



# SUPPORTING THE DEVELOPMENT OF A NEW ACADEMIC CAREER FRAMEWORK IN LATVIA

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## 2 World Bank Support in Latvia: Advisory Services in Higher Education

System Level  
[2013-2014]



- Higher Education Financing
- “Three-pillar Model” on System Level

Institutional Level  
[2016-2017]



- Internal allocation of funds/performance-based financing at institutions
- University-internal governance

Institutional Level  
[2017-2018]

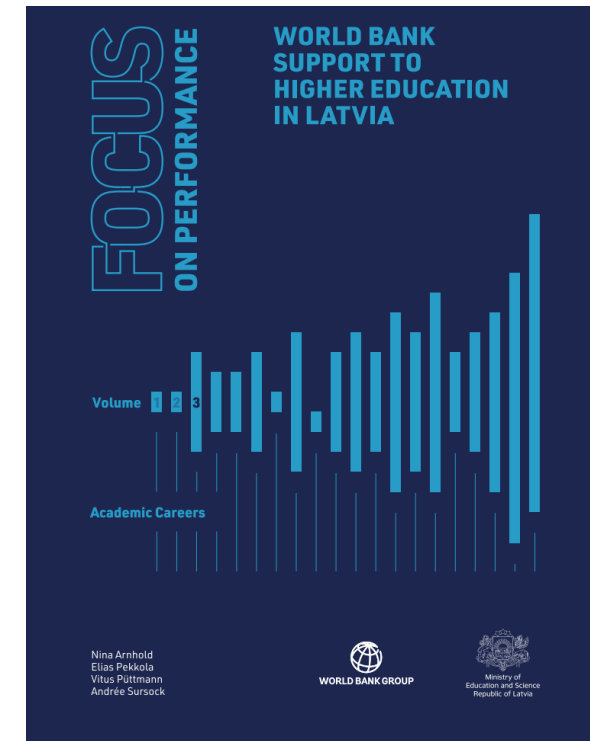


- HR policies (academic recruitment, promotion, remuneration)
- Doctorates

# 3 Why Focus on the Academic Career Framework?

World Bank support in 2017-2018 focused on the analysis of the doctorate and human resource policies, and on **improving academic careers.**

Level	Criteria for Good System- and Institution-Level Human Resource Policies	Status Quo Assessment	Recommendations
<i>Institutional level</i>	<b>B.6</b> <u>Institutional career patterns are realistic for most of the staff members. They are aligned with a systematic approach to career stages at the national level and they are internationally comparable.</u>	<i>Partially achieved.</i> The career patterns are dependent on open vacancies that are often dependent on retirements (or the lack of retirements) and national regulations and recommendations on the number of professors and doctoral degree holders. While positions are comparable from an international perspective, there are no structured and coherent career patterns.	<u>Ensure that individual career trajectories are predictable and compatible with formal career structures.</u>  Develop the career stages and promotion patterns into transparent and predictable direction, that is, ensure that individuals are aware of the personnel plans of their department (retirements, (re)opening and closing of positions).  Anchor the institutional career model to national career framework to ensure the functionality of academic labor markets.
<i>Institutional level</i>	<b>B.7</b> <u>Institutional policies ensure transparency and clarity of career patterns and promotion criteria, and maintain an appropriate balance among research, teaching, and administrative excellence.</u> Candidates and employees of HEIs are aware of promotion criteria and career progression possibilities. Institutions communicate clearly the qualifications needed for different positions to their employees and persons seeking recruitment.	<i>Partially achieved.</i> The institutional policies are closely related to national policies and, are therefore, well-known and considered to be transparent and clear. However, the collegial election as a selection method may politicize selection processes and lead to a potential conflict of interest.	<u>Maintain the transparency of institutional promotion criteria.</u>  Maintain and further strengthen the transparency of criteria and evaluation of merits.



## 4 Academic Careers in Latvia



**Academic careers are an important aspect of higher education policies and practice,** and thus impact countries' **competitiveness** beyond the narrow field of human resources (HR) management in higher education.



Latvia has a **“fragmented” approach to academic careers**, aspects of which have developed historically but which are now **likely to hamper the development** of a dynamic higher education and research system.



**Fragmentation** of academic careers **results in complicated HR arrangements and processes** on the institutional level, and often fragile arrangements for individuals.



**Academic careers in Latvia** are a succession of individual jobs, which makes planning for such a career difficult and the academic career overall **less attractive**.



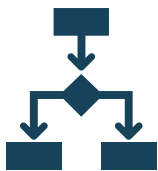
**Internationalization**—a major **source of “fresh thinking”** and **potential quality enhancement** in higher education—is weak and affects several aspects of academia.

## 5 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

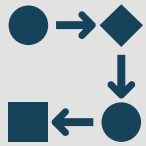
# 6 Timeline: Project



Scope	Inception Phase	Diagnosis	Recommendations	Dissemination & Follow-up
Outcome	Clarity on reform goals	Authorities have a better understanding of international developments in ACs and steps needed to reform Latvia AC Framework	Authorities have a better understanding of the specific options for their future AC Framework	Joint understanding across sector regarding the new framework and next steps
Outputs	Virtual Kick-off Event  “Ideas Paper”	Study Visits  Information Event	Workshop: Where do we stand—where do others go? Options for Academic Career Framework  Workshop: Framework and Roadmap development	Delivery of report on future Academic Career Framework  Dissemination event

# 7 Today's Information Event

## Changing Academic Careers in Finland



Finland provides a case study about reforms in academic careers over the past decade. This case study will explore Finland's reforms including changes in recruitment processes, and examples of Finnish universities' tenure-track models.

