

BIBLIOGRAPHIE

Bibliographical resources on human resources management/policy in higher education

October 2025

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Table of matters:

European Higher Education Area/ International experiences	2
Experiences from emerging countries	8
Africa	11

European Higher Education Area/ International experiences

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (I): Austria, Denmark, Finland, Germany, Iceland, Ireland, Norway, Poland, Sweden, Switzerland

Brussels: EUA: European university association, 10/2023, 83 p.

The Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective on various aspects. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles will be released in three batches. This first batch comprises the following systems: Austria, Denmark, Finland, Germany (Brandenburg, Hesse, North-Rhine Westphalia), Iceland, Ireland, Norway, Poland, Sweden, and Switzerland. With more than 30 indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: 1) Organisational autonomy (covering academic and administrative structures, leadership, and governance); 2) Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees); 3) **Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff)**; 4) Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees). https://www.eua.eu/downloads/publications/autonomy%20scorecard%20country%20profiles_batch_1.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (II): Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, Serbia

Brussels: EUA: European university association, 12/2023, 73 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This second batch comprises the following systems: Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, and Serbia.

https://www.eua.eu/images/pdf/UPDATED_Autonomy_scorecard_country_profiles_Batch_2.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (III): Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain, Türkiye

Brussels: EUA: European university association, 04/2023, 96 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This final batch comprises the following systems: Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain and Türkiye.

https://www.eua.eu/images/publications/autonomy_scorecard_country_profiles_batch_3.pdf

BRADLEY Andrew P

Talent management for universities

Australian Universities' Review, 2016, vol. 58, n°1, p. 13-19

This paper explores human resource management practices in the university sector with a specific focus on talent pools and talent management more generally. The paper defines talent management in the context of the university sector and then explores its interdependence with organisational strategy, the metrics used to measure academic performance and current day-to-day management practices. The paper critiques the current situation for lacking a clear alignment between organisational strategy and how academic talent is recruited, developed, retained and rewarded. It is argued that talent management can

provide a conceptual framework to enhance performance over the long term by coalescing a university's strategy with its performance metrics and day-to-day management systems.

<https://files.eric.ed.gov/fulltext/EJ1091199.pdf>

European Commission

Human Resources Strategy for Researchers – HRS4R

The Human resources strategy for Researchers, also called “HRS4R”, aims to improve the practices of research institutions and funding organisations working in the field of research regarding the researchers’ recruitment and career. It is the subject of a label “HR Excellence in Research” granted by the European Commission to establishments engaged in this process. This tool aims to implement the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (C&C) published in 2005, which gather 40 principles for researchers’ mobility and career, and make the European Research Area more attractive in terms of recruitment and working conditions for researchers worldwide. All the 40 Charter & Code principles are grouped in four areas: ethical principles and professional aspects, recruitment, working conditions and social security, training.

<https://www.euraxess.es/spain/services/human-resources-strategy-researchers-hrs4r>

GASSANOVA Amina, KOZHAKHMET Sanat

Mapping the landscape of HRM research in higher education: a 40-year review and directions for future research

International Journal of Educational Management, vol. 38, n°1, 2024, p. 158–177.

The purpose of this study is to analyze and map the terrain of human resource management (HRM) in higher education (HE) contexts, with the aim of uncovering potential gaps within the existing knowledge base. This study employs a unique, in-depth bibliometric analysis of 945 publications from the Web of Science database over the past 40 years between 1981 and 2022. Based on the bibliometric analysis, the authors retrospectively examined the dominant research themes in HRM within the HE sphere, tracing their evolution over time. Four central clusters emerged: the theoretical foundations of HRM, strategic HRM, organizational culture and human capital development. Furthermore, the authors pinpointed critical research gaps and proposed areas for future inquiry, such as the impact of HRM on productivity, leadership dynamics, sustainable growth development, international staffing strategies and knowledge transfer mechanisms. This study demonstrates how academics can use bibliometric techniques to systemize literature, expose potential gaps and suggest fruitful lines of inquiry in the field of investigation. The findings of this study can also help improve the decision-making processes of managers and human resource professionals.

GILLI Patrick, DESBIOLLES Pierre, CHAILLET Nicolas, DUBOURG-LAVROFF Sonia, MIOCHE Antoine, JACOB Yann

Les fonctions "ressources humaines" dans l'enseignement supérieur et la recherche

Paris : Ministère chargé de l'Enseignement supérieur et de la Recherche, Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR), novembre 2023, 128 p.

Examinant l'évolution des fonctions ressources humaines (RH) dans les établissements de l'enseignement supérieur et de la recherche, le rapport constate qu'elles englobent désormais la gestion classique de la paie et des carrières, mais aussi les nouvelles missions en matière de recrutement, d'accompagnement et de formation du personnel, ainsi que l'attente d'une meilleure qualité de vie au travail. Il souligne les défis spécifiques auxquels sont confrontés les départements des ressources humaines, notamment en termes d'attractivité et de fidélisation de leurs agents. Le rapport formule quelques préconisations pour améliorer le pilotage des fonctions RH dans les universités, renforcer l'attractivité des métiers de la RH et fluidifier les relations entre les universités et l'administration centrale.

