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Key Strategies to Attract Talented Faculty Members: A Global Overview

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This paper aims to find the common themes under which employee attraction strategies fall. The paper focuses primarily on the strategies universities use to attract talented faculty members. Since “attraction” is part of “talent management (TM),” the paper discusses some TM strategies. This paper uses *Thematic Analysis* to analyze secondary research papers to find themes. With secondary research, ethical issues may arise. This paper discusses steps taken to help overcome those issues and ensure the trustworthiness (quality) of the data presented. The sampling process for this research followed the PRISMA guidelines. Based on the data analyzed, the following themes have emerged: brand, remuneration, organizational culture, training and development, and management support.

Keywords: talent, attract, faculty, university, strategy

Word count: 5028

1. INTRODUCTION

The education sector is complex and has various sub-sectors. According to Australian Council for Educational Research [ACER], (2018), the various areas under the umbrella of the education sector can include: Early childhood, primary, secondary, vocational and higher education. Benefits of education, specifically higher education, can go beyond the individual level and also affect the societal and economic levels (Kyllonen, 2012). On a societal level, education is becoming more accessible, thus aiding in the process of *social mobility* (İŞERİ, 2019), which defines how people move between social statuses within a particular hierarchy (Ritterman Weintraub et al., 2015). As for the economic effect of education, the workforce education level is becoming a crucial concern for companies (Natália et al., 2018), since there is evidence linking access to higher education to having stable jobs and higher incomes (Sandoval et al., 2021). Therefore, providing quality education influences organizational success, which can be translated into the development of the country's economy as a whole (Borcoşi, 2018).

As Immerwahr (1998) stated, there has been a shift in focus towards higher education since the late 1990s. Outside the western world, countries in the Arab world are showing their support by making education a top priority and focusing on it in their 2030 visions. Qatar, for instance, aims to achieve sustainable development and considers education as a critical factor to accomplish this vision (Government Communications Office, *Qatar National Vision 2030*, 2022). Other countries (e.g., United Arab Emirates, Egypt) also view education as a means to improve the economy and the move towards a *knowledge economy* (Vision of Egypt, n.d.; UAE Government, 2020). In a knowledge economy, both consumption and production are based on intellectual capital, and value is derived from intangible assets like intellectual property and the knowledge of the workforce (Hayes, 2022). For that reason, attracting the right workforce (i.e., talented) would be a great starting point to go in this direction.

Since many universities and educational institutions might have arrived at the same conclusion, the *war for talent* begins. Another hurdle arises, as this “war” and competition are no longer bound with geographical borders due to globalization. This paper focuses on talents in higher education (universities) and the various strategies to attract such employees. Additionally, the paper provides great value to the existing literature as there are many challenges in the higher education sector like globalization, ageing academic workforce and the increasing unattractiveness of academic careers (CUPA-HR, 2021). The next section discusses the literature on the topics of talent management and attraction strategies. It is then followed by the methodology section. Findings and implications are then discussed in the light of the research findings. The last section provides a conclusion and describes the limitations and future research suggestions.

2. LITERATURE REVIEW

To better understand talent management, it is important to define “talent”. For instance, Gallardo-Gallardo et al., (2013) list “money” as a synonym for “talent.” Tansley (2011) states that the nineteenth century marked the time when talent was defined as an intersection between personal talents and talent as an ability. Michaels et al. (2001) mention the McKinsey definition of “talent” as the combination of one's intrinsic gifts, experiences, judgements, knowledge and ability to learn. Besides “talent,” words like *gifted*, *promising* and *able* were also used to describe those exceptional workers (Ansar & Baloch, 2018). There are also important differences in how the term *talent* is defined in the workplace. Generally speaking, Ansar and Baloch (2018) explain that organizations tend to view talent exclusively (only few of the workforce is gifted) rather than inclusively (each individual is recognized to have potential value). One of the early definitions for talent in the workplace suggested by Gagné (2000) describes talent as successfully mastering abilities or skills which are developed systematically.

