

Academic Selection and Promotion

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Why HR and careers should in focus

1. **HRM underlines a belief that people—HR—are the most important asset for any organisation and are key to long-term organisational performance and competitiveness** (Brennan et al., 2003; Convertino, 2008; Evans & Chun, 2012; Julius, 2000; Mansour et al., 2015);
2. **HRM underscores integration. The policies, programmes and practices of HR should cohere and aligned with organisational strategy** (AON Hewitt, 2012; Arslan, Akdemir, & Karsli, 2013; Baker, 1999; Bodor, 2011; Brennan et al., 2003; Hall, 2009; Holbeche, 2012; Mansour et al., 2015; Kohont & Bergoč, 2010; Waring, 2013);
3. **Managing HR is a responsibility of all managers rather than a sole preserve of HR units** (Archer, 2005; Baker, 1999; Guest & Clinton, 2007; Hall, 2009; Jackson, 2001; Waring, 2013).

- Source: Mugabi et al. fort coming

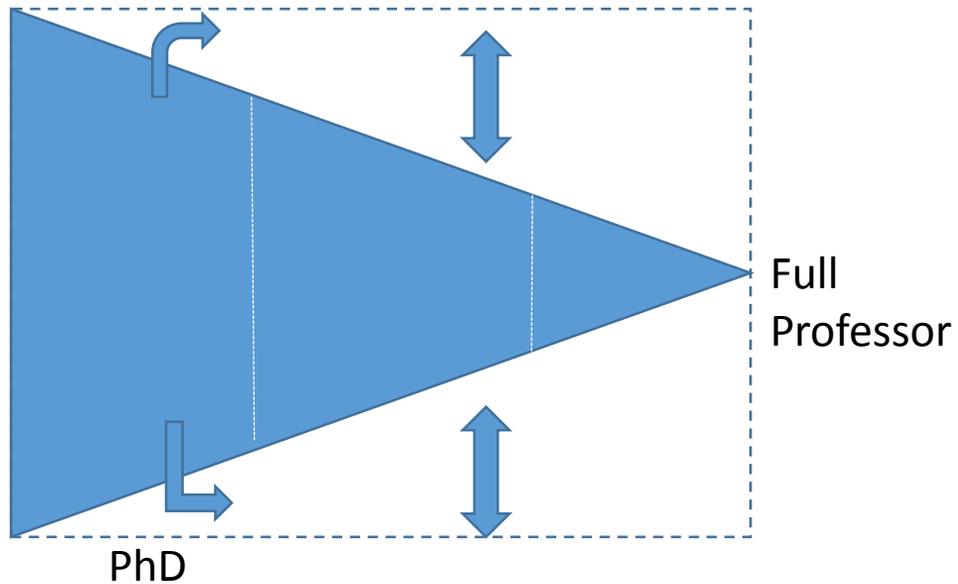
Content

- Academic careers and national frameworks
- Recruitment and selection
- Promotions
- HR(M) in HEIS

National framework

- National need
 - Predictability: Qualifications; positions; contracts
 - Functioning labor markets
 - Role of stakeholders in developing careers
- National framework(s) and international comparisons
 - Number of steps → Adaptability to international funding schemes
 - Professors' position → Part of global professional practices
- Trends of national frameworks
 - Towards institutional autonomy
 - From organizational tracks to resource pools
 - Increasing role of managers
 - Growing interest to Tenure (and introduction of post docs)

Three, four or more?



1. Predictability and clarity – “steps”
2. System level idea of role of PhDs and Post Docs in labor markets
3. For all or only for “teaching academics”?
4. Entry and exit points – Industry collaboration

Recruitment and selection

- Balancing between career based and vacancy based models
 - Tenure tracks
 - Junior academics / Contingent workforce
- Balancing between organizational and professional priorities
- Balancing between flexibility and continuity
- Processes are complex and include vast variation
 - Preparing vacancies
 - Selecting and evaluating candidates
 - Recruiting (making decisions)

Vacancy vs. Career based

	Potential strengths	Potential weaknesses
Career-based models	<ul style="list-style-type: none">• Strong role of academic profession, collegiality	<ul style="list-style-type: none">• Elitism and stagnation
	<ul style="list-style-type: none">• Shared values, independence, academic freedom	<ul style="list-style-type: none">• Risk of exclusion of contemporary staff from organizational decision making
	<ul style="list-style-type: none">• Long timespan, autonomy	<ul style="list-style-type: none">• Division between “core academics” and others
	<ul style="list-style-type: none">• Accumulation of knowledge	<ul style="list-style-type: none">• “Ivory tower”
	<ul style="list-style-type: none">• Motivation through promotion possibilities	<ul style="list-style-type: none">• High risk of heavy promotion processes to guarantee merit-based selection at all position levels

