Academic Promotion of Higher Education Teaching Personnel - A Korean Case -

Kiyong BYUN
Korea University
Korea University since 1905
Overview of Korean Higher Education
Formal Education System In Korea

<table>
<thead>
<tr>
<th>Age</th>
<th>Kindergarten (6)</th>
<th>Elementary School (7~12)</th>
<th>Middle School (13~15)</th>
<th>General High School (16~18)</th>
<th>College / University (4 Years)</th>
<th>Junior College (2~3 Year)</th>
<th>Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
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</table>
Profile of Higher Education Institutions (2013)
432 HEIs, 3.7M Students, 84,910 Professors

- **Universities** (4 Years; Bachelor’s Degree)
  - 189 Universities (2.1 M Students; 61,993 Profs.)

- **Teachers’ Colleges** (4 Years; Bachelor’s Degree)
  - 10 Teachers’ Colleges (18,789 Students; 842 Profs.)

- **Technical/Junior Colleges** (2 to 3 Years; Associate Degree)
  - 142 Junior Colleges (769,888 Students; 13,078 Profs.)

- **Others** (Bachelor’s Degree)
  - 1 Air & Correspondence Univ. (254,652 Students; 149 Profs.)
  - 17 Cyber Universities (106,080 Students; 524 Profs.) etc
Governance of Korean Higher Education

- **MOE (Ministry of Education)**
  - Reflecting changing emphasis of the role of education in K society

- **National Research Foundation of Korea (NRF)**
  - Independent national research funding & evaluation agency

- **Korean Council for University Education (KCUE)**
  - Main Quality Assurance & Accreditation body; Univ. Association

- **Office of the President (Secretary to the President for Education)**
  - Coordinate Education policies given other national priorities

- **National Assembly (Committee on Education, Culture, Sports & Tourism)**
  - Lawmaking & Inspection of the Government in the Area of HE
Salient Features of Korean HE

- **Rapid expansion of HE** within a very short period of time
- **Heavy reliance on the private sector**
- **Strong government control** over public & private university operations
Rapid Expansion of Korean HE 1945~2013

Number of Students

- Total
- 2 year College
- 4 year University

UNESCO ERI-NET Expert Meeting (May 20-21 2014)

Kiyong BYUN 7
Rapid Expansion of Korean HE 2 (1945~2013)

Number of HEIs

- Total
- 2 year College
- 4 year University

Number of HEIs:
- 1945: 19
- 1965: 48
- 1970: 65
- 1975: 101
- 1980: 109
- 1985: 120
- 1990: 117
- 1995: 142
- 2000: 182
- 2005: 372
- 2010: 419
- 2013: 433

Total HEIs:
- 1945: 19
- 1965: 48
- 1970: 65
- 1975: 101
- 1980: 109
- 1985: 120
- 1990: 117
- 1995: 142
- 2000: 182
- 2005: 372
- 2010: 419
- 2013: 433

Years:
- 1945
- 1965
- 1970
- 1975
- 1980
- 1985
- 1990
- 1995
- 2000
- 2005
- 2010
- 2013

HEIs include Total, 2 year College, and 4 year University.
Rapid Expansion of Korean HE

Elite (~1970s) => Mass (mid-1980s) => Universal (early 2000s)

Trow, M. (2005), “Forms and Phases of HE”: Elite(<15%) → Mass(15–50%) → Universal(>55%)
Mobilization of Private Resources 1(1945~2013)

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>National/Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945</td>
<td>7,819</td>
<td>7,819</td>
<td>0</td>
</tr>
<tr>
<td>1965</td>
<td>100,183</td>
<td>100,183</td>
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</tr>
<tr>
<td>1970</td>
<td>37,611</td>
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<tr>
<td>1975</td>
<td>194,796</td>
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<tr>
<td>1980</td>
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</tr>
<tr>
<td>1985</td>
<td>568,055</td>
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<tr>
<td>1990</td>
<td>1,209,647</td>
<td>1,209,647</td>
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</tr>
<tr>
<td>1995</td>
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<tr>
<td>2000</td>
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<tr>
<td>2005</td>
<td>3,266,503</td>
<td>3,266,503</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>3,327,525</td>
<td>3,327,525</td>
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</tr>
<tr>
<td>2013</td>
<td>3,379,912</td>
<td>3,379,912</td>
<td>0</td>
</tr>
</tbody>
</table>

(Numbers represent the number of students for each year.)
Mobilization of Private Resources 2 (1945~2013)

