



## A Comprehensive Approach in Recruitment and Employment Policies for Faculty Members: A Critical Review

Soleiman Ahmady<sup>1</sup>, Farin Tatari<sup>2\*</sup>, Shahram Yazdani<sup>3</sup> and Seyed Ali Hosseini<sup>4</sup>

<sup>1</sup>Department of Medical Education, School of Medical Education, Shahid Beheshti University of Medical Sciences, Tehran, Iran

<sup>2</sup>Phd Candidate at School of Medical Education, Shahid Beheshti University of Medical Sciences, Tehran, Iran

<sup>3</sup>Department of Medical Education, School of Medical Education, Shahid Beheshti University of Medical Sciences, Tehran, Iran

<sup>4</sup>Department of Occupational Therapy, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran

\*Corresponding email: [farintatari@yahoo.com](mailto:farintatari@yahoo.com)

### ABSTRACT

Experts in the field of human resource management have always emphasized on human work force as the most important strategic factor and the organization's most valuable asset and believe that effective management of human resources is the key to organizational success. Recruitment and selection are one of the aspects of human resource management that are of great importance and adopting appropriate policies in this area could provide the appropriate use of human resources. In universities and higher education institutions, faculty members are one of the major capitals and development and application of appropriate policies play a major role in their success. This study is based on critical review where relevant search terms were used to collect the studies using extensive and structured search of the databases. One hundred fifty titles were retrieved. Then, with purposive sampling, texts screening was conducted in three stages: A) primary screening or title screening on the grounds that are associated with managing recruiting faculty members, B) secondary screening performed based on study summary and introduction texts, and C) tertiary screening: the texts were briefly studied and the texts were prioritized based on conceptual richness and related to contextual studies and irrelevant articles were excluded. Complete and in-depth study of the richest papers began. Forty-five articles and text were examined. The results suggest that in most universities management of recruiting faculty members is decentralized and based on the department. Findings show that policies such as reducing the use of tenure track, the long-term contracts, limiting the tenure to faculty of science, limiting tenure to higher levels of associate professor and design the diverse career paths and different forms of employment are of the policies that can be considered by university managers. The findings also suggest that universities can use flexible policies, such as increasing pre-tenure probationary period, the possibility of transition between employment tracks, increased use of part-time and decreased full-time employment, implementation tenure-clock-stopping policies and hiring both couple policies are used as a range of bilateral(win-win) policies (for universities and faculty members). Universities should proportionate faculty recruit policies and practices in line with the economic realities of their environment and consider policies that enhance performance and create a balance between work and life of faculty members.

**Keywords:** Recruitment, Employment, Policy, Faculty member, Critical review

### INTRODUCTION

Today, human resources are considered as the most important strategic resource of organizations and organizations managers most concern is with human resources policies and regulations (1). Human Resources Management is responsible for several tasks, including selection, recruitment, development and retention of employees (2) and hiring and recruitment policy making in the field of human resources as the aspects that are of special importance (1).

The adoption and formulation of appropriate policies on employment and human resources could provide the context for the use of human resources and be the key to organizational success. Now, employment policies, career paths changes and recruitment and employment forms, caused by environmental changes and technology are of interest to all organizations and can enhance the labor productivity and quality of organization's performance (3).

Higher education organization and universities are of institutions and systems where human resources are of particular importance. In higher education, faculty members are one of the main capitals that have the duty of training of specialized staff, are responsible for providing scientific, and research services. Thus, development and growth of institutions depend on the correct use and effective management of faculty and updated policies in this area can improve the productivity and progress in achieving the goals of higher education institutions and play a decisive role (4).

In medical science universities that have the responsibility of the society health, faculty member management, specially managing their recruitment is of great importance, because appropriate employment of faculty members could lead to graduates in accordance with professional certain standards that enter the health system and through health promotion provide grounds for further development. Considering the importance of recruitment and selection, we decided to conduct a study on faculty member's recruitment and employment policies in medical sciences universities, so that through critical analysis of these policies, we can help university managers in revising policies and contributing suitable approaches.

