

5. FACULTY

Faculty members are the lead players in orienting the processes of change in the HEI's: however there is little information on the fundamental aspects of these players. The demands of institutions catering to the masses, many of which are only teaching-oriented, plus low salaries in many such institutions, are only some of the factors that increase the vulnerability of this academic community to an unknown degree. Moreover, this is happening at a time when faculty members are being called upon to update their teaching activities, become more involved in the reforms taking place in their institutions and place more emphasis on teaching methods addressed at producing knowledge.

Not only has significant research been conducted in the majority of countries in the region on important aspects, but what is even more serious is that it is very hard to obtain information on basic aspects of the condition and situation of faculty members, as can be seen from the lacunas in the tables showing this dimension. This situation is particularly serious in the case of information from non-university institutions and above all from the private sector.

Faculty by sector and type of institution

Including those countries that failed to provide full information, the estimated number of teaching staff totals some 700,000. Of the 682,000 staff on whom information was received, 72% belong to the public sector, and within that sector, 82% are at the universities.

Table 5-1
Faculty by sector and type of institution. 1994

Type of institution	Sectors					
	Public		Private		Totals	
	N°	%	N°	%	N°	%
Universities	399,262	81.6	(b) 111,914	58.2	511,176	75.0
Other HEI's	(a) 90,131	18.4	(c) 80,401	41.8	170,532	25.0
Totals	489,393	100	192,315	100	681,708	100

Source: Table 20, Appendix II

(a) No data from: Chile, Costa Rica, El Salvador, Guatemala, Nicaragua, Uruguay.

(b) No data from: Argentina, Chile, Costa Rica, Guatemala, Dominican Rep.

(c) No data from Chile, Costa Rica, Ecuador, Guatemala, Mexico, Paraguay, Dominican Rep., Uruguay.

Time devoted to teaching

Although the proportion of faculty employed under a flexible scheme is similar in both the public and private sectors, more full-time faculty are employed in the public sector, and hence there is more part-time faculty in the private sector.

Table 5-2
Faculty. Time devoted by sector.
1994

Time devoted	Sectors	
	Public	Private
Full	39.5	13.2
Part	16.4	43.4
Flexible	44.1	43.4
Totals	100	100
	(N= 441.777) (a)	(N= 148.523) (b)

Source: Table 21, Appendix II

(a) No information: Bolivia, Ecuador, Guatemala, Paraguay, Dominican Rep.

(b) No information: Argentina, Bolivia, Chile, Ecuador, Guatemala, Paraguay, Dominican Rep., Uruguay, Venezuela.

Level of training

As far as the level of training is concerned, data could only be obtained for the public sector, especially from universities, and it was available from only a very few countries. Interestingly enough the following table shows that Brazil - a country where the level of development of its postgraduate programmes is outstanding, as discussed in the previous chapter - is at the same time a country where faculty training is outstanding. More than 75% of the faculty members have been trained at postgraduate level. In the rest of the other countries, in nearly 70% of the cases, faculty members have a bachelor's degree as their basic level of training. Brazil aside, total averages vary radically, as can be seen in Table 5.3.

Table 5-3
Proportions of the levels of training of faculty.
Public Sector. (Several years from 1992 to 1994)

Countries	Bachelor's and similar	Master's or speciality	Doctorate
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Argentina (a)	61.5	26.3	12.0
Bolivia (b)	77.8	21.3	0.9
Brazil	22.4	55.2	22.4
Chile (c)	69.2	18.3	12.5
Colombia	72.2	25.6	2.2
Costa Rica	59.2	24.0	16.8
El Salvador (d)	64.0	10.8	25.2
Mexico	67.8	28.7	3.5
Dominican Rep.	74.5	23.2	2.3
Regional proportion	52.1	36.3	11.6
Regional proportion (without Brazil)	69.0	25.6	5.6

