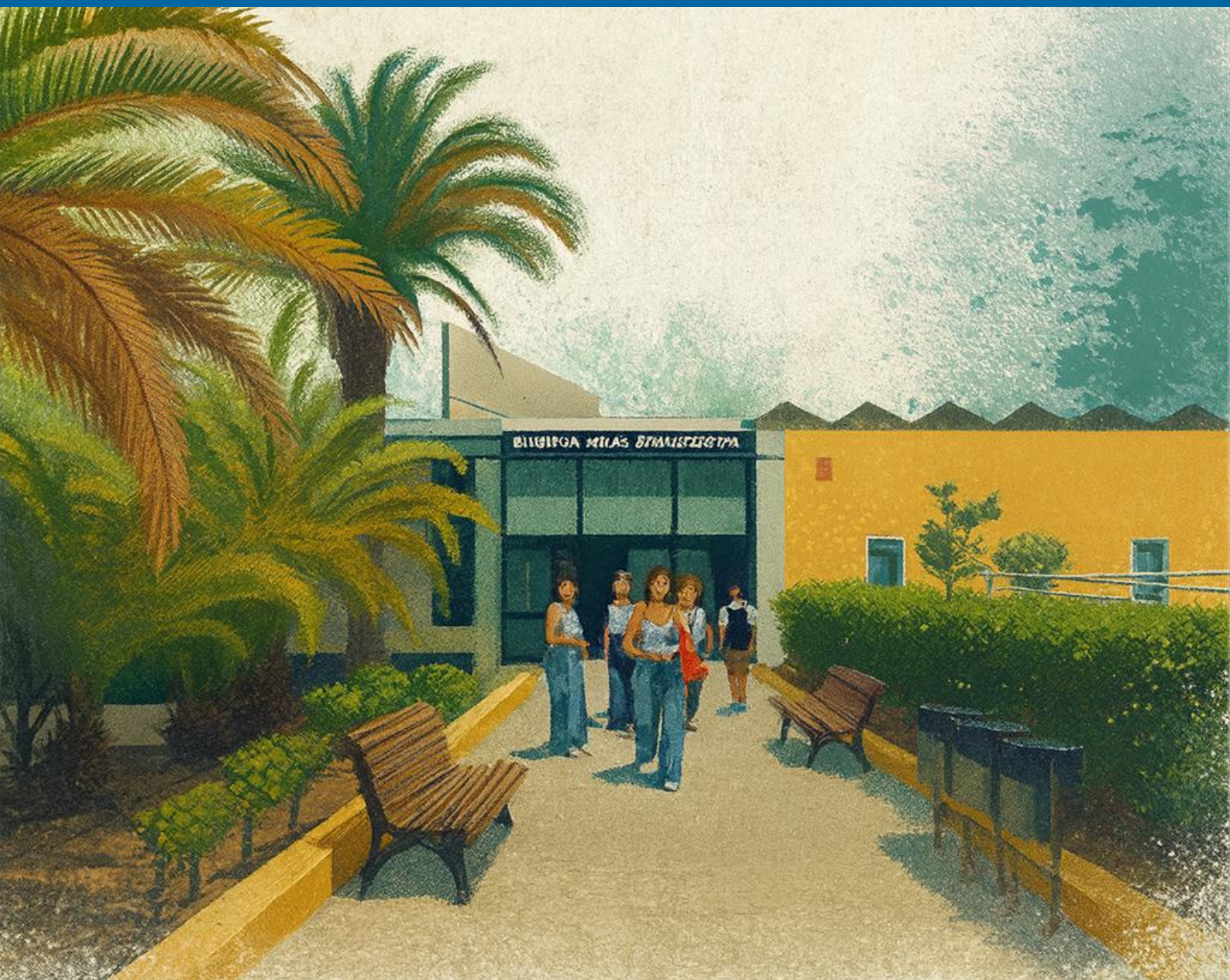




Veterinary Faculty ULPGC
Self-Evaluation Report (SER)
2025
1st-5th December 2025

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles (e.g. good teaching and assessing practices, knowledge of up-to-date (e-)learning resources, biosecurity and QA procedures, ...)

