

Learning Sciences for Higher Education

Yao-Ting Sung
An-Pan Lin
Mao-Chiao Chi
Ming-Huei Cheng *Editors*

The Personnel System for Talent Development in Higher Education

Comparative Perspectives
on Appointment, Cultivation,
Compensation, and Performance
Assessment

 Springer

Learning Sciences for Higher Education

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Yao-Ting Sung
Department of Educational Psychology
and Counselling
National Taiwan Normal University
Taipei, Taiwan

An-Pan Lin
Department of Civic Education
and Leadership
National Taiwan Normal University
Taipei, Taiwan

Mao-Chiao Chi
Human Resource Office
National Taiwan Normal University
Taipei, Taiwan

Ming-Huei Cheng
Human Resource Office
National Taiwan Normal University
Taipei, Taiwan

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Preface

In the context of globalization and knowledge, governments around the world are focusing on developing higher education human resources with highly skilled and knowledgeable people, which is regarded as a key driving force for national economic development. These remarkable processes have also brought about the rapid development of the higher education system and significant improvements in higher education institutions, such as a liberal academic atmosphere, deregulation, widening access, emphasis on educational quality, and the pursuit of excellence. However, in the higher education sector, this is accompanied by intense competition for talent and severe budgetary restrictions, coupled with the pressure of decreasing student enrollment at higher learning institutions, the need to accommodate changing demographics, as well as the intensified international ranking competitiveness and transnational talent mobility. National universities are being urged to realign their talent resources and programs to build an inclusive, high-performance workplace that fulfills their educational goals and missions while maintaining academic quality and responding to complex government legislation and accreditation mandates.

In view of the importance of education quality, governments in most developed countries recognize the excellent talents of teachers in higher education as their core resource for enhancing national/international competitiveness and intellectual and technological development.¹ To this end, systems and policies regarding talent recruitment and reward have been formulated by most universities with the aim of building a sound personnel system that meets the current social trends. In addition, these systems and policies can also act in attracting outstanding scholars to academic fields, thereby improving the quality and effectiveness of a university education. The veritable tsunami of talent acquisition pressure may indeed be a turning point for universities to be/remain competitive at the international level. As such, national

¹ The term “teacher” in Asian universities, a teacher is usually a Ph.D. level person, but called a teacher. In most of the other countries a teacher is a person that does not have a Ph.D. and teaches at the K-12 level. Ph.D. level people often teach at universities and are called professors. Therefore, in this book, a teacher = professors, and the terms are used interchangeably.

universities in Taiwan are being called upon to revise their talent development, acquisition, and retention strategies to optimize talent resources and build an inclusive and productive workplace. As illustrated in this book, systems for talent development of higher education personnel, especially the recruitment process, personnel development, and retention or attraction of high-quality talent have become the direction for human resource departments to implement new strategies for personnel management.

Taiwan's higher education personnel development system is relatively young compared to some developed countries of the world. Furthermore, the existing system is deeply focused on dynamic individual, organizational, and social change issues. For that reason, the personnel management system for professors requires a complete and well-thought-out foundation and process. Many books on talent development outline their versions of "best practices", but the underlying foundations of these practices have not been deeply investigated. Considering the lack of talent development information of university professors, this book aims to serve as a reference for practical principles, and defines the underlying management foundations, while providing an overview of the practices.

Higher education in Taiwan has experienced varying stages of transformation since the 1990s, which has not only led to significant upgrades for most higher education institutions, but also caused them to face some challenges and derivative problems related to the faculty personnel system from both domestic and international sources. The thorny issues faced by Taiwan's higher education faculty system may limit the recruitment and retention of talent. These issues include chronically low salaries, restrictions on professors with concurrent administrative positions, and the anachronism of the fixed-position budget system due to the expansion of universities. In addition, while universities pursue research volume and academic recognition, there is also great pressure for international competition and university rankings and the government has taken a series of corresponding measures to recruit young talent and high-profile human capital. In the context of these dramatic developments, this book proposes a research-based approach that supports the evolution of faculty resource development practices from siloed, stereotyped models to strategic operations that serve the entire university. Based on the literature and drawing on the expertise of 18 leading Taiwanese higher education scholars, this book reviews the policy changes and dilemmas of the faculty personnel systems from macro- and micro-dimensional perspectives. Furthermore, we compare, contrast, and elaborate on these issues based on the experience of leading higher education personnel systems in developed countries. This then provides readers with authentic observations and insightful analyses of the development prospects of faculty personnel systems. As a result, this book provides suggestions associated with the processes, actions, challenges, and outcomes of revising the existing personnel development approaches in Taiwan's national universities.

