



**Towards a new academic career framework for Latvia:
Achieving excellence through professional development and good human resource management**

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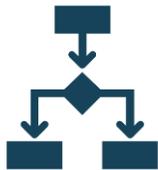
PROJECT OBJECTIVE AND OUTCOME

3 Project Objective and Outcome



The specific objective of the project is to support the Latvian Ministry of Education and Science in reforming its academic career system by proposing a new academic career framework in line with European and international good practice, including a proposed system of academic positions and related selection and promotion processes. The new framework will be accompanied by a proposed roadmap for implementation and an analysis of legal and financial implications, also developed under the project. ”

Detailed Project Description, March 2020



Intended Outcome: Enhanced **attractiveness and efficiency** of the Latvian higher education system, in line with European and international good practice

OVERVIEW OF THE PROJECT PHASES

5 Overview of the project phases (1)

- September 2020 – Contextual analysis of key legislations and policies:
 - status and role of academics
 - general career patterns in academia
 - selection and recruitment procedures in HEIs
 - international mobility of academics
- September 2020 – “Idea Paper” to frame the project and identify key issues
- November 2020 – February 2021– A brief survey and two rounds of stakeholder interviews:
 - 8 group interviews, total of 26 stakeholders identified by the Ministry
 - Semi-structured interviews with around 6 key questions, more or less the same for all groups

6 Overview of the project phases (2)

- Four webinars:
 - Information event (October 2020)
 - Finland (December 2020): focus on tenure track
 - Ireland (January 2021): focus on governance of the system and on teaching and learning
 - New trends in staff recruitment and selection (May 2021): focused on a new framework for academic careers
- Meetings with the Working Group to share findings and discuss proposals as they were being developed: August 2021, January 2022
 - Meeting in January surfaced many questions from the Working Group, which were answered and integrated in the final report
- Workshop in February 2022

KEY FINDINGS FROM THE STAKEHOLDER CONSULTATION

8 Key findings from stakeholder consultation (1)

At the system level:

- Main challenge: two distinct tracks for teaching and research
- Main recommendations:
 - Review funding conditions to address:
 - the tight funding environment
 - the separation of external funding and core funding, which creates disconnects in work plans and (financial) resource allocations
 - the current funding allocation model, which appears to be tightly connected to teaching hours and outdated calculation premises
 - Provide framework conditions for positions that are recognized internationally
 - Loosen the regulation on election (required now for all positions)

9 Key findings from stakeholder consultation (2)

- Main challenges at the institutional level:
 - Lack of systematic career planning
 - Absence of permanent core staff
 - Poorly defined tasks of core academics
 - Weak internationalization
 - No mandatory retirement age
- Main challenges for individual staff:
 - Lack of predictability of academic careers
 - Lack of adequate salaries for main employment => accumulation of a series of jobs to reach a certain income level

KEY RECOMMENDATIONS AND COMPONENTS OF A NEW ACADEMIC CAREER FRAMEWORK

11 Four principles

- Strengthen the role of full-time staff
- Reconsider the role of the election process
- Strengthen the role of information-based steering and management of academic work and careers (Ministry and HEIs)
- Strengthen internationalization through HR-planning and both incoming and outgoing mobility

12 Provide titles that are understood internationally

Levels	Teaching-oriented Position	Research-oriented Position	Qualification	Practice / Professionally-oriented Positions	Qualification
R1	Junior Lecturer	Junior Researcher	Master's degree	Part-time / Visiting Teacher (R1 or R2)	Master's degree or equivalent expertise
	Assistant	PhD Candidate			
R2	Lecturer (Docent)	Postdoctoral Researcher	PhD	External Experts (R2)	
	Assistant Professor (tenure-track)*		PhD	Junior Clinical Positions (if needed) (R1-R2)	
R3	Senior Lecturer	Senior Researcher	PhD	Senior Clinical Positions (R3)	
	Associate Professor (tenure-track)*		PhD		
R4	Professor**	(Research) Professor**	PhD	Professor of Practice/ Adjunct Professor (R3-R4)	PhD or equivalent expertise
		Research Director		Professor (fine arts) (R4)	
Red: Permanent Positions		Green: 6 years	Blue: Part-time Fixed-term		
*External Review					
**International Review					
Note: The title names are not final. The use of certain terms, such as <i>Lecturer</i> and <i>Associate Professor</i> should be carefully discussed to avoid confusion.					