Number of HEIs


- Total
- National/Public
- Private
Mobilization of Private Resources 3

< Private School Enrollment Share (2013) >

(Unit: %)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Private</th>
<th>National/Public</th>
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<tbody>
<tr>
<td>Primary Schools</td>
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<tr>
<td>Middle Schools</td>
<td>17.7</td>
<td>82.3</td>
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<td>High Schools</td>
<td>43.6</td>
<td>56.4</td>
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<tr>
<td>Universities/Colleges</td>
<td>76.7</td>
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</table>
## Institutional Autonomy: OECD Countries

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<th>Institutions are free to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Own their buildings &amp; equipment</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Borrow funds</td>
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<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Spend budgets to achieve their objectives</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Set academic structure/course content</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Employ &amp; dismiss academic staff</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Set salaries</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Decide size of student enrolment</td>
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<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Decide level of tuition fees</td>
<td>●</td>
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<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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</tr>
</tbody>
</table>

Note: Based on Byun (2008); Info. about Korea updated.; * Incorporated National Univ. in Japan
HE Teaching Personnel in Korea

- Full-time vs. Part-time Faculty (4-year Institution)

![Graph showing the comparison between full-time and part-time faculty in Korea from 1990 to 2012. The graph indicates a significant increase in the number of faculty members over the years, with a notable rise in the cohort of part-time faculty. In 2012, the total number of teaching personnel reached 94,423, with part-time faculty constituting 58.1% of the total, amounting to 58,034, compared to full-time faculty at 41.9%, amounting to 36,389.]
HE Teaching Personnel in Korea

- Number of Full-time Faculty (4-year institution)

![Graph showing the number of full-time faculty in Korea from 1990 to 2013. The graph shows a steady increase in the total number of faculty, with a significant increase from 2005 onwards. The percentage of female and male faculty members is also depicted, with a general trend of increasing female representation.](image)
HE Teaching Personnel in Korea

- **Foreign Full-time Faculty (4-year Institution)**

![Bar graph showing the increase in foreign full-time faculty in Korea from 2000 to 2013.](chart)

- Year 2000: 1,021
- Year 2008: 2,666
- Year 2009: 3,319
- Year 2010: 4,084
- Year 2011: 4,534
- Year 2012: 5,126
- Year 2013: 5,358
HE Teaching Personnel in Korea

- Full-time vs. Part-time Faculty (2-year Institution)
HE Teaching Personnel in Korea

- Number of Full-time Faculty (2-year institution)

![Bar chart showing the number of female and male teaching personnel from 1990 to 2013 in Korea. The chart indicates a steady increase with a peak of 8,465 full-time faculty members in 2013. The percentage of female faculty has also increased, reaching 35.0% in 2013.]
Foreign Full-time Faculty (2-year Institution)
National Policies 1

- **Personnel Decisions including “promotion” are basically a matter of individual HEIs.**

- **Things are stipulated by the National Laws**
  - **Classification**: Full/Assoc./Assist Prof/Instructor
  - **Min. Qualification**: BA[Assoc. BA] or equivalent with relevant educational & research experiences
  - **Regulation to restrict “Inbreeding” practice** => Graduates from the same Department; less than 2/3
  - **Evaluation and Appealing Process for the Re-appointment** => Most newly-hired professors in Korea should undergo “Re-appointment Process” after 3 to 5 years of a contract-based initial (probationary) appointment by the university.
National Policies 2

- **Evaluation and Appealing Process for the Re-appointment**
  - Univ. should **notify the candidate** (1) an expiration date and (2) an application procedure for the renewal of the contract, **4 months before** the expiration of the contract;
  - Univ. **notify the candidate** the result of evaluation, **2 months before** with reasons in the event of an unfavorable decision;
  - Evaluation should be based on **objective/academic criteria** such as the candidate’s competencies in education, research, and other academic & professional duties;
  - During the process, univ. should give the candidate **a chance to express his/her opinions** either orally or in writing;
  - **In the event of unfavorable decision**, the candidate **may file an additional appeal to “the National Appeal Commission for Teachers”** within 30 days upon receiving the result from the Univ.
National Policies 3

• In addition, **Criteria included in Gov’t Funding Programs (e.g. BK 21) exert heavy influence over institutional behavior & culture.**

• Through these criteria, Gov’t emphasis has so far been put on the following things:
  
  ➢ the number of publication (“Quantitification”);
  ➢ Articles published in internationally circulated journal, written in English (triple the weight);
  ➢ Articles rather than books;
  ➢ Knowledge transfer; University-Industry relationship etc.
The Case of Korea Univ. 1

Classification

- Regular vs. Non-regular Status
  - Regular Tenure track
  - Regular Non-tenure track: Contract/ Eminent Prof.; Academic/Industry Cooperation Prof; Lecturer
  - Non-regular
    - Part-time lecturer etc

Rank

- Full Professor
- Assistant/Associate Prof.