### **MATERIALS AND METHODS**

Preliminary review showed that a number of titles are non-research documents and for such cases, usually reviewing methods are used. Critical review approach was used to achieve a degree of innovation and conceptual synthesis through which the literature was first extensively searched and then their quality was critically evaluated. Evaluation of articles is beyond the mere description and analysis of texts detected and involves a degree of conceptual innovation.

After a brief survey, the articles are ranked based on conceptual and contextual richness in relation to the subject of the research and deep and rich study of articles begins (5). According to the study topic, related vocabulary and structured texts were selected and extensive search was conducted, and 150 texts and articles were achieved at this stage. Then, according to purposive sampling, screening was conducted in three stages:

(A) Initial or title screening, based on the titles which are relevant to the management of faculty members' recruitment. (B) Secondary screening, which was performed according to the study of summary and the introduction of texts. (C) Tertiary screening: At first, the articles were briefly studied and related articles were prioritized based on the conceptual and textual richness on the subject of research, and irrelevant articles were excluded from the study. Then a full and deep study was begun from the richest articles. 45 articles were analyzed.

### **RESULTS**

Reviewing employment policies in universities confirms that the use of tenure track is in a declining path and shift to the non-tenure track has emerged. There was a time when tenured faculty was a norm, but nowadays most faculty members are non-tenured. In 1969, tenured faculty members constituted approximately 78.3% and 21.7% of the posts were non-tenure. 40 years later, in 2009, tenured positions decreased to 33.5% and 66.5% were non-tenured faculty members (6).

This trend is specially the case in the Schools of Medical Sciences and clinical faculty members. In the years 1981-1983, 68% of clinical faculty members in assistant professor rank were in tenure-track, while from 1997 to 1999 this rate was reduced to 46%, which represents a change in new hiring practices (3). This trend has affected the basic science groups. In the early 1980s, almost 65% of newly hired full-time staff in groups of Basic Sciences were employed in tenure employment, but this figure dropped to 45% in the late 1990s (7).

Moreover, a 25-year review in 1984-2009 done on employment situation in American universities shows that the rate of qualified faculty members hired in tenure mode has reduced from 59.6% to 32.9% which means a 26.7 percent reduction. The percent of eligible freshmen faculty tenured in 1984 was 46.2%, while in 2009 this figure dropped to 25% in 2009. Investigators have stated that if this negative trend in employment continues in 0.8% a year, we will witness tenure employment for freshmen members of the clinical academic posts until 2040 will almost disappear (8).

Despite applying restrictions, it does not seem that medical schools in America leave tenure employment and only five Medical School of Ponce, Central del Caribe, Morehouse, Mayo and Boston have no tenured employment (10). An increase in non-tenure employment at universities in Australia, the UK, Belgium, Germany, Italy, and the Netherlands is visible. In Australia, between 1982 and 2000, less than one out of every 10 members of the faculty is tenured and temporary and untenured faculty members have become two-fold. In the UK, between 1981 and 2000, the number of tenured faculty members has reduced by 8%. In Belgium, 40% of employment of faculty members is contractual. In Germany, Italy, and the Netherlands, there is only 25% possibility of tenure employment. In Asian countries, Singapore is of the states that have a maximum of 40% of faculty members tenured (9).

The results also show that some universities have limited tenure to faculty members of basic science. These medical schools include Brown, Loma Linda, Ohio, Tufts, Louisiana and New Orleans (10). Some universities have also limited granting tenure employment to levels higher than associate professor, or a number of them have tried to separate associate professor discussion from tenured employment (11).

Research and reports indicate that the majority of university presidents tend to place long-term employment contracts instead of tenureship. Of course, universities have not clearly expressed their intention to remove tenure employment, but in practice that is happening specially with regard to the forthcoming clinical faculty members (12, 13).

The results show that universities accept fewer financial obligations to employment. The question often posed in tenure employment and increasingly being discussed is the financial commitment of an organization that is devoted to granting tenure employment and can be 100% of current salary to a fixed amount depending on the level of the faculty (e.g. \$ 75,000 for a tenured professor). However, it seems that universities avoid committing to full salary and since committing to high fixed rates creates organizational burden and more anxiety in the managers, managers are willing to keep this amount low (14).

