



Faculty Recruitment Practices and SDG4: Challenges and Recommendations

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Abstract

This article aims to critically study the literature on the challenges H.E.I.s (Higher Education Institutions) encounter while recruiting faculties and provide opportunities for other researchers to use it as a foundation for future research. The reviewed literature begins broadly with recruitment to gain a comprehensive knowledge of the concept, its origin, differential usage through several decades, and various factors that influenced its effectiveness. Accordingly, the authors did an extensive study considering the breadth and depth of the core problem of the study. The study of the challenges of faculty recruitment has been undertaken in three phases spanning 60 years, and the authors reviewed the literature critically in each category. The authors also cited relevant, valuable documents in this work from 80 countries -represented individually or collectively- on various factors affecting the recruiting process. They are taking into consideration the importance of SDG4 and relating it to the Oman 2040 Vision, which also includes 12 priority areas. These factors constitute challenges to the entire recruitment process considering three perspectives from the H.E.I., the Recruiter, and the perspective of Faculty. Finally, the summary and conclusion of the article give further directions for other researchers in this domain to use the existing contents with excellent references as guidance in their investigations.⁴

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Keywords: Faculty Members, Recruitment, Challenges, H.E.I.s

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⁴ Definition of Terms:

- Faculty: Full Time Teachers who teach in Universities, University Colleges, and Colleges.
- Recruitment practice: is the process within Higher Education Institutions where Recruiters and Selection Committee Members aim to hire a new faculty member.
- SDG4: The Sustainable Development Goal number 4 set out by UNESCO addresses the Quality of Education.
- Higher Education Institutions: Government and Private Universities, University Colleges and Colleges.

1. Introduction

Efforts from a large number of researchers have been dedicated to research in the recruitment domain. However, there has been a gradual increase in the endeavor to investigate challenges in faculty recruitment in the last two decades. The most valuable asset of any organization is its human capital (Cable, 2013); hence, faculty members are considered a golden asset (Ahmady et al., 2016) for Higher Education Institutions

(H.E.I.s). UNESCO has mentioned that tremendous efforts have been made over the past 60 years to gain knowledge about various challenges H.E.I.s encounter while the faculty recruitment process begins in Europe, Latin America, Asia, and Arab countries. These challenges increasingly emerged due to the effects of World War I and II and the industrial revolution, resulting in an increase in students' enrolment and expansion of H.E.I.s, thereby increasing the demand for faculties (UNESCO, 1998).

In the late 1990s, the World Conference on Higher Education invited all members to participate in framing visionary plans to articulate challenges facing higher education institutions in countries around the world. This initiative was considered for preparing higher education systems in all continents for the twenty-one century. One of the main challenges addressed is faculty recruitment and professional development. (UNESCO, 1998) and several issues in this regard were discussed by all members of UNESCO.

Moreover, as reported, there are fewer women in academia, and they have to increase their contribution to the academic field. It is the responsibility of governments and higher education institutions to empower them (UNESCO, 1998). Also, Faculty members are expected to be aware of the use of digital teaching methods (Yusof et al., 2019).

Hence, suggestions and recommendations to prepare H.E.I.s from the perspectives of the faculty and H.E.I.s as a whole are; faculty members have to be knowledgeable of various methodologies and tools of teaching the new generations in the 21st century (UNESCO, 1998; Ahmady et al., 2016; Yusof et al., 2019). Such teaching methodologies have to be supported and encapsulated with knowledge and skills of digital teaching and learning, as Online learning has become a fundamental aspect around the globe. Moreover, faculties have to equip themselves with competencies regarding assessing the curricula as these competencies extend to students' assessment and their outcomes. (UNESCO, 1998). It has become mandatory for faculties nowadays to be aware and familiar with I.T. skills that help and maximize their teaching role (Yusof et al., 2019; UNESCO, 1998; Mallillin & Mallillin, 2019).