Source: Table 22, Appendix II

(a) Only UBA

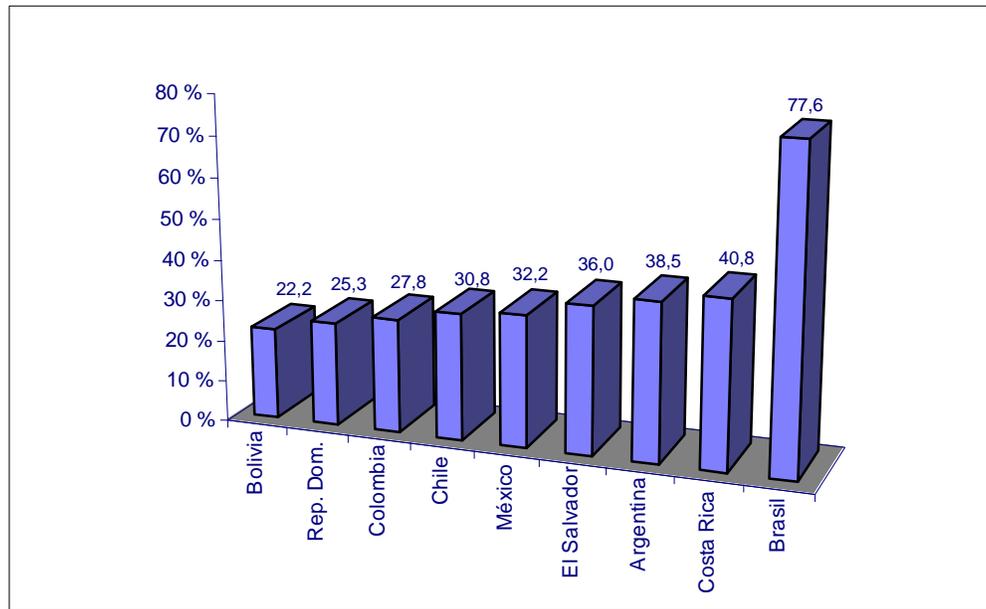
(b) Only Universidad Mayor de San Simón de Cochabamba

(c) Only 25 universities with direct fiscal funding

(d) Only U.de El Salvador

Figure 5.1 illustrates clearly the differences in the training of faculty members in the public sector, taking into account those with a master's degree and those with a doctorate, those beings the levels most related to research activities.

Figure 5.1
Faculty with master's and/or doctorate. 1994



Source: Table 22, Appendix II

OJO: CAMBIAR NOMBRES PAISES, puntos y comas.

Scales of remuneration

Little can be said about the remuneration of faculty owing to the lack of information on the subject, especially for the private sector. One could tentatively infer that in the public sector teaching salaries average US\$ 650 at the lower end of the scale (assistant professor, coaching teachers or similar); US\$ 900 at the intermediate level (associate professors, teaching assistants or similar); and US\$ 1,100 for full professors.

In the private sector at first glance salaries appear to be higher than in the public sector. However, one must take into account the fact that information was only available on three countries - Chile, Colombia and Peru - which have an elite private university sector and it

is probably that sector that is represented by the figures available.

Table 5.4
Monthly remuneration of faculty according to an academic scale and by sector (US\$). 1994.

Academic scale	Sectors	
	Public (a) US\$	Private (b) US\$
High level (full professor or similar)	1,134	1,968
Intermediate level (associate professor, teaching assistants or similar)	910	1,488
Low level (assistant professor, coaching teachers or similar)	661	981

Source: Table 25, Appendix II

(a) No information: Argentina, Bolivia, Ecuador, Guatemala, Honduras, Dominican Rep..

(b) Information only obtained from: Chile, Colombia, y Peru.

Employment criteria in the public and private sectors

In half the countries of the region, academic staff for the public sector are selected through a process involving competitive examinations and interviews by universities. This is the case of Brazil, Bolivia, Colombia, Ecuador, Guatemala, Honduras, Mexico, Peru, Uruguay and Venezuela. In another group of countries the method is a selection process in which credentials are submitted and experience taken into account but not involving a competitive examination: Argentina, Chile, Costa Rica, El Salvador, Nicaragua and Panama. The tendency in the private sector is to employ through individual invitation, taking into account the academic training and experience of a particular candidate at a given point in time. Hence this sector does not use the process involving competitive examinations and interviews - only handful of the more prestigious universities select through a process in which credentials are submitted.