A study in 2008 by the American Association of University Professors (AAUP) shows that 41% of 111 medical schools that had tenure employment system did not have any financial obligations for employment. Moreover, schools offering that kind of specific financial commitments have fallen over time, so that in 2002, 50% of the schools had tenure employment and a certain financial commitment to basic science tenured faculty members, while in 1999, 60% of schools had such a commitment.

In addition, the total number of schools that had committed the whole salary to tenured basic science faculty members has significantly decreased from 46 in 1999 to 25 schools in 2002 (15).

Moreover, the results showed that universities have made the policies and processes of employment flexible. It seems that although universities have used non-tenure methods in faculty recruitment and lowered their financial obligations, tenureship has not been disappeared at universities. In fact, it seems that universities have maintained tenure employment by adding flexibility to the process and employment policies for basic science faculty members eligible for tenure employment. These policies include:

#### 1. Increasing Pre-Tenure Probationary Period

In 1940, American Association of University Professors (AAUP) recommended that probationary period be 7 years, and it is more than seventy years that the 7-year probationary period is applied at most universities and institutions. The results show that in 25 years passed universities using the probationary period have increased (from 7 years to 9 to 10 years) (16).

#### 2. Examining and revision of the "up-or-out" provision

Traditional tenure systems are predicated on the up-or-out provision that terminates the employment of faculty members who do not receive tenure at the end of the probationary period. Historically, medical schools employed up-or-out provisions for basic science faculty, but schools have changed significantly since the early 1990s. Less than half of the medical schools with tenure systems had up-or-out policies for basic scientists in 2002, compared with more than 80% of schools in 1994. In 2002, 34 schools allowed basic science faculty members who did not receive tenure at the end of the probationary period to remain on a renewable appointment basis and be reevaluated for tenure in the future; another 30 schools allowed for continuous appointment but not tenure eligibility in the future.

#### 3. Ability to transfer between employment tracks

Medical schools are increasingly allowing their basic science faculty members to transfer between tenure-eligible and non-tenure tracks. In 2002, Association of American Medical Colleges (AAMC) studied faculty personnel policies and showed that there were 103 medical schools with tenure systems reported that basic science faculty members initially appointed to a nontenure track could transfer to a tenure-eligible track. Frequently schools hire junior researchers on a nontraditional track and allow them to switch to the tenure track at a later date so they can

focus on developing successful research programs without the pressure of the tenure-track time constraints. Ninety schools also allowed their faculty members on a tenure-eligible track to transfer to a non-tenure track.

#### 4. Reduction of full-time employment and using part-time system

In 2002, 48 schools announced that they have let their board members work part-time and remaining on a tenure eligible track. Of these schools, 28 set the minimum percentage of time under such arrangements at 50% or more. Another fifteen schools did not have a clearly defined limit.

#### 5. Tenure-clock-stopping policies

These policies allow faculty members in the path of tenured employment to continue probationary period. In 2002, more than three-quarters (92 cases) of the medical schools of the United States with tenure systems had “tenure-clock-stopping” policies that allow tenure-eligible faculty members to remain “on track” but to have their probationary period extended. In these 92 schools, the clock-stopping policies were often done for three reasons: child care (in 69 schools), taking care of sick family members (62 schools) and medical disabilities (67 colleges) (3).

The research in 2007 also shows that this policy in 2005 and in 82 medical schools has been in form of child care in 87%, taking care of sick family members 84%, and medical disabilities 84% of schools. Medical schools have continued the attempt to implement flexible policies. Some schools have proposed creative ideas. For example, in 2005, Princeton University began, spontaneously, to donate an extra year probationary period to all the faculty members who had a new baby (13).

In addition to the policies mentioned above, the results show that diverse career paths and new forms of faculty have emerged in universities. There are two career paths for faculty members:

1. The tenured track: the appointment of permanent and full-time faculty members and ensure that the university cannot dismiss a person who has achieved this position without sufficient evidence and legal procedures unless organizational financial constraints exist (17). Recruitment is done in 2 ways:

1.1 Investigator track: those that spend more than 50% of their time (usually 80%) on research and the rest of their time is spent, based on the needs, for teaching, clinical care, and administrative activities. They are expected to attract funds outside the university to carry out research projects, and design verifiable and credible studies to publish results in journals. They must also provide advice and supervision the students.

1.2 Educator track: those who spend more than 50% of their time for teaching residents and medical students, and the rest of the time is spent on providing patient care, research, and administrative activities.

