

Abstract

Policy Diagnosis and Strategies for Higher Education Innovation(II)

– Focusing on the Faculty Development –

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This study investigates what competencies are required for faculty in order to improve the quality of university education, the core of fostering creative talents. And then, this study proposes specific policy implications for reinforcing these competencies.

For this, in chapter 2, analyses on trends and current situation of faculty policies of universities were conducted. Through analyses, it is found out that laws, regulations and policies on the faculty development are inadequate for the importance of educational competency development of university faculty. In addition, it is shown that these days, on the one hand, an indirect faculty

development has been conducted through governmental financial support projects, but on the other hand, systematic faculty development which aims to ensure the quality of education has not been carried out. Checking out statistics on faculty, in spite of the importance of issues of full-time and part-time faculty including part-time lecturers which have an significant effect on the quality of education, we could not identify what kinds of programs for reinforcing faculty competencies were offered as well as what kinds of competencies should be reinforced in order to ensure the quality of education.

In chapter 3, a series of case studies on faculty development of universities in Korea were carried out. Considering regions and influences of universities, 6 universities including 2 regional flagship national universities, 2 private universities in a metropolitan area, and 2 private local universities were selected for the case study which focuses on a series of process including appointments, promotions, and competency reinforcement of faculty. Findings of the case study shows that most universities endeavor to discover talented faculty and to develop faculty competencies through the process of offering re-education, conducting achievement evaluations, and so on. Moreover, they have attempted to attract faculty's voluntary participation in faculty development process by linking this process to personnel systems as well as prescribing it in the university development plan for providing the basis. However, regarding the part-time faculty who account for a majority of faculty members, it is pointed out that public appointments procedure has not been conducted. And it means that it is necessary to build a system for recruitment and quality-management of the part-time faculty. Furthermore, it is found out that research-centered achievement evaluations and competitive evaluation system have been caused a lot of problems. To deal with them, firstly, it is suggested to establish an exclusive organization for faculty development. Secondly, it is necessary to design faculty development programs and reflect their performance to the

faculty achievement evaluation.

In chapter 4, the following international cases were examined: the U.S. where has the world class competitiveness for faculty development; Japan where has similar higher education structure to Korea; and the U.K. where promotes faculty development early in response to the change of global environment. Through looking into these cases, it is found out that these countries endeavor to reinforce faculty development for innovating university education in terms of educational quality enhancement, which aims at meeting the industrial demands, that is, fostering creative talents. In the case of the U.S., there is a tendency to focus on the student-centered class and to increase online classes utilizing new skills for dealing with student diversification. Because these skills are considered as a key competency of faculty, they have endeavored to develop them. In the case of Japan, faculty development has been institutionalized at government level. And faculty development programs have been designed autonomously by consortium at university level. In the case of the U.K., government and universities have cooperated in setting standards for faculty development at national level. And through the guideline, they operate customized competency development programs(e.g. administrative competency).

In chapter 5, analyses of interviews with experts, policy makers, and faculty and students in universities were conducted. These interviews indicate that because the paradigm has changed into consumer-centered education due to the decrease of school-age population as well as the change of industrial demand, it has become difficult to prospect the supply and demand of faculty. In addition, for the same reason, government started financial support projects which interferes with the autonomy of universities and faculty. Consequently, all interviewees appreciated the importance of educational roles of faculty in this situation. In addition, they recognized the need of following competencies:

developing diverse educational methods such as convergence programs for industry-university cooperation as well as lectures; offering career counselling for students; and connecting field-related research to career guidance for students. However, they remarked that problems such as task overload and a lack of teaching and learning competency are caused by current achievement(promotion) evaluation system as well as faculty training and appointment system. In order to cope with these issues, following strategies were suggested. Firstly, educational competencies of faculty should be developed. Secondly, roles of faculty should be more specialized and faculty tracks should be diversified. And above all, it is essential to establish a system supporting faculty development. To be specific, faculty training and appointment system should be more flexible and after the appointment, faculty should be required to get educational method training such as problem-solving and field practice. Most of all, it is necessary to get support from both university and government level for establishing environment for these above.

Based on analyses and case studies, implications for quality enhancement of university education through reinforcing faculty competencies are provided as follows. First, the fairness and the transparency in faculty appointment and promotion should be promoted by setting up a faculty evaluation system as well as clearly identifying faculty competencies. Second, a faculty competency index need to be developed and faculty development programs should be designed to be possible to design customized competency development programs and to share outstanding ones. Third, it is necessary to operate programs such as mandatory faculty training, support for faculty study club activities, advancement of teaching and learning centers, and establishment of university consortium. And Lastly, it is required to ensure social accountability by building up education and research database and feedback systems. In order to support actions of universities above, firstly, government should improve related laws

and regulations such as mandatory FD and the FD support center designation. Secondly, government's administrative and financial support by establishing a pool of talented persons and expanding financial support is required. And Lastly, a liaison between government departments as well as institutions and discovery and promotion of best practices are also necessary.

- **Key words** : Higher education policy, FD(Faculty Development), Enhancement of university education, Financial support(governmental funding project in higher education)