ULPGC is a public University, and their staff should be selected in accordance with strict Spanish and EU regulations, which ensure complete transparency and that the staff meets the necessary capabilities to adequately carry out the educational and research mission of the University. In compliance with current regulations on university teaching staff, ANECA assesses the curricular merits of research, teaching, transfer and management for access to different teaching positions. The established criteria for each category can be found on the official [ANECA](#) website. Once teachers achieve national accreditation by ANECA, the ULPGC holds an annual call to select the most suitable candidate for the position to be filled. This selection procedure is carried out by an examining board composed of experts belonging to each specific subject area. Therefore, the procedure guarantees the hiring of the most capable candidates from among the group that meets the legally established requirements. The holding of the various competitions must be published in the respective Official Gazettes. Furthermore, information on the calls for applications is easily accessible through the [ULPGC's transparency mailbox](#).

The academic teaching staff categories are listed in Figure 9.1.1, and this classification is subsequently applied in Table 9.2.1. The academic teaching staff are classified as either permanent or temporary. Permanent staff include full professors and associate professors, who teach up to 240 hours per year. Temporary staff are divided into assistant professors and contracts-adjunct professors (called part-time associate professors-ATP. in Spain). Assistant professors hold a four-year fixed-term position, during which they must obtain ANECA accreditation to apply for promotion. If approved and supported by the department, they can advance to a permanent associate professor position through an open call. Part-time associate professors (ATP) are highly qualified external professionals contracted to teach 120–180 hours per year, with annual contract renewals depending on departmental needs. This system allows flexibility in staffing while ensuring high-quality teaching through a mix of permanent faculty and experienced external professionals. It also provides a clear career progression path for temporary staff aspiring to permanent positions.

In addition to academic staff, teaching at FVULPGC is supported by non-academic teaching staff: pre- and post-doctoral researchers **Interns**, VTH practitioners and Certified Specialists. Data are presented in Table 9.2.1.

The ULPGC has a Training Plan for its teaching and research staff (PFDI), with the 2021-2025 plan in force, and will continue from 2026. Managed by the Vice-Rectorate for Teaching Staff and Educational Innovation, this plan ensures professional development through initial and lifelong training, emphasizing teaching quality and supporting tutoring, educational innovation, research, management, equality, internationalization, and language skills. It covers good teaching practices, assessment, digital tools, e-learning, biosecurity, and quality assurance. A semester-long program is offered, with specific registration and access links. It is structured into four training blocks: (1) Teaching, Tutorial Action, and Educational Innovation; (2) Research and Transfer; (3) Management, Quality, and Equality and (4) Internationalization and Language Skills.

The ULPGC training plan is mandatory for assistant professors and new faculty, who must complete at least 10 ECTS credits of training during their first year. Likewise, PhD students are required to complete a minimum number of training activities while developing their doctoral thesis. Furthermore, a significant number of permanently employed FVULPGC professors also undertake many of these training activities.

The proposed training activities are also aligned with the achievement of two university-specific degrees through credit recognition: the [Expert in University Teaching](#) and the [University Expert in Digital Competencies](#). In addition, the ULPGC has a [Monitoring Committee for the Continuing Education Plan](#) for ULPGC Academic and Research Staff, which meets at the beginning and end of each semester to evaluate the progress of the proposed Training Plan and facilitate the definition of the training activities to be carried out in each semester of the next four academic years. This monitoring ensures the quality of the training offered.

The number and percentage of teaching staff with a veterinary degree are detailed in Table 9.2.2. The FVULPGC complies with the EAEVE requirement that the majority of teaching staff (calculated as FTE) involved in core veterinary education must be veterinarians. To enhance intramural practical training, adjunct staff are hired in key areas such as food hygiene for abattoirs (3 OVS), large animal health (3 instructors), and animal health (4 instructors). Additionally, the FVULPGC engages professionals (between 4-5 each year) of different specialties (large animals, avian) for EPT. These veterinarians are recognized as honorary supporting professors.