Types of Appointment

- Initial Appointment
- Reappointment: 3/5 years after Initial Appointment
- Promotion
  - Assistant to Associate Prof: min. 5 years
  - Assoc. to Full: min. 5 years
- Tenure Conferral
  - Min. 5 years after being promoted to Assoc. prof.
The Case of Korea Univ. 2

Evaluation of Faculty Members’ Performance

• **When?** (1) Initial Appointment; (2) Reappointment; (3) Promotion & Pay Raise; (4) Tenure Conferral

• **What?** (1) Education; (2) **Research**; (3) Social Service

• Relatively easy to fulfill the education & social service requirement; Therefore, “Research” is a single most important element for personnel decision.

**Minimum publication requirement for promotion varies depending upon academic disciplines**

• Promotion to Full Prof.: Education (8 KCI articles/5 yrs.); Business Adm. (5 KCI + 1~2 articles in top Int’l Journal/5 yrs.)

• **Strengthened dep’t regulation** may apply (e.g., Education – 15 KCI articles including 2 SSCI journal articles/5 yrs.)
The Case of Korea Univ. 3

**Procedure**

- Application by a Candidate
- Evaluation by Dep’t/College Faculty Performance Evaluation Committee
- Evaluation by KU Faculty Personnel Matters Committee (FPMC)
- Approved by the President of the Univ.

**Composition**

- **Dep’t Committee**
  - Chair + 3~5 Assoc./Full profs.
- **College Committee**
  - Dean + 5~7 Assoc./Full profs.
- **University Committee**
  - VP for Academic Affairs (chair); 7 Chief Academic Staff; 4 profs. appointed by the President.
The Case of Korea Univ. 4

Institutional Appealing Process

- File an appeal to the Head of Academic Affairs within 7 days upon receiving the result;
- Re-evaluation by 3 new professors who did not participate in the previous evaluation; Submitting the result to FPMC;
- During appealing process, FPMC may give a chance to explain orally or in writing;
- FPMC shall notify the result to the person.

In the event of unfavorable decision, the candidate may file an additional appeal to “the National Appeal Commission for Teachers” within 30 days.
Major Issues 1

“Academic Drift”

- Do all HEIs still want to become a research-oriented university?
- How do criteria for academic promotion differ across different institutional types & mission?

- Korea U (Research-Oriented; Seoul)
- Kyungbuk National U (Comprehensive, Local)
- Gunyang U (Education-Oriented, Local)
- Seoul National U of Education (Teachers’ College, Seoul)
- Korea Tech (Technical college; Local)
Major Issues 2

“Growing Role of English” in Korean HE

- English-medium Teaching, compulsory for newly hires
- Much heavier weight given on articles in internationally circulated journal, written in English

- Excessive faculty workloads
- Quality of the instruction provided in English
- Shortage of English-speaking Instructors
- Negligence of Domestic Scholarship
- Americanization of Korean HE
Major Issues 3

- **Part-time, Non-Tenure Track Faculty**
- **Financial Constringency**
- **Expansion of a more flexible form of employment**
- **Traditional faculty right & protection mechanism “Not Applicable” to this group of faculty**

- **Foreign Faculty**
  - Increasing number of foreign professors, in particular from English speaking countries;
  - Role & Performance evaluation of foreign faculty is not firmly established yet;
  - Administrative & Language support
Main issues & concerns may differ across participating countries with different stages of educational as well as political, economic development.

How to more effectively understand vast diversity in HE teaching personnel promotion policies existed in Asia-Pacific countries?