It was reported to UNESCO by Nineteen Arab countries in 2010 to respond to the recommendations and suggestions circulated to all the countries in 1999 by the Secretary Office of UNESCO. Arab countries reported further challenges that face their higher education systems concerning faculty and faculty recruitment. Knowledge of designing and developing curricula, diversity of programs and teaching techniques, mismatch in faculties' salaries between government and private higher education providers, and the brain drain. Competencies acquirement has been one of the main challenges that faculties need to develop (Lamine, 2010; Clochesy et al., 2019 and Yusof et al., 2019).

1.1 UNESCO: The shift from M.D.G.s 2000 – 2015 towards S.D.G.s 2016 - 2030

The UNESCO report "Education for People and Planet 2016", states that members agreed on 17 global goals towards sustainable development that they have to achieve during the period from 2016 to 2030. These 17 Sustainable Development Goals (S.D.G.s), which were formerly - 2000 to 2015 – known as Millennium Development Goals (M.D.G.s), which had to be met by 2015. Even though the efforts made by a large portion of state members of the U.N. toward achieving the M.D.G.s, results were positive for some countries in some goals but not satisfying and shortfall in some other countries in achieving some other Goals. One of the new 17 S.D.G.s is SDG4, which focuses on Quality Education (UNESCO, 2016). The SDG4 consists of targets that are further classified and represented numerically from 1 to 7, and alphabetically from A to C. The SDG4 Target 4. C concentrates on Teachers at all educational levels. In contrast, target 4.3 focuses on Technical, vocational, tertiary, and adult education, and targets 4.4 emphasizes skills for work (UNESCO, 2017).

In the year 2000, United Nations member nations committed to a new global partnership and set out a series of eight time-bound targets until 2015, which were known as the Millennium Development Goals (M.D.G.s) (https://www.undp.org/content/undp/en/home/sdgooverview/mdg_goals.html). These M.D.G.s included – eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality; reducing child mortality; improving maternal health; combating HIV/AIDS, malaria, and other diseases; ensuring environmental sustainability, developing global partnerships, and helping to save millions of lives and helped improve quality of life for billions. However, the final M.D.G. review acknowledged the uneven achievements across nations and shortfalls in many areas. Thus on this background, member states of the U.N. adopted a new global development agenda: "Transforming Our World: The 2030 Agenda for Sustainable Development" (S.D.G.). It consists of 17 S.D.G.s, including S.D.G. 4 on Education. S.D.G. 4 further consists of targets, which are classified and represented to include all levels of education.

Therefore, Quality Education is presented in the Sustainable Development Goal 4, articulated by the United Nations in 2015, to be targeted by 2030. Achieving SDG4 would require adopting digital education that is affordable and high in quality. As a result, SDG4 ensures equal opportunities for students to obtain high-quality content, enabling them to acquire global skills needed to make them ready to enter the labor market, locally or globally (Goal 4: Quality education, 2018). Therefore, the authors believe that in response to SDG4, H.E.I.s have to overcome digital teaching challenges by focusing on the recruitment of quality faculty members having the knowledge and capacities to deliver knowledge and skills digitally.

1.2 An example of how the SDG4 can be linked to a country's Vision:

One of the Arab countries included in the above-mentioned UNESCO report is the Sultanate of Oman. Omani higher education system has been evolving for the past 40 years, from being non-existent before 1970 to a competitive one presently. However, Oman's first priority is the 2040 vision "Education, Learning, Scientific Research, and National Capabilities", with 12 priority areas and the SDG4. Thus, the country has set out in a strategic direction to achieve priority one presented in "Inclusive Education, Lifelong Learning, and Scientific Research that Lead to a Knowledge-based Society and Competitive National Talents". This could be achieved with dedicated efforts to lift the quality of higher education which will enable graduates to possess competitive skills and knowledge that are in demand in the national and global labor market. Accordingly, to work on the Strategic Direction, seven specific objectives were designed to address the main areas of priority one in the 2040 vision; some of these objectives related to this research are;

- a) To build a high-quality system,
- b) To empower the human capabilities in the educational sector,
- c) Create an effective system supporting scientific research, innovation, and creativity,
- d) To have national talents with valuable knowledge and international standard skills (Oman vision 2040).

