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One size fits all? A comparative analysis of developed countries academic career models with developing countries

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One size fits all? A comparative analysis of developed countries academic career models with developing countries

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By taking the ever-lively debate between the two schools of thought in management (scientific management and contingency approach) as an umbrella for discussion, this study evaluated the applicability of academic career models developed by advanced nations in the context of developing countries. More particularly, the fit of the four major academic career models in Europe and North America (the UK's probation on the job model, Central Europe's two-tier promotion and habilitation model, France's state approbation model, and North America's tenure-track model) have been evaluated in light of the contextual realties of two selected developing countries (Bangladesh and Ethiopia). Accordingly, the review of relevant literature coupled with the reflection of purposively selected academics indicated that, although it is practically impossible to implement any of the major academic career models in their entirety, each model has pertinent elements that are relevant in readdressing some of the challenges of developing countries. Hence, a hybrid tenure-track system, which integrates some of the pertinent and feasible features of advanced nations' higher education system, is suggested.

Key words: Tenure-track; probation; brain drain; academic inbreeding, human resource management; habilitation.

Introduction

Ever since the scientific inquiry of management began, there has been a hotly contested debate between two extremes. On one hand are those who believe there is one best way of doing things, which are best described as "universalists". On the other end of the continuum are those who believe "the best" is contingent on contextual factors, hence, the key lies on finding the "right fit" (Waiganjo & Awino, 2012; VanWart, 2015;

Chênevert & Tremblay, 2011). Both schools of thoughts are not shy of proponents as well as critics. In this vein, it has become a norm to scrutinize every managerial strategy from these two contrasting perspectives and human resource strategy is no exception. Under the umbrella of these opposing viewpoints, this paper evaluates whether academic career models that are being predominantly employed in North America and Europe can be implemented in the context of developing countries.

In order to address the aforementioned research question, a review of the relevant literature including government and higher education institutions (HEIs) document was made. Additionally, to compensate the lack of sufficient literature in the case of developing countries and also to triangulate the data from such countries which at times is misleading due to political interference and informal norms (Abebe, 2012; Mesfin, 2012), some purposively selected academics were communicated with through telephone-interviews and mailed questionnaires. Information provided by these experts was then used to complement the data gathered from the literature.

The paper is divided into four major sections. While the first section discusses the relevance of the topic under consideration, the second illustrates the basics of tenure track (TT), along with an evaluative description of four major academic career models in developed nations. Following that, the contextual realities of developing countries will be presented. Next, the applicability of developed countries academic career model in the context of developing countries is evaluated. Finally, the paper closes with a concluding remark.

Motivation of the study

Three factors are motivators for the study: academic career trajectory is vital, intriguing, and conceptually & practically underdeveloped. To begin with, it is understood that resources are pivotal to any organization for without them the achievement of any sort of meaningful objective is inconceivable. In this regard, as most notable scholars echo time and again, it can be argued that human resource is the most valuable asset of an organization (Rob, Lauren, Mike, Cathy, & Marcy, 2004; Gabčanová, 2011; Becker, Huselid, & Ulrich, 2001; Swathi, 2014) and such claim holds true not only to manufacturing, but also to service giving entities. In this vein, it can further be asserted that, HEIs being service giving institutions, should have a robust human resource

management strategy. Central to such a strategy is academic career model, which is capable of projecting career trajectories in the academic arena and ultimately determining the odds of HEIs in attracting and retaining a qualified and motivated workforce.

Secondly, a mere observation of academic career trends in some of the world's largest economies reveals a startling development about what is stimulating scholarly curiosity. To illustrate, countries in North America such as United States (U.S) and Canada are moving away from a stable and predictable TT model (Pechar, 2012). This is evidenced by the declining number of tenured positions in such countries (Schiewer & Jhele, 2014, p.18; Jaschik, 2009; Finder, 2007; AFT Higher Education, 2009). However, countries in Europe (with the exception of a few countries i.e., Spain, France and UK) are showing more interest to develop a more attractive i.e., flexible and predictable academic career model. (Schiewer & Jhele, 2014, p.20).

Thirdly, it is possible to argue that academic career trajectories are under studied. The theoretical underdevelopment can be justified by the dearth of research regarding TT models especially in the context of developing countries. For example, an online review of the thematic areas published by the oldest academic journal of education in Ethiopia (The Ethiopian Journal of Education) indicated that, although some elements of academic career model have been analysed with other variables, there is no consolidated research under the theme of TT. Similarly, the "key word" search of "tenure track" and "academic career model" in some of the well regarded journals in advanced nation (Journal of Research in Science Teaching, Review of Educational Research, American Educational Research Journal and Journal of Teacher Education) reaffirms the fact that the issue at hand is understudied. Moreover, the contrasting development in different parts of the globe can serve as a true testimony of the practical contradiction surrounding the concept.