Based on the issues and trends outlined above, we examined empirical evidence that clearly links strategic faculty resource development to university human resource practices and higher education competitiveness. This book is divided into two parts with 7 chapters; *Part I: Overview of the Personnel System for Talent Development in Taiwan* is concerned with understanding the challenges and development of higher

education faculty and resources in Taiwan's higher learning institutions. Aspects that are covered include institutional, policy, and social aspects. An understanding and critical interpretation of Taiwan's national university personnel development and management systems, including faculty appointments, merit-based incentive payments, concurrent administrative-teaching-research positions, head count, higher education financing, and university government regulations are considered.² Clearly linked strategic faculty personnel system practices to organizational outcomes as well as financial performance of policies are included.

In Part II, we further discuss the *Practical Scope of Personnel Systems in Higher Education Institutions in Selected Countries*. The chapters in this section draw on the experience of foreign universities in the development of personnel systems and faculty resources, including performance systems, compensation programs, and part-time policies. The authors explore and draw on examples of the university personnel development systems in the United States, United Kingdom, Japan, South Korea, and Singapore. These then can guide the design and development of strategic faculty human resource programs that contribute to improving the quality-driven culture of higher education.

In Chap. 1, the nature of university faculty resources from the theoretical perspective of human resource development is explored. It also serves as a tool to examine and reflect on the current practices, dilemmas, and strategies of faculty appointments and merit-based incentive payment systems in Taiwan's national universities based on interviews. The authors also propose the need to establish institutional processes to attract and retain talent and strategies to achieve the vision of pursuing educational excellence and global competitiveness.

The authors focus on the regulations on part-time employment issues for faculty members holding administrative positions in Chap. 2. The importance of the link between university faculty and society is highly lighted, together with a greater emphasis on exploring potential solutions and arguments concerning relevant viewpoints to assess the need to adjust regulations. Through semi-structured questionnaire surveys and in-depth interviews, a critical systems heuristics framework was used to identify the serious problems in the current system and further propose ways to deregulate and decentralize the part-time personnel system.

Chapter 3 is mainly focused on examining the construction of problems and delves into the challenges around budgeted staff management in Taiwan's national educational institutions by incorporating technical, organizational, and individual perspectives. Through archival data, staff quota data reviews, and questionnaire surveys, this chapter offers a view of the management of staff in Taiwan's national educational institutions. Three issues were identified in the current staff management plan and suggestions to simplify the faculty quota system of Taiwan's national universities and improve the governance and output of higher education.

² In Taiwan, there are 32 national universities that are created or managed by the central government, but most of them operate autonomously and are not under the direct state control. This book will refer to the term national or public university depending on the university system of the selected country.

The compensation systems of university faculty in Taiwan and the United States are compared in Chap. 4 through semi-structured interviews and document analyses. It expounds on the notion that because of the increased marketization of higher education, salary is now a significant policy tool to compete for global talent. It also provides a reference for Taiwan to develop and/or improve retention and attraction strategies of higher education talent by analyzing the characteristics of the salary systems of American and other university professors, drawing on the experience of the United States.

Chapter 5 examines the personnel system of higher education institutions in the UK by adopting a multiple-case design approach based on semi-structured interviews. This chapter highlights the importance of creating more attractive recruitment packages is crucial for acquiring and retaining talent, and explores how UK higher education institutions can ensure teaching quality and future development, as well as implications for strengthening Taiwan's higher education talent system.

Chapter 6 is mainly concerned with the pay scale for academic faculty and the systems governing part-time jobs taken by faculty members in Singapore and South Korea. This chapter takes a multi-case study approach to conduct a systematic comparative analysis of seven universities. The research results can provide a reference for Taiwan's higher education institutions to effectively formulate feasible systems and strategies for the retention, cultivation, and acquisition of talent. It can also serve as a reference for personnel system reforms and the international competitiveness of the university.