Oman already launched its Vision 2040, as illustrated in table figure 1, which contains a strategic plan envisaged for developing the H.E.I.s. The first Column depicts the Performance indicators representing different areas targeted in H.E.I.s. The second column indicates the current value and ranks, and the third column represents values and ranks targeted in by 2030. Finally, column 4 indicates values and ranks targeted by 2040.

To ensure the achievement of Oman Vision 2040, the country formed the National Education Strategy 2040, containing recommendations on the implementation of all strategies within the primary National Education Strategy 2040 (Secretariat General of the Education Council, 2018). The contribution of the Faculty will be of paramount importance to achieve the targets in priority one of Vision 2040. Having a look at the first P.I., Global Innovation Index, students cannot innovate without having a high-quality learning outcome that is delivered by faculties. The second P.I., Education for all development index which is derived from SDG4, measures how the country takes into consideration diversity and quality in education in all aspects of development, vocational, professional, technical, and academic development. Here, faculty members play a vital role in achieving this indicator, which keeps H.E.I.s searching for the best faculty in this regard. As for P.I. three and four, Skills, Global Competitiveness Index, and the Global Talent Competitiveness Index, they measure how the Omani workforce is skilled and competitive compared to other countries in the world. With the help of recruiting excellent faculties, we will reach the 2030 and 2040 targets. Finally, P.I. five and six measure how well the quality of H.E.I.s in the country at present, and what targets should be achieved by 2030 and 2040. All of the above-targeted objectives are achievable by having high-quality faculty staff in Oman. Therefore, it is the rationale to conduct the study to investigate current challenges of faculty recruitment and how to overcome them, which enable the country to archive its vision by reaching these targets set for the higher education system as a whole.

Performance Indicators	Baseline Values	2030 Target	2040 Target
Global Innovation Index	Value: 32.8 (0 – 100) Rank: 69/127 (2018)	Value > 41.19 or Top 40 Countries	Value > 51.98 or Top 20 Countries
Education for All Development Index	Value: 0.938 (0 – 1) Rank: 51/92 (2015)	Value > 0.984 or Top 20 Countries	Value > 0.989 or Top 10 Countries
Skills, Global Competitiveness Index	Value: 71.6 (0 – 100) Rank: 36/140 (2018)	Value > 76 or Top 20 Countries	Value > 83.2 or Top 10 Countries
Global Talent Competitiveness Index	Value: 43.93 (0 – 100) Rank: 56/119 (2018)	Value > 55.57 or Top 30 Countries	Value > 62.63 or Top 20 Countries
Quacquarelli Symonds Ranking of World Universities - Average rank for Omani Universities listed within the top 500 Universities	Value: 25.7 (0 – 100) Rank: 450/500 (2018)	Top 300 Universities	Top 300 Universities
Quacquarelli Symonds Ranking of World Universities - Number of Omani universities listed within the top 500 Universities	Value: 1 University Rank: 450/500 (2018)	3 Universities	4 Universities

Figure 1. The above table illustrates Oman 2040 Vision targets and measures

•Source: <https://www.2040.om/wp-content/uploads/2019/02/190207-Preliminary-Vision-Document-English.pdf>

1.5 The rationale of the study

Based on extensive research cited in this paper, more than 80 countries around the world encounter challenges in recruiting faculties. However, these challenges differ from developed countries to developing countries, Government and Private higher education institutions and from within the state.

Therefore, studying various factors that affect the recruitment of faculty across a variety of countries, as shown in figure 2. would enable the authors to be aware of the global issues and challenges, which will contribute to enhancing the investigation and suggest recommendations.

The illustration below shows the direct and indirect factors that affect the faculty recruitment process. These factors constitute challenges to the entire recruitment process considering three perspectives, from the H.E.I.'s, Recruiter's and the perspective of the Faculty.



Figure 2. illustration generated through wordcloud.