2. Non-tenure track: This path is done in three following ways:

2.1 Research track: are people who spend 80 to 100% of their time on research activities. They may have a little teaching or clinical responsibility or just have research activities. Since that they are often independent researcher or a member of research teams, there is less expectations from them to attract extramural research budgets.

2.2 Clinician-educator track: those who spend more than 50% of their time providing patient care (usually 75-80%) and the rest of their time is spent on teaching, research and administrative activities. Their secondary career is often education (10-20%), which may vary from teaching residents and medical students on the wards, teaching a basic medical science course, or running a clerkship. Little time (5-10%) is allocated to research that is usually clinical or educational.

3- Clinical track: the path for doctors who like a large part of their time (90-100%) to be allocated to health care providing and to be involved limitedly in teaching and research. These people are very valuable as a faculty member in clinics due to refund and financial interests whose activities are invaluable to universities and hospitals. This is the lowest percentage of employment in universities (13).

Our research shows that the universities apply faculty members in the ways noted above in various forms as follows:

1. visiting: the faculty members who are in recruitment of other full-time college or university and are used for a limited time at a university

2. Adjunct: the part-time faculty members to teach certain courses that professors hired cannot cover.

3. Emeritus: faculty members who were hired full-time before at a university and are hired now for honor or to continue their activities.

4. Volunteer: They are volunteer teachers that do not receive remuneration for instruction and services from the university. These faculties engage in patient care and teaching activities in the medical school.

5. Research: research faculty members who are supporting research grants and their appointment depends on grant.

6. Clinician educator- Clinical scholar: in clinical training as a clinical researcher hired and has the primary responsibility of teaching forms, teaching and patient care or just taking care of patients. They are mainly used to research for patient care and teaching. To promote them, there is no need for original research articles published in peer-reviewed medical and scientific journals.

7. Traditional tenure: faculty in tenured employment is expected to mainly focus on teaching, research, scholarship, and patient care. Scholarship is evaluated based upon original research and publication of that research in peer-reviewed medical and scientific journals. (18).

Moreover, the results suggest that in most universities recruitment management of faculty members is decentralized, and universities have autonomy in this regard. AAMC reports that in many medical schools' faculty recruitment is decentralized and department-based. A small number of them use centralized or hybrid model. At the University of Southern California and Alabama, employment and recruitment of faculty and staff is decentralized and department-based (5). At the University of Rochester, which is one of America's famous universities, attracting faculty members is decentralized and department-based (6). At Cornell, which is a great decentralized university and has 10,000 faculty and staff, each college is responsible for the recruitment of their employees (7). In universities of UCLA, Berkeley (6), Michigan (7), Washington (9) and Stanford (15), the departments are responsible for selecting and recruiting faculty. In most universities in America, chairman of recruitment committee is usually department head or a senior faculty member in the same field or related fields. A faculty member of the department's representative is present in the committee (5).

At the University of Western Australia, each committee has a separate selection committee and the responsibility for selection of applicants. Chairman of the school is responsible for committee (8). At Karolinska University, heads of departments are responsible for decision-making in recruiting faculty members. Feilden's research about the independence of universities as well as research results show that Mexico, Netherlands, Poland, Australia, Ireland, England, Denmark, Sweden, Norway, Finland, and Austria have full autonomy in the choice of hiring their employees (13).

### **DISCUSSION AND CONCLUSION**

As mentioned in the results, varied career paths in academia and various forms of employment have emerged. It seems that during the past 30 years, a major change in the complexity and the availability of jobs has occurred in universities of medical sciences. At the beginning of this period, the number of faculty members was low and their activities used to happen within the traditional educational departments. This would allow interaction and a clear understanding of responsibilities and career paths available to faculty members.

Patient care was directly associated with teaching and research missions and the faculty members were not expected to achieve their salary through the development of clinical work independently, but they were expected to be equally productive in all three areas of education, research, and clinical care. It seems that today, achieving all three areas is more difficult and more diverse career paths and members of the faculty usually play a major role in one of the areas of research, education and clinical care and less time is spent on the other two areas (18).