The war for talent seems to also affect opinions on who should be responsible for managing talented individuals. Opinions are mixed between talent management being its own entity, or part of the human resources management (HRM) processes. Barney (1991) distinguished between HRM and talent management in terms of focus, where HRM takes all the organizational functions into account and talent management focuses on the “human” side of things, since it considers talented employees as a competitive advantage (not easily replicated by others). One can conclude that though the aims are different, overlapping still exists between them. Blass (2009) aimed to contribute to solving this problem by developing a visual representation of the different territories. The model consists of talent management, HRM, succession, development, recruitment, retention and strategy. Blass (2009) places talent management in the middle of the diagrammatical model. Brooks (2019) argues that even though talent management begins with HR department, leadership involvement can also be part of the process. Additionally, the process of talent management (TM) has many components and definitions. Some papers focus on TM as managing high performers in the organization, irrespective of their position (McDonnell et al., 2017). This means that organizations would need to classify employees into different levels in terms of performance. Schuler et al. (2011) stated that such organizations focus on managing the number of extremely talented employees necessary to face the challenge with talent shortage.

Other researchers focused on the key positions in an organization as the basis of TM processes. Those organizations start by identifying the vital positions that contribute to the competitive advantage and focus on identifying talent for such positions (Collings & Mellahi, 2009). There are many theories that underpin TM, and its definitions, such as the resource-based view, social exchange and dependency theory, brand equity and signaling theory, institutional theory, and learning theory (McDonnell et al., 2017). Even though the views on TM are different, they have something in common; sustaining a competitive advantage is assumed to be possible through maximizing employees’ talents (Scullion et al., 2010). Since the world is becoming more and more globalized, research on TM reflects this as well. Many papers discuss TM in the context of “global talent management (GTM).” As is the case with many other concepts, there is still no consensus on its definitions. McDonnell et al. (2017) provide a broad definition of GTM as the activities an organization performs on a global scale with the aim of attracting, selecting, developing and retaining talented employees to fill the strategic positions within the organization.

This paper views TM as the combination of employee attraction and retention strategies; following the TM framework provided by (Ready et al., 2008). Talent attraction can be seen as the starting point of talent retention since there is a great number of common fundamental principles (Doane, 2009). The two components, i.e., talent attraction and retention, work together to establish predictions about the future and put the right people in the place (Onah & Anikwe, 2016). Nonetheless, the focus of this research paper is only on talent attraction strategies. Different organizations may adopt different attraction strategies. These strategies may include distinctive organizational culture, appealing organization brand, and attractive compensation packages (Arghya Sarkar, Founder of Recruitment Mantra HR Consultancy, Shares Top 10 Recruitment Strategies for Startups, 2023).

3. METHODOLOGY

This paper is primarily dependent on the analysis of secondary data to produce valuable findings. *Secondary data* is defined as data compiled previously by a researcher and is now being used for a different purpose (Rabianski, 2003). On the other hand, *primary data* is defined as the data directly collected by the researcher for the topic being investigated (Rabianski, 2003). In other words, primary data becomes secondary data after it is shared and submitted. Amongst the various benefits of using secondary data is that it allows the use of

shared knowledge to come up with new knowledge at lower financial and administration costs (Ruggiano & Perry, 2019). Additionally, storing data allows for development opportunities in the data management field (Boté & Térmens, 2019). To further add, secondary data has the strength of being mainly collected over time, i.e., longitudinal design (Davis-Kean & Jager, 2017). Long-Sutehall et al. (2010) suggest that most future researchers (postgraduates) can find value in using secondary data as it is “good” practice, and that obtaining an ethical approval may be too lengthy.