A significant number of veterinarians belonging to the teaching staff are members of various national and international boards, committees, and agencies (EAEVE, ANECA, AEMPS, etc.). Regarding professional qualifications, special mention should be made of the diplomats of the European Board of Veterinary Specialization: Wildlife Population Health (3), Pathology (2), Forensic Pathology (1), Parasitology (2), Aquatic Animal Health (2) and Veterinary Sports Medicine and Rehabilitation (1). In addition, three veterinarians have completed different residency programs (European or American): Diagnostic Imaging, Cardiology and Laboratory Animal Medicine, and will soon become certified. Finally, the FVULPGC has 7 Spanish national accreditation specialists (AVEPA) in the following areas: Cardiology (1), Internal Medicine (2), Ophthalmology (2), Oncology (1), and Traumatology & Orthopaedics (1).

Figure 9.1.1. Teaching staff categories at FVULPGC

ACADEMIC STAFF				
PERMANENT			TEMPORARY	
Full Professor	Associate Professor		Assistant Professor	Part-Time Lecturer
<i>Catedrático de Universidad</i>	<i>Titular de Universidad</i>	<i>Profesor Contratado Doctor</i>	<i>Profesor Ayudante Doctor</i>	<i>Profesor Asociado a Tiempo Parcial</i>

Full Professor (Catedrático de Universidad): **full-time, civil servant, tenured position**

Associated professor: **full time, it includes tenured positions, both civil servant** (Titular de Universidad) and **hired** (Profesor Contratado Doctor-PPL)

Assistant Professor are full-time, temporary, hired positions (Profesor Ayudante Doctor)

Part-time Lectures (Profesor Asociado) is a part-time (variable dedication), temporary, hired position

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

The number of academic staff (FTE) at FVULPGC has slightly decreased from 111.15 in 2019 to 104, mainly because the previous SER included all teaching staff who taught in the veterinary degree, while the current one only registers those with the highest teaching load (Appendix 9.1.). Since the last visit, Spanish public universities, including ULPGC, have faced a recruitment plateau due to economic constraints and limited promotion opportunities. However, in the past two years, temporary staff have been promoted to higher categories, including Assistant and Full Professor. ULPGC has announced 100 doctoral assistant positions for 2024–2025 to renew teaching staff. Additionally, prestigious Ministry of Universities scholarships (e.g., Ramón y Cajal, Margarita Salas) aim to reintegrate highly productive researchers, allowing them to eventually obtain permanent professor positions. These measures collectively support faculty renewal and the reinforcement of academic quality, addressing both generational turnover and the need to maintain high teaching and research standards in the veterinary degree program.

The teaching staff (Table 9.2.1.) complies with the EAEVE recommendations, as does the percentage of veterinarians on staff (Table 9.2.2.), with values close to 100% in areas such as preclinical, clinical, animal production and food science subjects. Similarly, a very high number of professors carry out research tasks (Table 9.2.4.) and more than 90% of the total academic staff (including permanent and temporary) have a doctorate degree. The exact number of FTE academic and support staff for the veterinary program over the next three academic years cannot be precisely determined. However, The ULPGC maintains a proper balance between staff retirements and the recruitment of younger faculty members. The institution recognizes the need to expand its staff, particularly in subjects with a high clinical load that require small student groups for more personalized and applied teaching.