The multiplicity of roles and the pressure that being top in all three areas puts on the faculty members could rise problems. Studies show that the multiplicity of roles will lead to stress. Stress makes people believe that they are not able to deal with the situation and lead to a feeling of anxiety, tension, frustration, and anger. Constant stress could lead to reactions of anxiety, depression, physical health problems, as well as dissatisfaction with job.

Stress, burnout, and job dissatisfaction are important issues for faculty and health care professionals, because these issues have significant risks to the health and well-being of medical faculty and are connected to reduction in the quality of health care, job burnout, and reduction commitment (19). Therefore, it seems, taking into account the diverse career paths for faculty members could both avoid the consequences mentioned above and also that every faculty member is able, according to the expertise and interest in the various career paths, to focus on one of his main areas of research, education, and clinical care.

In connection with the policy of reducing the use of tenure employment and the shift to non-tenure employment, it should be acknowledged that tenure employment system could create challenges for universities. Tenure employment can create excessive job security and reduce performance, retaining faculty members of low performance, deprive the university from creative and effective faculty, and reduce governance over the faculty. Tenure employment system can also cause long-term financial commitments and clog the resources (14).

We believe that higher education institutions require quality faculty to achieve their missions. The ability to recruit and retain a new generation of university faculty members is affected due to adverse economic conditions, aging faculty, and rapidly rising health care costs. As universities seek to respond to the new environment, managers need to understand long-term and short-term consequences and reform of employment policies.

Employment decisions can be based on cost and productivity comparisons of various types of faculty. Research has shown that a main reason for the increasing use of non-tenured faculties is the low salary of non-tenured faculties in comparison with tenured faculties. We believe that, it more must be assessed whether the use of non-tenured faculty members has a negative impact on the ability of universities to perform their tasks or not. Studies conducted in this regard have shown different results: a number of studies cite the following negative consequences:

1. Dividing the faculty into high and low states that harms ethics among academics society.
2. Lack of integration and support for non-tenured faculty at the university as full partners (20)

In addition, some argue that non-tenured employment may also affect institutional quality:

Harington et al. found that an increase in student's early exposure to untenured faculty specially part-time can reduce the amount of retention of students in the second semester. Jagger et al. also reported similar effects, especially when part-time faculty members are not supported adequately.

A lot of research in this area includes positive results:

Some research suggests that the performance of non-tenured faculty members is often the same as tenured faculty members. Studies show that non-tenured faculty members are very committed to teaching and learning of students and often bring real experiences to the workplace to enhance the classroom experience. Moreover, non-tenured faculty members, simply because that sense of obligation and duty to support student success, share time and resources beyond the rules of the contract or compensation.

The study by Lesli and Gappa shows no evidence that the effectiveness of non-tenured faculty on student learning is less than their tenured counterparts. The study by Figilio et al. about the courses taught by non-tenured faculty shows that non-tenured faculty members are able to increase their students' learning outcome as much as tenured faculty members or even better than them.

It should be noted that, many non-tenured faculty members face poor working conditions such as last minute hiring decisions, lack of time for training preparation which leads to education quality reduction, lack of access to orientation opportunities, induction and supervision, empowerment and participation in conferences and seminars outside the university, lack of access to office space, educational resources and support of employees and managers. Other conditions such as compensation inequality, exclusion from health benefits and pension plans, and exclusion from participation in management are the added problems.

The cumulative impact of working conditions hinders the individual ability of non-tenured faculty members to interact with students and to use the talents and creativity, to maximize the effect, in the classroom. Therefore, it can be acknowledged that the non-tenured faculty members are not responsible for the negative consequences, but poor working conditions could be causing these consequences. Many researchers believe that the negative effects of this category of faculty are not due to the type of track, but because of inappropriate policies and lack of support (21). Thus, providing sufficient support and opportunities to contribute to the progress of their efforts could improve students' learning outcomes.

It should be noted, the heavy use of non-tenured faculty in fundamental first- and second-year undergraduate courses tends to separate tenure-track faculty from the introductory teaching that is critical to their understanding of the student body and of the basic questions that new students ask about their disciplines. This reduced contact with undergraduate students makes it more difficult for tenure-track faculty to sustain the cohesion and effectiveness of the curriculum (22). Therefore, we agree with AAUP recommendations that basic lessons should be taught by tenured faculty.