Nowadays, there are many ways for people to publish data, mainly digitally in this era. With the abundance of digitized data, the barriers to accessing information are continuing to diminish. Therefore, a lot of people make use of secondary data to conduct research. Publishing research based on secondary data can be seen as an ethical practice, since it generates more value and even reduces the burden on study participants (Some ethical considerations when rethinking research projects in light of COVID-19 situation, 2020)). Ruggiano and Perry (2019) indicated that some researchers find more objectivity in doing secondary research, as the person conducting the secondary research is not as emotionally invested in the data as the original researchers. Boté and Térmens (2019) indicate that getting the data needed to conduct secondary research analysis is not straightforward and there are many questions surrounding the reuse of datasets. Boté and Térmens (2019) also add that this issue is further exacerbated by the absence of established standards to use and validate the reuse of data (quantitative or qualitative). Going back to how data is now readily available online, another layer is added to this dilemma. CAHSS Research Ethics Committee (2020) highlights that guidelines to resolve ethical issues pertaining to the use of digitized (online) data are still in their early stages.

In spite of the criticisms towards secondary research analysis, Ruggiano and Perry (2019) state that some researchers have acknowledged the value secondary research adds to the body of knowledge and have provided recommendations to enable this method of research. A set of recognized, yet new, principles is introduced to help solve this issue. These are the FAIR principles, which require the data being reused for research to be **findable**, **accessible**, **interoperable** and **reusable** (Wilkinson et al., 2016). This research paper tries to fulfill the four requirements as follows:

- **Findable:** some of the data used in this research were open access, while some were obtained through institutional portals. They also have DOIs (digital object identifier) or equivalents.
- **Accessible:** though some data were not open access, the steps to get them were clear. Other data were open access, i.e., accessible.
- **Interoperable:** the data were described adequately. Ruggiano and Perry (2019) indicate that though descriptiveness is needed, too much description may put respondents’ identities in danger, and removing descriptions may affect the quality of data collected.
- **Reusable:** the data were collected from published material and cited properly.

The way a sample is collected can differ from one research to another depending on many factors. Since this research analyzes qualitative data, it uses PRISMA guidelines to filter and choose the sample (**Figure 1**). After choosing the sample, *thematic analysis* is used to analyze the data. The sample size for a thematic analysis is between 2 and 400 (Braun & Clarke, 2013); a range is provided for the different categories (e.g., 6-10 for interviews, and 10-100 for secondary resources). Therefore, the sample size for this study (i.e., 28) is reasonable and lies in the range. The first step, according to the PRISMA Guidelines, is the **selection process**. At this stage all authors participated in the selection of the papers eligible for the data analysis. Initial screening against the inclusion criteria took place in this stage. The authors then read through the selected articles. Next, libraries/databases like Google Scholar, Elsevier, iFind, Qatar University Library, and Qatar National Library were used for the **strategic search**. Other sources, e.g., Harvard Business Review, were also used. The indexing words were talent,

attraction strategies, university, higher education, and faculty. The search period was between the years 2013 and 2022, since the concept of TM is relatively a new field of study. For the **selection process**, articles were accepted if they were published through a university or a database; were written in English or translated to English; and used quantitative or qualitative methodologies. Studies also had to investigate attraction strategies of talented faculty members in universities (higher education). The last step is the **quality assessment**, i.e., trustworthiness.