<https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-07/22-23-003a-33760.pdf>

JAGDISH, MISHRA Kumar, GIRISH Kumar

Human resources management in higher education: A review

Tuijin Jishu/Journal of Propulsion Technology, vol. 44, n°4, 2023, p. 4576-82

This comprehensive review study explores the multifaceted realm of Human Resource Management (HRM) within the context of higher education. As institutions of higher learning face evolving challenges and opportunities, the role of HRM has grown in significance. This abstract provides a succinct overview of the key elements, challenges, and emerging trends shaping HRM in higher education. Higher education encompasses various facets, including recruitment, retention, faculty tenure and promotion, diversity and inclusion, compliance with labor laws, faculty development, and employee well-being. Balancing the needs of diverse stakeholders, from tenured faculty to support staff, presents a unique challenge for HR professionals in this sector. Moreover, the integration of technology, data-driven decision-making, and sustainability initiatives are transforming the landscape of HRM in higher education. This review also highlights the challenges facing HRM, such as budget constraints, complex regulatory environments, and the ongoing pursuit of academic freedom and shared governance. Furthermore, the COVID-19 pandemic accelerated the adoption of remote work and prompted a reassessment of work policies in higher education.

https://www.researchgate.net/publication/375558537_Human_resources_management_in_higher_education_A_review_1

KEKÄLE Jouni

A human resources model supporting academic excellence

Tertiary Education and Management, vol.21, n°2, 2015, p.160-171

In this paper, the author shall put forward a model which highlights key issues to be taken into account in an attempt to improve academic excellence by the means of human resources management and leadership. Practices at the University of Eastern Finland and elsewhere are used as examples. It is maintained that logical and coherent human resources policies and capable leadership can support and contribute to academic performance and excellence. A key issue is not to interfere too much with active academic work, but still give sufficient support and prerequisites for academic basic tasks.

https://www.researchgate.net/profile/Jouni-Kekaele/publication/272474604_A_human_resources_model_supporting_academic_excellence/links/54e47ff60cf2dbf60696b7e4/A-human-resources-model-supporting-academic-excellence.pdf?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

KOOLI Chokri, ABADLI Riad

Could Education Quality Audit Enhance Human Resources Management Processes of the Higher Education Institutions?

Vision, vol. 26; n°4, 2021, p.482-490

This article aims to check whether the quality audit assessment could positively improve human resource management (HRM) practices and processes of the private higher education institutions. A quantitative analytical approach was performed in order to enhance our understandings of the impact of quality audit in terms of HRM. Twenty-six reports of 26 Omani private higher education institutions (HEIs) who already completed the first stage of national accreditation process has been analysed through this research. Researchers were able to notify a certain positive impact in certain areas related to the staff and staff support. The progress observed is partial, as certain sub-areas of assessment were severely criticized and several recommendations of improvement were issued in such regard. Through this research, we were able to conclude that the Omani private HEIs performed very well in the sub-areas of staff profile, severance, promotion, incentives and Omanization. Contrarily, an important number of recommendations was issued regarding the sub-areas of staff organizational climate and retention, human resource (HR) planning and management, professional development and finally recruitment and selection processes.

<https://journals.sagepub.com/doi/full/10.1177/09722629211005599>

OECD

The state of academic careers in OECD countries. An evidence review

Paris : OECD Publishing, 2024, 116 p.

The evidence review examines the state of academic careers in higher education systems in OECD countries, providing an overview of available data, research evidence and examples of policy and practice. Key concerns for academics and policy makers include the working conditions of academics, an increasing reliance on precarious and casual contracts, high workloads and negative impacts on work-life balance. Career incentives currently tend to focus on – and favour – research output, often side-lining teaching, engagement, and other duties. Initial academic training generally fails to prepare academics comprehensively for their roles, and more continuous professional learning will likely be needed to support academics to exploit the potential of increasingly digitalised learning environments. Although flexibility in academic career paths has been promoted in some higher education systems, academics tend to remain in academia, with limited inter-sectoral mobility. The review highlights the persistent under-representation of – and challenges confronting – women and marginalised groups in academia. Despite the growth of international mobility and collaboration, the participation of academics in internalisation activities varies considerably within and between institutions and across higher education systems. Furthermore, a troubling decline in academic freedom over the past decade raises substantial concerns.

https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/02/the-state-of-academic-careers-in-oecd-countries_dc11b29d/ea9d3108-en.pdf

OECD

Human resources in higher education

In OECD, *Resourcing Higher Education: Challenges, Choices and Consequences*

Paris : OECD Publishing, 2020, p. 103-144

This chapter presents an analysis of the policy issues related to human resources in higher education. Expenditure on human resources in higher education accounts for about two-thirds of current expenditure by higher education institutions across OECD countries. The quality of institutions' teaching and learning, research, and engagement with the wider world depends importantly on the skill and ability of the higher education workforce, and the conditions in which they work. The chapter describes the key dimensions for analysis of human resources in higher education. It examines i) policy issues relating to attracting, recruiting and selecting the higher education workforce; ii) the way the work and careers of the higher education workforce is structured; and iii) policies to encourage good performance from the higher education workforce. The discussion focuses on how government policies in these domains aim to steer the practices of higher education institutions and staff; and examines what is known about the impact of these policies on the performance of higher education institutions.

https://www.oecd.org/content/dam/oecd/en/publications/reports/2020/06/resourcing-higher-education_5eb3cee3/735e1f44-en.pdf

OECD

Human resources in higher education in Israel

Paris : OECD, *OECD Education Policy Perspectives*, n°60, 2022, 56 p.