In Chap. 7, the effects of innovation in the meritocracy environment and merit-based incentive payment system of national universities in Japan are introduced and compared with Taiwan's universities through literature analyses. The background and process of the reform of the Corporate Personnel System and performance-based pay system of national universities in Japan are analyzed. Based on the case study of the university environment, the medium-term goals, strategies, situations, problems, solutions, and effects of personnel system reform are discussed and compared with those in Taiwan.

The goal of this book is to assist education leaders, policymakers, and HR practitioners in establishing a strategic personnel development system and promoting an environment that fosters academic innovation among faculty. The establishment of a personnel development system can build institutional capacity by means of developing and incorporating programs and practices that utilize faculty capabilities while optimizing faculty capital resources. The increased capacity could contribute to institutional viability and flexibility in the current economy and enable a university to fulfill its mission of teaching, research, and service.

Taipei, Taiwan

Yao-Ting Sung
An-Pan Lin
Mao-Chiao Chi
Ming-Huei Cheng

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About the Editors

Yao-Ting Sung is a Chair Professor at the Department of Educational Psychology and Counselling, and serves as the Executive Vice President of National Taiwan Normal University. He has received several awards for excellence in academic achievement, including the Da-Yu Wu Memorial Award, three Outstanding Research Awards issued by the Ministry of Science and Technology of Taiwan, the Distinguished International Alumnus Award, 2018, by University of Pittsburgh Learning Research and Development Center, and Alumni Engagement Innovation Fund (AEIF) from Bureau of Educational and Cultural Affairs, USA, 2017–2018. His research focuses on educational psychology, psychological and educational assessment, computer-assisted learning and testing, as well as Chinese text analysis. His scholarly administrative experiences include serving as the editor-in-chief of TSSCI journals *Psychological Testing* and *Journal of Research in Education Sciences*, and as an editor or on the editorial board of international journals and book series including *British Journal of Educational Technology* (Wiley), *Teachers College Record* (Columbia University), *Chinese Language Learning Sciences Series* (Springer/Nature), and *Sinophone and Taiwan Studies Series* (Springer/Nature). He also has served as a committee member of the Twelve-Year National Basic Education Planning Group of the Ministry of Education and Information Steering Committee of the Ministry of Examination.

An-Pan Lin is a professor in the Department of Civic Education and Leadership, and serves as Secretary General for the Office of the Secretariat, at National Taiwan Normal University. He graduated from the University of Regensburg, Germany. His teaching interests are in civil law and human rights education. And his current research topics include institutional research on administrative effectiveness and university social responsibility, leadership styles and staff performance, and organizational citizenship behavior.

Mao-Chiao Chi is the Director of the Human Resources Office of National Taiwan Normal University and a senior civil servant with a rank of 11. She has worked in the field of education and personnel administration for more than 30 years and has served as the personnel director of five national universities, with excellent personnel professional experience. During the service period, she was awarded the Personnel Professional Medals by the Executive Yuan, the Outstanding Personnel Officer of the Ministry of Education, and the Executive Yuan, and devoted herself to the research of human resources development. She has also served as a guest editor for the Journal of Research in Education Sciences. Currently, she is also a doctoral candidate in the Graduate Institute and Department of Business Administration, National Chung Cheng University. Her research interests include human resource management, civil service personnel systems, and educational policy.

Ming-Huei Cheng is a post-doctoral fellow in the Office of Human Resources, National Taiwan Normal University. Before her current position at NTNU, she was a full-time associate professor at Nanjing Audit University in China (2014–2018) and a post-doctoral fellow at National Taiwan University (2018–2020). Her research interests include public and personnel management, citizen engagement, public finance, and policy communication. She is actively involved in public and citizen collaborative projects and research among energy transition, integrity government, national pension reform, and vacation allowance in various fields. She also possessed executive director and extension continuing educational experience at non-profit organizations and community colleges. She has received several awards for excellence in academic achievement, including the Taiwanese Political Science Association Best Ph.D. Dissertation Award, New Taipei City Government Excellence Research Project Award, and Taiwan Association for Schools of Public Administration and Affairs Best Ph.D. Dissertation Award. She received her Ph.D. degree from the Department of Public Policy and Management, Shih-Hsin University.