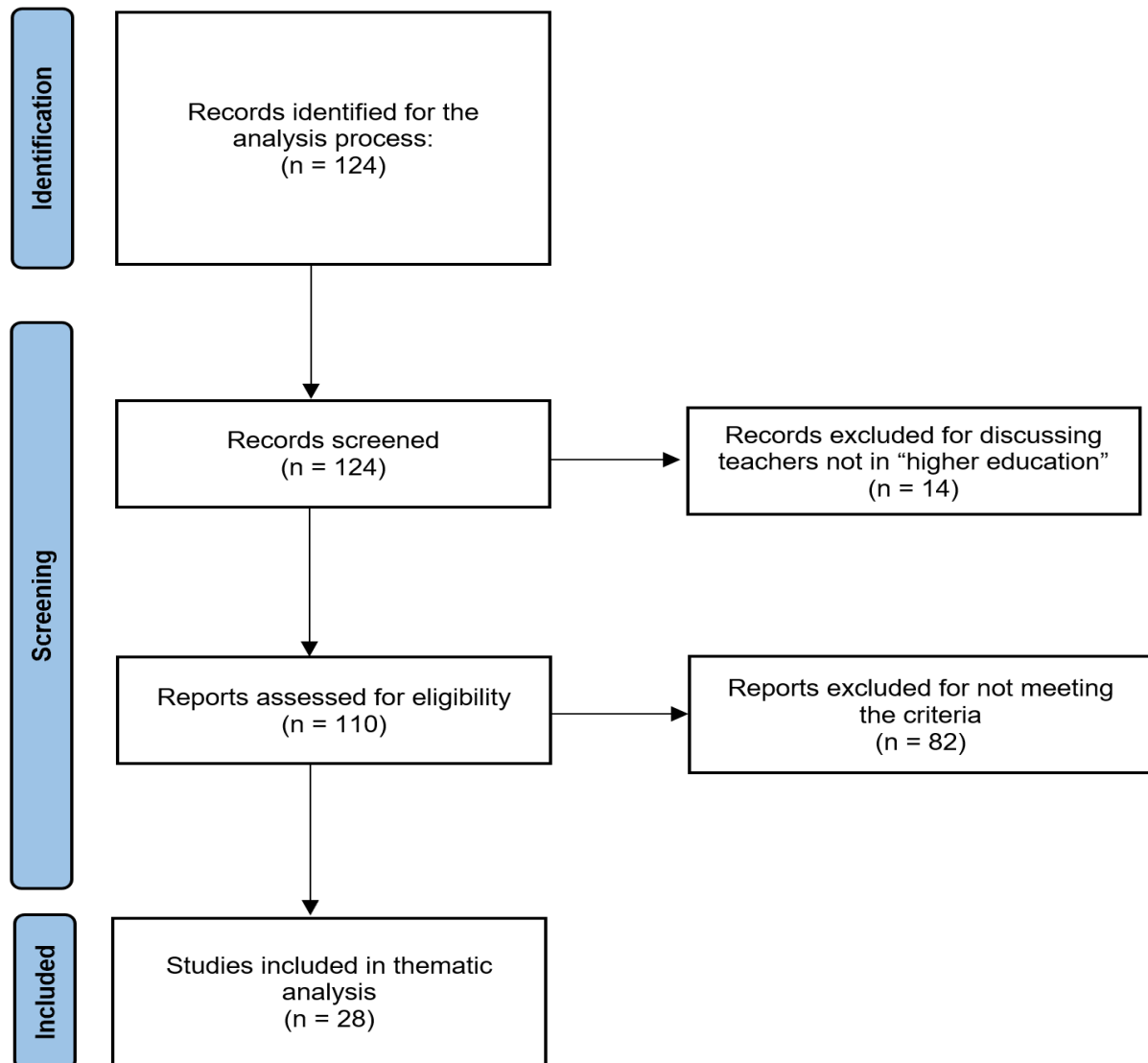


Figure 1. Sampling Steps Taken Following PRISMA

In “quantitative” terms, **quality assessment** would be demonstrated through performing validity and reliability tests. The same tests, however, cannot be used for qualitative studies. For instance, a number of researchers believe that the “value” of qualitative research cannot be fully captured and explained through the *validity* and *reliability* alone (Amankwaa, 2016). Gunawan (2015) stated that when the *reader* judges a research paper to be trustworthy, is when a research paper is *actually* considered trustworthy. Therefore, it is important to highlight that the data collected for a research are trustworthy. Amankwaa (2016) explains that anything, including academic research papers, which is believed to hold low or no value, is perceived as something that is invalid, unreliable or even sometimes worthless. Polit and Beck (2018) define it (i.e., trustworthiness) as the extent to which a qualitative researcher is confident