2. Review of Literature

2.1 Introduction:

The authors divide the challenges faced by H.E.I.s for recruiting faculties on time-based into three stages; the first stage will be from the year 1960 to late 1979, the second stage will be from the year 1980 to late 1999, and the last stage from the year 2000 to 2020. Due to an extensive review of the literature regarding challenges in faculty recruitment, it appears more logical to start investigating the problem in early 1960 and not earlier because these faculty recruitment challenges were impacted mainly with global changes occurred in these specific decades. According to Brookers & German: Ehrenberg: Bakker, Gerald R., and others, all countries with no exception were primarily impacted by the changes that occurred after the II World War, the industrial revolutions and accompanied by a transition from traditional to non-traditional economy in many countries. Thus, industry-based economy led to a massive expansion in the number of student's enrolment and increase number of H.E.I.s around the world. Accordingly, H.E.I.s start to realize that there are significant challenges in the recruitment of faculty (1983: 2010: 1977). Hence, our journey towards the challenges of faculty recruitment starts as highlighted below:

2.2 The first stage from the 1960s to 1979:

In the period between the Second World War and 1979, societies around the world were transiting automatically by the transformation of economies to embrace the advancement that emerged in the industrial sectors. The Higher Educational sector around the world is affected as any other sector. However, several factors influenced the recruitment of faculty, such as; industrialization, expansion of Higher education institutions, increasing teaching loads, shrinking self-esteem, mismatch of salaries with the current transition in social economics coupled with golden job opportunities with the machine-based economy. As a result, many faculty members switched their career from academic to non-academic careers (Brookes & German, 1983). Alternatively, many continued their higher education by pursuing doctorates, especially in the late 1960s (Ehrenberg, 2010). In contrast, in the other countries ruled by the Soviet Union, academic faculties that were research oriented had more self-esteem (Smolentseva, 2003). Therefore, during the period between the 1960s and 1980, the demand for teaching enhancement in H.E.I.s grew dramatically, becoming significant for faculty members to undergo professional development (Bakker, Gerald R., and others, 1977).

However, as the junior faculty entered the academic field, they faced challenges like a lack of support from senior faculty in terms of mentoring, and guidance – recognized these days as staff support and part of a comprehensive induction program- to assist them in adopting the academic environment (Brookes & German, 1983 & Trower, 2000). These challenges force the junior faculty members to opt for non-academic career options, thereby currently posing a problem in recruitment at this level. This may also result in future challenges like:

1. The current faculties will either retire or may work part-time, affecting their efficiency and productivity by the year 2000
2. A number of faculty would have transitioned in academic rank –from assistant professor to associate professor to professor- or will succeed in attaining academic rank due to saturation with high-ranked faculties resulting in severe issues in filling up academic careers in 21 century (Brookes & German, 1983).

2.3 The second stage, 1980s to 1999:

The World Conference on Higher Education held in Paris in the Twenty-first Century Vision and Action discussed several issues, challenges, guidelines, and directions to prepare H.E.I.s in. Recruitment of Faculty in Higher Education Institutions has been reasonably addressed in this conference. Challenges addressed in this regard are:

1. Faculty are expected to be familiar with modern technology in teaching and research, and H.E.I.s should keep into consideration the age of faculty members as younger faculty will be more adaptive, and the discipline of faculty in the computer, I.T., and engineering sectors will be more technologically use (UNESCO, 1998 & Yusof et al., 2019).
2. Increase in the recruitment of women in academia (UNESCO, 1998).

Therefore, to overcome these challenges and prepare for possessing the required competencies, faculties are suggested to;

1. Acquire knowledge of different methods of student learning (UNESCO, 1998; Ahmady et al., 2016; Yusof et al., 2019).
2. Develop I.T. skills and required skills for effective teaching delivery (Yusof et al., 2019; UNESCO, 1998; Mallillin & Mallillin, 2019).

However, as articulated, the above issues and challenges require H.E.I.s to reform their recruitment strategies to meet the challenges, issues, and requirements in the beginning era of the 21st century, i.e., the 2000s to 2020s.

2.4 The third stage 2000s to 2020:

As reported by 19 countries around the world, Government and Private Higher Education Institutions faced challenges during this period which varied from country to country and were interpreted as either direct or indirect or related to the recruitment of faculty.

