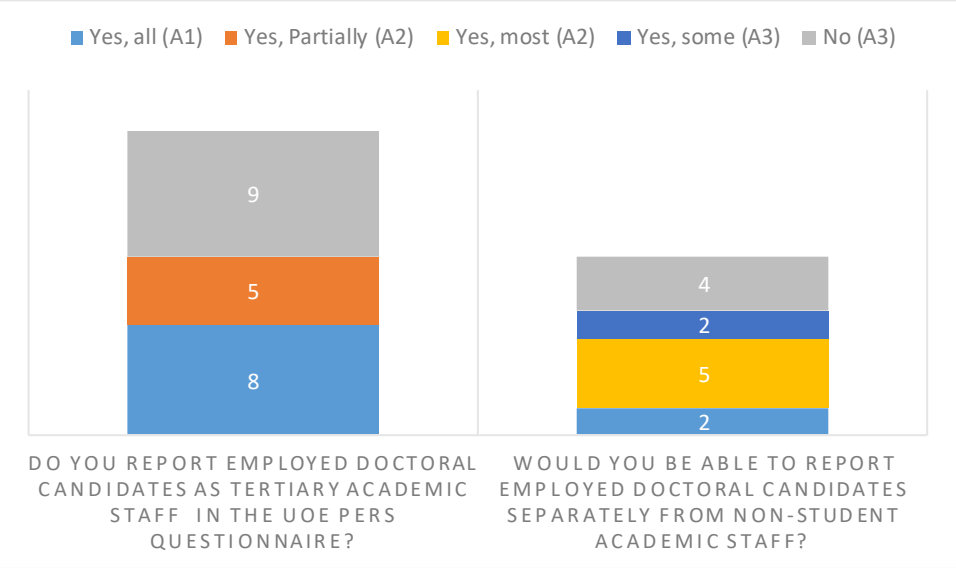


10. As a result, 13 out of the 22 countries responding to the survey indicated reporting doctoral candidates as tertiary academic staff in the PERS UOE questionnaire if they are employed in some capacity (Figure 2). This could be as a formal teaching or research position in the university, or in the example of New Zealand or France, only candidates involved in teaching activities, or as in Norway, if their employee status is defined by law. Doctoral candidates in these countries may work either full or part-time.

11. Among the 13 countries that report doctoral candidates in the UOE PERS questionnaire as academic staff, 7 of them indicated they would be able to report all or most of them separatey from non-student academic staff, 2 only in some cases, and four countries (Australia, Latvia, New Zealand, and Norway) indicated they could not report them separately at all (Figure 2).

Figure 2. Reporting of employed doctoral candidates in UOE PERS questionnaire

Number of countries



Source: INES feasibility survey on a classification of tertiary instructional personnel

12. Having a doctorate degree is not a mandatory requirement in all countries. Only one country reported that all academic staff must hold a doctorate degree, whereas 11 countries reported that a doctoral degree was mandatory to hold a position as academic staff. Five countries reported that a doctoral degree was only mandatory for some positions, while the remaining five mentioned that a doctoral degree was not mandatory at all. These differences in the importance of holding a doctoral degree for academic staff means that a doctoral degree cannot be considered as a comparable measure for the start of an academic career across OECD countries.

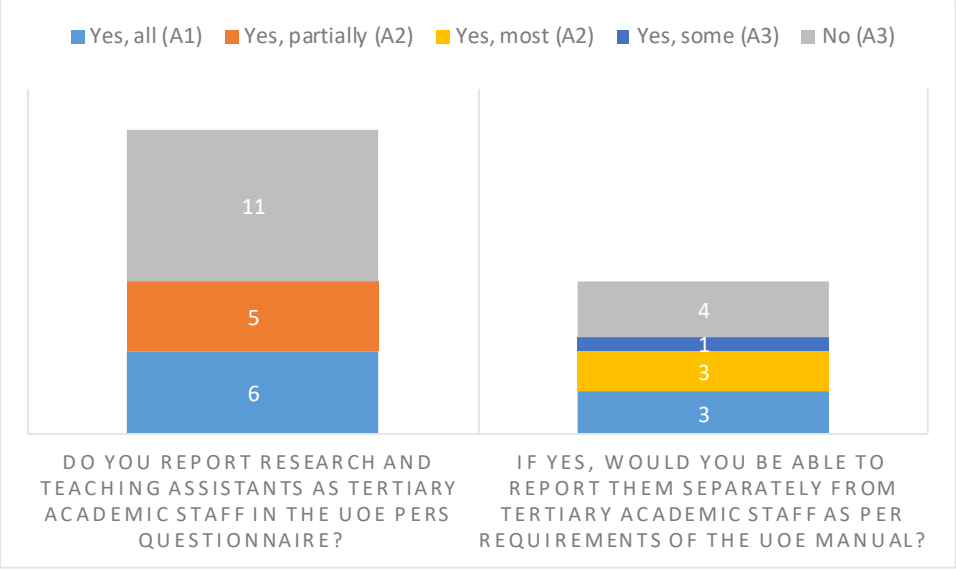
2.1.2. Teaching and research assistants

13. Teaching and research assistants are considered as tertiary instructional personnel, but not as tertiary academic staff in the UOE manual. Its definition includes all students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Personnel in these positions are usually students enrolled in tertiary ISCED levels 6, 7, or 8 and who hold such titles as teaching assistant, teaching associate, teaching fellow, research assistant, or equivalent personnel with other titles (UNESCO-UIS / OECD / EUROSTAT, 2018[1]).