in their data and analysis processes, mainly assessed through using various criteria. Lincoln and Guba (1985) introduced credibility, dependability, confirmability, and transferability as criteria to aid the assessment of qualitative research trustworthiness. It is worth mentioning that a fifth criterion was added, i.e., authenticity (Guba & Lincoln, 1994). Nonetheless, this research paper uses the original work (the four elements) to describe the trustworthiness of this paper. Another attempt to enrich the literature on trustworthiness was the work of Connelly (2016). Connelly (2016) reiterated all the variables of (Lincoln and Guba, 1985) and connected them to their counterparts in quantitative research. By doing this step, quantitative researchers, who want to pursue a qualitative approach, will be able to better understand qualitative research trustworthiness, since it is linked to terms they are already exposed to. Amankwaa (2016) provides a protocol to trustworthiness. In the protocol, Amankwaa (2016) gives examples of techniques for each criterion. Since not all the techniques need to be present in each study (Connelly, 2016), the researcher only lists the procedures pertaining to the current study.

To ensure credibility, the researchers used peer debriefing as a means to make sure the data are trustworthy. Dependability was ensured by asking an auditor to revise the information gathered from the data. Journaling was used to achieve confirmability. Through journaling, it would be easy to show that the results were driven by data. It is worth mentioning that journaling was mentioned as a helpful technique for all four criteria. Transferability was shown through thick description of the data collected. After ensuring the trustworthiness of the data, the papers are then analyzed. **Table 1** provides descriptive data on the articles. Themes are then generated and discussed in the following section.

Table 1. Articles and Themes Present in them

Author & Year	Region	Theme/s Present
Ferrer and Morris (2013)	Australia	Brand
Ghane et al. (2013)	Iran	Brand
Abramo and D'Angelo (2014)	Italy	Brand
Austin et al. (2014)	UAE	Remuneration
Farag (2015)	KSA	Organizational culture Remuneration Training/Development Management support
Joarder et al. (2015)	Bangladesh	Remuneration Management support
Betts (2017)	Sierra Leone	Organizational culture Remuneration Training/Development
Kissoonduth (2017)	South Africa	Remuneration Application mode
Saurombe et al. (2017)	South Africa	Organizational culture Brand

Author & Year	Region	Theme/s Present
Lesenyeho et al. (2018)	South Africa	Organizational culture Brand Training/Development
Neri and Wilkins (2018)	UAE, Armenia, Argentina, Vietnam, Malaysia	Remuneration Brand Training/Development Application mode
Akar (2019)	Turkey	Organizational culture Training/Development Management support
Srinidhi et al. (2019)	Bengaluru	Remuneration
Hoseini Moghadam et al. (2020)	Iran, Singapore	Remuneration Brand Training/Development Management support
Saurombe and Barkhuizen (2020)	South Africa	Organizational culture Remuneration Brand Training/Development Management support
Musakuro and Klerk (2021)	South Africa	Organizational culture Remuneration Brand Training/Development
Pakkan et al. (2021)	India	Brand
Cachón-Rodríguez et al. (2022)	Spain	Organizational culture
Defoun and Sara (2022)	Jordan	Organizational culture
El-Badawy (2022)	Egypt	Application mode
Estrada-Real and Cantu-Ortiz (2022)	Mexico, USA, Argentina, Chile, Brazil	Brand
Harvey et al. (2022)	UK	Brand
Hartley and Jarvis (2022)	China	Brand
Huang C. K. et al. (2022)	Singapore, South Korea	Remuneration
Huang Y. H. et al. (2022)	UK	Remuneration

Author & Year	Region	Theme/s Present
Lee and Yang (2022)	Japan	Organizational culture Remuneration
Musakuro (2022)	South Africa	Brand Management support
Prakash et al. (2022)	India	Organizational culture Remuneration Brand Training/Development

Thematic analysis is an analytical approach to identify, *analyze* and report themes (patterns) within the raw data (Braun & Clarke, 2006). Braun and Clarke (2006) stated that a theme is valid when it captures important information in relation to the research question and represents patterns that prevail within each data item and the whole data set of the study. For this study, for a theme to be included in the results, it should be present in, at least, six papers.