- 1- In some countries, faculty emigrate with the intention of social welfare; H.E.I.s in these countries have to stop the brain drain by offering competitive salaries and a reward system that is comparable to H.E.I.s in countries with the same or similar economic situation and Higher Education level (Lamine, 2010).
- 2- Faculties' salary structure mismatch between Government and Private H.E.I.s needs to be addressed (Ehrenberg 2010), so a competitive salaries package, along with a positive working environment will attract talented faculties (Clochesy et al., 2019 and Yusof et al., 2019).

A survey conducted in 1700 institutes in the U.S.A. reported that there is a vast difference between faculty salaries between government H.E.I.s and private H.E.I.s (Honan & Teferra, 2001). The researcher also found that there is a need for the Recruiter in H.E.I.s to ensure new faculty member has pedagogical qualification which enables them to enter the teaching field (Yusof et al., 2019; Salamé, 2008; Banks, 2015; Elmahdi et al., 2015; Al-Hattami et al., 2013)

In Russia, for example, by 1999, the Higher education system, comprising government and private H.E.I.s led to a negative impact on faculties' salaries due to vast expansion and inadequate government funds due to the economic situation. Therefore, it is suggested that faculties should pursue higher academic degrees to enhance their salaries either within the same H.E.I. or to be recruited by other H.E.I.s. (Smolentseva, 2003). This problem was also found in the U.S.A. during the economic crisis. Due to these factors, Private H.E.I.s realized that they had to react by shrinking their budgets and postponing the recruitment of new faculties (Honan & Teferra, 2001).

A researcher found that faculty members do not know the guidelines and steps in designing a new position to be filled within their department. Hence, to solve this issue, H.E.I. in collaboration with the Human resources department has to plan workshops, and training sessions for faculty members to enhance their performance and knowledge for a new academic position (Bush et al., 2006). Thus, training workshops will create benefits for the faculty and the Institute as they will select the best candidates for the required position and create a positive academic environment (Ahmady et al., 2016).

With a view to understand faculty recruitment challenges and formulating a strategy, the University of North Carolina conducted in-depth interviews with some of the faculty members working with U.N.C., the result of the study are;

- 1- Reduced salary rate.
- 2- Uncompetitive health insurance.
- 3- Inadequate support for professional development. (Trotman & Brown, 2005).

In China, a study was conducted in 2016 to show the successful implementation of recruitment of faculty members. The study found that due to the establishment of the "Thousand Talents Program" in the year 2008, which aimed to attract talented international faculties from the top 10 universities in the world to Chinese H.E.I.s was a success. When the financial crisis hit the world in 2008, counties in the West responded by reducing their funds towards research activities. In contrast,

China responded by establishing this program and has offered generous funding to research activities and encouraged talent faculties around the world to continue their activities in the research domain. Simultaneously, Chinese H.E.I.s, during the recruitment processes, received plenty of faculty job applications from various academic staff ranks, professors, and associate professors (Robbins, 2016).

Research in 2017 indicates that one of the challenges facing Indian H.E.I.s is the shortage of faculty and mobility of qualified faculty either abroad or to non-academic careers due to lack of attraction and is difficult to retain them (Sheikh, 2017). Applicants' attraction can be drawn initially with the help of a job advertisement, which plays a vital role in building initial perception about the H.E.I.s. Attractive advertisements for recruitment would draw talented faculties' attention to initiate their careers in the academic by sending their C.V.s to H.E.I. (Ahmady et al., 2016).

In the same year, i.e., 2017, a study has been published in India investigating challenges in recruitment faculty in H.E.I.s. The study concluded that, despite the proper implementation of the recruitment policies and guidelines that adhere to The University Grant Commission U.G.C. and All India Council for Technical Education (A.I.C.T.E.) recruitment framework, the implementation of recruitment activities has challenges. Elements to be considered while conducting recruitment in H.E.I.s are faculty competencies, and better treatment of faculties – while attending interviews and during the interviews- since in the initial stage, faculty as candidates are forming a first impression of the H.E.I. environment that they intend to join. Thus, Improper treatment would result in rejecting the job offer if selected, which will result in losing a potential talent faculty (Rao & Reddy, 2017). This was agreed by another study addressing the role of the interviewing committee to warmly welcome and put the interviewee at ease (Ahmady et al., 2016).