In the case of El Salvador, the introduction of new employment criteria in the public sector is being studied and more weight will be afforded to postgraduates. This recently led to a substantial increase

in enrolments in this fourth level. In Costa Rica, due to the deterioration of public sector salaries, some teachers are supplementing their income by working in private education institutes, and teachers with prestigious reputations who are receiving pensions from public universities are now being absorbed by the private sector.

Another important aspect is the level of flexibility involved in the different methods of employment. On the one hand, the public sector tends to use employment methods aimed at guaranteeing meritocracy among its academic staff, but in many cases this hampers the flexibility demanded by the new forms of inter-institutional mobility and the job market. On the other hand, at institutions like the majority of the private absorption of demand model ones, which have no employment criteria, the unwanted effect in many cases is that teachers are absorbed on the basis of mechanisms based more on personal criteria than academic merit.

Table 5.5
Criteria for employing faculty in public and private sectors. 1995

Countries	Public sector	Private sector
Argentina	Selection processes	Temporary appointments
Brazil	Public selection process to evaluate teaching ability and academic merit (qualifications and research potential)	Depends on each institution but the most renowned ones hold selection processes based on the same criteria as the public ones
Bolivia	Public invitations	Usually by direct invitation to professionals who are outstanding in their field
Chile	Public sector institutions generally hold selection process based on background experience	No general criterion
Colombia	Public selection process based on credentials and experience, held by the university	Does not exist
Costa Rica	Similar to promotion processes (degrees, experience, publications and languages)	Same as for public sector
Cuba	Selection process involving competitive examination and interviews	
Ecuador	Selection process involving competitive examination and interviews and based on merit	The same
El Salvador	Not regulated, but in general a degree is required and the tests established by each teaching sector are set	Not regulated. Depends on immediate needs as they arise
Guatemala	Selection process involving competitive examination and interviews	Degree and experience, depending on category aspired to
Honduras	Internal and external selection processes	No information available
Mexico	Open public selection process involving competitive examination and interviews through which professional and academic experience, knowledge and abilities in the fields to the discipline in question are evaluated.	No information available
Nicaragua	UNAN-Managua: CV, technical examination, acknowledged	Academic-social and in many

	honesty and meet requisites of the teaching category	cases political prestige
Panama	Formal and informal selection processes (the later using Data Bank)	Informal selection using Data Bank
Peru	Public selection process in the majority of cases, with External Commissions, taking account the following, <i>inter alia</i> , degrees, experience, languages, publications, management appointments, scientific awards.	Depends on each institution
Uruguay	Selection process involving competitive examination and interviews and based on merit	Not publicly explicit
Venezuela	For ordinary faculty members: public selection process involving competitive examination and interviews. The selection process not involving a competitive examination but requiring the presentation of credentials is for staff who are to provide a service for a limited period of time.	Individual hiring and therefore evaluation according to credentials prevails

Source: Summary of qualitative replies. National Reports.

Mechanisms for promoting faculty to the different academic levels

Promotion mechanisms in the region vary widely. The most common criterion in the public sector is "length of service" and in many countries like Argentina this is the only one that counts. The second criterion or requisite is academic training and/or the presentation of scientific papers: Costa Rica and Venezuela. Few countries take into account productivity measured in terms of publications or recognition for teaching activities as in Mexico and Cuba. In Venezuela, in addition to the length of service stipulated for each category, a requisite for promotion to the next category is the presentation of a "promotion paper." This has meant that a large number of teachers remain at teaching assistant or assistant professor level. At associate professor and full professor level, a doctorate is required, but this method has been very lax in the majority of institutions. In Nicaragua and Brazil the requisites are length of service and qualifications. In countries like Chile, Ecuador and Guatemala, each institution has its own promotion system.

Even though some countries, like Peru, have their own mechanisms, such as length of service, degrees, publications "none is more determinant than personal affinity with the interests of the institution and support for colleagues" (Report from Peru). It is interesting that there are some countries where despite the fact that requisites exist, they cannot be implemented because of a shortage of economic or management

resources. This is so in the Dominican Republic, Ecuador and Peru.¹ There are others still, like El Salvador,² that have no promotion mechanisms because there is no “ladder” to climb from one level of teaching to the next, and this facilitates arbitrary promotion

As far as the private sector’s promotion mechanisms are concerned, in some countries the guidelines set by the public sector are followed, albeit partially and depending on each institution’s criteria.