Some schools have already begun to adopt policies of long-term contract involving the use of untenured faculty members to provide a different combination of skills and experience. This faculty, sometimes referred to as professor of the practice, often lacks the latest research degrees, and is not interested in research. However, they are well skilled in their field and profession in addressing and solving practical problems. They can therefore provide a different kind of enrichment for students, so using this non-tenured faculty can be useful for better learning.

We believe that the use of temporary non-tenured faculty is effective when well integrated in the teaching, learning and the life and culture of the organization. In this case, the faculty can have an impact on the continuity and depth of students' learning experience. In any case, excessive reliance on non-tenured temporary faculty members may lack academic achievement for addressing the responsibilities of self-government, controlling the quality and long-term development (20). Thus, moving through tenured employment path towards non-tenured employment should be done with proper planning.

Regarding the use of non-tenured faculty members, it should be noted that the recruitment, retention, and retirement interactions and these three are not independent of each other. If a university intends to maintain its work force in a fixed rate, higher rates could make it possible for it to hire more faculties. On the other hand, if the school wants to increase employment, but has no vacancies caused by retirement, should increase non-tenured faculty turnover.

However, if a school feels that the high rate of turnover of non-tenured faculty disturbs morale and people's motivation, it is forced to consider raising the retirement incentive to maintain newer faculty.

One way to influence the balance of these variables can be using the non-tenured adjunct and part-time faculty. Therefore, the use of no-tenure track can vary according to the circumstances universities.

The budget is considered as a basis for employment decisions. The decision to employ tenured faculty against non-tenured and temporarily faculty members affect the relative costs and available funds to hire the faculty.

A tenured appointment with a long-term commitment (30 years or more) may be wise, but no one accepts such obligation unless it is reasonably predictable source of funding for the post in the long term (23).

The results show that most universities attempt to have long-term contracts and contract renewals (12, 13). Therefore, it seems that it can avoid the challenges of tenured employment.

It should be noted, with regard to the benefits of non-tenure track and economic and budgetary constraints of the present era if universities want to increase their number of faculty members, they should increase adopting appropriate mechanisms to manage non-tenured faculty members (evaluation, promotion, compensation and motivation).

About limited university financial obligations, financial commitments should be lowered in the form of wages, specially in the present era we face rising cost, limited financial resources and third generation and non-budgetary universities. Thus, universities commitments to supply full salary of faculty members should be reduced and part of those salaries should be provided by research grants and clinical revenues (according to model income-generating centers). This would stop creating financial obligations, creating organizational burden, and anxiety of managers (12, 13).

About the limitations on the policy of granting tenure to faculty of science, studies suggest that tenureship remains in basic science groups for the following reasons:

1. Basic science groups in comparison clinical groups had not explosive growth in the number of posts
2. The salary of basic science faculty members is less than their clinical counterparts
3. Culture of Basic Science in comparison with healthcare environments of clinical departments is more dependent on academical traditional habits

It also seems that, faculty attitudes, specially clinical faculties, toward tenured employment have changed, they think that tenureship is not that important to make them gain the required eligibility (8).

Restrictions on granting tenure to higher levels of the associate professors are one of the policies that some universities have applied. It seems that tenureship which is granted to the faculty members that have been awarded promotion at least once, can prevent subsequent operation of faculty and academic stagnation.

Some universities have tried to separate granting tenureship and granting associate professor of each other. Application of this policy can promote faculty members without dependence to the granting of tenure and financial burden caused by it. It can also prevent a high sense of job security, performance decrement and scientific stagnation (11).

Regarding flexible policies, we believe that medical faculties have changed over the last decades. Requirements and rules for research and employment in terms of publications and articles and research budgets have dramatically changed and have become more difficult. Universities demographic have changed, and faculty's life is completely different in comparison with the past.

In the last few decades, we have witnessed a change of generations and generational differences faculty. There are many differences between current generation (generation X) compared to the previous generation (silent generation) of the faculty. Generation X marries later, if the balance allows, they work hard, wait for a great job searches, and they are very selfless. In this generation, both parents are employed outside the home probably. Parents divorced in the generation x is twice the silent generation. Because of this category of life experiences, x generation is in search of a greater sense of family and with less probability locates their jobs and work before family, friends or other interests. Many individuals of the generation x have witnessed parents who have been paying for high cost for their loyalty, so x generation tends to be more loyal to themselves than the organization.