The first step is to **transcribe and get familiar** with the dataset. Since the data is collected from published articles, there was no need to transcribe the data, nor were the transcriptions needed for this paper. The researcher directly started getting immersed in the data by reading it and re-reading it multiple times. Every time the researcher read a paper; initial ideas were noted down. These notes served as a reference and a guide, too. To get better results and avoid fatigue, the intervals between the reading and re-reading stages were dispersed enough to allow for effective reading and avoid forgetting the data.

Now that the researcher is familiar with the data, it becomes possible to **generate initial codes**. Though the steps of thematic analysis are discussed separately, they are not necessarily separate when applied. In the previous step, the researcher took note of initial ideas – these could serve as codes. However, looking at the notes on all the papers at once would be draining. This is where technology comes to the rescue – Microsoft Excel. Excel was used to the researchers keep track of codes, among other features. As the researcher was reading the data, interesting information found in the papers, that related to the topic, was highlighted. Those pieces were then copied to Excel to generate codes. All of those codes were data-driven.

With the codes ready, initial **search for themes** commences. Just like the search for codes, searching for potential themes requires looking at all the relevant data gathered. Microsoft Excel is also used in this step. This step, probably, required the most effort. That is because data-driven codes do not have predetermined themes to be grouped in; the number of themes and codes within the themes changed several times.

The researcher now takes some time to **review the generated themes**. Since mistakes can happen, it is important to review the themes. There are two levels to this review process. Level 1 is when the themes are reviewed from the inside. Meaning that the themes are checked for coherence. In this research, the codes were reviewed and proved to make coherent themes. Level 2 is when the reviewed themes are compared against the whole data set and whether it represents the meanings intended. In this stage, the researcher also decided to remove the themes that were present but not in the required frequency (less than 4 times).

Throughout the whole process, the themes are not yet named. Once the themes are chosen and reviewed, the researcher begins to **define or name the themes**. After the themes were identified in Microsoft Excel, the “rename” feature was used to assign the final names to the themes. When choosing the names for the themes, the researcher made sure that the title captured the essence of the items within the theme. Though the steps actually stop at the previous stage, (Braun & Clarke, 2013) still include “**produce final report**” as the final step).

4. FINDINGS AND IMPLICATIONS

This section aims to increase the rigor (trustworthiness) of this research by discussing the results in a more analytical manner. Based on said findings, the researcher provides some implications to the targeted stakeholder group/s to utilize outcomes of this research

4.1 Themes Identification

Table 2 illustrates the different themes and their frequency in the (28) papers chosen.

Table 2. Frequency of Themes

Theme Name	Frequency
Brand	15
Remuneration	14
Organizational culture	11
Training and development	9
Management support	6

4.1.2. Theme (1): Brand

This theme seems to be persistent one, as it was mentioned throughout papers since 2013. This could indicate that the brand of a university has been, and still is, very important to faculty members. It is important to point out that not all the papers used the same ranking system when discussing the “brand” image of a university. This, however, does not change the fact that faculty members care about the rank and brand image of the university. The theme appeared in (n=15) articles. The word “elite” also appeared to describe the reputable universities. Some papers also discussed how important rankings and the brand image are to other stakeholders, e.g., students and governments. Nonetheless, those were not considered in the codes for this theme as they do not pertain to the research questions of this study. This theme was considered a selling point for faculty members from outside the country as well. As a matter of fact, some of the ranking systems discussed allocate a percentage to the ability to attract foreign faculty and students as part of the “attractiveness” of a university.