13 Reconsider the role of elections

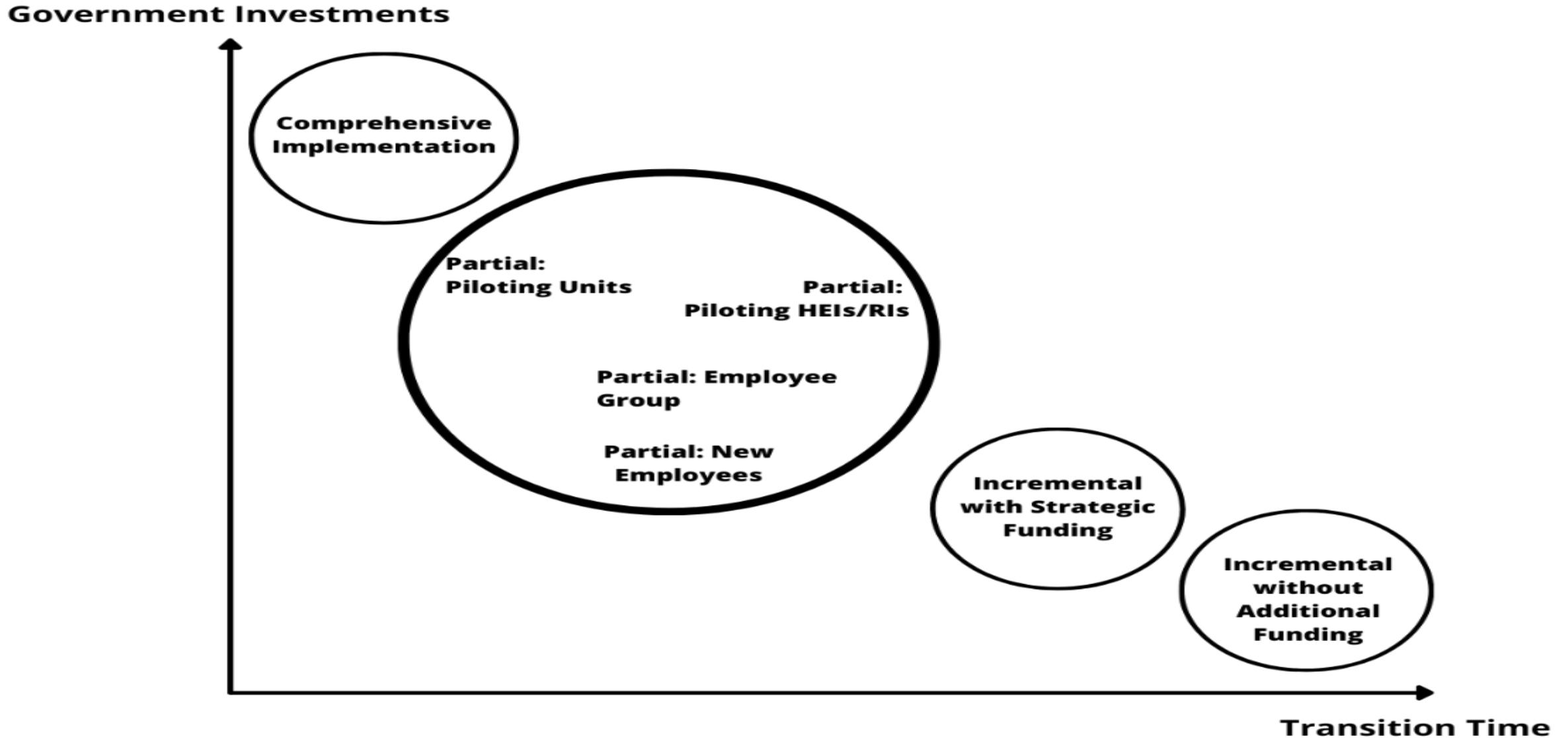
Selection to the professorial position is performed in three stages:

- **Internal evaluation:** Conducted by an independent, internal committee established by the institution that creates a shortlist of candidates after having verified that there are no conflicts of interest between the candidates and committee members. The committee may also have external members to secure objectivity and disciplinary expertise;
- **External evaluation:** Conducted by an external commission or independent reviewers that have been nominated by the institution and which evaluates the scientific qualifications of shortlisted candidates;
- **Selection:** Conducted by an internal committee, which selects the most suitable candidate for the position from among those recommended by the external evaluation commission. As part of the selection process, and in order to preserve collegiality, the shortlisted candidates could be asked to present a public talk. The internal committee could ask the audience for their views on the candidate. The recruitment decision is made by the institution based on the recommendation of the internal committee.

14 Retirement age, data collection/analysis and internationalization

- Retirement age and pension policies should be discussed nationally to provide an exit point.
- Strengthen steering by using information
- Strengthen internationalisation through HR-planning and both incoming and outgoing mobility.

15 Implementation: Four possible scenarios



THANK YOU