Institutional Type & Mission and Promotion Criteria

Characteristics of Institutional governance may also influence promotion criteria as well as its procedure and implementation methods
**Typology of Institutional Governance**

1. Representative vs. Executive, 2. Control by Internal vs. External stakeholders, 3. Faculty only vs. other internal stakeholders (i.e. students, staff), 4. Method of selecting an institutional leader

<table>
<thead>
<tr>
<th>I. President Dictatorship Model (Decision-making + Implementation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectve Decision-making (Senate; Council) + Implementation(President)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>기구성격</th>
<th>구성</th>
<th>Control by Internal Stakeholders</th>
<th>Control by External Constituencies</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Faculty-dominated</td>
<td>Participatory</td>
</tr>
<tr>
<td></td>
<td>II.</td>
<td>Faculty-Dominated/Representative</td>
<td>III. Internal participatory/Representative</td>
</tr>
<tr>
<td></td>
<td>V.</td>
<td>Faculty-Dominated/Executive</td>
<td>VI. Internal participatory/Executive</td>
</tr>
</tbody>
</table>

*Source: Byun (2007)*
Representative (Collegial) Leadership

- Formal powers reside in elected assemblies, councils
- An elected president (‘first among equals’) & a larger representative governing body

Executive (Entrepreneurial) Leadership

- The balance of power is tilted in favor of executive boards or university administration
- A CEO-like president & a smaller, executive type of governing body with majority being external and appointed
# Institutional Governance: OECD Countries in the early 1980s

<table>
<thead>
<tr>
<th>I. President Dictatorship Model: USSR, Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>▲</td>
</tr>
<tr>
<td>Collective Decision-making (Senate; Council) + Implementation (President)</td>
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<table>
<thead>
<tr>
<th>구성</th>
<th>Control by Internal Stakeholders</th>
<th>Control by External Constituencies</th>
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<td>기구성격</td>
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<td>Participatory</td>
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<td>Representative</td>
<td>II. Faculty-Dominated/Representative</td>
<td>European Countries before 1960s</td>
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<td>Executive</td>
<td>V. Faculty-Dominated/Executive</td>
<td>VI. Internal participatory/Executive</td>
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<td>US</td>
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* Source: Byun (2007)
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<th>성격</th>
<th>구성</th>
<th>Control by Internal Stakeholders</th>
<th>Control by External Constituencies</th>
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<td>구성</td>
<td>Faculty-dominated</td>
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</tr>
<tr>
<td></td>
<td>I. Faculty-Dominated/</td>
<td>I. Faculty-Dominated/Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Representative</td>
<td>Germany; Portugal; Poland; Hungary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II. Participatory</td>
<td>II. Internal participatory/Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Germany; Portugal; Poland; Hungary</td>
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<td></td>
<td></td>
<td>III. Mixed Constituencies</td>
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<td>Czech Republic</td>
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<td>III. Executive</td>
<td>III. Compromised External Control/Executive</td>
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<tr>
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<td>VI. Faculty-Dominated/</td>
<td>VI. Faculty-Dominated/Executive</td>
<td></td>
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<td></td>
<td>Executive</td>
<td>Japan</td>
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<tr>
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<td></td>
<td>V. Internal participatory/Executive</td>
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<tr>
<td></td>
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<td>UK, New Zealand, Australia; Sweden; Denmark; Norway</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>VI. Compromised Internal participatory/Rep.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>France</td>
<td></td>
</tr>
</tbody>
</table>

* Source: Byun (2007)*
The Case of Korea

- **President Dictatorship Model**: Until the late-1980s
  - the president (rector) appointed by the gov’t; the sole authority to make final decisions & implement them together

- **Main Issues**
  - Protect academic freedom against undue external (political) intervention;
  - Less attention given to the productivity & responsiveness to societal needs of professors;
  - Minimum requirements for promotion & tenure conferral were set at a very low level.
Faculty-dominated, Representative (Collegial) leadership Model: Until the early-2000s

- Univ. president elected among & by professors; Faculty Senate as a (de facto) supreme decision making body.
- Faculty exert heavy influence over univ. decision-making.

Main Issues

- Protect a professor as an employee through devising a fair appealing process;
- Still, due attention not given to the productivity & responsiveness to societal needs of professors;
- Minimum requirements for promotion & tenure conferral were set at a very low level.
An Executive (Entrepreneurial) leadership Model: From the mid-2000s

- Abolishment of president election systems by professors;
- Heightened influence of the gov’t by indirect control measures (e.g. criteria included in gov’t funding programs)

Main Issues

- How to ensure professors’ productivity & to have them meet societal needs?
- Minimum requirements for promotion & tenure conferral set at a higher level than before;
- Protecting faculty rights & academic freedom no longer main concerns at this stage.
Possible Research Areas include:

- What is the characteristics of institutional governance in participating countries? In which type can the participating countries be classified at the moment & in the past?

- Are there any observable patterns between a type of institutional governance and personnel policies including HE teaching personnel promotion policies & criteria among the participating countries?

✔ Comparative Approach

✔ Historical Approach


Thank you for your attention!!
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