This policy brief is part of a series of thematic policy briefs prepared as part of the OECD's Resourcing Higher Education Project. It examines the frameworks that govern the employment of academic staff in publicly funded higher education institutions in Israel. It compares these frameworks to those in place in comparable OECD higher education systems and draws on these comparisons, along with insights from discussions with higher education experts in Israel, to identify policy options for enhancing human resources policy in Israel's public higher education system.

https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/07/human-resources-in-higher-education-in-israel_8a2ba757/153e5a12-en.pdf

PAUSITS Attila, KIVISTÖ Jussi, PEKKOLA Elias, REISKY Florian, MUGABI Henry

The impact of human resource management policies on higher education in Europe

in SARRICO Cláudia S, ROSA Maria J., CARVALHO (ed.), *Research Handbook on Academic Careers and Managing Academics*

Cheltenham: Edward Elgar Publishing Ltd, 2022, p. 251–267

This chapter reviews policies connected to, emphasising, or affecting human resource management in higher education. The chapter uses a theoretical framework comprising different human resource dimensions and functions at higher education institutions to analyse the European Commission's recent and "milestone" policies to improve and develop higher education. In addition to cross-referencing and analysing legal and policy documents, the chapter maps the connections among human resource functions and policies. In so doing, it provides a first inventory of European Union policies and explores how the highlighted human resource dimensions of these policies could improve and change higher education. Further to this, the chapter discusses the uniqueness of higher education and its effects for human resource functions. Selected examples highlight commonalities and differences between policy formation and institutional effects on human resource management and argue for more focus and attention on human resource management in order to develop higher education towards policy objectives.

https://cris.tuni.fi/ws/portalfiles/portal/72743405/The_impact_of_human_resource_management_policies_on_higher_education_in_Europe_1.pdf

PRZYTUŁA Sylwia, SUŁKOWSKI Łukasz, KULIKOWSKI Konrad

Human Resource Management in Higher Education Institutions. An International Perspective

New York: Routledge, 2025, 274 p.

In an era marked by increasing globalization, international competition, digitalization, and social and cultural changes, higher education institutions (HEIs) play a pivotal role in establishing the knowledge-based economy of each country, which is perceived as its soft power. The need to explore and highlight the specificity of human resource management (HRM) practices in higher education institutions has become urgent and evident. This book provides new theoretical and practical insights into HRM in HEIs. A profound analysis of the global literature clearly exposes that human resource practices are often applied in academia as single solutions rather than as a systematic approach to planning, attracting, motivating, developing, and retaining scientists. The global trends in academia, such as the need for branding and positioning in higher education ranking systems, growing retention and brain circulation between academia and business, diversity in academia, and the digitalization of teaching, have resulted in challenges such as de-recruitment, academic burnout and ill-being, and technostress, which are also addressed in this book.

https://www.researchgate.net/profile/Lukasz-Sulkowski/publication/388185541_Human_Resource_Management_in_Higher_Education_Institutions/links/678e0b5b1ec9f9589f51ae23/Human-Resource-Management-in-Higher-Education-Institutions.pdf?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

SZELAŃGOWSKA-RUDZKA Katarzyna

Human Resources Management in Higher Education Institutions in Poland

Management, vol.22, n°1, 2018, p. 208-225

The paper presents the diagnosis of the human resources management in Polish higher education institutions. The analysis of source literature was applied as a research method. The essence and components of HRM in connection with the university management system were discussed, the theoretical solutions, including those resulting from the provisions of the Law, and their practical implementations, were given a broad outline. The directions of changes concerning HRM that have recently taken place in HEIs were indicated. In conclusion it was stated that the human resources management in Polish higher education institutions still requires improvement, primarily in the areas of motivation and remuneration, evaluation and development of employees. It requires the improvement of the university management system, a reliable development of its mission, vision and strategy, and on the basis of those - the development of personnel strategy, and HRM processes, procedures and tools. It has been suggested that the inclusion of university employees, particularly the research and teaching staff, in the management process (through the participatory management style), can contribute to both improving the process and developing and improving the personnel function.

<https://www.management-poland.com/pdf-157749-83917?filename=Human%20Resources.pdf>

ZHANG Thérèse

Staff development in learning and teaching at European universities: Results from the STAFF-DEV survey

Brussels: EUA: European university association, 2025, 49 p.

Le projet STAFF-DEV (Staff development for learning and teaching at European university) vise à cartographier et à analyser la manière dont le développement professionnel du personnel est mis en œuvre dans les établissements d'enseignement supérieur européens (EES), la manière dont il est intégré dans les stratégies institutionnelles et nationales d'apprentissage, d'enseignement et d'évaluation académique. Le rapport, issu du projet, s'appuie sur une enquête menée en 2024 auprès de plus de 160 établissements d'enseignement supérieur dans 40 pays de l'Espace européen de l'enseignement supérieur. Il analyse le contexte national du développement professionnel du personnel impliqué dans l'apprentissage des étudiants, les activités mises en place dans les établissements, ainsi que les liens avec l'évaluation académique et la progression de carrière. Le rapport constate une attention croissante portée aux stratégies d'apprentissage et d'enseignement, tout en soulignant des défis liés à la mise en œuvre, au renforcement des capacités et à la coopération entre établissements. Le projet vise à cartographier et analyser les pratiques, à favoriser les échanges entre acteurs et à contribuer à une base de connaissances et de renforcement des capacités en matière d'enseignement et d'évaluation.

