SELECTION OF HUMAN RESOURCES IN HIGHER EDUCATION - A BRIEF STUDY OF EIGHT COUNTRIES

Ms. Mahimamahesh*   Dr. Arun Chandra Mudhol**
*Management Student, Department of Management Sciences, Maharaja Institute of Technology Mysore, Karnataka, India.
**Professor, Department of Management Sciences, Maharaja Institute of Technology Mysore.

Abstract
We often end up discussing about what might be the future of Higher Education in India. But we hardly discuss about specifics relating to how other branches of Management can be addressed. It has become more relevant now since the advent of a hybrid model of education and campuses opting for imparting education through remote means, it becomes very interesting to see how it would ultimately shape up. There has been speculation about what the future of work force or Human resources might look like in a post-pandemic world. The global pandemic has forced everyone to think about how Human resource may adapt itself to the changing Hybrid needs. The Institutions being steeped in tradition have often thrived around a campus-based culture. Up to a year ago, remote learning on such a grand scale was never thought possible, nor was it necessarily the ambition. But now, the skills required are totally different and Human Resources are more under pressure to deliver the right ambience and right atmosphere to the student fraternity to enjoy their education under the new Hybrid model of education. When we think of upgrading the skills to be developed for the available human resources so that it can cater to the new Hybrid model, it is much more challenging. Selection of Human Resource in Higher Education involves selecting those resources whose skills match with those required to manage the Higher Educational Institutions in a much better way.

This article attempts to look at some of the relevant points that need to be considered when we attempt to select the Human Resources involved in Higher Education.

Introduction

Selecting the Human Resources in Higher Education involves a stupendous effort from the necessary stake holders. It involves a concerted effort from the Government, the Universities as well as the Institutions of Higher education.
The following points can be considered worthwhile at this stage:

1 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.
2 Policy issues relating to attracting, recruiting and selecting the higher education workforce.
3 The way the work and careers of the higher education workforce is structured.
4 Policies to encourage good performance from the higher education workforce.

Selection of Human Resources

The term "human resources" in higher education refers to all those employed in higher education institutions. It includes academic staff (those whose primary role is teaching or research or supporting teaching or research), those providing professional support for students (academic, health and social support), those involved in the management and administration of institutions, and personnel who support the maintenance and operations of institutions.

A concerted effort is required by the team of government officials framing the policies and the higher educational Institutions to ensure that skills required for the above mentioned Human resources are necessarily given at the right time and at right proportions as per the job and responsibility assigned to the corresponding work force. India right now is at a stage where the young population of Human Resources is rearing to make an impact globally and act as catalysts to establish themselves in the global knowledge society. The world is very curiously looking at India and its growth of its Human Resources in recent times. Many of the European and Asian countries have appreciated India's efforts in furthering the knowledge base of students at the Higher education level. But all has been possible only because of the adaptation of the necessary skills required by the Human Resources involved in the Higher Education.

Digitalization
In many higher education systems, digitalization has the potential to transform the economics of higher education. It focuses on how academic work is organised, and how learners and teachers relate to one another and to their institutions. Unit costs can come down drastically when instructions are delivered through global learning platforms such as EdX and Coursera rather than face-to-face instruction. Digitalisation can also transform the tasks of course development, delivery and assessment, which may be outsourced, or a shared responsibility with new types of professionals who are specialised in course design or assessment. These changes the terms and conditions of academic work, as well as the expectations placed on academics.

Specialization
Sspécialisation brings in changes in the :
  1 Academic culture
  2 Academic careers, and
  3 The governance and management of higher education institutions.

All this has become possible because of the changes that technology has brought in. They have led institutions to place a growing number of academic staff in specialised roles with responsibility solely for teaching, research or engagement.

This trend represents a shift from a tradition in which an individual was responsible for all stages of academic activity – course design and development, teaching, assessment, research and knowledge transfer.

Specialisation is often accompanied by a stratification of roles; researchers – especially those with the ability to generate revenue from research contracts, patents or other innovation activities – are particularly valuable to their institutions, so that research-intensive positions may offer better conditions than teaching- oriented ones.

Professional staff take on the responsibility of meeting new challenges in institutional management, such as facilitating the responsiveness of institutions to student and external stakeholder needs, marketing, raising income and responding to accountability demands.

Non-standard employment
Institutions are under pressure to use their teaching workforce in more flexible ways, so as to respond to demand shifts and manage costs. The need to maintain high-quality research and to manage the

uncertainties of revenue means that universities are confronted with tight cost pressures. This has led institutions in some countries to increase the share of staff who works in higher education with non-standard forms of employment.

Attracting, selecting and retain the right people in Higher Education

In many systems, high levels of public authority continue to be involved in recruitment and selection of staff in higher education, either because:

- Higher Education institutions are state agencies (rather than separately established public bodies), meaning that they need to comply with public sector employment law; or
- There are legal provisions relating to employment in all public higher educationinstitutions.

Recruitment Process

Academic recruitment affects the performance of higher education and its financial sustainability. Some employment contracts offer lifelong employment, meaning the consequences of a poor recruitment selection are likely to be costly. The development of disciplines; expansion and contraction of units; and the evolution of student numbers may vary in unpredictable ways and may be outside the control of higher education institutions. Academic recruitment is a means by which institutions can effect change in order to improve their quality and efficiency. However, lifetime employment contracts may limit the scope for change and flexibility.

Discrimination (e.g. on the basis of gender or ethnicity), favoritism, or political considerations may override considerations of merit, leading to inefficient use of human resources and low-quality teaching and research.

Solutions to the above challenges
Selection by an independent Agency

Spain government successfully implemented this in 2001 as a means to attract talented staff through the development of a new hiring mechanism in public universities. The same can be attempted here in India as well.

This has improved the research activity in most of the Universities where this was implemented and the number of people with no prior links to the University has drastically increased.

Information Network of Academic Job vacancies

Japan has adopted this methodology and has made the hiring process more open and transparent. They have created a Japanese Science and technology Agency which provides information and notifications regarding any of the academic jobs available in the various Universities in Japan. People in general can apply and get selected provided they have the necessary skills.

This has brought about a wider range of candidates with better academic profiles.

Professional Stability

Germany is more into this where the Hiring and promotion in Higher Education allows institutions to offer tenure-track posts to their doctorate recipients provided they pass a competitive selection process and prove their outstanding skills.

Professional Support staff
UK has adopted a set of regulations that require Universities to support equality. There is absolutely no mercies shown in terms of differentiation either in caste, creed, gender, nationality etc but it is pure professional records that get you selected.

Support for Employability
France has adopted a method where guidance and mentorship are given to all the staff seeking employment and necessary skills required for them to be inculcated to obtain a necessary job is also recommended and given an opportunity to learn.

Support for Disability
Brazil has come out with a policy that there would be a preference in selection based on the level of disability of a person. However, they are checked to see if they are capable of taking up those responsibilities of their jobs with their disabilities to the full.

Offices for Technology Transfer
The United States has regulated a framework to establish offices for technology transfer in most of the Universities. This helps in actually building up the necessary work force with the appropriate skills required to take up a Jon in Higher Education field.

Management Units
Netherlands has adopted a policy in Higher Educational Universities that it would be their staff only that would look after the entire maintenance of their University premises as well and their government would in no way be involved. When such is the case, the University takes keen interest in hiring people with difference management skills that are required to manage the campus as well apart from the teaching resources that are required.

Conclusion
It is very much essential to adopt a system here in India also to ensure that the policy would be more effective in terms of improving the skills required to have a much more balanced and skilled work force in Higher educational Institutions here in India.