## Principles



In planning a Career Framework, the main strategic goals of higher education and science should be considered. Human resources (HR) policies, political context, and administrative as well as legal frameworks should, in turn, be considered when defining new higher education and science policies.

## Progression Models & Processes



The basic mechanisms for career progression are (a) through an application process for an open vacancy, (b) promotion, or (c) the tenure track.

## Staff Categories

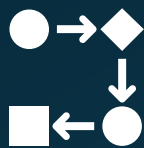


Staff categories are the basic building blocks of an Academic Career Framework. Typical boundaries refer to the following: administrative and support staff, and academic staff; research-oriented and teaching-oriented positions; among others.

# 8 Thank You

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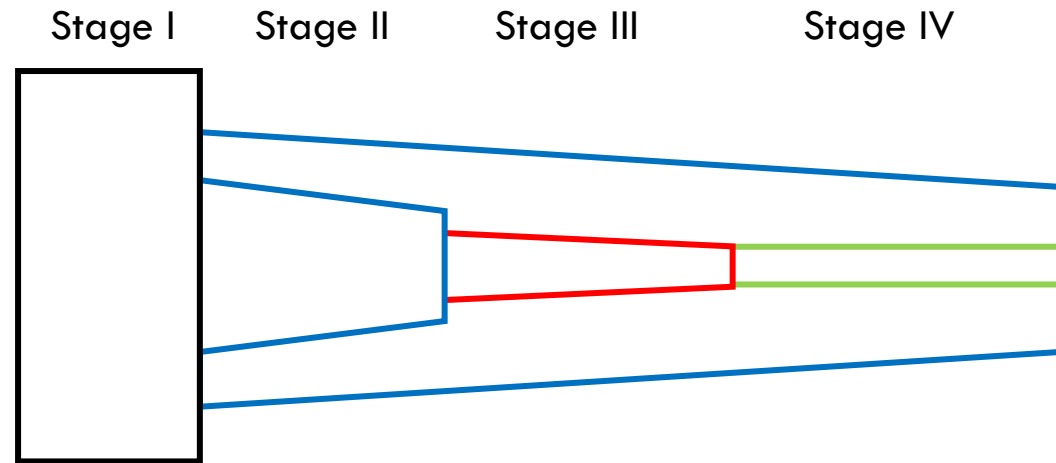


# CHANGING ACADEMIC CAREERS IN FINLAND

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Elias Pekkola

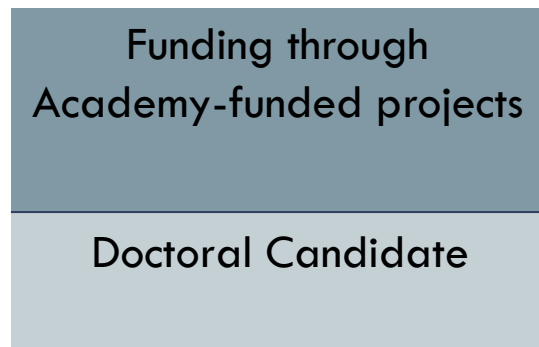
# 10 Four Stage Career Model and Tenure Track



- Stage I    Doctoral training stage
- Stage II    Postdoctoral stage
- Stage III    Independent researcher stage
- Stage IV    Established researchers (professors, research professors, directors, senior scientists)

# 11 Link to Research Funding

## Link to Research Funding



# 12 Current Reality in Recruitment

## Grouping of three types of recruitment practices in HEIs

Group	Job Titles	Recruitment Practices	
Group 1 Professional Recruitment	Professional positions: Professors and Tenure-track	<ul style="list-style-type: none"> <li>Open call (excluding those invited)</li> <li>International recruitment</li> <li>Definition of job descriptions by recruitment committees, deans, heads of departments</li> <li>Recruitment decisions by recruitment committees, external reviewers</li> </ul>	50 percent
Group 2 Professional Recruitment	<p>Qualifying positions: Doctoral Students and Postdoctoral Researchers</p> <p>Departmental Positions: Lecturers and Senior Researchers in the third career stage</p>	<ul style="list-style-type: none"> <li>Open call recruitment</li> <li>Mostly international in reach</li> <li>Fixed-term of permanent contracts</li> <li>Definition of job descriptions by heads of departments, professors, recruitment committees</li> <li>Recruitment decisions by deans, heads of departments, rectors</li> </ul>	
Group 3 Unofficial and Local Recruitment	Externally funded positions: Project Researchers	<ul style="list-style-type: none"> <li>Informal recruitment</li> <li>Local recruitment</li> <li>Finding potential candidates throughout networks</li> <li>Fixed-term contracts</li> <li>Definition of job descriptions by professors</li> <li>Recruitment decisions by deans, heads of departments</li> </ul>	50 percent

Source: Siekkinen, Pekkola, & Kivisto (2016)

# 13 Reform of Legislation (2010)

## Changes

Universities independent employers

Status of employee

Definition of qualifications for universities

## Continuities

Ministry continues to steer careers

- Statistics
- Four step framework

Universities have common salary system  
(Except Aalto)

Legislation on professor almost intact

# 14 Main Changes at Institutional Level (Post-2010)

- Former assistant positions were changed to positions of university instructors and PhD students
  - Who does teaching related administrative work?
- Majority of fixed term mid-career positions (senior assistants) were transferred to permanent positions (university lecturers and researchers)
  - How the motivation of mid-career employees is ensured and what happens to the dynamics of employee structure → teaching-oriented tenure
- Position of post doctoral researcher was introduced
  - How to finance these positions
- Tenure track positions were introduced
  - The question of professors