https://www.eua.eu/images/publications/Publication_PDFs/StaffDev_survey_report.pdf

Experiences from emerging countries

AL-TWAL Arwa

'Herding cats'? Challenges to effective HRM in Jordanian higher education institutions

Journal of Further and Higher Education, vol. 46, n°10, 2022, p. 1391-1406

Studies debating the applicability of conventional human resource management to higher education institutions relating to particular characteristics of academic staff members and their roles have not considered Middle Eastern countries such as Jordan. This research explores challenges to incorporating effective human resource management in Jordanian higher education institutions based on in-depth interviews with 21 academics with experience working in public and private universities in Jordan. Five major challenges were identified: (1) the lack of a comprehensive evaluation system for academics; (2) the negligence of the significant role human resources departments may play; the nature and characteristics of academic institutions themselves; (3) the underdevelopment of human resource management practice in Jordan; (4) the ethos of academic staff members; and (5) the role of *wasta* (a local variant of nepotism) in influencing various human resource-related decisions. This paper provides unique insights on the successful management of human resources in academic institutions locally, regionally, and possibly internationally, giving due consideration to contextual factors (e.g. national culture) that affect operations. The theoretical and practical implications of this study are presented at the end of the paper.

<https://www.tandfonline.com/doi/full/10.1080/0309877X.2022.2079972#abstract>

AZAM Ashraf, AHMAD Ansar

Financing of Higher Education in India

Sarcouncil Journal of Arts Humanities and Social Sciences, 2024, vol. 3, n°12, 8 p

India has a young population and one of the world's largest higher education systems. The higher education sector in India is flourishing despite the fact that it must contend with a number of challenges; yet, these challenges are not insurmountable. A country's progress is determined by how much money it invests in its higher education system. To raise funds for higher education, which is always a challenge, it is important to follow the right steps. With its relatively low gross enrollment ratio, gender parity index, pupil-teacher ratio, and so on, the Indian higher education system continues to face challenges. In today's knowledge-based global society, financing is a big challenge for India's high-demand higher education institutions. India spends a smaller percentage of its GDP on education than most other developed countries, and when it comes to higher education, this percentage drops even more. An attempt was made to explain the various sources of financing for higher education in India while analyzing the financing process in the higher education sector. As a result, the government should devote a greater number of resources to improving the standard and quality of higher education in order to cultivate individuals who are knowledgeable, well-rounded, and reflective.

https://www.researchgate.net/publication/386651845_Financing_of_Higher_Education_in_India

CAO Lei

Localizing human resource development through higher education: local education clusters involving universities and regional stakeholders in China

Cogent Education, vol.11, n°1, 2024

Investigating the formation and emergence of local education clusters involving universities and regional stakeholders, this study develops an institutional framework to analyze the interactions and coordination among key cluster actors with respect to the evolution of local strategic human resource development (HRD). A policy document analysis concerning the latest local HRD and semi-structured interviews with various stakeholders of local universities, local government functionaries, and local enterprises were conducted. Based on the findings, the sharing of resources, knowledge, and experience, along with the exchange of professional dispositions, skills, and identity orientations among actors within local clusters, fosters an enriching educational environment for local universities and HRD. This collaborative environment facilitates cooperation and the strengthening of joint efforts among government entities, university faculty, and industry stakeholders in nurturing and advancing local human resources. However, some obstacles hinder this development, resulting in the seeking of quick success and instant benefits. Based on these key findings, various Chinese regions have tried to establish an approach conducive to

the development of HRD-oriented higher education quality and outcomes. However, comprehensive efforts to stimulate cluster actors towards their collective implementation are necessary.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2024.2402147#abstract>

EI BAROUDIA Abla, AMOOZEGAR Azadeh

The Influence of Human Resource Management Practices on the Performance of Academic Staff in Morocco Higher Education Sector

International Journal of Novel Research in Education and Learning, vol. 11, issue 5, p. 39-45

Tertiary Institutions, such as universities, aid in developing highly skilled technological capabilities and future leaders who have the knowledge and abilities necessary to promote economic growth the growth of a country. By executing the curriculum created for this goal, universities, as educational institutions, are tasked with preparing young people to contribute to national growth in the future. The main aim of the study is to determine the impact of HRM practices on employee performance of academic staff in Moroccan universities. Three elements; compensation, work environment, and training and development were found to be the best predictors of academic staff performance in a particular Moroccan institution in Marrakesh, Morocco. Three public universities (Univer1, Univer2, and Univer3) were chosen. Out of the 400 questionnaires that were issued, 250 were declared legitimate for the final analysis, and 300 were returned. The application of multiple regressions analysis showed that training and development has positive and statistically significant effect on of the academic staff in Moroccan university. Also, work environment has positive and statistically significant effect on of the academic staff in Moroccan university. Compensations was also statistically significant

<https://www.noveltyjournals.com/upload/paper/The%20Influence%20of%20Human%20Resource%20Management-02102024-2.pdf>

INGA Esteban, INGA Juan, CÁRDENAS Jorge, CÁRDENAS Juan

Planning and Strategic Management of Higher Education Considering the Vision of Latin America.