Table 9.2.1. Teaching staff involved with the core veterinary programme

Type of Contract	2023-2024	2022-2023	2021-2022	Mean
Permanent Academic Staff				
Full Professor ^a	20	20	17	19
Associate professor ^b	54	52	52	52.7
Total	74	72	69	71.7
Temporary Academic Staff				
Assistant Professor ^c	4	-	-	1.3
Part-time Lectures ^d	13.7	16.6	17.8	16.0
Total	17.7	16.6	17.8	16.3
Total academic staff (FTE)	91.7	88.6	86.8	89.0
^a Full Professor (<i>Catedrático de Universidad</i>): full-time, civil servant, tenured position				
^b This item includes full time, civil servants, tenured positions (<i>Titular de Universidad</i>) and full time, non-civil servants, indefined contractual positions (<i>Contratado Doctor</i>)				
^c Assistant Teachers (<i>Ayudante Doctor</i>): full-time, temporary, hired position (<i>Ayudante Doctor</i>)				
^d Part-time Lectures part-time (variable dedication), temporary, hired position				
Non Academic Staff	2023-2024	2022-2023	2021-2022	Mean
PhD Students-Post-doc researchers ¹	6.1	5.3	4.3	5.3
Practitioners ² (Hired by VTH)	8	8.5	8	8.1
Total Non academic staff (FTE)	14.1	13.8	12.3	13.4
¹ PhD Students (60 hours) and Postdoctoral Research Staff (80 hours) with a 'Venía docendi'				
² VTH Practitioner: Small Animals, Ruminants, Equine, Porcine, Poultry, Necropsy				
TOTAL TEACHING STAFF (FTE)	105.8	102.4	99.1	102.4

Table 9.2.2. Percentage (%) of veterinarians in academic staff

Academic Staff	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	81.1%	86.1%	82.60%	83.2%
	(60/74)	(62/72)	(57/69)	
Temporary (FTE)	74.6%	91.6%	92.1%	86.0%
	(13.2/17.7)	(15.2/16.6)	(16.4/17.8)	
Total academic staff (FTE)	79.8%	87.1%	84.6%	83.8%
	(73.2/91.7)	(77.2/88.6)	(73.4/86.8)	
Non-Academic Staff	2023-2024	2022-2023	2021-2022	Mean
Total (FTE)	84.1%	89.5%	86.1%	87.1%

	12.7/15.1	13.7/15.3	12.8/14.6	
TOTAL TEACHING STAFF (FTE)	80.43%	87.5%	85.0%	84.3%
	(85.9/106.8)	(90.9/103.9)	(86.2/101.4)	

Tables 9.2.3. and 9.2.4. show the support staff and research staff of FVULPGC.

Table 9.2.3. Support staff of the veterinary programme

	Veterinary Campus/Other Campus			
	2023/24	2022/23	2021/22	Mean
Permanent*	34	32	32	32.7
Temporary	1	1	1	1
	VTH			
	2023/24	2022/23	2021/22	Mean
Permanent*	11	9	9	9.7
Temporary	3.5	8.5	6	6
	VTF			
	2023/24	2022/23	2021/22	Mean
Permanent*	3	4	4	3.7
Temporary	5	5	5	5
	Total Support Staff			
Permanent*	48	45	45	46
Temporary	9.5	14.5	12	12
Total	57.5	59.5	57	58

Table 9.2.4. Research staff of the VEE

Type of contract	2023/24	2022/23	2021/22	Mean
Permanent*	74	72	69	71.7
Temporary	16.2	16.8	17.9	17.0
Total FTE	90.2	88.8	86.9	88.7

* The permanent academic staff of the FVULPGC also conducts research activities.

The administrative and personnel management of the VTH depends on the FPCT and this situation allows for a more agile and flexible mechanism for the incorporation of personnel, both practitioners and support staff. This allows for the creation of new clinical services not fully covered by academic staff, as well as the participation of practitioner with proven experience, including residents who will soon obtain their Diploma from European or American Veterinary Colleges. Furthermore, the training and advancement of VTH clinicians is encouraged, enabling them to apply for a teaching position in the near future.

Academic staff selection, recruitment and training

As previously indicated, the selection and promotion of staff is carried out based on a transparent and well-defined mechanism established by the ULPGC, in compliance with national laws and regulations. For both categories, an open competition is organized to which all professionals who meet the established criteria can apply:

For academic staff, the criteria include, on a mandatory basis, prior national accreditation by [ANECA](#), where applicants must meet adequate standards of teaching and research in subjects related to the area of knowledge. Applicants then undergo a selection process at the ULPGC, which first evaluates the candidates' curriculum vitae and a teaching project. In the second part, successful applicants must present a lecture and, for some categories (*Catedrático de Universidad*, *Titular de Universidad*), a research project. Both parts are evaluated by an expert court and the candidate with the highest score is hired by the university.