Vacancy vs. Career based

Position-based models	Potential strengths	Potential weaknesses
	<ul style="list-style-type: none">• Competitiveness, diversity	<ul style="list-style-type: none">• Career dead-ends (no open positions)
	<ul style="list-style-type: none">• Adaptability, relevance for society, possibility for multidisciplinary positions	<ul style="list-style-type: none">• Risk of losing a sense of shared mission and value; Unhealthy competition
	<ul style="list-style-type: none">• Stronger role of managers and possibility for strategic recruitments	<ul style="list-style-type: none">• Risk of losing networks and knowledge, if high turnover
		<ul style="list-style-type: none">• Risk of “supermarket logic” in academic work
		<ul style="list-style-type: none">• High risk of heavy recruitment processes to guarantee merit-based selection at all position levels
		<ul style="list-style-type: none">• High risks of dissatisfaction in recruitment processes

Recruitments: Balancing Between professional and organizational goals

Group	Job titles	Recruitment practices
Group 1 Professional recruitment	Professional positions: professors and tenure-track positions	<ul style="list-style-type: none"> • Open call (excluding those invited) • International recruitment • Definition of job descriptions by recruitment committees, deans, heads of departments • Recruitment decisions by recruitment committees, external reviewers
Group 2 Organisational recruitment	Qualifying positions: doctoral students and postdoctoral researchers Departmental positions: lecturers and senior researchers in the third career stage	<ul style="list-style-type: none"> • Open-call recruitment • Mostly international in reach • Fixed-term of permanent contracts • Definition of job descriptions by heads of departments, professors, recruitment committees • Recruitment decisions by deans, heads of departments, rectors
Group 3 Unofficial and local recruitment	Externally funded positions: project researchers	<ul style="list-style-type: none"> • Informal recruitment • Local recruitment • Finding of potential candidates through networks • Fixed-term contracts • Definition of job descriptions by professors • Recruitment decisions by deans, heads of departments

Ensure professional quality

Ensure organizational quality

Ensure flexible labor force avoid inequality

Figure 2. Grouping of three types of recruitment practices in HEIs
(Source: Siekkinen, Pekkola & Kivistö, 2016).

Tenure track (Established, US)

- Tenure track faculty (before and after recruitment) **should be well informed on the expectations and priority of outcomes.**
 - This should be supported by mentors, faculty orientation, written guides, and sample dossiers.
- **All outcomes need to be well defined** (such as outreach to the community).
- **Tenure track faculty members need (annual) feedback.**
 - Managers need skills to provide feedback.
 - Managers and senior staff need to be available for junior staff.
- **Only faculty with full potential to reach tenure should be employed** after the probationary period.

Tenure track (Emerging, Finland)

- If implemented only as an additional element of a career model, it creates (strengthens the division into) **two ranks of academics**;
- **May highlight the research merits** and other internationally comparable merits and neglect teaching and organizational merits;
- Creates **highly individual motivational structures** that may have negative impacts for collaboration especially in teaching and organizational matters;
- **Requires strong HR competencies** and resources in developing the criteria for promotions and organizing the assessments;
- **Requires more financial long-term planning** (when introduced, might lower the salary expenses of senior academic staff but will increase them in the longer term);
- **Might have a tendency to postpone promotions** and increase the threshold for professorships.

Promotions

- Depended on career system (Vacancy, Tenure, Career)
- Balancing between research, teaching and administration (Sweden KTH, South Africa UKZN, US/UK management)
- Alignment with performance evaluation
- International aspects (Inbreeding)
- Promotion patterns (UK)

Promotion patterns (UK)

- **All-around player.** Employer lists all the duties and qualifications for each position. To be promoted, a candidate needs to fulfill all criteria at his or her own level and 75 percent of the criteria of the next level.
- **All-rounder with a specialism.** Candidate selects one area of excellence (research, teaching, or administration) in which she or he must excel to be promoted. In other areas, she or he must meet minimum criteria.
- **Specialist.** Candidate selects a restricted number of areas of excellence and is evaluated only in those areas.
- **Well-rounded teachers.** Candidate provides evidence on excellence in teaching and satisfactory level in other areas.
- **Researcher with other excellence taken into account.** The candidate can support (back up) his or her research excellence with excellence in teaching or administration.
- **Well-rounded researcher.** Candidate is assessed in excellence in research and minimum standards in teaching and administration.
- **Pure researcher.** Promotion is made based only on assessment of research merits.

HR in HEIs, Recommendations on HR

- *Presidents and the Board:* **President and the board should be well aware of HR issues and provide adequate resources for them. HR leader should report directly to top management.**
- *HR Leaders:* **The main duty is to advocate an HR dimension in strategy formulation** and decision making and to develop metrics that would support decision making and the strategy process.
- *HR Departments:* **HR-departments are accountable for strengthening organizational capabilities, employee commitment, productivity, and morale.** HR professionals need to think about their departments from “outside in” and be able to adapt with feedback. ‘
- HR professionals: **need to develop knowledge of academic institutions,** priorities, goals, and processes, as well as institutional strategy and mission.

Key Questions

1. Alignment (institutional and system level)
2. International adaptability (funding and recruitments)
3. The links between academic careers and other sectors of society (role of PhDs, merits, enter and exit points)
4. Academic excellence and freedom; organizational efficiency
5. Predictability, communication and HR competences

Thank you