Education Sciences, vol.11, n°4, 2021, Article 188

Nowadays, many universities are employing metrics that are used by other countries as the focus moves towards academic management. A shared vision and collaboration is required to identify success cases. Leaders at senior and middle management need to be guided by a road map to get a clear vision, a list of different strategies and successful outcomes. Consequently, this article proposes an academic management strategy to guarantee student-centred education. This strategy has an emphasis on hierarchical process in layers, in order to optimise and achieve efficiency, reliability and resilience. In this paper, the “what”, “ how” and “where” are taken into account in order to respond to academic and administrative adjustments which are necessary to reduce the risk of investment in training and formation of human capital, which warns about the need to acquire knowledge, especially from countries with scientific expertise. It is also shown the indicators that motivate the effort based on the merit that human capital produces. A methodology of flipped learning or blended learning is applied to presume a human capital that is able to break down barriers, such as: English as a universal language. A bibliometric analysis has been based over 2000 scientific articles from the Web of Science and Scopus databases. So It was possible to identify countries, universities and researchers specifically for each area of knowledge based on the results of this analysis. Besides, university careers can even be validated according to the development and scientific interest that is presented by the bibliometric analysis, which could be compared with studies based on economics and wealth from sources such as Forbes.

<https://www.mdpi.com/2227-7102/11/4/188>

PANDIT JAI MOHAN, BINO Paul

Strategic Human Resource Management in Higher Education. Roadmap for Indian Institutions

Singapore : Springer Singapore, 2023, 198 p.

This book explores the practices and policies of human resource management (HRM) in higher education institutions (HEI), while also analyzing the governance and structural challenges. It explains the assessment of university as an organization, outlining the distinction between universities and firms from an HRM point of view by analysing various objectives, parameters and outcomes. The book broadly probes the relevance of HRM systems in HEIs in India and their potential impact. It also examines whether existing HRM practices and policies in HEIs in India drive motivation and enable employees to perform their functions to achieve the highest possible levels of excellence. It explores whether the enhanced motivation of employees consistently impacts students, their placements, progress to higher education, and quality

teaching and research output. To strengthen the research output, to better understand the functioning of HRM practices in foreign HEIs and for comparative reasons, the book also studies HEIs in the United States against a diverse set of HEIs in India. It concludes by highlighting the impact of India's National Education Policy 2020 and its scope to transform and professionalise the higher education system in the country. The book is indispensable for researchers in education management and policy studies and those in governing positions in higher education institutions. It is also a valuable resource for regulatory and government bodies, and policy-formulating think tanks in South Asia which have a similar education system as India.

QAWASMEH Esraa Farid, ALNAFISI Sarah Yousef, ALMAJALI Rateb, ALROMAIH Bandar Saud, HELALI Mamdouh Mosaad, AL-LAWAMA Haron Ismail

The Impact of Human Resources Management Practices on Employee Performance: A Comparative Study Between Jordanian and Saudi Arabian Universities

Migration Letters, 2024, vol. 21, n°2, p. 243-257

This study aims to determine the impact of human resources management practices on employee performance: a comparative study in Jordanian and Saudi universities. The study population consisted of 600 participants, including 300 academics from Saudi universities and 300 from Jordanian universities, representing various specializations and academic ranks. A comparative cross-sectional design was used. Research a structured questionnaire as primary data. Assembly tool, The questionnaire included approved measures to evaluate human resources management practices (recruitment, training, performance appraisal, compensation, employee development) and employee performance indicators (productivity, job satisfaction, commitment). Questionnaires the questionnaire consists of two sections: one of them focuses on evaluating implementation and evaluation. Perceived effectiveness of human resource management practices, while others evaluated employee performance measures. It aimed to measure levels of productivity, job satisfaction, and commitment among academics. The comparative analysis revealed distinct patterns in human resources management practices between Jordanian and Saudi universities. Both regions emphasized training and performance evaluation, although with different intensities. It is worth noting that Saudi universities have shown a stronger focus on compensation strategies. The study found significant correlations between HRM practices and employee performance measures in both contexts. Training programs showed a significant positive correlation with productivity and job satisfaction in Jordanian universities, while compensation showed a more clear impact on productivity in Saudi universities. Recommendations were made to develop customized human resource management strategies taking into account the cultural nuances in each region. Strengthening training initiatives: Strengthening training programs to improve productivity and job satisfaction among academics. Emphasis on compensation policies: Greater emphasis on compensation strategies in Saudi universities to enhance employee productivity. Longitudinal studies: Conduct longitudinal studies to monitor the sustainable impact of human resource management practices on employee performance. Culturally Sensitive Human Resource Management, Implement culturally sensitive human resource management practices to ensure effectiveness across diverse workforce demographics.

https://www.researchgate.net/profile/Esraa-Qawasmeh/publication/376985018_The_Impact_of_Human_Resou...

RAMADITYA Muhammad, EFFENDI Syahrul, BURDA Agustian Burda

Survival and human resource strategies of private higher education in facing an era of change: Insight from Indonesia

Frontiers, vol. 8, 2023

Survival in private higher education is possible if universities have the superior talent to withstand the shocks of change. Hence, the human resource strategy is an essential part of surviving. Thus, this study aims to identify and determine the implementation of survival and human resource strategies in Indonesia's private higher education is facing an era of change. The research method used is a descriptive qualitative approach. In collecting data, researchers used the archival method. The data is sourced from news, a total of 602 data sources, and obtained from online publications through trusted news and media. This study found six strategies of survival and human resource by private higher education in Indonesia to encounter an era of change: Efficiency; Quality Assurance; Customer Retention Program; Intensive Marketing Program; Opening of New Programs; Mergers, and Acquisitions. This research is expected to provide an extension of the survival and human resource strategies implemented by private universities in Indonesia in facing an era of change.