At the same time, they may be deeply committed to their work, but less willing to sacrifice in their jobs than their parents, and are less likely to delay life enjoy.

In addition to the differences between generations, major changes have occurred in the faculty market, which put pressure on universities to consider more flexible policies. Since most young women enter university during their earlier reproductive years, and also large numbers of faculty members have entered their 60s, colleges and universities must find ways to review and discuss the unprecedented changes in the labor force (24).

The desire for flexibility and work-life balance even in the choice of discipline and expertise is evident by male and female students. Recent trends among medical students show that residency demands for expertise where life is manageable (such as anesthesia and skin) and increased demand for primary care has declined. Many young people believe that they can succeed at the expense of time and the health of their families and believe that "a fuller life outside of medicine makes us better doctors" (25).

It is anticipated that in the next 30 to 40 years, the balance between work and life in the workplace will become the most important issue. This concerns specially in families led to action by corporations and even the government that determines the day called "Day of work-life balance" in Ireland, there is a month named "Work and Family Month" in America as well as consulting and start-up companies web internet sites to spread the culture of work-life balance (26).

Therefore, more flexible policies should be considered for faculty such as increased pre-tenure probationary period, the ability to transfer between tracks employment, part-time system, tenure-clock-stopping policies (to care for children, care for elderly family members and diseased) and the combined employment of spouses that represents that the university have family friendly policies and thinks of personal well-being of the staff.

For example, institutions that allow two track changes have been able to allow sufficient time on the non-tenure clinical track for the faculty member to achieve the necessary levels of scholarly activity. Then, following a change back onto the tenure track, the faculty member may be proposed for tenure. This flexibility serves the faculty member and the institution by recognizing that more time is needed to achieve tenure rather than a lack of appropriate talent or motivation. (27).

It should be noted that the environment and organizational culture supports the use of flexible policies are particularly important (13).

We believe that flexibility is very important and universities must be given increased competition to recruit talented faculty and make faculty jobs more attractive. One of the best ways to recruit and retain new and younger faculty for longer is respecting and taking into account the obligations and responsibilities as spouses and their families. We believe that flexible policies are win-win policies for both universities and faculty members.

Moreover, the results also show that faculty recruitment in most universities is decentralized and department-based. It seems that the complex and nonlinear nature of developments have caused the decline of the feudal era and dominate a particular idea and gradually the ground is provided for diverse individuals and groups to participate in organizational decisions (12). Due to the nature of the university system, that is independence, academic freedom, professionalism, accountability, participation by most universities, school and departments is inevitable in making decisions (10).

Granting greater autonomy to universities and highlighting the role of departments in decision-making, especially in recruiting faculty reduces organizational hierarchy and enables the universities to respond more quickly to changes in the environment. Moreover, with increasing decentralization and giving more authority to universities, departments and educational groups, needs, conditions and available local and regional facilities can be better considered and will lead to better decisions. Granting more authority of decision to universities and colleges can increase motivation for more achievements and will cause universities to choose higher goals which could lead to a higher performance level. Universities, colleges, and departments, regarding this independence, should be accountable for their decisions.

### **Acknowledgments**

The authors wish to thank the vice chancellor on research in Shahid Beheshti University of Medical Sciences who approved and financially supported this study.