14. Nonetheless, about half of countries responding to the survey indicated reporting teaching and research personnel as academic staff in the UOE PERS questionnaire with an almost equal split between those that report all of them and those that report only some of them. Most cases where teaching and research assistants were reported as academic staff occurred when students were employed, such as in the case of doctoral candidates. Among the 11 countries that reported teaching and research assistants as academic staff, 6 of them are able to report all or most of them separately, 1 country can only report some of them separately, while the remaining 4 are not able to distinguish them from academic staff at all. These are the same four countries that were not able to report doctoral candidates separately from academic staff (Australia, Latvia, New Zealand, and Norway) (Figure 3). However, with the exception of one country, most countries are not able to differentiate doctoral candidates that serve as teaching/research assistants from students at other levels.

Figure 3. Reporting of teaching and research assistants in UOE PERS questionnaire

Number of countries



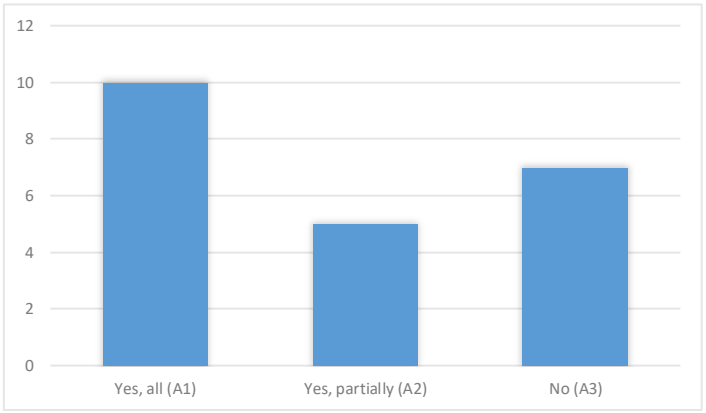
Source: INES feasibility survey on a classification of tertiary instructional personnel

2.1.3. Casual and temporary staff

15. Casual and temporary staff refers to staff on fixed-term contract that are not on an academic career path, or may have been recruited on a temporary or casual basis. The regular international definitions of employment apply: therefore, it also includes personnel temporarily not at work (e.g. for reasons of illness or injury, maternity or parental leave, holiday, vacation or sabbatical). It may also include retired professors still working under consultancy contracts. The definition of instructional staff in the UOE manual does not refer to staff's contractual conditions, and all staff, regardless of their employment conditions must be reported.

Figure 4. Do you report casual or temporary personnel (i.e. those on fixed-term employment without permanent or continuous employment prospects) as tertiary academic staff in the UOE PERS questionnaire?

Number of countries



Source: INES feasibility survey on a classification of tertiary instructional personnel

16. Among the 22 countries reporting to the feasibility survey, however, not all report casual or temporary staff in the UOE PERS questionnaire: 5 report doing so partially, while 7 indicate not reporting them at all. Among countries that report casual staff in the PERS questionnaire, most report them working either full or part-time. Therefore, the intensity of work itself is not sufficient to distinguish staff on an academic career track from casual or temporary workers.

17. Some countries highlighted the difficulty to report separately on staff with casual or temporary contracts. Some universities (for example in Estonia or Finland) do not consider personnel not on the academic career path as academic staff, and therefore do not report them in national registries. In other countries, the data is reported jointly with staff on the academic career track, and cannot be distinguished. Countries that indicated they only reported some casual and temporary staff indicate doing so for professors on contract (Italy), part-time teachers not on the academic career track (Finland), or temporary staff not paid by piecework (France).

18. The vast majority of respondents could not report the average duration of contract for temporary staff. Only three countries reported an average contract duration: 12 months in Italy, 18.6 months in Estonia, and 24 months in Latvia In Germany, while an average duration of contract was not specified, the maximum duration of a temporary contract is capped at 6 years.