<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2023.1141123/full>

Africa

ANDRIANTSARA Marie-Eva, GAGNÉ Diane

Revoir la gouvernance et la gestion des ressources humaines dans une perspective d'améliorer, voire d'enraciner les institutions d'études supérieures publiques malgaches dans le 21^e siècle

Enjeux et société, vol 8, N° 2, 2021, p. 243–270

Bien que l'éducation supérieure malgache ne soit plus en phase de création d'établissements universitaires, elle fonctionne dans un contexte de gouvernance bureaucratique d'une extrême pauvreté et sous-financée. Une gouvernance universitaire caractérisée par la centralisation du système de coordination et d'incitation, ce qui laisse peu de marge de manoeuvre aux différents acteurs susceptibles d'intervenir en gestion des ressources humaines (GRH). Malgré le côté sombre du tableau de l'enseignement supérieur public malgache, certains acteurs du terrain veulent innover en apportant des idées qui contribueraient à la mise en place d'une gestion prévisionnelle des emplois et des compétences dans un contexte universitaire devant composer avec une économie mondialisée au 21^e siècle. Notre objectif est de poser un diagnostic sur la GRH du système d'enseignement supérieur public à Madagascar et de valoriser deux idées d'innovation soumises par les acteurs au regard de la situation.

<https://www.erudit.org/en/journals/enjeux/2021-v8-n2-enjeux06134/1078497ar.pdf>

COUTHON Hervé Raoul, HOUNKOU Cossi Emmanuel

Coopération inter-organisationnelle et performance au travail dans les universités du Bénin

International journal of accounting finance auditing management and economics, 2025, vol. 6, n° 5, p. 24-42

Cette recherche tente d'apprécier l'effet de la coopération interuniversitaire sur la performance des services universitaires, en adoptant une approche méthodologique mixte, combinant méthodes quantitatives (185 agents des quatre universités du Bénin, sur 915 personnes impliquées dans les coopérations universitaires) et qualitatives (20 entretiens auprès de responsables universitaires). Les résultats montrent que les stratégies d'appui financier et matériel des partenaires ont une influence positive significative sur la performance des services de coopération interuniversitaire : ces services bénéficient d'un soutien stratégique, plus la probabilité de performance des agents augmente, atteignant un taux de 4,16 %. Par ailleurs, l'étude révèle que plusieurs styles de management sont utilisés par les supérieurs hiérarchiques, avec une prédominance du style de management directif, qui semble influencer négativement la performance des agents. Ces résultats soulignent l'importance d'une gestion adaptée et d'un soutien adéquat pour optimiser les retombées de la coopération interuniversitaire. La recherche contribue à une meilleure compréhension des dynamiques organisationnelles et managériales au sein des universités, tout en ouvrant des pistes de réflexion pour améliorer l'efficacité des partenariats interuniversitaires. Elle met en lumière l'importance des appuis financiers et matériels, ainsi que la nécessité d'adopter des styles de management participatifs pour renforcer la performance des services impliqués.

<https://revue.ijafame.com/index.php/home/article/view/1845/1845>

KANGA KUZASA Carine

Management des ressources humaines à l'Institut Supérieur des Techniques Médicales de Kinshasa: Regard sur le recrutement, la formation et la fin de carrière

International Journal of Innovation and Applied Studies, vol. 36, n°2, 2022, p.408-419

Depuis quelques décennies, le secteur de l'enseignement supérieur et universitaire en République Démocratique du Congo, est confronté à une crise profonde dont l'origine se situe probablement dans le déséquilibre croissant entre les besoins nécessaires pour assurer un enseignement de qualité et les ressources disponibles. Les solutions parfois partielles apportées lors des colloques, des conférences, des journées scientifiques, des symposiums et autres activités organisées tant par le Ministère que par les institutions elles-mêmes, n'ont pas permis d'entrevoir des solutions aussi durables, capables de répondre aux principales questions qui se poseraient en termes des missions d'une Université. Cet article a pour but d'analyser l'opérationnalité de la gestion des ressources humaines à l'Institut Supérieur des Techniques Médicales (ISTM/Kinshasa), en se concentrant sur le recrutement, la formation et les fins de carrière.

<http://www.issr-journals.org/links/papers.php?journal=ijias&application=pdf&article=IJIAS-22-074-14>

LEVODO Germain Mbezele

Défis et opportunités dans la gestion de carrière des enseignants africains: une analyse prospective