Contributors

Don-Yun Chen National Chengchi University, Taipei, Taiwan

Qing-Zhi Chen Department of Korean Language and Culture, National Chengchi University, Taipei, TW, Taiwan

Yu-Chuan Chen National Taiwan Normal University, Taipei, Taiwan

Ming-Huei Cheng National Taiwan Normal University, Taipei, Taiwan

Mao-Chiao Chi National Taiwan Normal University, Taipei, Taiwan

Chia-Kai Huang Research Center for Indigenous Education, National Academy for Educational Research, New Taipei, Taiwan

Yen-Hsiang Huang National Taiwan Normal University, Taipei, Taiwan

Yu-Ying Kuo National Taipei University, Taipei, Taiwan

Eva Yi-Hua Lai Soochow University, Taipei, Taiwan

Yi-Lin Lee Kaohsiung Medical University, Kaohsiung, Taiwan

Bella Ya-Hui Lien National Chung Cheng University, Chiayi County, Taiwan

Tzu-Bin Lin National Taiwan Normal University, Taipei, Taiwan

Yu-Yi Lin Department of Korean Language and Culture, National Chengchi University, Taipei, TW, Taiwan

Hsiu-Hsi Liu National Academy for Educational Research, Taipei, Taiwan

Chian-Wen Wang Tamkang University, New Taipei, Taiwan

Szu-Wei Yang Nanhua University, Chiayi County, Taiwan

Part I
**Overview of the Personnel System
for Talent Development in Taiwan**

Chapter 1

The Study of Human Resource Development in National Higher Education Institutions in Taiwan: Faculty Appointments and Merit-Based Incentive Payment System



Ming-Huei Cheng and Mao-Chiao Chi

Abstract Faculty appointments and the merit-based incentive payment systems for human resource development (HRD) in higher education institutions (HEIs) are keys to improving the quality of education. Following previous explorations on the subject of HRD, this paper focuses on examining and reflecting on the current practices, dilemmas, and strategies of faculty appointments and merit-based incentive payment systems in Taiwan's national universities. This serves as a context for responding to competition and challenges that are aimed at enhancing the effectiveness and quality of HEIs, especially those restricted by government regulations and funding subsidies. This study employs qualitative methods and builds on in-depth interview data from 15 experienced senior university faculty and administrative executives, who have contributed to academic endeavors and with personnel management backgrounds. This article addresses the following questions that are related to Taiwan's national universities: what is the practical approach to achieve the needed faculty appointments for improving programs and a university's bench strength in a research field or teaching; which guidelines and principles are essential for talent acquisition; what challenges do national universities face using a merit-based incentive payment system; and how to develop a merit-based incentive payment system strategy? The findings show that there are challenges in the procedures and governance structure of faculty appointments, and relevant guidelines based on the supply and demand of talent and institutional arrangements are provided. Moreover, the use of a merit-based incentive payment system should pay attention to disputes over the appropriateness of incentives and rationality of allocation. The establishment of supporting the long-term development of the university and the consideration of corresponding measures in advance with the times are also common consensus issues. Finally, based on the research outcomes, conclusions and suggestions to government bodies and HEIs are presented.

M.-H. Cheng (✉) · M.-C. Chi
National Taiwan Normal University, Taipei, Taiwan
e-mail: chengminghuei@gmail.com

Keywords Faculty appointment · Human resource development · Merit-based incentive payment · Taiwan national university

1.1 Introduction

Rapid changes in the higher education environment caused by globalization, competition, and technological revolution have led HEIs to actively recruit talent with the aim of strengthening the excellence and professionalism of faculty human resources (HRs), thereby enhancing the quality and effectiveness of education has become one of the major challenges in higher education in recent years. In response to globalization, most organizations have embraced the notion that human capital is their best asset, which has been shown to provide a good competitive advantage that will enhance higher performance (Marimuthu et al., 2009). In other words, individuals with the skills, knowledge, and experience are more conducive to the future development of the organization.

As competition for talent among universities around the world intensifies, universities must continue to make improvements to maintain or strive for their rankings among the best universities. Higher education is increasingly being called upon to respond to the need for educational innovation that fosters the integration of talent with international academic development. According to Nivluei et al. (2022), human resources are a key component in all organizations; the better the plural human resource (HR) performs, the better the organization's overall performance. The teaching faculty must be available in adequate numbers and with a wide range of specializations to meet the diverse interests of students. That is, with knowledgeable and outstanding research scholars, universities are able to provide quality teaching and apply for research projects, obtain research grants, and attract the best-quality students.