According to Spanish legislation and University regulations, full-time academic staff carry out their duties with exclusive dedication. The regime of exclusive dedication implies the renunciation of the exercise of any remunerated function or activity, whether public or private, including the practice of clinical activities outside the FVULPGC. However, there are some exceptions to this rule, such as the remuneration of consulting activities, conferences, lectures, and

participation in evaluations and selection boards. On the other hand, only part-time lecturers are allowed to take additional employment outside the University, being a prerequisite for obtaining this position.

In the Spanish Universities, training to become a veterinary teacher and researcher starts by enrolling in a master's or PhD programme. During this predoctoral period (3-4 years), their training, is focused on initiating both research and teaching activities, as well as receiving specific training courses from the doctoral school. The teaching activities (up to 60 hours/year), usually starting in the second year of their PhD programme, are carried out under continuous supervision in a specific area in which their doctoral supervisor is involved. The goal of this methodology is to provide individualized training to doctoral students, promoting the transfer of knowledge and the application of different didactic methods, the treatment of students and different evaluation methods.

As previously indicated, the ULPGC has a Training Plan for its teaching and research staff (PFDI) being mandatory for assistant professors and new faculty members at the ULPGC. PhD students must complete a minimum number of training activities during their doctoral thesis development. These initial courses include a wide range of cross-curricular subjects, such as bibliography, data analysis, communication skills, student motivation, and evaluation methods. More advanced courses are focused on digital teaching skills, active teaching methodologies, PATOE and student guidance, research and knowledge transfer, management, quality and equality, occupational risk prevention, health and well-being. The FVULPGC also encourages the participation of senior staff to update teaching skills and to continuously stimulate personal development.

Within the continuing education program, there is a thematic area related to educational innovation. This section addresses aspects related to sustainable educational innovation and seeks to promote research in this field, ensuring sustainability for the projects and initiatives carried out. Actions related to the introduction to educational innovation are also maintained and strengthened, as are the Annual Educational Innovation Project Conferences. The ULPGC aims to define priority lines and a regulatory framework for teaching renewal that will energize, promote on a broad scale, make visible, and provide recognition to what has been a permanent initiative of the university system. The main focus of this process is the promotion of the implementation, support for their activities, and recognition of the [Educational Innovation Groups \(GIE\)](#). The FVULPGC currently has four consolidated GIE groups with the active participation of more than 30% of the academic teaching staff of the FVULPGC.

Finally, a significant percentage of FVULPGC professors regularly participate in activities and conferences promoted by the Spanish Association of Veterinary Teachers. This association aims to be a meeting place for discussion, reflection, and proposals for improvement and innovation in veterinary education. In 2022, the FVULPGC had the honour of organizing the [VI VetDoc Congress](#), attended by more than 40 professors from most of the Spanish Veterinary Establishments

Support Staff Categories

The ULPGC support staff (called [PTGAS](#)) is divided into two categories: administrative support staff (ASS) and technical and service support staff (TSSS). Both categories are graded on the basis of academic degree, responsibilities and specialization of the position. The administrative staff, dependent on both the VEE and the departments, have, among other functions, document management, attention to the teaching and research staff, secretarial tasks, data management and other administrative functions that ensure the proper functioning of the organization. The TSS includes different types of categories, such as custodial staff, laboratory technicians, laboratory officers, support staff responsible of care and treatment of animals, both at the VTF and the VTH. Similar to the academic staff, the number of support staff reflected in table 9.2.3 only includes staff who directly support the FVULPGC degree (Appendix 9.2A., Appendix 9.2B.). Support staff that is part of the central administrative services of the ULPGC, and that also provide services to the FVULPGC have not been included in this table.

Support staff selection, recruitment and training

The selection and recruitment of Technical, Management and Administration and Services Staff (PTGAS) is under the responsibility of the ULPGC General Manager and in agreement with the current Employment Schedule (RPT) at University level. The recruitment criteria include education and work in the target area of knowledge and experience and being professionally active in the field of the position in the public or private sector. A panel of judges evaluates the CVs of candidates, selecting the one with the highest evaluation. The number of support staff is determined based on factors such as the size of the degree program, student and academic staff numbers, laboratories, practical work, and available infrastructure. For the FVULPGC, the support staff count is based on those dedicated solely to Veterinary undergraduates, alongside those who also contribute to other faculties or departments.

Regarding the [type of contract](#), there are two basic categories: civil servants, tenured positions, or non-tenured and hired, and temporary positions. In both cases, initial recruitment and selection are dealt with at University level, and in most cases the ULPGC has a pool of pre-selected support staff (within the so-called "bag of employment") based on open calls and selection based on curriculum and professional experience. These employees are recruited on a temporary basis, and in order to promote them to a permanent position (civil servant support staff), the University must define the profile and issue through public competitive examinations. These examinations are organized for the different categories and levels of responsibility

As established in the [ULPGC regulations](#), the PTGAS Training Programs are the responsibility of the ULPGC Management, which must advertise the training courses for support staff every six months. Each employee can select, and request training courses based on individual and/or professional needs/interests, which are approved by the head of the unit, service, department or faculty. Basically, there are three types of training activities:

- Job-related training. These training activities aimed to maintain or update and improve professional development for the proper performance of the job.
- Promotional training: intended to facilitate professional advancement to other jobs and professional categories by organizing preparatory courses.
- Personal development training: intended to acquire or improve the level of personal knowledge without being directly linked to the job.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

The ULPGC offers opportunities for staff to develop and expand their teaching and assessment knowledge and encourages them to improve their teaching skills. As already mentioned in Standard 9.1, opportunities for didactic and pedagogical training and specialization are available within the framework of the [PFDI](#). Furthermore, support lines exist for attending seminars and conferences or courses outside the program's own training program, and a procedure exists for recognizing these as part of the aforementioned teaching-related expert titles.

The type of work contract for teaching staff is outlined in Figure 9.1.1. and Table 9.2.1. All permanent academic staff and assistant professors are full-time employees, with a maximum teaching load of 240 hours per academic year. The ULPGC, through the Vice-Rectorate for Academic Planning and Organization, has set internal rules to reduce this limit based on key activities such as management duties, significant research output, or union representation. The minimum teaching load is expected to be between 90-120 hours per academic year, with the minimum set at 120 hours starting in 2026. Based on the above, the hours that each professor must teach are defined before the start of the academic year, based on the so-called Teaching Allocation Plan (POD) of the ULPGC. In addition

to teaching, it is mandatory to dedicate between 6 and 8 hours/week to tutoring, and staff is encouraged to carry out research activities, transfer knowledge actions or participate in clinical activities. Assistant Professors are also full-time employees but has a limit of 180 hours of teaching activities per academic year. Adjunct Teachers (called *Asociado a Tiempo Parcial*) and practitioners are not full-time employees and are usually hired for 90-180 hours per academic. Finally, PhD students also participate in teaching, up to a maximum of 60 hours per year, but must be supervised by experienced academic staff. Postdoctoral researchers are limited to 80 teaching hours per academic year.

Regarding teaching excellence, all academic staff are evaluated every five years by the ULPGC's administrative services. This evaluation, known as "*quinquenios*," assesses the teaching activity of faculty members over a five-year period. The evaluation process is carried out by the Evaluation Commission, which makes a preliminary decision that must then be approved by the targeted Vice-Rectorate, and the final decision is made by the Rector. If the evaluation is positive, the evaluated teacher receives a salary increase. A maximum of 7 *quinquenios* can be recognized to a professor throughout his or her academic career. To date, all FVULPGC academic staff have been positively evaluated.