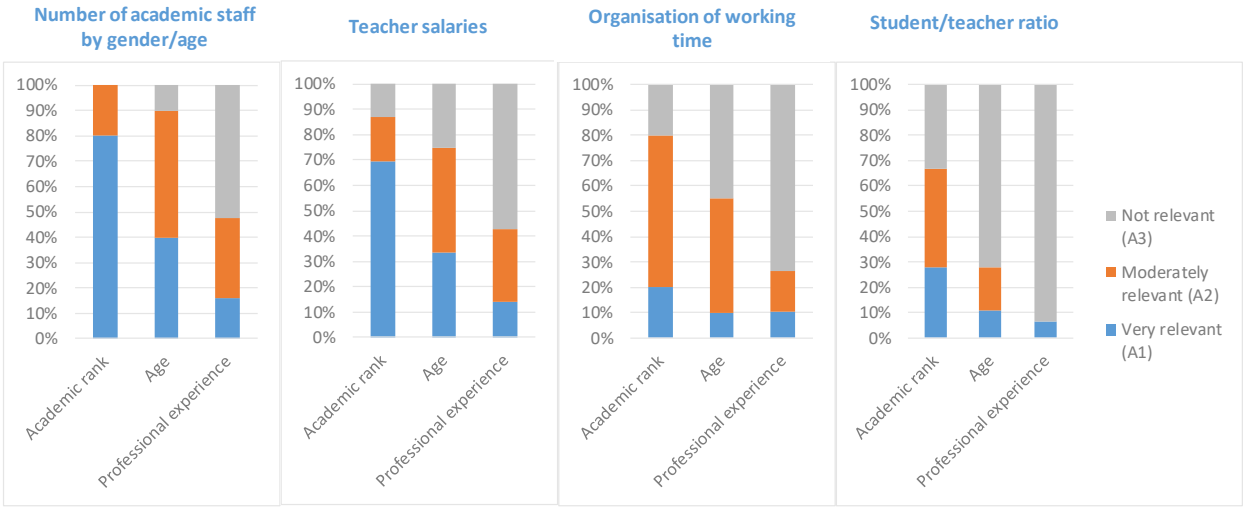
2.2. Classification

19. The questions in this section required countries to rate the appropriateness of each classification type (academic rank, age, or number of years of professional experience) to effectively address the policy implications of selected INES working party and NESLI indicators: number of teachers by gender/age, student/teacher ratio, teacher salaries and the organisation of working time.

20. Among the three types of classification, academic rank was considered the most policy relevant across the four indicators selected. However, even a classification on academic rank was considered moderately to not relevant by most of the countries for the computation of indicators on the organisation of working time or student/teacher ratio (Figure 5).

Figure 5. National policy relevance of using a classification by academic rank, age, or professional experience for selected EAG/NESLI indicators

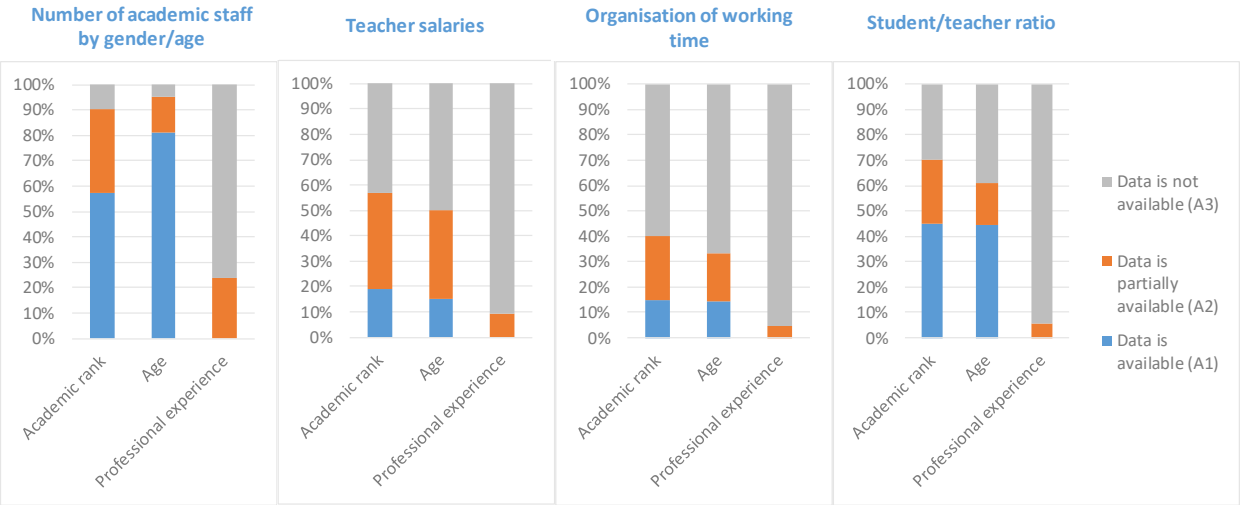
% of countries, based on 21 countries submitting responses to this question



Note: Results do not include NA or empty replies, and are normalised to 100%
Source: INES feasibility survey on a classification of tertiary instructional personnel

Figure 6. Data availability for selected EAG/NESLI indicators for each classification by academic rank, age, or professional experience

% of countries, based on 21 countries submitting responses to this question



Note: Results do not include NA nor empty replies, and are normalised to 100%
Source: INES feasibility survey on a classification of tertiary instructional personnel

21. Comments included in the questionnaire mentioned the relevance of student/teacher ratio at tertiary level only if specific career tracks can be identified and if the indicator can be calculated including only teaching staff (thereby excluding research staff). However, few countries are able to separate the number of academic staff by career track.

22. Data availability also varies across the three types of classification. Data availability according to academic rank and age have similar profiles, whereas data for a classification according to the number of years of professional experience is rather limited. The indicators for which data is the most widely available according to academic rank or age are indicators on the number of staff by gender or age, and the student to teacher ratio (although this is mostly computed from data collected separately on teachers and students) (Figure 6).

23. Comments on data availability by academic rank highlighted some limitations. Some countries, such as Chile and Colombia, do not have a formal method for classifying teachers within their higher education institutions. In addition, some countries are not able to report on academic rank for the full profession at tertiary level. For example, in Japan, the split by academic rank is available for full–time staff only. In other countries, data is only available for academic tertiary institutions (e.g. Germany).

24. Countries were also asked to specify the most relevant policy questions they would like to see answered by a classification of tertiary staff. Most countries confirmed their interest for a classification by academic rank. In addition, some also specified they would be interested to explore gender differences in career progression through the ranks and salary levels. Other suggestions include the attractiveness of an academic career (particularly through its junior positions), the proportion of staff with senior qualifications, and salary levels of staff.

2.3. Academic rank and various disaggregations for selected indicators

25. The questions in this section further explored a classification by academic rank. In particular, it asked countries to identify the name in English of each rank in their country (**Error! Reference source not found.**). It also requested countries to rate the relevance and data availability of the classification by academic rank and selected breakdowns for a range of indicators. The breakdowns considered were career track (instruction, research), selected tertiary levels (ISCED 5 separate from 6-8), institution type (public, private, or government-dependent private), or by institution category (academic or professional).