In light of such interesting developments, this paper brings the contextual peculiarities of developing countries into the equation and tries to evaluate the fit of the major academic career models formulated in the advanced part of the globe.

Academic career trajectories: a brief overview

A comprehensive study by the League of European Research Universities (LERU) on academic career models identified four major pathways to full professorship in Europe and North America. This is notwithstanding some of the variations in human resources recruitment and retention strategies followed by universities, including those that are operating within the same national HE system. Particularly, the following major models were identified: the probation-on-the-job model (UK); the two-tier promotion and habilitation model (Central Europe); the centralistic model with state approbation (France) and tenure-track model (North America).

The major points of departure among these four models are: minimum educational qualification, number of years it takes to become tenured, predictability of progression, career stage of becoming tenured and, naming of positions. The following section discusses some of the communalities and differences of these four career models along with some of their strengths and weaknesses.

However, before discussing each individual model, it is essential to provide the operational definition of some of the key terminologies (i.e., tenure, tenure track and probation) that will be used throughout. Firstly in this paper, following the operationalization of LERU, "Tenure" is defined as "*a permanent academic position, irrespective of career stage, irrespective of type of employment (e.g. civil service)*" (Schiewer & Jhele, 2014, p.5).

Whereas 'Tenure track' is defined as "*a fixed-term contract advertised with the perspective of a tenured, i.e. permanent, position at a higher level, subject to positive evaluation, but without renewed advertising of and application for the next position*" (Schiewer & Jhele, 2014, p.5). Simply put, Tenure track is the path towards a higher and tenured position.

And lastly, 'Probation' is used in this paper as "*a fixed-term contract with the prospect of a permanent academic position at the same level after an assessment procedure*" (Schiewer & Jhele, 2014, p.5). From this definition it can clearly be understood that the

only difference between probation and tenure track is the existence of upward progression in the case of the latter.

The probation-on-the-job model (UK)

The academic career in the UK starts with lectureship (although some of the universities use different naming such as assistant professor) which requires a minimum level of PhD qualification. In order to be granted independence in research endeavours (i.e., as a principal investigator) a probationary period that may take 2 to 5 years is on the horizon. In others words, becoming tenured is subject to positive performance evaluation within the probationary period. However, in practice it is unlikely that employment is terminated during the probationary period (Schiewer & Jhele, 2014, p.7).

In addition to that, the UK academic career model has a special feature to accommodate researchers. The academic career for researchers starts with assistant researcher title, and it can be extended through successive fixed term contracts. At a later stage in their career, researchers can also switch to academic positions (i.e., lectureship).

The academic career model of the UK is appreciated for providing academic freedom to permanent staffs at a relatively earlier stage in their career and hence has the advantage of providing security to promising early career academics (Schiewer & Jhele, 2014, p.7). However, upward progression is more challenging. What is more, now days universities in the UK are limiting tenure positions by increasing fixed term contracts, which is creating an inequality between permanent and temporary academic staffs (Kaplan, 2010; Enders & Weert, 2003).

The two-tier promotion and habilitation model (Central Europe)

The habilitation model is predominantly used in central European countries such as Germany, Austria and Switzerland. Unlike the probation on the job model described earlier, the habilitation model requires post doctorate degree as a minimum qualification for application to a permanent academic position. The habilitation model is also characterized by the '*prominence of the chair system'* which refers to the fact that tenured professors are usually assigned to run a certain disciplinary unit within the university. Additionally, in countries such as Germany, there are national and/or state regulations dictating that merit should serve as the only criterion for selecting a

candidate; as such internal employees do not have any special advantage over external applicants. This very strict procedure followed in the habilitation model has the clear advantage of granting full professorship only to competent scholars with proven track record.

On the other hand, the habilitation model is criticized for being rigid, time taking and uncertain (Pechar, 2004; Schiewer & Jhele, 2014). It is rigid because of the obligatory requirement of a post-doctoral qualification. It is uncertain, because professorship is often tied to a departmental head position, as such junior and even senior academics with substantial experience have to wait for turnover. For instance, a study by Kreckel (2010) showed that in 2009 almost 85 percent of faculty (whose main occupation was at a university in Germany) worked as dependent mid-level faculty below professor level (Cited in Pechar, 2012). Secondly, the fact the position will be open to external candidates adds to the uncertainty. All these hurdles make the process of becoming a tenured professor time taking.