4.1.1 Theme (2): Remuneration

The theme of remuneration includes both monetary and nonmonetary aspects of compensations. This might explain its high prevalence in the collected data. The most prevalent word to describe this theme was “salary.” Other phrases and words included “compensation, incentives, pay.” The theme also had some nonmonetary aspects to it. Words like “vacations, reward, recruitment packages” also appeared in the text. It is also worth noting that salary was also an attraction point for international faculty. This can indicate that this is, in fact, a “global overview.” Talking percentage wise, this theme was present in 14 individual papers, accounting for 50% of the papers (n=14). This theme, too, was spread across countries and across years, signaling its importance to talented faculty members.

4.1.1 Theme (3): Organizational culture

It is also one of the few themes that has been mentioned throughout the years. This could indicate that it is an important aspect that attracts talented faculty members. It is important to keep in mind that there are different elements to culture, and having an attractive culture is not something that happens overnight. Percentage wise, this theme appeared in in almost 40% of the papers. It is also worth mentioning that in some papers, the theme has been mentioned via more than one code. For instance, the 2018 paper conducted in South Africa has more than two codes relating to this theme. Additionally, some codes reappeared more than

one time, making it qualified to be a sub-theme. Nonetheless, this paper only focuses on the identification of main themes only.

4.1.2 Theme (4): Training and development

Though this theme was also present throughout many of the studies in the sample, it was a little bit more scattered compared to the previous themes. When it comes to talented workers, they like to be able to use their skills on the job, as they want to improve their skills and performance. With the world moving in a more digitalized direction, having the required knowledge to use such technologies becomes very essential. Additionally, this theme included research opportunities, which might not be applicable in other industries that are not very research oriented. Interestingly, one of the papers discussed a possible correlation between this theme and a previous theme (brand). That is, when talented faculty members produce quality research (development), the rank (brand) of the university also increases. In this study, the correlation between the two themes was not explored, as it was mentioned by one study only, and is beyond the scope of the paper.

4.1.3 Theme (5): Management Support

This theme appeared in (n=6) papers. The sample chosen for this study identified managerial support as an attractive aspect of a university. “Support” here does not refer to the spoken words that any organization can promise its employees. It means the actual “help” that employees get. Part of this theme could be related to other aspects like supporting the development of employees. It is worth noting that this theme was present in many papers conducted in developing countries, e.g., KSA, Bangladesh. Management support in general can be executed in various ways. It can be as simple as communicating effectively with employees or as complex as providing feedback on performance. For instance, one of the papers (Akar, 2019) considered administration collaborations as a form of managerial support. Other papers mentioned management support without further specifications on what it actually refers to.

4.2 Implications

The paper aimed to provide a global overview, but not many countries published research papers related to the topic. A global overview is needed in this era, as globalization and technology are becoming a part of almost every aspect of life. The findings of this research paper may help in the development of strategies to attract talented faculty members in the context of higher education in different countries. They can also offer assistance to university officials in introducing new strategies or enhancing the employee attraction processes that are already in place. Since this research paper enriches the existing body of knowledge, it may increase the exposure of university leaders to various talent management strategies. Though this paper does not provide specific solutions to universities that are struggling, it serves as a great starting point, since it provides the main areas those universities should look into. The findings show that brand, remuneration, and strong cultures are key strategies to attract talented faculty members. Their importance is also highlighted by the fact that they were present throughout the years of the analyzed papers.

Brand, for instance, is not easy to mimic. So, universities can work on their image if they are looking for a strategy that would be sustainable and can provide a competitive advantage. To further add, universities that would like to attract talented faculty members and have the needed resources can opt for the “training and development” route. Therefore, human resource managers could ensure that talented workers are continuously challenged and are able to use their skills. On the other hand, for universities that cannot compete on the basis of money, they can use non-monetary compensations and rewards, as expressed by faculty members in the sample papers. This is especially relevant for countries that are not rich in resources. