Overview of 2014 ERI-Net Research on Academic Promotion of Higher Education Teaching Personnel
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- Rationale
- Research Objectives
- Research Questions
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I. RATIONALE
Mass enrollment in higher education over the past decade has contributed to sharp distinctions in quality and challenged the status of academic personnel.
I.II Hallmark of Good HE Governance

- Academic promotion has yet to receive significant attention in terms of research and analysis.
- Relevant information and data are very internal and not easy to access for external researchers.
- The criteria and procedures of academic promotion impact values, morale and behaviors of HE teaching personnel.
- Academic promotion is critical in contributing to the fulfillment of the three core functions (teaching, research, and social services) mandated to HEIs.
I.III The 1997 UNESCO Recommendation

- Researching academic promotion is part of the regular follow-up and monitoring activities of the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel.

- The 2009 World Conference on Higher Education also called on UNESCO to enhance the status of HE teaching personnel based on recommended standards, as defined by the 1997 UNESCO Recommendation.
Higher education teaching personnel should enjoy:

1) a just and open system of career development including fair procedures for appointment, tenure where applicable, promotion, dismissal, and other related matters;

2) an effective, fair and just system of labor relations within the institution, consistent with the international standards.

II. RESEARCH OBJECTIVES
II.I Collect Effective Policies and Practices

- Document innovative policies and practices at both national/system and institutional levels
- **12 countries/systems** identified with different higher education traditions and development levels in Asia and the Pacific region
- **Evidence-based:** Government regulations, administrative circulars, university internal documents, existing research outcomes, empirical studies, etc.
- **Policy-oriented:** Policy makers and practitioners at national/institutional levels will be the main audience
Case studies are expected to contribute to regional information sharing and policy dialogue.

Case studies will provide diversified experiences to feed into the development of a regional synthesis report.

Collaboration will ensure that different voices are heard and reflected in the regional conceptualization process.

In this regard, the regional synthesis report will come from the Member States and be applicable and relevant in this region.
II.III Inform Innovation and Reform

- An **ERI-Net publication** encompassing all case studies and a regional synthesis report will be published and widely disseminated among Member States in the region.

- **The regional synthesis report** will be further developed into a **UNESCO technical document** to support reform and innovation in the Member States in this region.

- To be used as a **regional resource** for UNESCO’s intervention in country-level capacity building and policy review and advice programmes.
UNESCO is obliged to monitor the implementation of its standard-setting instruments (UNESCO conventions and recommendations) on a regular basis, including the 1997 UNESCO Recommendation. This research will provide input to the global monitoring exercise on the implementation and current trends of the 1997 UNESCO Recommendation.
III. RESEARCH QUESTIONS
III.I Policy Context

- How do governments/institutions think about the issue of academic promotion?

  - Policy context and objectives
  - Centralized vs. decentralized approach
  - Linkage with broader HE agenda (e.g. research capacity, teaching quality, rankings)
  - Status and working conditions of academics
  - Managerial and accountability considerations
Focusing on research-intensive universities, what are the structures and criteria for academic promotion?

- Typical career progression and academic hierarchy in research universities
- Promotion criteria and weight in teaching, research, social engagement, etc.
- Differentiated criteria and weight for academic positions with different focuses and responsibilities
- Other issues
What are the procedures for evaluating and promoting higher education teaching personnel? How are decisions made?

- Internal or external peer review
- Criteria-based
- Quantitative vs. qualitative evaluation
- Ways students and other stakeholders are involved
- Right to appeal to an impartial body
III.IV Implications

- What are the related impacts of academic promotion mechanisms on HEIs?
  - Motivating or demotivating
  - Research capacity and culture developed
  - Publish or perish – publication-oriented research
  - Teaching and social engagement enhanced or marginalized
  - The status of HETP enhanced or undermined
  - Other implications
IV. EXPECTED OUTCOMES AND TIMELINE
IV.I Common Research Framework

- Developed based on the *initial input* of the ERI-Net expert meeting in Penang, Malaysia (2014)
- Agreed upon and adopted by participating researchers to support forthcoming case studies
- Provides *common elements* and points of comparison to be included in the case studies
- Flexible for *adaptation* and *customization* as per national/jurisdictional contexts
- Date of finalization: end of May, 2014
IV.II Case Study Reports

- Participating countries/systems
  - **East Asia**: China, Japan, Korea, Hong Kong SAR
  - **Southeast Asia**: Cambodia, Indonesia, Malaysia, Philippines, Thailand
  - **South Asia**: India, Sri Lanka
  - **The Pacific**: Australia

- The first draft of the case study reports will be presented at the **2014 ERI-Net Annual Conference**, due to be held in Hangzhou, China in November 2014
IV.III Regional Synthesis Report

- Prepared by the ERI-Net Secretariat in consultation with ERI-Net researchers and colleagues at UNESCO field offices and Headquarters
- As one of UNESCO’s technical documents to be disseminated among the Member States in this region and beyond
- Date of finalization: end of December 2014
IV.IV ERI-Net Publication

- An ERI-Net publication in both hardcopy and digital format will be published in September 2015.
- Researchers are requested to submit the final version of their case studies before the end of December 2014.
- A professional editor will be contracted to do the professional editing work before it can be ready for publication.
Thank you for your attention!