Table 5.6
Mechanisms for promotion to the different academic scales in the public sector. 1995

Country	Public sector
Argentina	Length of service
Brazil	Length of service and degrees
Chile	Does not exist at national level. Each institution has its own system
Colombia	Provisions of Decree 1444 establishing: degrees, experience, academic productivity and academic administrative and management activities
Costa Rica	Degrees, experience, publications and mastery of languages
Cuba	Length of service and evaluation of maturity reached by faculty in teaching, research and overall activities.
Ecuador	The Regulations governing promotion take into account: training, preparation, degrees, teaching and research activity, administrative functions. (Most institutions have not implemented these regulations due to insufficient resources).
El Salvador	No promotion mechanisms exist because there is no “ladder” to climb
Guatemala	Length of service and satisfactory results through evaluations
Honduras	The UNAH governs the University Teacher’s Status. The UPNFM uses a merit table that includes: length of service, level of studies, courses, seminars, etc.
Mexico	Length of service and criteria or requisites by category. Evaluations of requisites generally consist of examining teaching and research activities, dissemination of culture, schooling, working experience and compliance with of institutional norms.
Nicaragua	UNAM-Managua: length of service and academic degrees
Panama	Length of service and academic merit
Peru	Time and ratification by level. Ratification processes are internal and involve promotion or dismissal. These internal process presuppose adherence to academic criteria, but in practice the prevailing criterion is length of service
Dominican Rep.	Training, research and contributions to the chair; but in the last instance the criterion most used is length of service
Venezuela	Length of service plus academic requisites. In addition to time required, the step from one category to the next calls for an unpublished promotion paper. The Associate and Full Professor categories also call for a doctorate

Source: Summary qualitative replies. National Reports

Differentiation of the academic profession

¹ In the case of Peru, none of the existing mechanisms - length of service, degrees, publications, seems to be a determining factor. “The most determining factor is personal affinity with the institution’s interests and support for colleagues” (Report from Peru).

² Although this country is currently studying a proposal for a teaching scale establishing criteria for the promotion and employment of faculty members.

Summarizing some of the aspects dealt with in this chapter, one can observe a high level of differentiation that is consonant with the differences in the national higher education systems in the region. In many cases it is not based so much on the differences between the public and private sector as on the differences in the roles and the degree of preparation of faculty members, and on the prestige of their disciplines and institutions. Based on the data given in this chapter, faculty could tentatively be classified into three broad groups:

a) The first group would consist of faculty with doctorates, amounting to 12% in the region, plus a small percentage of teachers with master's degrees, especially if they studied abroad. A large proportion of the people in this group who are involved in research as well as teaching are in contact with their peers through international networks and generally speaking have had articles published, in national and international journals. These faculty members tend to be from the most prestigious institutions in the public or private sector and are the most highly paid. However, one of the problems in countries where salaries at public universities are deteriorating across the board, and which also have salary homologation policies, is that even though they are at prestigious institutions and have the possibility of being acknowledged for their teaching and research work, they are not being adequately compensated for their competitive edge and are tending to leave these institutions. In other cases these professionals manage to augment their income without leaving their teaching institution, obtaining supplementary income through projects undertaken with extra-university institutions, or with other private sector academic institutions, as is the case with Costa Rica.

b) The second group would have its field of action limited to teaching. These faculty members generally work in public institutions and their salary expectations are comparable to those of any other professional in the public sector, which is why the union associations play an important role in negotiating yearly salary increases.

c) The third group would consist of the vast majority of faculty who belong to "proletarianized"

institutions, or to private absorption of demand type institutions, with excessively long working hours and excessively low pay. The proportion represented by this group is constantly growing and the situation of teaching staff is fast deteriorating.

Figure 5.2
 Number of Faculty: total at universities and other HEI's. 1994