# 15 Changes in Recruitment of Professors: Recommendation 2013

## Academy of Finland

- Professorial recruitment should be opened for larger pool of applicants
  - Wide job descriptions
  - International Calls
  - Tenure tracks

# 16 Changes in Recruitment of Professors: Recommendation 2016

## Academic Evaluation

- National framework for tenure-tracks should be established
- Universities should assess the share of tenure-track positions in comparison to “traditional” positions
- Clear distinction with “tenure-processes” and “normal processes” should be made



# 17 Currently (2020)

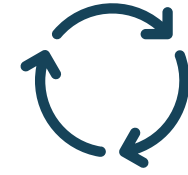


Most professors are recruited to tenure-track positions



Applicant pool has changed

More applicants  
More male  
More international applicants



Development is still “organic”

No legislation or national practices, statistics, titles  
Major differences in institutional models  
Legislation does not recognise “tenure-track professors”  
Question of a “professoriate”

# 18 Examples

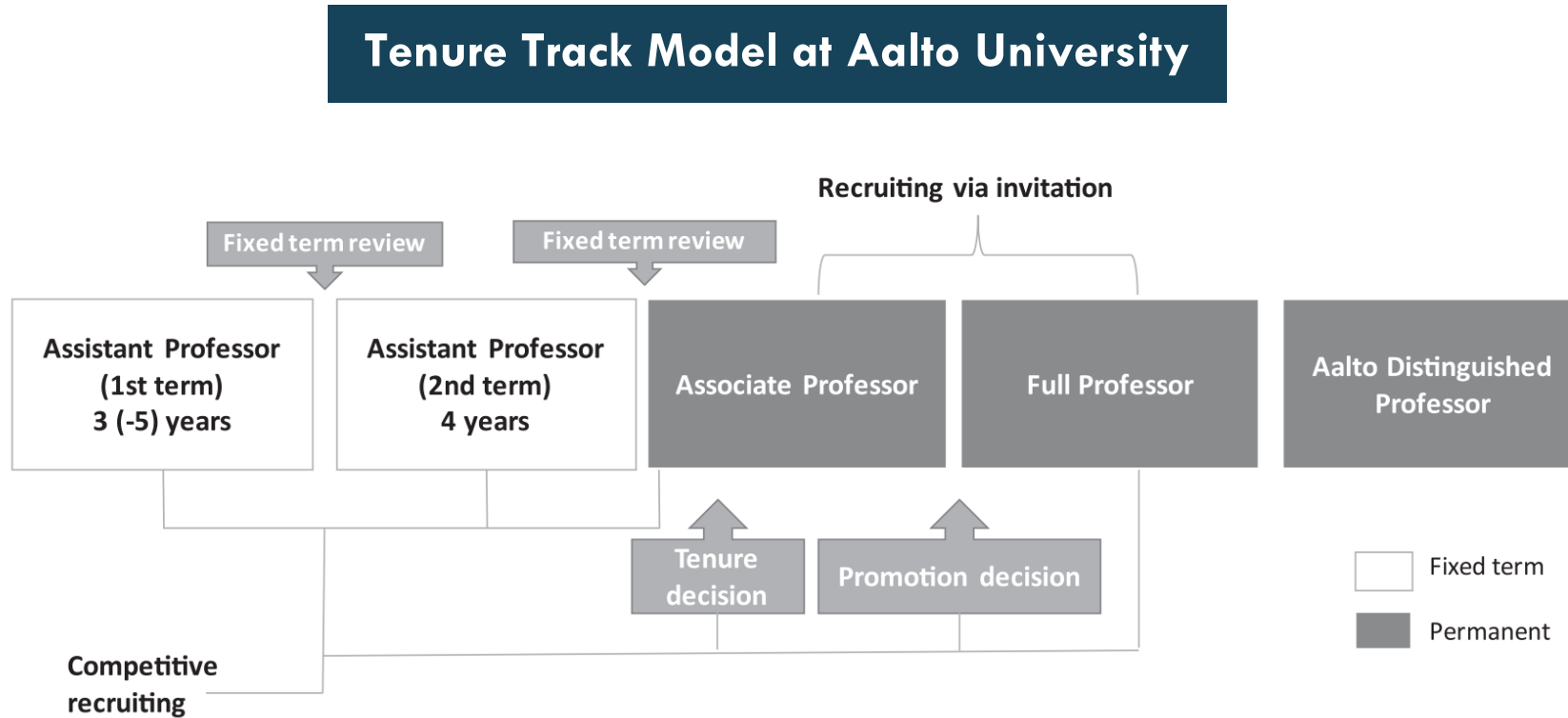


A professor's position (contract for an indeterminate term) is filled by a public application process or by invitation. Legislation and collective agreements do not recognise a professor's tenure track. For the tenure track to be fair, it must follow the below criteria:

1. The university is using a public and clear description of the application process and advancement on the tenure track.
2. During the recruitment process, if only those deemed most qualified are being evaluated, the evaluation must concern at least three applicants.
3. The employment contract of the recruited states the assessment criteria, under which his/her success will be evaluated.
4. Those on the tenure track are being treated non-discriminately and equally.
5. During the contractual employment relationship, the employment contract of the person on the tenure track can be altered on common agreement only.
6. Those on the tenure track are given sufficient information on how they can advance their career
7. Those on the tenure track are provided with a genuine opportunity to manage those tasks that will be used as the basis for the evaluation of their success.
8. The advancement of those on the tenure track is reviewed on an annual basis, for example, in connection with performance assessments.
9. Upon achieving the goals specified in the employment contract, an individual can advance on the tenure track faster than originally planned.
10. Those recruited to a tenure-track position are provided with an opportunity to receive supervision and support for their work.
11. The university will ensure a fair continuation of the career for those who, in an assessment, fail to meet the jointly predetermined criteria.
12. A minimum of two experts are requested to issue