The FVULPGC supports research activities through specialized services such as the Institutes and Research Services Area, the Support for Research Area, and the Research Transfer Office, while also reducing teaching hours to facilitate these activities. Additionally, the National Commission for the Evaluation of Research Activity (CNEAI), under ANECA, evaluates university professors' research performance every six years to award a productivity bonus ("*sexenios*"). This evaluation is voluntary, but the majority of FVULPGC academic staff participate. Those who are positively evaluated receive a salary increase, and the average number of recognized "*sexenios*" per permanent professor at the FVULPGC is 2.7, reflecting high scientific productivity.

Finally, the ULPGC, through the Vice-Rector's Office for Internationalization and Cooperation, annually offers the opportunity for both academic and support staff to undertake national and international mobility stays, primarily through the Erasmus program. The Internationalization and Mobility Office annually advertises partner universities where faculty can undertake teaching stays. These include not only European Union countries but also universities in the rest of the world (mainly in Africa and America), with the aim of promoting the sharing and improvement of teaching and research skills. In recent years, some professors from our faculty have carried out research stays at European or American universities and, in the same way, professors from European universities have spent a week at our university, teaching different subjects at the FVULPGC.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

In previous sections, it has been indicated that the ULPGC uses a well-defined, comprehensive, and well-publicized program for the professional growth and development of its teaching staff, including formal evaluation procedures and informal mentoring. The promotion criteria for teaching staff are clear and explicit.

Support staff has their own [training plan](#), allowing them to increase their skills and advance in their professional careers. Generally, [training courses](#) are offered for support staff each semester, which are advertised both through the ULPGC's dissemination channels, and the Veterinary Campus administrator herself forwards this information to the VEE's own support staff.

Regarding the involvement of staff in the decision-making processes of FVULPGC, both teaching and support staff are involved in the management and decision-making processes of the VEE at different levels (department, faculty, and university):

- At the departmental level, all staff can be part of the Department council (Table 9.4.1.) and the permanent academic staff can present their candidatures for being elected (through anonymous virtual voting) for the department director and for his/her team (six-year term).

- At the VEE level, all permanent staff can be part of the FB and the rest of the groups (non-permanent academic staff, support staff and students) do so proportionally (Table 9.4.1.). Also, everyone is encouraged to be part of various commissions dependent and independent on FB, Academic Master Committees and Doctoral School. In addition, academic staff can present their candidacies to be elected (through anonymous virtual voting) for the position of Dean and for his/her team (six-years legislature).

At the University level, the ULPGC staff have the opportunity to participate in different governing bodies of the University:

- University Senate: the highest representative body of the university community, responsible for drafting the Statutes and performing other tasks assigned by law. It is composed of representatives from four groups, elected through anonymous voting, and is renewed every four years.

- Governing Council: The decision-making body of the university that sets its strategic and programmatic direction. It defines guidelines for the implementation of teaching organization, research, human and financial resources, and budget planning. The council includes the rector and their team, deans, department directors, and representatives from the University Senate, among others.

Every 6 years, any member of the permanent academic staff can present their candidature to be elected (by anonymous virtual vote) for the post of Rector and for the group of Vice-rector group.

Table 9.4.1. Composition (%) of FVULPGC Department Councils and Faculty Board

Group	Group Composition	Faculty Board (%)	Department Council (%)
A	Permanent Academic Staff	52%	73
B	Resting Academic Staff & Researchers	10%	
C	Degree, Master and PhD students	33	20
D	Administrative & Support Staff	5	7

Finally, the excellence of the teaching and research activities of the academic staff is recognized annually by the ULPGC. Teaching excellence is determined primarily based on student satisfaction surveys and is usually awarded an honourable mention by the Rector. Research excellence is determined based on the scientific output of the staff (and the research group of which they are a member) and is usually reflected in a slight reduction in the teaching hours assigned to the professor who achieves the defined research productivity ratio.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