26. While the survey explored the relevance of this classification and breakdowns for a range of indicators, this section only presents the results for the two indicators rated with the highest policy relevance identified from the previous section: Number of tertiary academic staff and teacher salaries.

2.3.1. Number of tertiary academic staff

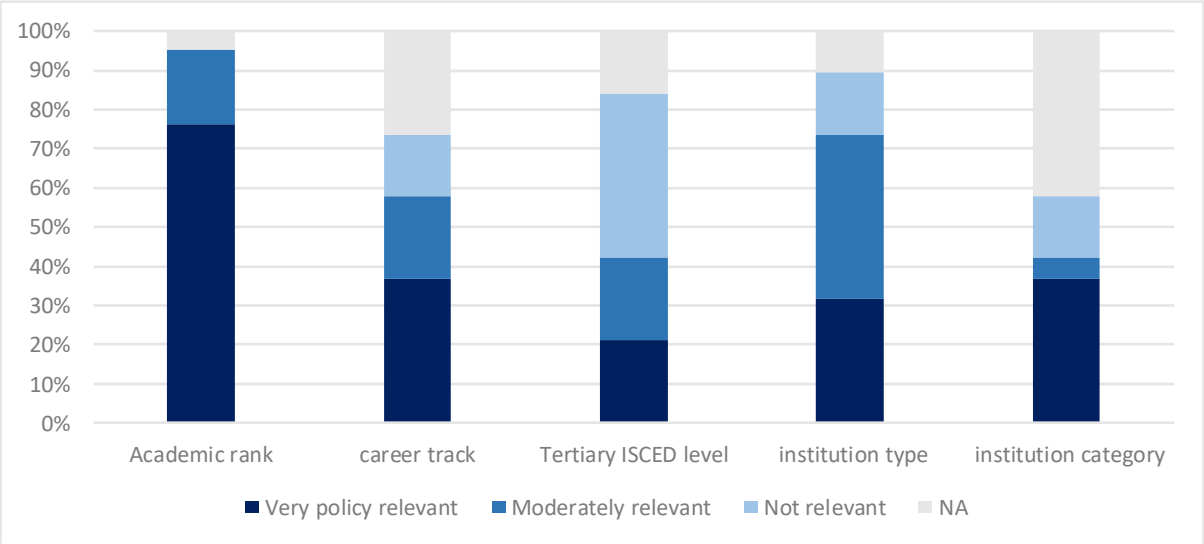
27. Among the breakdowns on tertiary academic staff proposed, the the number of academic staff broken down by academic rank on its own or in addition to gender was received the highest relevance rating. The results of both indicators – total number of tertiary academic staff and tertiary academic staff by gender- according to various disaggregations were similar. Therefore, this section will only present the results for the indicator "Number of tertiary academic staff". Figure 7 shows the policy relevance ratings of the indicator "Total number of tertiary academic staff" according to each breakdown.

28. Ranking the results by the sum of the share of countries that rated "Highly relevant" or "Moderately relevant", the disaggregations that received the highest ratings are academic rank and institution type. However, qualitative comments highlighted the relevance of considering the career track when calculating the student/teacher ratio, which should focus on instruction rather than research staff. However this would imply collecting data on staff by career track, which is not readily available in most countries responding to the survey.

29. Regarding data availability by academic rank, 84% of respondents indicated that data according to each of the categories identified is available or partially available. In addition, almost three-quarters of countries reported being able to provide the number of tertiary academic staff by rank and disaggregated by institution type (public and private separately). Aggregated data at ISCED levels 5-8 is the most widely available, with only 28% of countries only able to provide data aggregated at levels 6-8, even though short-cycle tertiary programmes exist in those countries.

Figure 7. Policy relevance of various disaggregations for the indicator "Total number of tertiary academic staff"

% of countries



Note: Responses were received from the following number of countries: academic rank (21), career track (19), Tertiary ISCED level (19), Institution type (19), Institution category (19)

2.3.2. Teacher salaries

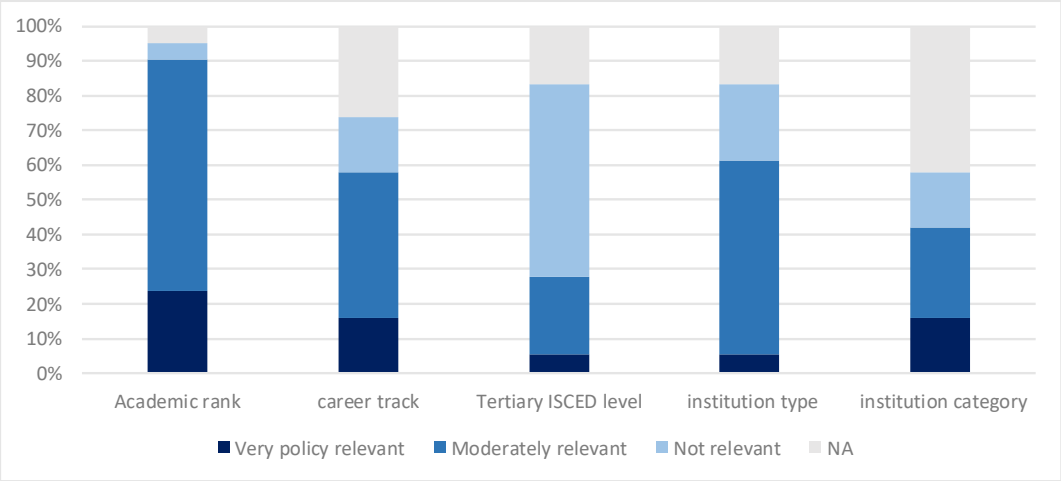
30. Among the indicators on teacher salaries, the ones for which a disaggregation by academic rank or further breakdowns was considered of highest policy relevance were actual salaries for full-time tertiary academic staff followed by statutory salaries for full-time tertiary academic staff at specific stages of their career. Figure 8 shows the policy relevance of the indicator "Actual teacher salaries for full-time tertiary academic staff" according to each breakdown.