In the same context, the American H.E.I.s' main challenge concerning recruitment is the growth and changes in the economic sector, which make the best-talented people in the labour market attracted to the academic field (Honan & Teferra, 2001). Also, Chaudhuri stated that "The tragedy of most Indian Universities is that they rely on people having one degree of freedom," he added "once selected, he remains obliged to his mentor all through his life" (2019). In this article, "one degree of freedom" the author means that the selected candidate possesses only a bachelor's degree. It would be considered as a challenge to the Indian H.E.I.s in meeting international competitions, which would result in faculties recruitment challenges, the authors added. However, successful mentoring would be implemented if a mentor mentee relationship is strengthened by the mentor rendering all the required support needed to become familiar with the academic job and help the mentee towards progression in his academic career (Thorndyke et al., 2006).

In Turkey, research was conducted in order to investigate the challenges for establishing new faculty. The findings suggest that the dean should encourage first to craft a vision of the new faculties or the program, gathering all stakeholders, drawing a comprehensive feasibility study, before hiring those faculties members intended to teach in the new program. However, the situation was reversed, i.e., the dean prefers to hire faculty first, and then newly hired faculty will participate in establishing new faculties or programs (Vatanartiran, 2013).

When a decision-maker in H.E.I. is not a strategic thinker, it will lead to the wrong recruitment process, which can be considered a challenge to faculty recruitment that could be avoided, the authors added. In agreement with the above study from Turkey, another study suggested the same "College deans must initiate a dialogue with their respective departments as early as possible in order to promulgate the creation of a positive culture for recruitment and retention of a diverse faculty" (Jackson et al., 2002). Moreover, it is necessary to involve existing faculty departments in

the recruitment process to ensure the appointment of appropriate new academic members (Ahmady et al., 2016; Lumpkin, 2007; Smith et al., 2004).

In 2018 researcher found that some of the factors for retaining international faculty and rethinking of future decision regarding accepting a job in H.E.I. are;

1. Social Support,
2. Legal support,
3. The number of international students, i.e., as the number increases it is a positive sign of how H.E.I. strategically design and implement its plan, which is another positive sign about an H.E.I. dealing effectively with challenge number 1 and 2.
4. Assign mentors to help newcomer faculty members to get familiar with the working environment, primarily the academic environment (Spitzer & Zhou, 2018; Yusof et al., 2019)

Clause 4 mentioned above has been supported in another study, which indicates the importance of mentoring to ensure the effectiveness of the recruitment process as a whole and strengthen faculty staff retention (Steele et al., 2012; Stasiuk et al., 2019; Fuller et al., 2008).

Clause 2 has been supported as it is indicated that the recruitment of excellent students, training them and preparing them for an academic career would be a successful strategy to avoid a shortfall of recruiting outsider academic staff (Luft et al., 2019; Lumpkin, 2007).

An excellent study published in 2007 discussed various challenges to faculty recruitment of faculty members from diverse backgrounds. The researcher stated that, when recruiting minority faculty members in an H.E.I., they may feel isolated, becoming a challenge to accept the job. Therefore, the researcher suggested, before the interview, the interviewee should be taken on a campus tour; this tour should be well planned since it must be noted that the objective is to make the interviewee, who forms a minority group, see other members from the same group he or she belongs to, whether admin staff, faculty members or students. Such an approach will put the interviewee at ease and develop a good perception of the working environment in H.E.I. Eventually, if such a candidate has been selected, the decision to accept the offer will be more positive (Lumpkin, 2007).