In the case of higher education, many researchers in this regard have identified that the formulation of activities and plans for the development of HRs such as recruitment, appointment, training and development, motivation, and retention can help improve the quality, work performance, commitment, knowledge, and growth of faculty, drive the overall effectiveness of the school, help to improve the quality of higher education, and strengthen the international competitiveness of higher education (Abbas et al., 2022; Anantamula & Shrivastav, 2012; Ara & Das, 2021; Broadbridge et al., 2007; Martin, 2005; Shaw & Fairhurst, 2008; Sušanj et al., 2020; Zhao, 2006). There is a need to establish a well-designed recruitment and selection program at universities to attract the talent and responsibility needed to meet the university's goals and mission accompanied by an attractive monetary and benefit package. There are some relevant studies and concepts in the literature on HRD in terms of the recruitment and retention of talent in HEIs. Cseh and Crocco (2020) argued that taking action to globalize our academic practice and bridge geographical and ideological boundaries should address complex global issues facing the field of HRD. Kareem (2019) suggested that HRD practices such as talent development,

training and development, organizational development, and career development have a positive and significant impact on organizational effectiveness, and recommended universities' managers use effective HRD practices which are aimed at building excellent employees' competencies and increase the integration between human resource development and organizational effectiveness. In terms of overcoming the difficulties of HRD of faculty, according to the relevant literature, one of the main issues in higher education is how to ensure the continued excellence of university faculty to enhance academic and teaching performance as well as competitiveness among universities, which is also a major challenge faced by HEIs (Milanowski & Heneman, 2001; UK DFE, 2010; Lavania et al., 2011; Nivluei et al., 2022). This may be a root cause. We've gone through the publish or perish cycle, grant money generated, publications in SCI journals, etc. all of which incidentally are not focused on pedagogy.

In response to the aforementioned challenges, HEIs should focus on exploring innovative measures to address the skills shortages of support staff, professors, administrators, etc. through institutional design to attract talent and to build faculty bench strength. Lavania et al. (2011) noted that a low faculty retention rate has costly monetary and academic consequences for institutions and suggested that recruiting and retaining excellent and diverse faculty is important. Moreover, amid the trend of industry-academia collaboration, both practitioners and researchers have emphasized the potential positive outcomes of merit-based incentive payment for retention (Froese et al., 2019; Park & Sturman, 2015). In other words, practices such as merit-based incentive payments for talent recruitment are seen as playing an important role in HRD, which will lead to a strong sense of commitment among the faculty. Therefore, it can be concluded that in order to attract and retain talent, it is imperative to explore an effective, flexible merit-based incentive payment system, which serves as an important direction for HRD in HEIs. It's also important to pay your people well, but in order to keep getting paid well, you need to keep performing well. Tenure for example has its benefits, but so many professors turn their brains off once they get tenure. And we need to get away from measuring publication quality and numbers. Professors are teachers and the element of pedagogy is no longer considered valuable.

The HRD of universities is well covered in the literature (Abbas et al., 2022; Kareem, 2019), but this study specifically investigates how related dynamics measures affect the effectiveness of university faculty appointments and merit-based incentive payment systems. The logic of this research is based on the establishment of a faculty appointment strategy and a merit-based incentive payment system to attract talent and the effective and reasonable distribution of this incentive payment, which can not only boost work morale, enhance enthusiasm and research capacity, but also retain talent (Froese et al., 2019; Schulz & Tanguay, 2006; Terpstra & Honoree, 2009). Therefore, this paper explores the perspective of human resource development, the system of teacher appointment and merit-based incentive payments, and related practices promoted by other countries as important references for this research framework.

Higher education in Taiwan has progressed through numerous changes to arrive at its current level of performance, but the development of Taiwan's HEIs is facing potential threats from factors such as globalization, international competition for

talent, and brain drain in recent years. Higher education in Taiwan was previously governed by voluminous legislation and numerous regulations that still affect the functioning of the national university faculty appointment and payment system. Consequently, the existing restrictions on faculty recruitment and low compensation at national universities are the primary motivation for this study. The present study examines the current state and difficulties of faculty appointment and a merit-based incentive payment system, and explores effective and feasible strategies to strengthen the appointment and merit-based incentive payment system for faculty in national universities in Taiwan. Through discussions with other countries, interviews with faculty and HR executives of HR department in national universities in Taiwan, suggestions for faculty recruitment and retention in Taiwan's HEIs are made.