31. Ranking the results by the sum of the share of countries that rated "Highly relevant" or "Moderately relevant", the breakdowns that received the highest ratings by countries are academic rank and institution type, similarly to the indicator on number of tertiary academic staff. However, the share of countries that rated these breakdowns as "highly relevant" is relatively low (Figure 8).

32. Similarly, data availability for both actual and statutory salaries by academic rank is lower: 24% of countries have actual salaries for each level of academic rank while 29% only reported partial availability. Interestingly, data availability for statutory salaries was lower than for actual salaries across countries, contrary to the indicator published yearly in *Education at a Glance.*

33. However, data availability for both actual and statutory salaries by rank and institution type are very similar. Half of countries report having data for public institutions only while 30-40% have data for public and private institutions separately.

Figure 8. Policy relevance of various disaggregations for the indicator "Actual teacher salaries for full-time academic staff"



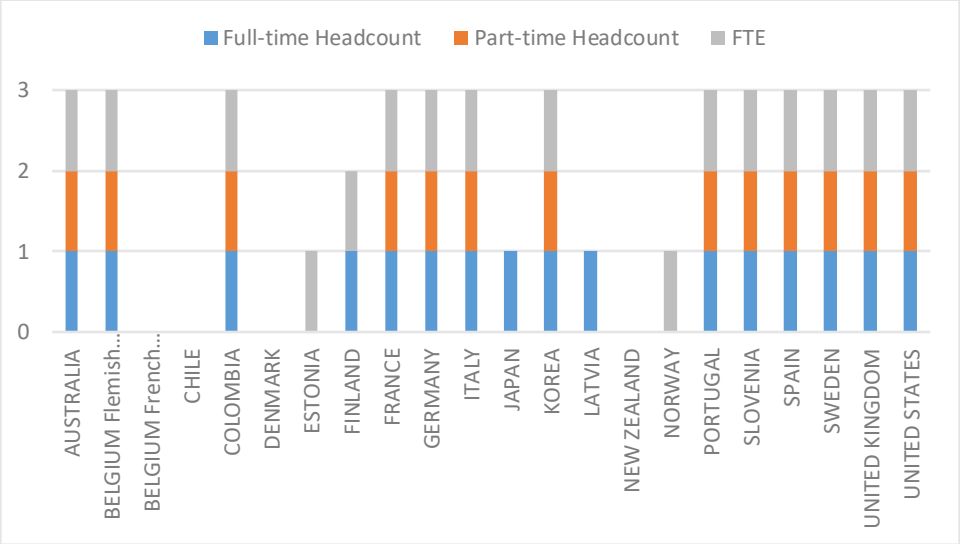
Note: Responses were received from the following number of countries: academic rank (21), career track (19), Tertiary ISCED level (18), Institution type (18), Institution category (19)

2.4. Data Collection

34. The last section of the survey aimed to better understand the feasibility of the proposed classification by collecting a preliminary estimation of the number of staff according to each category. The survey requested countries to provide the estimated number of tertiary instructional staff (ISCED 5-8) in public and private institutions according to the agreed categories of instructional staff for the academic year 2016/2017 in headcount (full-time and part-time) and full-time equivalents (FTE).

35. Most countries were able to report data in both headcount (full and part-time) and FTE, with only a few just reporting one or the other: Japan only provided data for full-time headcounts, while Estonia and Norway only provided data on FTE. In contrast, other countries, such as Korea or Germany, were not able to convert part-time headcount into FTE. Five countries/economies were unable to provide any data: Belgium French Community, Chile, Colombia, Denmark, and New Zealand. In some cases, such as in Chile or Colombia, this is because there is no national classification for academic rank. However, in others, such as the French Community of Belgium or New Zealand, it is data quality considerations or difficulties to map national categories of academic staff to the ones proposed in this classification (Figure 9).

Figure 9. Data availability for the total count of tertiary instructional personnel