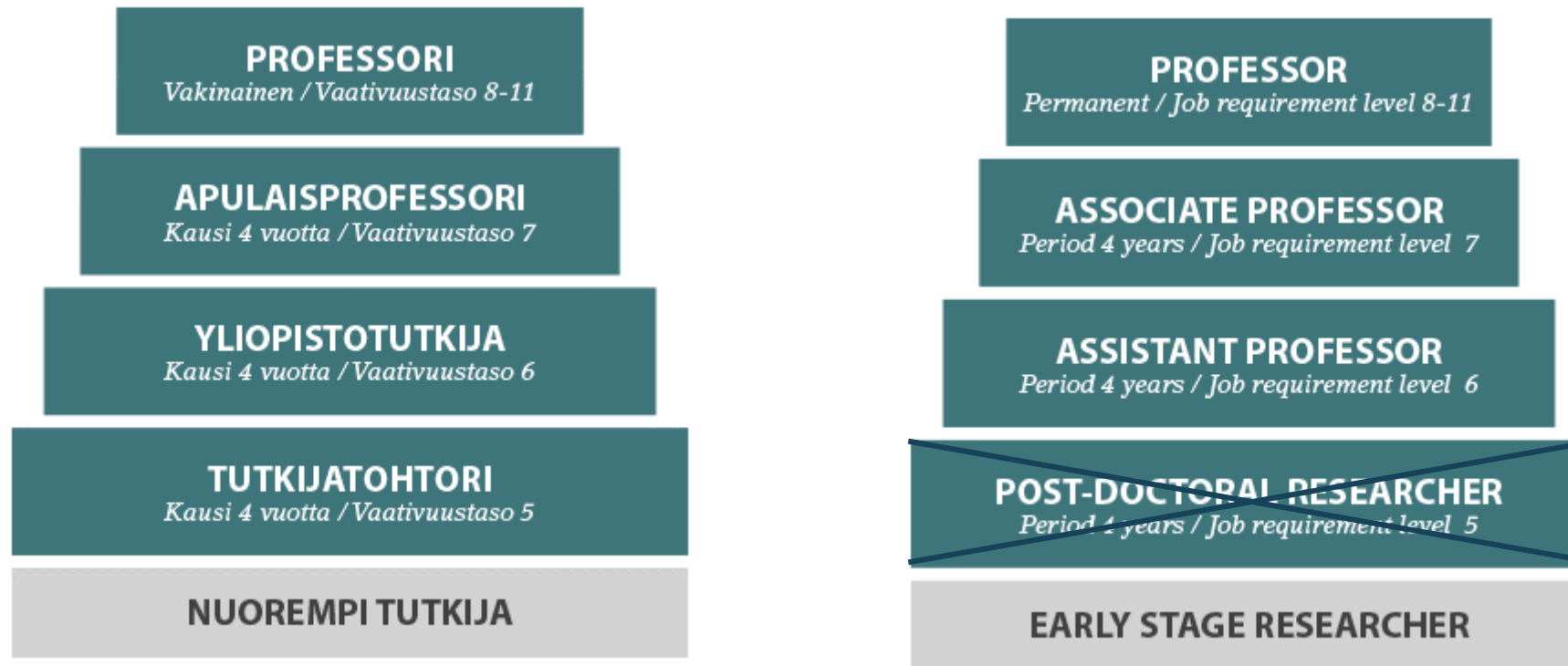
## Fair Tenure Track: Indicator of the tricky parts