ESJ Social Sciences, 2025, vol. 21, n° 1, p. 169-189

L'article examine les défis et les perspectives d'avenir liés à la gestion des carrières des enseignants en Afrique, mettant en lumière des obstacles majeurs tels que la pénurie d'éducateurs qualifiés, des conditions de travail précaires et un manque de reconnaissance professionnelle. Elle repose sur un échantillon de 217 enseignants répartis dans plusieurs bassins pédagogiques, utilisant un questionnaire structuré pour évaluer la motivation professionnelle, la reconnaissance et l'accès à la formation continue. Les résultats révèlent des disparités significatives : par exemple, 75 % des enseignants du bassin de Mangavé se sentent reconnus, contre seulement 55 % dans le bassin de Doualaré. En matière de formation continue, 70 % des enseignants du bassin de Mangavé y ont accès, tandis que ce chiffre tombe à 45 % dans le bassin de Doualaré. La moyenne de motivation professionnelle est de 3.8 sur une échelle de 5, avec une motivation intrinsèque (4.2) supérieure à la motivation extrinsèque (3.6). De plus, 66 % des enseignants se sentent reconnus dans leur profession, soulignant l'importance de la reconnaissance pour maintenir l'engagement professionnel. Les analyses statistiques confirment ces résultats : les différences en motivation professionnelle ($p < 0.05$) et en reconnaissance professionnelle ($p < 0.01$) sont significatives, tandis que l'accès à la formation continue ne montre pas de variation significative ($p > 0.05$). L'article souligne qu'une approche systémique et globale est nécessaire pour remédier à ces défis, nécessitant des réformes des politiques éducatives et un accroissement des investissements dans le secteur. Il appelle à une collaboration étroite entre les gouvernements, les établissements d'enseignement et les communautés locales pour créer un environnement propice au développement professionnel des enseignants africains. Malgré les obstacles rencontrés, l'engagement collectif peut contribuer à construire un avenir éducatif durable pour les enseignants et les étudiants en Afrique, garantissant ainsi une éducation de qualité pour les générations futures.

<https://esipreprints.org/index.php/esipreprints/article/view/1824/2118>

MASOKA WAMTU Bibish

Quid de la diversité dans la Gestion des Ressources humaines au sein des Établissements de l'Enseignement Supérieur et Universitaire en République Démocratique du Congo : Cas de la Ville de Bukavu

Cahier d'Étude et de Recherche en Sciences de l'Homme et de la Société, vol. 1, n°1, 2024, p. 117-140

Cet article cherche à vérifier si les établissements de l'Enseignement Supérieur et Universitaire du secteur public de la ville de Bukavu tiennent compte de la diversité dans la gestion de leurs ressources humaines. Après traitement des données par la méthode analytico-descriptive nous sommes aboutie aux résultats suivants : la diversité est vérifiée par rapport aux sexes des membres des comités de gestion des établissements de l'ESU de la ville de Bukavu, par rapport aux sexes des membres du personnel administratif et par rapport aux sexes des étudiants. En ce qui concerne la variable tribu des membres des comités de gestion et des membres du personnel administratif, la diversité n'est pas vérifiée dans les établissements de l'ESU de la ville de Bukavu. Le résultat obtenu sur la diversité par rapport aux sexes du personnel administratif peut s'expliquer par le fait qu'au cours de ces dernières années le nombre des femmes diplômées a augmenté dans la province du Sud-Kivu chose qui a facilité leur recrutement dans le monde du travail.

<https://pugoma.com/index.php/CERSHST/article/view/463/356>

MUKWAWAYA Owen Zivanai

Developing a Comprehensive Integrated Talent Management Strategy for a Tertiary Institution in South Africa

International Journal of Applied Research in Business and Management, 2025, vol. 6, n° 2

This study is aimed at the development of a comprehensive integrated talent management strategy tailored to the unique context of tertiary institutions in South Africa. As universities face increasing global competition, financial constraints, and the need for academic transformation, the ability to attract, develop, retain, and engage high-caliber talent has become critical to institutional sustainability and excellence. To ensure the university's survival in terms of human resources sustainability and competitiveness there was to develop integrated talent management strategy to guide the university management of the best human resources practices. The study used a random sample size of 402 people using a quantitative research approach. Principal Component Analysis (PCA) and Factor

Analysis were used to identify the most important talent management practices. The findings showed that the key pillars of an integrated talent management strategy consist of talent engagement, talent development, talent deployment, performance management, and talent retention. The study's findings indicate that talent engagement, talent development, talent deployment, and talent acquisition were the most important or crucial talent management strategies

https://www.researchgate.net/profile/Owen-Mukwawaya/publication/396152240_Developing_a_Comprehensive_Integrated_Talent_Management_Strategy_for_a_Tertiary_Institution_in_South_Africa/links/68df90ae220a341aa15294be/Developing-a-Comprehensive-Integrated-Talent-Management-Strategy-for-a-Tertiary-Institution-in-South-Africa.pdf

MUSHEMEZA Elijah Dickens

Opportunities and Challenges of Academic Staff in Higher Education in Africa

International Journal of Higher Education, vol. 5, n°3, 2016, p. 236-246 2016

This paper analyses the opportunities and challenges of academic staff in higher education in Africa. The paper argues that recruitment, appointment and promotion of academic staff should depend highly on their productivity (positive production per individual human resource). The staff profile and qualifications should be posted on the University website in order to promote publicity and networking among scholars. The paper observes several challenges that face the African Universities today--funding (enhancement of financial base and sustainability), infrastructural demands, inadequate staff remuneration, high student enrollment with low staff-student ratio, and governance/management deficits. In spite of these challenges, it is possible to identify and implement strategic interventions to admit quality students/optimum level of student intake, appoint and retain quality academic staff if we are to build a well-functioning University for both institutional and society development in Africa.