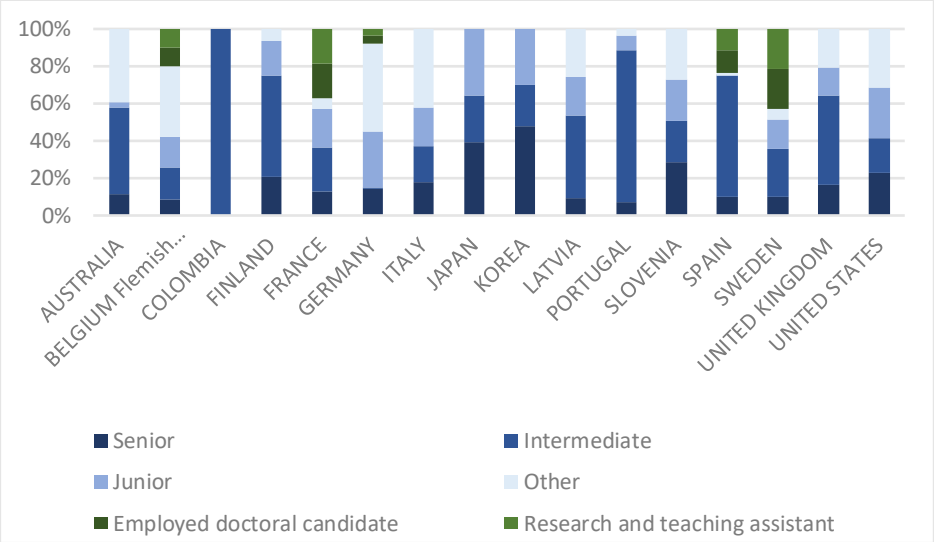


Note: Countries are ranked in alphabetical order

36. Figure 10 shows the distribution of full-time tertiary instructional personnel across each of the categories. Some countries were only able to report the data for public higher education institutions only (e.g. Australia, Estonia, France) while others were only able to report on universities (e.g. Germany). Only one country (Australia) indicated reporting short-cycle tertiary programmes and only reporting figures for ISCED 6-8.

37. The "Other" category (i.e. Casual or temporary staff with fixed-term employment and not on the academic career track) is significant in some countries, representing more than 40% in Australia, Germany, and Italy. Some countries highlighted issues in the reporting of the "Other" category. For instance, both Estonia and the United Kingdom had issues with the requirement of "fixed-term contract" for this category of staff. The United Kingdom highlights that not all staff on such contracts are regarded as casual, and that it would be more suitable to consider workers paid by the hour instead. Estonia does not have academic staff on fixed-term contract, however it does have research or teaching assistants that are neither students, nor work part-time, and therefore do not qualify in either category.

Figure 10. Share of full-time tertiary instructional staff by academic rank, headcount



Note: Countries are ranked in alphabetical order

38. Countries that reported staff under employed doctoral candidates are those where doctoral candidates have a formal employee status, and who are able to separate them out from academic staff. However, some countries did not report the number of employed doctoral candidates, although they had indicated the possibility to do so in the 'Reporting Practices' section (e.g. Finland, Portugal). Some highlighted difficulties in defining whether employed doctoral candidates or assistants should be reported under junior staff or under research/teaching assistants (e.g. Finland, Spain).

3. Implications and recommendations for next steps

3.1. Implications from the survey results

39. The following implications can be drawn from the results of the feasibility survey:

- **The variability in the status of doctoral candidates confirms the need to treat them separately from academic staff in order to ensure comparability.** Most countries that report doctoral candidates as tertiary academic staff would be able to report most or some of them separately. This is an encouraging finding in support of separating out this category of staff. However to confirm this, further investigation is needed to understand which type of doctoral candidate cannot be reported separately. Some countries indicate those that work as teaching/research assistant cannot be separated out from students working in such roles at other levels. A solution may be to have one category grouping employed students or doctoral candidates, whether full or part-time, into one category.
- **Countries that are not able to distinguish doctoral candidates from tertiary academic staff are also unable to distinguish research and teaching assistants from academic staff.** This indicates the difficulty is not so much with respect to doctoral candidates, but in differentiating employed students from academic staff more generally. However, only three out of the 19 reporting countries are in this situation.

- **A classification of tertiary academic staff by academic rank is the most policy relevant** across the selected indicators for which this classification could be used.
- **The classification by academic rank was considered most relevant for the indicators on total number of academic staff and teacher salaries**, but not so much for the indicators on the organisation of working time or student/teacher ratio. Among the two indicators considered relevant, data was most widely available for the indicator on number of academic staff (90% of countries had data available or partially available). Therefore as a first step, it is recommended to use this classification first to better understand the characteristics of tertiary academic staff, and then teacher salaries as a second step. This order would also allow to further refine the definitions of each academic rank before using the classification for other indicators.
- **The only disaggregation considered relevant for the indicators on tertiary academic staff and teacher salaries in addition to academic rank was institution type.** Other disaggregations (career track, tertiary ISCED level, and institution category) were considered much less relevant: More than 50% of countries considered the breakdown on tertiary ISCED level and institution category as not relevant or not applicable for these selected indicators, while more than 40% of countries reported so for the breakdown on career track.
- **Data availability across each of the academic ranks - senior, intermediate and junior- for all institutions, at ISCED 5-8, is good.** The qualitative comments did not reveal substantial difficulties in reporting according to the definitions considered. Further investigation will be needed to ensure the consistency of the mapping of national categories of staff associated to each of these ranks. In addition, some countries were only able to report on a reduced coverage (only public institutions, universities or ISCED 6-8). However, from the results of the feasibility survey, this seems limited to a few countries. Nonetheless, it may be worth exploring the relevance of these breakdowns for the selected indicators in more detail, and in particular, whether a reduced coverage would reduce its relevance. For example, the disaggregation on institution category was rated as not applicable or not relevant by more than half of the countries that participated in the survey. However, it is unclear whether this means that the institution category does not influence the indicator, or whether a reduced scope may be as relevant (in this case, focusing on universities only for instance).
- **Data availability for the indicator on total academic staff broken down by academic rank and institution type is strong:** 78% of countries responded they had data available for public and private institutions separately. In contrast, only 40% of countries would be able to report data on statutory salaries by these breakdowns and 30% would be able to do so for actual salaries. Half of the countries would only be able to report on public institutions only.
- **Most countries were able to report data in both headcount and FTE, with only a few just reporting one or the other.** Given the data availability for both measures is similar across countries, which to consider will ultimately depend on the most meaningful for the selected indicators.
- **Coming to a common understanding of "Other" staff is still challenging.** Casual or temporary staff may work full or part-time. Therefore, the intensity of work cannot be used to distinguish staff on these types of contract from staff on the academic career track. Unfortunately, the qualitative comments provided in the survey did not provide any ground to clarify some of those challenges.