# 19 Examples: Tenure Track at Aalto



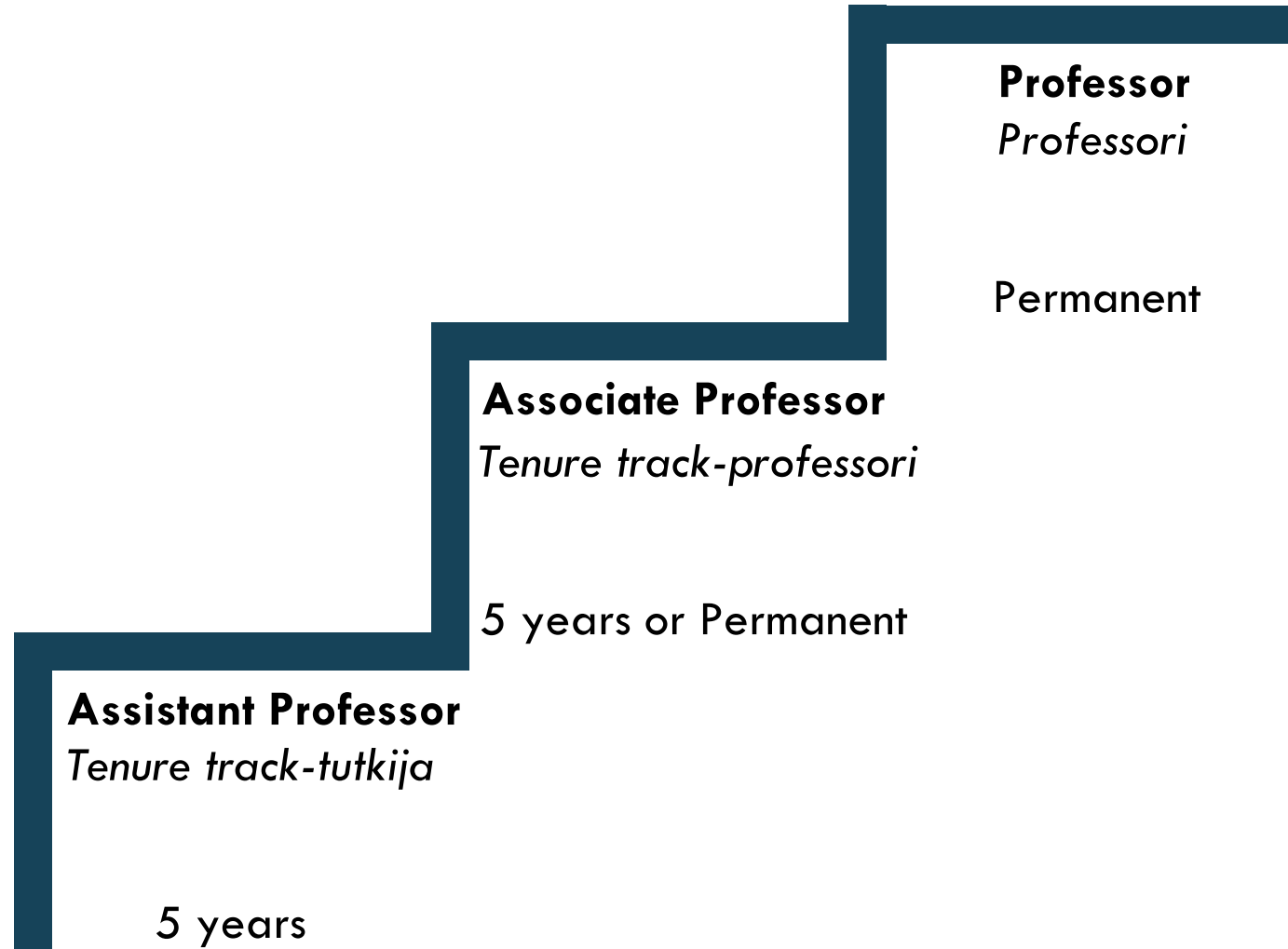
Source: Aalto University (2018)

## 20 Examples: Tenure Track in University of Eastern Finland



**In principle, members of the UEF teaching and research staff have extensive opportunities to enter the Tenure Track; however, in practice, only a limited number of highly accomplished researchers will be offered the possibility to enter it.** Positions can be opened at different levels of the Tenure Track and it is possible to define, for example, an associate professor position as the entry level.

# 21 Examples: Tenure Track in new Tampere University



## 22 New Career Structure Typically...



### Does Not

Increase funding in the system

Change the tasks that some have to address

Increase the leading position in the system

Provide promotion to all



### However, it can

Help to fit to international funding schemes

Make tasks and responsibilities more transparent

Provide transparent and fair promotion horizon (predictability)

Provide criteria for work that leads to promotion

# 23 Tenure and Latvian Academic Careers



Tenure as a concept



Different meanings of  
tenure

## Characteristics of Latvian Academic Careers

- Latvian higher education institutions have significant autonomy in determining matters of staffing.
- Career stages subsequent to the doctorate are characterized by a strong formal separation between teaching and research activities in Latvian academia.
- Volatility of academic careers in Latvia is reinforced by the lack of permanent and full-time contracts.
- Low extent of mobility within the academic labour market.



# PRINCIPLES

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**Jeremie Amoroso**

**Discussion 1**



# 25 Higher Education and Science Policy Priorities: 2021-2027

The draft *Guidelines for Science, Technology Development, and Innovation for the years 2021-2027* outlines six policy priorities



Excellence in science



Research for society



Integration of higher education and research



Digital transformation and open science



Implementation of the Smart Specialization Strategy



Innovation: stimulate development and promote implementation

# 26 Higher Education and Science Aims: 2021-2027

Highly qualified, competent, and excellence-oriented pedagogues and academic staff



A modern, high-quality education focused on the development of highly valued skills in the labor market

Support for everyone's growth



Sustainable and efficient management of the education system and its resources

# 27 Planned Higher Education Changes

## Strengthening the quality of academic staff and ensuring a sustainable academic career

- Developing and implementing a new academic career framework
- Strengthening strategic and effective governance and management of HEIs

## Promoting excellence in higher education

- Developing a quality assurance system for higher education
- Transitioning to cyclical institutional accreditation starting from 2024

## Changing the governance of HEIs

- Establishing a system for public funding allocation related to the development strategies of HEIs and monitoring their implementation.

# 28 Principles for Developing a Career Framework for Latvia



Academic Excellence



Professional Development



HR Practices

## 29 Discussion Questions: Principles

How should the new Career Framework be integrated into...



- (i) Latvia's labor market
  - (ii) the European/international labor market
- ...for a highly skilled labor force?

How should the new Career Framework fit into the current...



- (i) Legal steering i.e. administrative law, higher education legislation, and labor law
  - (ii) Political steering, including employers and unions
  - (iii) Financial steering
- ...of higher education and science?