<https://files.eric.ed.gov/fulltext/EJ1111039.pdf>

RANA Muhammad Qasim, LEE Angela, RODRIGUES BEZERRA José Fernando, VILLAS BOAS Guilherme Hissa

Evaluating the Agreement Index of the Barriers Faced by Women During the Transition from Higher Education to Empowerment in Brazil: A Sustainable Development Perspective

Administrative Sciences, 2025, 15(3):82

Efficient and sustainable human resources are crucial for promoting development in emerging nations. Brazil's education policy provides its citizens with widespread educational opportunities, resulting in high literacy rates. However, women with academic qualifications and skills often encounter significant barriers when transitioning from higher education to positions of empowerment, leading to an underutilisation of human capital. This study, conducted in 2024, gathered data from female students and staff at three Brazilian universities (the State University of Maranhão, the Federal University of Rio de Janeiro, and the University of São Paulo) using a survey methodology to ascertain the barriers impeding women's transition from higher education to empowerment. The data were analysed using Fuzzy Synthetic Evaluation (FSE), a soft computing technique, and it was identified that the most significant barriers revolve around women's freedom and mobility. Additional challenges include gender norms, family responsibilities, violence and harassment, socio-cultural constraints, and financial limitations. The study offers practical recommendations such as organising awareness programmes and integrating digital technology to enhance workplace safety, thereby addressing these barriers. The findings contribute both practically and theoretically to the more effective utilisation of human resources in Brazil. These insights are particularly valuable for stakeholders, including government bodies, managers, and academic institutions, in fostering gender equality and empowering women in the workforce.

<https://www.mdpi.com/2076-3387/15/3/82>

SANOGO Boubacar, BAH Oumar, SOGODOGO Bréhima

La mise en place d'un management participatif dans une entreprise : cas de l'Université Internationale Privée d'Excellence du Mali

Revue Internationale des Sciences de Gestion, 2025, vol. 8, n° 2, p. 280-299

L'article a pour objectif de présenter la mise en place du management participatif à l'Université Internationale Privée d'Excellence du Mali (UIPE), ses résultats et ses implications. Plusieurs études ont montré que le management participatif améliore la performance organisationnelle, la satisfaction des employés et la qualité du travail. Pour la mise en place du management participatif à l'UIPE, les étapes ont impliqué différents acteurs. Une étude quantitative menée auprès de 43 personnes (travailleurs,

professeurs et étudiants à l'UIPE) montre des changements significatifs dans la manière de travailler des employés, ainsi qu'une augmentation de leur motivation et de leur implication dans leur travail (37,2%). Les retours des collaborateurs ont également été positifs. Cependant, des limites ont été identifiées (9,3%) comme le manque de temps et de ressources pour mettre pleinement en place le management participatif. Des recommandations ont été formulées pour améliorer la mise en place du management participatif
<https://www.revue-isg.com/index.php/home/article/view/1954/1528>

SHUKURU LOSSA Daniel, MILABYO KIAMUSUGULWA Patrick, BORAUZIMA BATUMIKE Salomon
Facteurs de motivation des agents de l'Université Officielle de Bukavu au travail en République Démocratique du Congo

Revue Française d'Economie et de Gestion, 2025, vol. 6, n° 1

Cette étude vise à décrire les facteurs de motivation des agents de l'Université Officielle de Bukavu (UOB), à déterminer les comportements affichés face à l'insatisfaction et à relever les facteurs associés à l'insatisfaction des personnels de l'UOB. Les principaux résultats montrent que 80,8% d'agents sont motivés au travail, mais que 75,8% est insatisfaite en raison d'un salaire. La plupart sont satisfaits de leur relation professionnelle (86,7%), de promotion à un poste (56,7%), mais n'appréciaient pas les conditions de travail (57,5%) et ne bénéficiaient pas de formation continue (68,3%). La négligence des tâches à accomplir et le présentisme sont les comportements les plus visibles chez les agents insatisfaits (29,2%).
<https://www.revuefreg.fr/index.php/home/article/view/1931/1553>

WILSON KASULE George, WILSON Mugizi, RWOTHUMIO Joseph
Satisfaction with Human Resource Management Practices and Job Performance of Academic Staff in Public Universities in Uganda: A Case of Kyambogo University

The Uganda higher education review, Vol. 10, Issue 1, 2022, p. 145-163

The quality of job performance of employees, regardless of context, cannot be any place of work. This cross-sectional survey study provides insights regarding the better than the quality of Human Resource Management Practices (HRMPs) at the relationship between satisfaction with HRMPs and the job performance of academic staff in public universities in Uganda. The study comprised a sample of 198 from a population of 406 full-time academic staff of Kyambogo University. Data was collected using a questionnaire and analysed using SPSS for descriptive analysis and SmartPLS for Structural Equation Modelling (SEM). Descriptive results showed that teaching performance was high while research and publication and community service performance were moderate. The results revealed that satisfaction with placement, development, engagement and talent retention HRMPs was moderate while satisfaction with human resource (HR) recruitment was slightly high. Overall, job performance was high while satisfaction with HRMPs was moderate. SEM revealed that while HR recruitment practices and placement had a positive significant influence on job performance, the influence of HR development, retention and engagement practices was insignificant. It was concluded that high and moderate satisfaction of academic staff with HR recruitment and placement, respectively, is imperative for their job performance. However, moderate satisfaction with HR development, engagement and talent retention practices impedes job performance of academic staff. This study recommended that university managers should ensure that HR recruitment and placement practices implemented provide satisfaction to academic staff. University managers should also ensure that satisfying HR development, engagement and talent retention are designed and implemented.

<https://journal.unche.or.ug/download/419/?tmstv=1759415849>