1.2 Literature Review

1.2.1 *Theoretical Perspective of the HRD in HEIs*

Higher education is one of the most creative and innovative service organizations, which has a fundamental requirement of being transformed to adapt itself to the needs of society (Ara & Das, 2021). Owing to its educational nature, HEIs carry the responsibility of dispensing knowledge, producing highly knowledgeable people, and conducting research to promote economic progress (OECD, 2018). It is evident from the cases around the world that teacher quality is the most important factor in determining the effectiveness of a school system (Milanowski & Heneman, 2001; DFE, 2010). HEIs realized that staffing is strategically important and the search for the best-quality faculty is highly competitive and increasingly international (Tremblay et al., 2012). Chapman (2009) further stated that higher education faculty members largely define the character, quality, productivity, and relevance of each institution and the higher education system as a whole.

The development of HR has become a pivotal strategy for organizations to make their employees adaptive to a changing environment, and a rising number of HEIs are adopting different strategies to better utilize their HR resources (Nestorowicz & Park, 2020). There are many definitions of HRD, each with different focuses, goals, and objectives depending on the context, and Swanson and Holton III (2001) defined HRD as a very large field of practice that is deeply concerned with the dynamic issues of individual and organizational change. One of the functional areas of HRD is that organizational development activities are related to long-term strategies aimed at improving their overall efficiency and effectiveness (Kareem, 2019; Werner & DeSimone, 2012), while its employees' work aligns with the goals of their organization (Nestorowicz & Park, 2020). The above argument is more in line with the industry thinking, business is concerned about making money, and universities are not and should not. The university's mission is to educate people and should not be concerned with making money. To prevent HRD from putting the interests of the

organization above the individual, O'Donnell et al. (2006) suggested that the needs of the organization and individual should be matched, resulting in a mutual gain agenda. Lunenburg (2012) further points out that good human resource development planning involves meeting current and future personnel needs. That is, the implementation of the university mission must also pay attention to the needs of faculty members.

HEIs are completely different from industry organizations, and forcing business strategies in a university will not end well. The university faculty will leave and only end up with faculty that have no chance of getting a position at another university because their performance is sub-standard. HEIs must not only commit to promoting best HRD practices to provide the highest-quality education but also stay aware of current management trends and keep up to date with emergent strategic orientations. The perspective of HRD can be used as an approach to examine the long-term faculty resource development of HEIs. Ara and Das (2021) argued that the HRD concepts were introduced in higher education, transforming the universities into an "organic entity" characterized by business performance aimed toward sustainability. In line with the HRD principles, this is mainly accomplished through recruitment, selection, orientation, and placement programs. From the perspective of this study, it is important to narrow down specific HRD practices that have a direct impact on talent acquisition and retention, namely faculty appointment and merit-based incentive payment systems. Our literature review has narrowed down HRD practices to two aspects which will be discussed later.

1.2.2 Faculty Appointments and Merit-Based Incentive Payment Practices

At the global level, university faculty are considered to be a pivotal and integral part of HEIs; therefore, special efforts are being made to recruit talent and better compensate faculty members (Irshad et al., 2021). To achieve this, HEIs must reflect on their faculty HRD goals and construct their own strategies and practices for talent appointment and compensation accordingly. There is strong and prevailing evidence that research productivity and impact are associated with faculty appointment (Stuti et al., 2022). A university appointment connects a qualified individual to an academic title with a set of responsibilities aimed at meeting the vision and mission of the university. This is possible only through the appointment of faculty that have a vision toward the future of education. In this regard, the stance on the appointment of HRs has changed significantly during the last decade in all types of organizations (Nivluei et al., 2022).

At universities, the reactive and random appointment trend has been replaced by an active and concentrated one. In addition, Russell et al. (2019) argued that the faculty search and appointment process is probably the most important unit-wide decision-making process in which university leaders and faculty routinely engage.