# PROGRESSION MODELS AND PROCESSES

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**Andrée Sursock**

**Discussion 2**

# 31 Career Models



## Vacancy-based models

Application for all positions



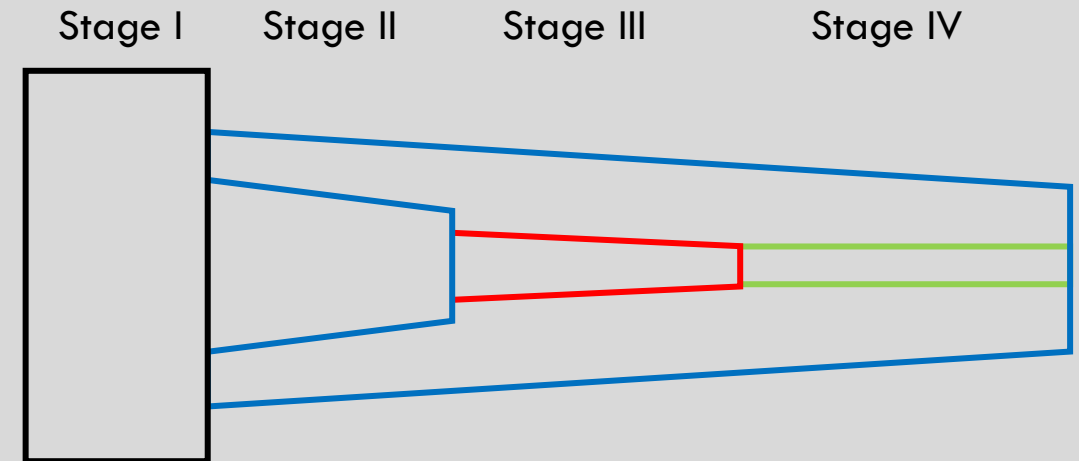
## Promotion

Application for the first job and then progression



## Tenure Track

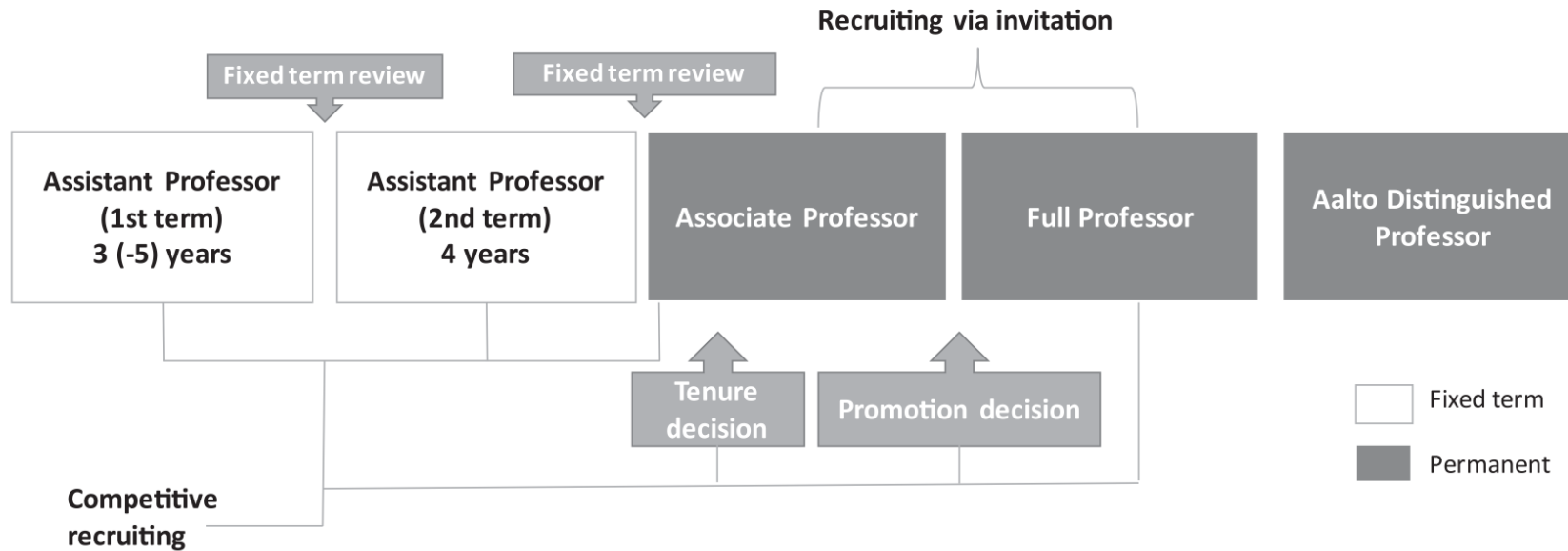
Combination of 1 and 2 and multiple variants



- Stage I Doctoral training stage
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# 32 Tenure Track at Aalto