As a consequence of the participation of the ULPGC in the Teaching Performance Assessment (DOCENTIA) of the ANECA, the ULPGC has designed the DOCENTIA-ULPGC Program in which, through different sources of information, the necessary information will be compiled to obtain an assessment that is in line with the reality of the quality of the teaching activity developed by our faculty. Evaluation procedures require input from various agents involved in staff teaching evaluation, including:

- The teacher, who must prepare a self-evaluation report to show his merits in teaching.
- The students, who complete a survey on teaching quality for each of their teachers of all subjects.
- Academic bodies (Deans, Department Heads), who are required to fill a report for each teacher.
- The Evaluation and Quality Office provides the institutional data necessary for assessing staff teaching quality and offers technical support to the evaluation committee as needed.

Based on the results of the DOCENTIA program, teachers can achieve the following levels: A, B, C, D, with A being the best grade, and indicating a maximum evaluation of all evaluation procedures (self-evaluation report, students questionnaires, department report, dean report). In the last three academic courses (2021/22, 2022/23, 2023/24), the percentage of teachers who obtained an A evaluation ranged between 71 and 83%, while teachers with a C/D grade, was between 2.9 and 9.7%

Each year, students complete an anonymous electronic questionnaire for each professor, aimed at gathering feedback on their teaching. This system helps teachers understand student perceptions, highlighting strengths and areas for improvement. The survey, available on the University's intranet, consists of 19 questions covering aspects like teaching planning, development, attitude, evaluation process, and overall performance. Responses are rated on a scale from 1 to 5, with 1 being the lowest and 5 the highest. The academic staff showed a rating level (0-5) of 4.24, 4.18, and 4.21 (over 5) for the 2021/22, 2022/23, and 2023/24 academic years, respectively, with no faculty member receiving a rating lower than 3. These results are discussed by the Evaluation and Quality Office and, new measures for improvement can be proposed and submitted to the FB for analysis and approval. The positive assessments of teachers are needed to obtain further accreditation by ANECA.

Comments on Area 9

FVULPGC has a highly qualified, motivated, and experienced academic staff, with an appropriate student-teacher ratio. Recent ANECA-accredited hires have enhanced recruitment transparency and teaching quality, positively impacting expertise, dedication, and overall veterinary education excellence. In addition, the high percentage of veterinarians on the teaching staff and the location of the main Veterinary Degree departments at FVULPGC clearly demonstrate the program's strong veterinary focus. The percentage of veterinarians in basic sciences remains low, although it has increased slightly in recent years.

The support staff/graduating students indicator is adequate, as it incorporates the administrative staff and veterinary technician at VTH. It should also be noted that the support staff assigned to centralized university services, but delegated to the FVULPGC, has not been included in this indicator. The VEE does not have the capacity to hire support staff, but can request an increase in staff from the Departments teaching basic subjects or directly from the Rector's Office at specific times if the subjects need additional support for their teaching activities

It is necessary to highlight that, fortunately, the national economic situation has improved, and ULPGC has implemented a strategic plan for hiring new staff. This policy ensures sufficient staff for each knowledge area, replacing retirees and giving priority to appointing Assistant Professors. Moreover, the ULPGC training plan prioritizes the attendance of newly hired assistant professors ensuring compliance with Standard 9.1.

Suggestions for improvement in Area 9

Despite the recent increase in the number of members of European and American Specialty Colleges, the VEE is focused on further expanding its academic staff with such specializations to ensure top-tier, standardized practitioners for its educational program. The recent inclusion of specialty membership as a merit in ANECA's evaluation of academic staff quality is expected to motivate more professors to join these prestigious colleges.

We consider necessary to increase the number of administrative and support staff, particularly those linked to teaching activities. Their numbers have remained almost unchanged for the past decade, and their schedules often do not align with the VEE's teaching and research activities.



Photographs of the FVULPGC used in the SER were kindly provided by our undergraduate students
Marina Rosa Velázquez Mendoza and Samuel Santana Pérez

 **ULPGC** | **vet**