## REFERENCES

- [1] Gholipoor R, Faghihi A, Hamidian M, Hamidian S. The effect of employment type on human resources' productivity, a case study in ministry of science, research and technology and ministry of petroleum. *Daneshvar (Raftar) Management and Achievement*. 2011. 28-211:(47)1.
- [2] Armstrong M. *Strategic human resource management a guide to action*. 3 rd ed. ed. London2006.
- [3] Clawson D. Tenure and the future of the university. *Science*. 2009; 324(5931):1147-8.
- [4] Hashemi MM. Analysis the management of universities and institutions of higher education in recent years 2012. Available from: <http://www.imna.ir/vdcayon0.49nuo15kk4.html>.
- [5] Grant M, Booth A. Atypology of reviews:an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*. 2009; 26:91-108.
- [6] Urhuogo I. Impact of Employment-at-will Clause on Employees and Employers. *Journal of Business Studies Quarterly*. 2010;2(1):29-35.
- [7] Fogg P. Presidents favor scrapping tenure. *The Chronicle of Higher Education*. 2005;52(11):31.
- [8] Bunton SA, Corrice AM. Trends in tenure for clinical M.D. faculty in U.S. medical schools: a 25-year review. *Analysis in Brief*. 2010; 9(9):1-2.
- [9] Sanyal b. *Inovations in university management Tehran :Institute of Research and Planning in Higher Education; 2000.*
- [10] Bunton SA. The relationship between tenure and guaranteed salary for U.S. medical school faculty. *AAMC Analysis in Brief*. 2010; 9(6):1-2.
- [11] University of Toronto. *Manual for Academic promotion to Associate and full ProFessor 2010*. Available from: <http://www.facmed.utoronto.ca/Assets/FacMed>.
- [12] Fogg P. Presidents favor scrapping tenure. *The Chronicle of Higher Education*. 2005; 52(11):31.
- [13] Bunton SA , Mallon WT . The continued evolution of faculty appointment and tenure policies at U.S. medical schools. *Acad Med*. 2007; 28(3):281-9.
- [14] Dankoski M , Palmer M, Bogdewic S. flexibility in the tenure clock: Why the Time is Right to Adopt a 10-Year Tenure Probationary Period at the Indiana University School of Medicine Indiana University,School of Medicine2008. Available from: [http://www.iupui.edu/~fcouncil/committees/faculty\\_affairs/tenure\\_clock\\_supdoc.pdf](http://www.iupui.edu/~fcouncil/committees/faculty_affairs/tenure_clock_supdoc.pdf).
- [15] Bunton SA. The relationship between tenure and guaranteed salary for U.S. medical school faculty. *AAMC Analysis in Brief*. 2010; 9(6):1-2.
- [16] Cartwright R. *Talent Management: A new look at human capital development*. Tehran: Rasa; 2007.
- [17] American Association of University Professors(AAUP). *1940 Statement of principles on academic freedom and tenure with 1970 interpretive comments 2014*. Available from: <http://www.aap.org/AAUP/pubsres/policydocs/contents/1940statement.htm>.
- [18] Coleman M, Richard G. Faculty career tracks at U.S. medical schools. *Academic Medicine*. 2011; 86(8):932-7.
- [19] Ahmadi S, Changiz T, Masiello I, Brommels M. Organizational role stress among medical school faculty members in Iran: dealing with role conflict. *BMC Medical Education*. 2007;7:14.
- [20] Bataille GM, Brown BE. *Faculty Career Paths: Multiple Tracks to Academic Success and Satisfaction USA: An imprint of Greenwood Publishing Group; 2006.*
- [21] The Council for Higher Education Accreditation(CHEA). *An Examination of the Changing Faculty: Ensuring Institutional Quality and Achieving Desired Student Learning Outcomes*. Institute for Research and Study of Accreditation and Quality Assurance, 2014.
- [22] American Association of University Professors(AAUP). *Contingent Appointments and the Academic Profession*. 2003.
- [23] Baer MA, Freund DA, Kuh CV, Shulenburg DE, Spies RR. Recruitment, retention and retirement: institutional research and the need for data. In: Clark RL, Ma J, editors. *Recruitment, Retention and Retirement in Higher Education USA: Edward Elgar; 2005.*
- [24] Leslie DW. *Policy Brief Faculty Careers And Flexible Employment The College of William and Mary and TIAA-CREF Institute Fellow2006*. Available from: [www.tiaa-crefinstitute.org](http://www.tiaa-crefinstitute.org).
- [25] Welch JL, Wiehe SE, Palmer-Smith V, Dankoski ME. Flexibility in Faculty Work-Life Policies at Medical Schools in the Big Ten Conference. *Journal Of Women's Health*. 2011; 20(5):725-32.
- [26] Todd S. *Improving Work-Life Balance -What Are Other Countries Doing? Human Resources and Skills Development Canada .*
- [27] Seifert WE, Strobel HW. A proposal for tenure. *Journal of the International Association of Medical Science Educators(IAMSE)* 2011;21(4):375-81.