3. Research Design

3.1. Research Methodology and method:

The efforts in this research did not use any empirical approach, as it aims to inform a comprehensive picture of the recruitment of faculty in H.E.I.s. Therefore, the authors in this article adopt a qualitative method that best fits them to conduct exploratory research to investigate and build a solid background about H.E.I.s faculty recruitment practices in a wide range of countries during the past 60 years and challenges encountered by H.E.I.s in this regard. Then correlate recruitment practices in H.E.I.s with SDG4. Thus, the research work can be observed as inductive approach.

3.2. Data Collection: Type, Sources and Time of data collection:

3.2.1. Type of Data Collection:

This research is preliminary research that aims to identify challenges and suggest solutions for issues faced by H.E.I.s to recruit quality faculty members. Thus, data are collected through a Literature survey. The authors solely collected these data through secondary data.

3.2.2. Sources of Secondary Data Collection:

Data for the present work was collected from various secondary sources such as Online Data, Libraries and Government documents and reports. Online databases such as UNESCO database and ResearchGate database. Whereas data from libraries such as The Oxford Library of Psychology

and UNESCO Library and finally, Government reports such as UNESCO, U.S.A., European countries, Arab countries reports. Finally, Government documents such as Sultanate of Oman 2040 Vision document.

3.2.3. Time series of Data Collection:

Data has been collected from the past 60 years and this course of time further divided into three ears; 1960s to 1979, 1980 to 1999 and 2000 to 2020. The purpose of choosing to start this research from 1960 to 1979 is because H.E.I.s have increased dramatically after WWII as mentioned in the literature review. And thus students number has increased too. As a result, H.E.I.s found themselves in need of more faculty members to cope with the increasing number of student enrolments. Authors then studied faculty recruitment challenges in from the period 1980 to 1999 to first observe how the challenges in the previous period were met, and how H.E.I.s prepared in the 1990s to enter the Second New Millennium Ear as UNESCO urged all countries to do so. Finally, the authors reviewed H.E.I.s recruitment practices in the 2000s and the reported challenges in the 2010s to meet UNESCO suggestions. Also, the authors reviewed the establishment of M.D.G.s by UNESCO from 2000s to 2015, and how states members of the UNESCO reported certain challenges regarding H.E.I.s and the shift from M.D.G.s to S.D.G.s in 2016 and how the UNESCO considered SDG4 as the heart of all 17 S.D.G.s.

4. Discussion:

This paper aims to depict a thorough knowledge of the varieties of challenges that H.E.I.s encounter while the faculty recruitment process begins. The authors found that it is necessary to start the investigating journey from the broadest scope of recruitment as an essential function of any human resources management, tracing to the earliest roots dating from the 19th century until the present. This was done with the aim of understanding how it had been discovered, practised, and evolved during these years from the traditional process of hiring to a non-traditional approach. The study also considered the impact of the changes that occurred during World War I and II as well as the industrial revolution. What has been written and investigated on recruitment and the different factors that influence the effective application and implementation of the recruitment process.

Having studied the broad scope, we (authors and the readers) begin to narrow the research activity to the core research problem and domain with breadth and depth "Challenges Recruitment of Faculty in H.E.I.s." By categorizing the periods that we believe worthy of conducting the literature search, therefore, stage one, two, and three involve different types of challenges. They can be further categorized into three; challenges from H.E.I.'s perspective, challenges from Recruiter's perspective and challenges from faculty members themselves. However, the challenges from H.E.I.'s perspective are numerous and not limited to; ineffective recruitment strategies, dependence on government financial aid, especially Government Higher Education Institutions, etc. The challenges from the Recruiter's perspective; including the lack of skills, qualifications and the new trend of recruitment, etc. the challenges from faculty's perspective; including the lack of the latest knowledge of teaching, higher academic qualifications, "PhDs," lack of teaching skills, etc.

5. Recommendation:

In January 2020, Covid19 pandemic started to break out in the planet. Consequently, ever since, it has been affecting the entire education system in the world. Responding to Governments calls, Higher Education Institutions are forced to lock down to protect the safety of students and staff. Accordingly, the teaching mode suddenly switched to electronic and online modes if available within each H.E.I. in order to enable the faculty members to continue their noble jobs and ensure that students' learning in the academic years 2019/20 and 2020/21 are not affected. However, a

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