However, in recent times the habilitation model is showing some signs of becoming more flexible. For instance, some universities are also considering other comparable achievements as an alternative to initial post-doctoral qualification (Schiewer & Jhele, 2014, p.8). Secondly, some countries such as Germany have also started providing independence (as a principal investigator) for academics below the professoriate level.

The centralistic model with state approbation (France)

In France, a centralized and state dominated academic career model is used, which combines habilitation and probation models. In this system it is comparatively easier for the early career researchers to apply for permanent position, but it undoubtedly takes time to be tenured in a position of full professorship as it follows the habilitation model for further career advancement in university (Janger, Strauss & Campbell, 2013). According to Musselin (2014), university positions require a PhD, and applicants must be recognized as "qualified" by a national body structured in discipline-based national committees – the National Committee of Universities (CNU, Comité National des Universités) – in order to be allowed to apply for a first position known as *maître de conférences* (MCF). It is important to note that in France such positions are tenured; however, progression to full professorship is not certain. This is due to state regulations

that prohibit universities from making full professorship positions available only to internal applicants. As such the French system cannot be considered as a "Tenure track system" (Schiewer & Jhele, 2014, p.17).

The main advantage of the French system is the fact that it provides employment security and academic independence at such an early career stage. Moreover the fact that it follows a very strict procedure enhances the likelihood of appointing only highly qualified academics to full professorship. Whereas, the disadvantage is the fact that progression to full professorship is uncertain and time taking. For instance, as of 2013, there were more than 221 applications for 27 positions in sociology (Musselin, 2014).

The North American tenure track model

Being introduced by American research universities in 1915 (González et al., 2012); the idea of a tenure track system is receiving increased attention both by developed and developing nations (Schiewer & Jhele, 2014).

The basic concept is to provide security to academics who have served a reasonable period of apprenticeship with progression and appointment to a tenured position being dependent on positive performance evaluations. However, *"no renewed advertising and application are required*" (Schiewer & Jhele, 2014, p.5).

Once tenured, adequate reason is required for academics to be subject to exclusion from their post (Byse & Joughin, 1959). Hence, a TT system is the mechanism of recruiting faculties in HEIs permanently after completion of a substantial probationary period in the institution as a temporary employee. Probationary period is given to faculties when they first join universities (Hohm & Shore, 1998; Gravestock & Greenleaf, 2008).).

A unique feature of the North American academic career model has to do with mobility. In that, a mandatory mobility period aimed at allowing the prospective tenured academic staff to experience a new environment away from the old networks is required. At the end of this period, another evaluation of – "six year up-or-out" – will be performed to decide whether the candidate is eligible for a tenured position or not (Pechar & Park, 2012). Another interesting feature of the North American TT model is

that being non-tenured does not really mean the end of one's academic career. This is in sharp contrast to Europe where a negative appraisal can bring a risk of career devastating situation (Schiewer & Jhele, 2014).

Tenure track is assumed to provide academic freedom and job security to academics at an early stage. Additionally, it gives access to a broad range of academic resources that are designed to support the TT appointees as such strengthen faculties bonding and commitment to their respective HEI. Moreover, it induces HEIs to maintain an extended system of evaluation to ensure quality management, helps to attract and retain creative minds and ultimately improves overall performance of HEIs (Janger, Strauss & Campbell, 2013; Figlio, 2013; Cameron, 2010; Ehrenberg & Zhang, 2005; Walden, 1980; Schiewer & Jhele, 2014; Curtis & Jacobe, 2006).

Nonetheless, the North American TT system is not without its critiques. More particularly, the resource spent on rigorous evaluation, mentoring and other supports for the 'would-be tenured' staff, makes it a "risky investment" as there is a possibility that the prospective tenured staffs may fall short of performance expectations (Schiewer & Jhele, 2014, p. 10). Moreover, tenured staff limits the flexibility of the organization especially in the time of financial difficulty and insufficient performance.
All in all, the considerable variation among advanced countries' academic career models clearly indicate how pivotal contextual factors are.