- **The "Other" category of academic rank is significant in some countries, highlighting the relevance of this category of staff.** As a further step, and given the challenges in arriving to a common and agreed definition, it will be important to further understand the relevance of this category for the selected indicators on tertiary staff.

3.2. Next steps

40. Based on these findings the following recommendations for the future of this work can be drawn:

- Consider a classification by academic rank for academic staff, with the categories senior, intermediate, junior and other.
- Ensure that there were no significant deviations from the definitions of each category of staff across responding countries and clarify possible misunderstandings in the allocation of staff to a given position.
- Clarify any pending challenges in the definition of "Other" category of academic staff and understand which policy questions this category of staff responds to.
- Maintain a category for doctoral candidates and research/teaching assistants separate from academic staff. However, both categories may be combined to simplify the reporting, given these categories individually are of lower policy relevance for selected tertiary staff indicators.
- The categories of academic rank should be refined with the aim to use it for the collection of data on the indicators for which its use was considered the most relevant: the total number of academic staff (by gender, age) and teacher salaries.
- Given the lower relevance of the breakdowns career track, tertiary ISCED level, and institution category for the interpretation of these two indicators, focus only on academic rank, without any further breakdowns. However, reducing the scope of the coverage may be considered: public institutions, universities, or ISCED 6-8 as a first step. Analysis by institution type, while considered relevant as a breakdown, will be hindered by data availability, particularly for the indicator on teacher salaries (statutory or actual). However, this may be further explored for the indicator on total number of academic staff.

41. As next steps, it is therefore proposed:

- To work bilaterally with countries to clarify their responses in the feasibility survey, particularly with regards to definitions of academic rank and their mapping to national categories.
- Continue working with the INES Informal Working Group on tertiary staff to:
  - Further refine the classification based on the results of the survey and bilateral investigation, and propose recommendations to adjust definitions included in the UOE manual as relevant.
  - Start thinking about the indicator definitions for which the classification will be used.
- Present an update of this work at the INES WP and NESLI meetings in October 2020.

42. The NESLI Network and INES Working Party is invited to:

- **DISCUSS** the findings from the feasibility survey on a classification of tertiary instructional personnel
- **AGREE** on the main recommendations that can be drawn from the results
- **AGREE** on the next steps to pursue this work in the coming months.

Annex A. English equivalent of each academic rank by country

Country	Senior	Intermediate	Junior	Other	Employed doctoral candidates	Research/teaching assistants
AUSTRALIA	Professor	Associate Professor, Senior Lecturer, Lecturer, Research Fellow, Senior Research Fellow, Fellow, Senior Fellow, Teaching Fellow, Senior Teaching Fellow	Postdoctoral Fellow, Associate Lecturer	Professor, Associate Professor, Senior Lecturer, Lecturer, Research Fellow, Senior Research Fellow, Fellow, Senior Fellow, Teaching Fellow, Senior Teaching Fellow, Postdoctoral Fellow, Associate Lecturer, Research Assistant, Tutor	K (included in academic staff)	K (included in academic staff)
BELGIUM Flemish Community	Full professor	Associate professor, professor	Assistant professor, continuous-term contract research staff, tutor, principal tutor, instructor	Visiting professor, fixed-term contract research staff, senior research fellow, teaching assistant, retired academic staff	Graduate teaching and research assistants	Does not exist in Flanders
BELGIUM French Community	professeur ordinaire et extraordinaire/chargé de cours/	Professeur/maitre assistant	chargé de cours/maitre de formation pratique	tous les enseignants des ESA		assistant/premier assistant
CHILE	There is no standard classification for academic Staff in Chile	There is no standard classification for academic Staff in Chile	There is no standard classification for academic Staff in Chile	There is no standard classification for academic Staff in Chile	No data available	Higher education institutions are asked to not report research and teaching assistants as academic staff
COLOMBIA	Not applicable	Not applicable	Not applicable	Docente Cátedra	Not applicable	Not applicable
DENMARK						
ESTONIA	Professor; Lead research fellow	Associate Professor, Senior research fellow, Senior lecturer	Research fellow, Lecturer		Junior research fellow	
FINLAND	University: Academic career track IV tier, University of applied sciences: Senior lecturer	University: III tier, UAS: Lecturer	University: II tier, UAS: Teacher, researcher	Both: Part-time lecturer	University: I tier	Research and Teaching Assistants
FRANCE	Professeur titulaire et corps assimilés ; Professeur associé Temps plein	Maître de conférences titulaire et corps assimilés (HU GE, Assistant titulaire) ; Maître de conférences associé Temps plein ; Professeurs de chaires supérieures	Professeurs agrégés et Professeurs certifiés et assimilés, professeurs de lycée professionnel enseignant en BTS	tous les non titulaires, non compris : Enseignants invités, vacataires, contrats doctoraux	contrats doctoraux	none

GERMANY	Professorinnen und Professoren (hauptberuflich), einschließlich Juniorprofessorinnen und Juniorprofessoren --- Professor (including junior professor)	Dozenten und Assistenten (hauptberuflich) --- Lecturer and assistant (main occupation)	Wissenschaftliche und künstlerische Mitarbeiter sowie Lehrkräfte für besondere Aufgaben (hauptberuflich) jeweils ohne laufendes Promotionsverfahren --- Scientific and creative arts staff (without ongoing doctorate projects) and specific task teacher (main occupation, without ongoing doctorate projects)	Professoren, Lehrbeauftragte sowie wissenschaftliche Hilfskräfte (nebenberuflich) jeweils ohne laufendes Promotionsverfahren --- Casual or temporary staff, e. g.: Professors (part-time, <50%), freelance lecturers and teaching and research assistants (part-time and without ongoing doctorate projects).	Wissenschaftliche und künstlerische Mitarbeiter, Lehrkräfte für besondere Aufgaben sowie wissenschaftliche Hilfskräfte (nebenberuflich) jeweils mit laufendem Promotionsverfahren --- Scientific and creative arts staff (with ongoing doctorate projects), specific task teacher (with ongoing doctorate projects), teaching and research assistants (part-time, with ongoing doctorate projects)	Studentische Hilfskräfte, Fehlanzeige da nicht flächendeckend erhoben werden. --- Student assistant (not covered by the statistic)
ITALY	Full Professor	Associate Professor	Academic researcher (with a permanent or fixed-term contract)	Fellowship researcher; Professor on contract	Not applicable	Assistant (this category include students enrolled at ISCED levels 7 and 8 who receive a grant for tutoring, didactic-integrative activities or preparatory and/or remedial courses).
JAPAN	Professor	Associate Professor	Lecturerer/ Assistant Professor			Teaching assistant includes following categories; "Other" of acadmic staff, "Employed doctoral candidates" of Research and Teaching Assistants.
KOREA	Professor	Associate Professor	Assistant Professor	Professor holding concurrent posts / Visiting Professor/ (Part-time) Instructor / Other types of staff on fixed-term employment (e.g., Honorary Professor, Lecture Professor, Research Professor)	Research and Teaching Assistant	Research and Teaching Assistant
LATVIA	Full Professor; Senior researcher	Associate Professor; Docent; Researcher	Lecturer; Assistant	Temporary staff (Part time hourly teacher, also Visiting Professors; Visiting Docents; Visiting Lecturers; Senior visiting researchers; Visiting researchers; Visiting assistants)	Full or part-time Lecturer; Full or part-time Assitant; Temporary staff (Part time hourly teacher).	Research Assistant; Assistant [teaching].

NEW ZEALAND	Professors, Deans/Heads of School	Associate Professors, Heads of Department/ Faculty, Readers, Senior Lecturers, Principal Lecturers, Senior Tutors	Lecturers, Tutors		Employed doctoral candidates	Research and Teaching Assistants, Student teachers, Student Assistants, Assistant Lecturers, Assistant Tutors, Tutorial Assistants
NORWAY	Professor, adjunct professor, senior researcher	Associate professor, adjunct associate professor, researcher	Assistant professor, adjunct assistant professor, postdoctoral fellow , university college teacher	Research assistant (not students), "spesialistkandidat"	Ph.d.-positions	
PORTUGAL	Chair Professor; Principal Coordinating Professor; Coordinating Researcher (Senior Researcher)	Associate Professor, Assistant Professor; Coordinating Professor, Assistant Teacher (Adjunct Professor); Principal Researcher, Assistant Researcher	Assistant (phased-out)	Lecturer (no stage category) ; Other teaching staff		Monitor (teaching assistant); Research Assistant
SPAIN	Catedrático de Universidad (The single highest post for academic staff is a civil servant called “Catedrático de Universidad”. This figure does not apply in the case of private universities.) Regarding tertiary non-universitary education, it could be included the different categories of "Catedráticos" of "Secondary Education" and "Arts"	Associate professor (Titular de Universidad) and other intermediate categories (Ayudante Doctor, Contratado Doctor, Sustituto, staff of private universities, post-doctor researches and similar categories). Regarding short-cycle tertiary education, associate professor and technical teacher for professional training (profesor técnico) could be included.	Ayudante. We have doubts about whether these staff should be incluyed or if they should be considered a Doctorate Students only. In the latter case, junior category would correspond to " ayudante doctor". Regarding short-cycle tertiary education, we don't have identified any category to include here.	Visitor, emeritus and "asociado" teachers.	Predoctoral researchers	
SWEDEN	Professor	Senior lecturers, Other research and teaching staff with third-cycle qualifications	Lecturers, Career-development positions	Other research and teaching staff without third-cycle qualifications	Doctoral students	-
UNITED KINGDOM	Professor/Head of academic area	Senior lecturer/Principal lecturer/Reader/Senior Research fellow/Principle Research fellow.	Lecturer/research fellow/researcher/senior research assistant/teaching fellow	See notes in Data collection	Not applicable because in the UK, doctoral candidates are not employees for the purpose of their doctoral studies.	First degree, masters degree or doctoral students who are typically employed part-time as assistants (to run tutorials, mark work etc.).
UNITED STATES	Full professor	Associate professor	Assistant professor, lecturer	Instructor, assisting professor, adjunct professor, or interim professor (or the equivalent)	Research and Teaching Assistants	Research and Teaching Assistants

Note: Countries may list the name of the rank in their national language if the English translation is unknown