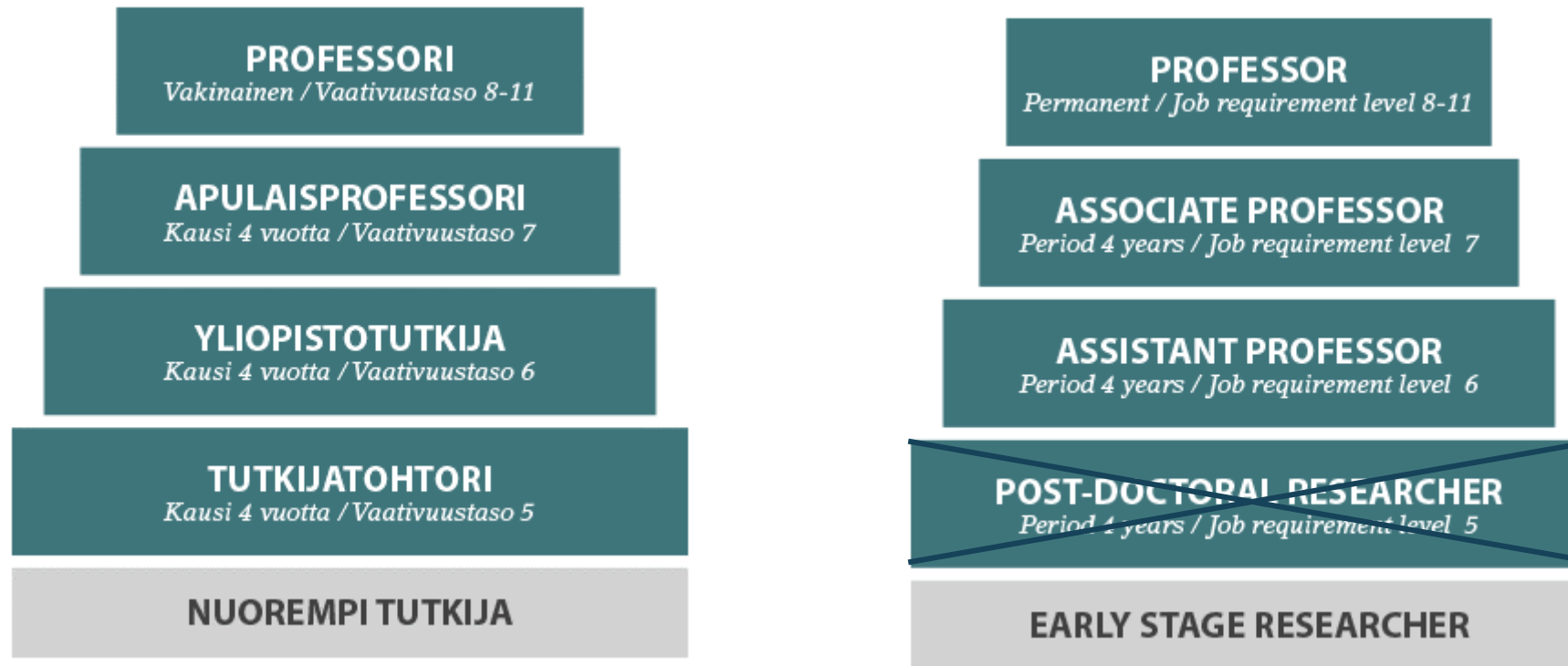
## Tenure Track Model at Aalto University



Source: Aalto University (2018)

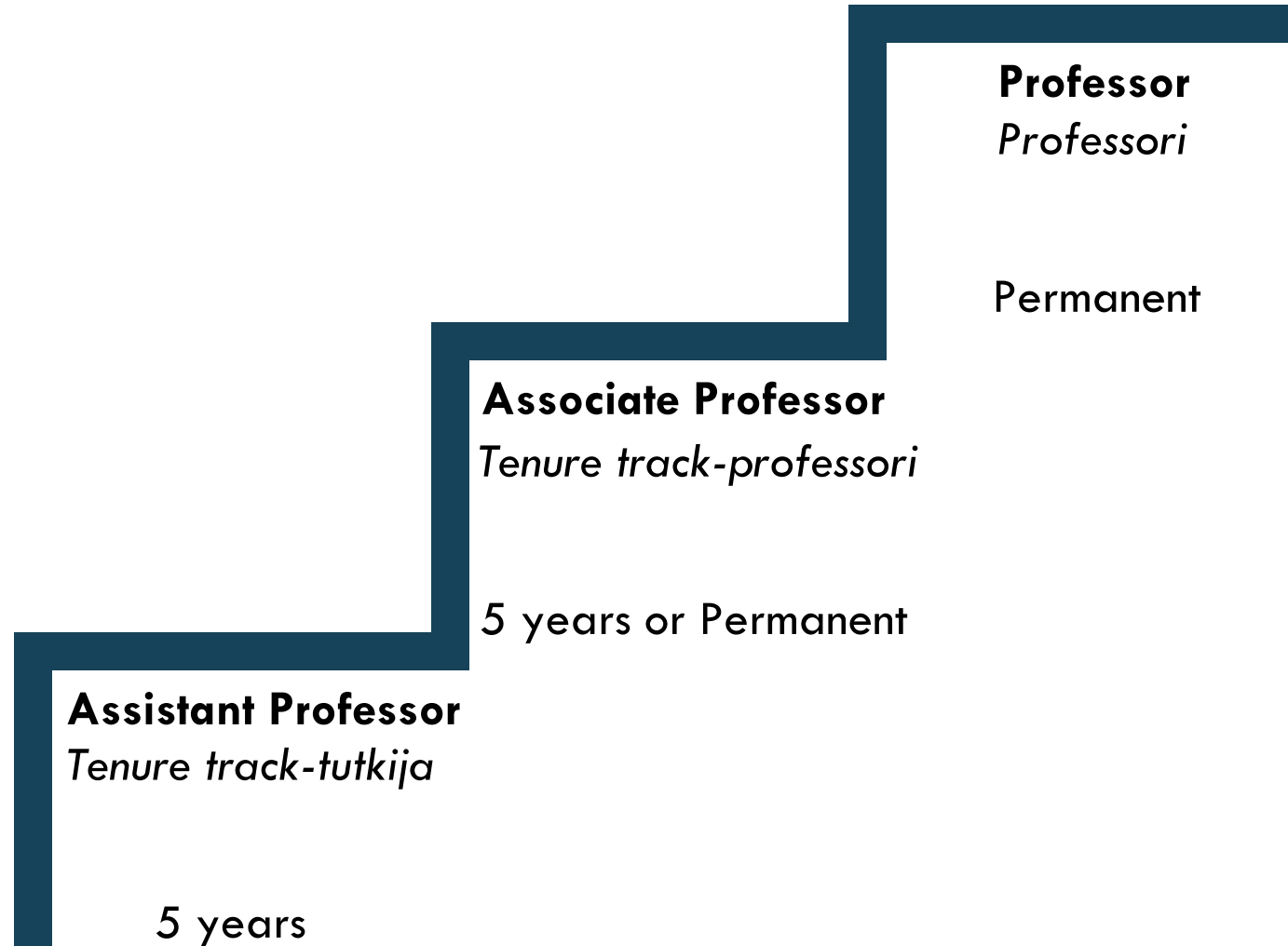


# 33 Tenure Track in University of Eastern Finland



“ In principle, members of the UEF teaching and research staff have extensive opportunities to enter the Tenure Track; however, in practice, only a limited number of highly accomplished researchers will be offered the possibility to enter it. Positions can be opened at different levels of the Tenure Track and it is possible to define, for example, an associate professor position as the entry level. ”

# 34 Tenure Track in new Tampere University



## 35 Discussion Questions: Progression Models and Processes

Please share your experience of tenure track

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Should tenure track be established in Latvia?

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For purposes and aims?

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How many steps should the tenure-track model have?

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What will be the main recruitment method for professors in the future?

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What would be an ideal length (or range) of a tenure period in Latvian institutions?

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How and when should the assessment be done and by whom?

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Who are the key stakeholders in planning, implementing, and assessing the tenure-track system in Latvia?



## STAFF CATEGORIES

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**Elias Pekkola**

**Discussion 3**

# 37 Career Models



## Vacancy-based models

Application for all positions



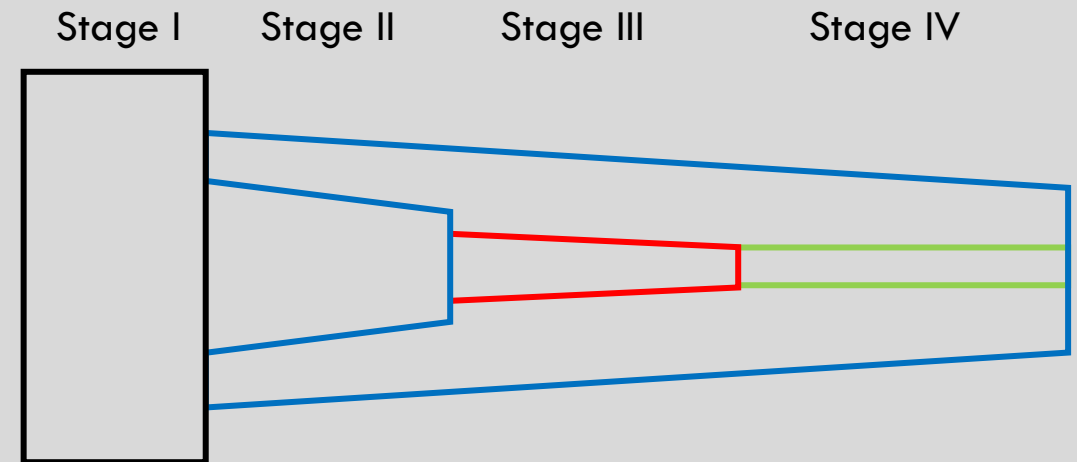
## Promotion

Application for the first job and then progression



## Tenure Track

Combination of 1 and 2 and multiple variants



- Stage I    Doctoral training stage
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# 38 European Career Steps and Latvian Equivalents

Career Step	Current Latvian Titles	Title in traditional track based on vacancies (if needed)	Title in tenure track based on promotion (if separate)	Qualifications
Junior (R1) [4-8 years; permanent]	Research Assistant Assistant [PhD Stipendiat]	Junior Researcher Junior Lecturer		Master's degree with excellent grades, competence for PhD studies
Postdoc (R2) [4-5 years; permanent]	Docent Researcher [Optional Postdoc]	Postdoctoral Researcher Lecturer	Assistant Professor	PhD (or other work experience to fulfill criteria?)
Independent (R3) [4-5 years; permanent]	Associate Professor Senior Researcher	Senior Lecturer Senior Researcher	Associate Professor	Qualification comparable to 4 years postdoc research or other merits
Leading (R4) [permanent]	Professor	Professor	Professor	External evaluation

# 39 Discussion Questions: Staff Categories

HEIs and scientific institutes—what should be the level of career framework integration?

What challenges and opportunities you foresee?

Should all institutions be able to use all staff categories such as PhD candidates (should they be a staff category?) and professors?

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How should research and teaching duties be integrated in the two subsectors (higher education institutions and scientific institutes), or is the integration done only in higher education?

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Are the minimum qualifications for different staff categories regulated nationally and should they be the same in all types of institutions?

What is the role of PhD?

Any post-doctoral qualifications that should be taken into account?

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Should some of the staff categories always be permanent or always fixed term, or could this depend on institutional circumstances?

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Is the framework based on an idea of full-time positions as a presumption and part-time positions as an exception?

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How should the framework recognize different funding sources (stipends, external funding, and so forth) while fairly treating all employees, regardless of the funding source, in enabling their career development?

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How should the staff categories be linked to minimum qualifications, salaries, and (state) funding?

**THANK YOU**

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