Peculiarities of developing countries' higher education systems

This section presents some pertinent features of HEIs in developing countries in contrast to their counterparts in the developed parts of the world. In this vein, six major points of differences have been identified, namely: stage of HE development, Demand-Supply (DD-SS) dynamics, brain drain-gain dynamics, working conditions, academic inbreeding, and academic career model dynamics.

Firstly, most developing countries are experiencing massification of their HE systems, while this trend seems to have lost momentum in developed countries (UNESCO, 2004) with a vast majority of them having realized universal tertiary education based on Martin Trow's (1970, 1973) classification. Perhaps most of the current challenges in developing countries HEIs can be drawn parallel with that of advanced nations in

1980's when similar expansion measures were undertaken. Consequently, developing countries are confronted scarcity of resource and deterioration of quality, among other things (Aminuzzaman, 2007).

Secondly, DD-SS dynamics are another major point of departure between developing and developed nations. More specifically, as a result of the expansion measures described earlier, there is a relatively large number of vacant positions within HEI systems of developing countries especially, in the increasing number of new universities. However, the number of qualified professionals in the labour market who are capable of competently filling those positions appears to be limited (Miller et al., 2014, p. 2). DD-SS dynamics of developed countries on the other hand is characterized by a different imbalance. In that, the relatively higher number of qualified human resource available in their local labour market coupled with their capacity to attract scholars from other parts of the globe has endowed them with an abundance of trained manpower. On other hand, when it comes to the number of positions that are available in their HEIs, it is quite limited (Altbach, 2011; Cyranoski, Gilbert, Ledford, Nayar, & Yahia, 2010; Reis, 1997).

Similar to the previous construct, DD-SS dynamics have their own bearing on human resource (HR) strategies and functions such as recruitment and selection. To exemplify, according to a survey by Manpower Group (2014) who inquired the strategies of institutions in coping up with the imbalance in the labour market, "Some institutions have found it useful to appoint people who don't currently have all of the needed technical skills, but who have the potential to learn and grow" (p.8). Such a shift in recruitment strategy will clearly have an implication on the training and development strategy of institutions.

Thirdly, working conditions can be compared. In this paper working condition is broadly operationalized to encompass not only financial and physical aspects of a job, but also the political environment, which may interfere with the autonomy of the academic staff. In this token, it can be argued that developed countries take the upper hand in offering better career prospects. Particularly, with a high concentration of the world's prestigious universities, smart and ergonomic work environments, low amount of political interferences, well established networks, and relatively better financial

packages, developed countries appear to be attractive to academic profession aspirers and members (Rumbley, Pacheco, & Altbach, 2008). However, in terms of providing opportunity for training and development, developing countries offer better prospects (See section 5).

Fourthly, brain drain-gain dynamics is a case for consideration. The term brain drain is used to describe the migration of skilled individuals who are induced by better working condition from one place to another (Comandor, Kangasniemi, & Winters, 2004). While countries losing their qualified human resource are said to be experiencing brain-drain, the host countries towards which the scholars are flowing experience brain-gain (Milio, 2012). With respect to this dimension also there is a considerable difference, in that while most developing countries are experiencing brain drain; developed countries are well positioned for brain gain and this is adversely affecting developing countries (Kabir, 2012; Tekle, 2011; Rahman, 2010). As one of the Bangladeshi HE experts reflected "brain drain is negatively affecting most developing countries endeavour of achieving sustainable socio economic development" and he further went on to discuss the urgency and instrumentality of the role of the government and universities in facilitating the return of such skilled human power to their home country.

Part of the reason can be attributed to the better working conditions discussed earlier but according to one of the experts interviewed, there is more to it. He specifically mentioned the coordinated effort of advanced nations in luring skilled work force.

> *"Of course there is a better working condition in western countries but the key is being conscious, they [advanced countries] are taking advantage of the situation…They are making their immigration policy very flexible, while developing countries are simply acting as spectators."*

Fifth, academic inbreeding can be used as a parameter to highlight the major difference between developing and developed countries HE system. As Horta (2012) and Hugo (2013) pointed out, although academic inbreeding has different conceptualization, it generally refers to a situation where academics are working in the same university they graduated from. Put differently, it concerns the lack of academic mobility. Among other things, academic inbreeding is assumed to adversely affect scientific productivity,

which is at the heart of the academic profession. On this criterion also, yet again there is a considerable difference between the realities of developing and developed parts of the world. In this regard, both review of the official documents as well as the opinion of the experts involved in the study indicated that academic inbreeding is more prevalent in developing countries. As a Dean from Bangladesh reflected "I believe there is a lack of awareness about the adverse impact of inbreeding. To my knowledge, there aren't even any efforts by the university administration to address the problem". His counterpart in Ethiopia also reaffirmed the prevalence of academic inbreeding:

> *"As far as I know there is no formal system in place to encourage academics to try their ability in different environments. There is also no special treatment or preference so to speak for those who have worked in other universities, in fact, to the contrary there is an inclination towards favouring one's own graduates.*"

Lastly, there is a considerable difference in terms of academic career model: A topic which will be expounded up on in the next section.

Academic career models in developing countries

Although both developing and developed countries exhibit considerable variation within themselves, it is however possible to identify some recognizable difference between the two regions with respect to academic career models. To illustrate the academic career model of developing countries two senior university's in Bangladesh and Ethiopia (University of Dhaka and Addis Ababa University) are used as an example. Specifically, data collected from the official documents of each university along with the reflection of some purposively selected academics in each university is considered. Results show a significant difference between developed and developing countries' human resource recruitment, selection, and retention strategies.

To begin with, unlike the developed countries academic career model which requires a PhD as a minimum requirement, academic career starts quite early in developing countries with a lower educational qualification (Schiwer et al, 2014; Pechar 2011, Altbach, 2008). In Ethiopia, there is a possibility to embark on an academic career as graduate assistant with only a bachelor degree (Senate legislation, 2013). Similarly, it is possible to join the academic arena in Bangladesh with a Master degree (Punday &

Jamil, 2010). Furthermore, as the opinion of the academics indicates, personal relationship and political affiliation has an effect on the recruitment and selection process (see table 1 & 5 in the Appendix).

Secondly, the probationary period is usually shorter in developing countries. For instance, in Bangladesh some teachers join as permanent fulltime employees and some also join as a temporary fulltime employees. However, for the latter category, the time it takes them to become permanent employee is a bit uncertain as it depends on the availability of vacant positions in their respective department (Dhaka University order, 1973). In Ethiopia, on the other hand, it takes only one year of probationary period to become permanent in sharp contrast to the academic career model of developed countries discussed in section 3 (Senate legislation Preamble, 2013).

Thirdly, with respect to further progression up the academic ladder, official criteria used for promotion come in to play such as service year, engagement in community service, teaching and research performance, among other factors. For instance, according to significant number of the Bangladesh academics involved in the study (37.5 percent) personal relationship has a moderate effect in the promotion of academics (see table 3). Where as in the case of Ethiopia majority of the respondents (85.7 percent)concurred that personal relationship and political affiliation have a role to play in an individual's likely hood of being promoted with the later having stronger influence(see table 7 in the Appendix). What makes the situation more pressing in the case of Ethiopia is the fact that political affiliation ranks even higher than research performance and engagement in community service (See table 7 in the Appendix). Similarly, in the case of Bangladesh personal relationships matter much more than engagement in community service (see Table 3 in Appendix).

However, according to the majority of the respondents in both countries it is not the university legislation that usually creates a problem; rather it is its implementation (See table 4 &8 in appendix). In this regard, one Ethiopian expert reinforced the above argument by reflecting:

> *"Although the legislation clearly states what is expected to apply for assistant, associate and full professorship, in my university it is a common trend to see academics application being delayed without any legal ground"*

Fourthly, universities in developing countries take on the responsibility of providing development opportunities in contrast to developed countries where academics shoulder the responsibility of financing their studies (at least up to PhD) (Schiwer et al., 2014). As one of the deans stated:

> *"As soon as our staffs satisfy the minimum requirements and become eligible for educational opportunity, the university strives to provide opportunity by collaborating with key national and international partners."*

Lastly, unlike the Germanic habilitation model and North American TT system, the academic career model in developing countries does not encourage mobility and hence is susceptible to academic inbreeding (Pechar, 2012).

In a nutshell, the academic career model of developing countries can be applauded for its strong link with staff development as well as for its predictability. However, the fact that merit and/or performance are not the only criteria for recruitment, selection and academic progression have clear implications for education quality. Moreover, in today's increasingly globalized HE landscape where intercultural competence is important, the lack of academic mobility has also an adverse impact on developing countries' HE systems.

TT fits in developing countries

The first section discussed the different academic career models in developed countries with their relative merits and demerits. The second section outlined some of unique features and challenges of higher education in developing countries. This section evaluates which academic career models best fits with the context of developing countries.

To start with, UK's probation on the job model can be examined. One of the most commonly cited advantages of this model is the fact that it is relatively predictable and

it offers tenure at an early career stage (Schiewer & Jhele, 2014). However, the requirement of a PhD as a minimum qualification makes its application practically impossible in the context of developing countries. As described earlier, these countries are affected by acute shortage of qualified manpower and also, owing to the poor working conditions, attracting a workforce from the global market pool seems beyond their reach at the moment (Kabir, 2012; Rahman, 2010). It is hence, difficult to implement the probation model at least in its entirety. However, there are some important lessons to be drawn from the UK's system. More particularly, academic freedom and merit based promotion are important mechanisms for readdressing the quality problem developing countries are battling with.

Secondly, the fit of Central Europe's two-tier promotion and habilitation models can be checked. In this regard, it can be argued that these academic career models have the highest misfit. For one thing, its initial requirement is so high that it does not resonate well with the DD-SS dynamics described earlier. The highly unpredictable nature of the system coupled with the lowest promotion to tenured position (Schiewer & Jhele, 2014) also makes it highly unsuitable to developing countries. To elaborate, such unfavourable structures coupled with the poor working conditions found in developing countries are likely to worsen the brain drain problem such countries are experiencing.

Thirdly, the suitability of state approbation model in France can be evaluated. Similar to UK's probation model the French system has the advantage of providing young scholars the academic autonomy and stability at an early stage. However, progression to full professorship encounters the same problem as the habilitation model. Hence, its initial high requirement added with its unpredictability makes it less attractive to developing countries.

Fourthly, the fit of The North American tenure-track model can be explored. Perhaps this the academic model with the highest fit. Put differently, many of its feature have a potential to address the currently, prevailing challenges of developing countries. The first reason is that the existence of ongoing performance evaluations and clear links of progression up the career ladder can address challenges to education quality in developing countries. The existence of career guidance and support could also significantly improve the ability of developing countries not only to attract but also to

retain qualified human power. Furthermore, the mandatory mobility program associated with this academic career model is also invaluable in addressing the chronic problem of academic inbreeding. However, two key factors make its implementation dubious. First, as it is true to all previous models, it has a high initial requirement. Second, continuous evaluation and mentoring makes it resource-intensive and less practical in the context of financially constrained developing countries.

Finally, before making any suggestion for the most suitable academic career models, it is essential to evaluate the pros and cons of the currently prevailing academic career models in developing countries. Such evaluation would allow the identification of practices that should be retained. First and foremost, the developmental nature of the academic career model is of paramount importance in addressing most of the challenges of developing nations such as the acute shortage of qualified human power, brain drain and quality deterioration and hence should be retained. Second, the predictability of the prevailing academic career model is another aspect worth retaining. Third, the relatively lower requirement that would give young promising graduates a chance to embark on academic career is also another aspect worthy of retaining at least for the time being. That being said, however, prevailing problems in the system such as lack of strong links between academic progression and performance and poor working conditions should be resolved sooner than later.

Conclusion and recommendation

In conclusion, considering the peculiarities of developing countries higher education system discussed throughout this paper, it is practically impossible to implement any of the major academic career models in their entirety. However, each Academic career model has pertinent elements that are relevant in readdressing various challenges of developing countries. Hence, a hybrid academic career model is suggested that combines some of the strong features of current prevailing academic career models in developing countries with some of the pertinent and feasible features of advanced nations' academic career models.

The proposed model includes: a relatively lower academic qualification (at least until the supply demand dynamics swings in favour of recruiters in developing countries, however, with transparent and competitive recruitment and selection procedure).

Secondly, a mandatory probationary period for retaining starting position that is justified by performance. Thirdly, similar to the North American system, there should be clear criteria of what is expected not only to maintain, but also to be eligible for development and promotion opportunities. Fourthly, provided that the academic has a master degree minimum qualification and was able to demonstrate the performance criteria set by the institution for a reasonable period of time, (similar to the UK's model) tenure should be granted in the form of academic independence such as the ability to be a principal investigator in a project. Fifth, similar to the North American system, continuous mentoring should be established to help young promising academic professionals climb their career ladder with relative ease. Lastly, opportunities for mobility should be instituted to enhance the flexibility, creativity and collaboration skills of would-be tenured academics.

In the long-run, when HE expansion measures pay off and the stock of qualified human power increases, developing countries' academic career models should also evolve. During such time, a move to a more "North American" TT system is commended. Accordingly, the requirements for entry should be raised and also a more predictable, competitive and performance-based TT system should be implemented.

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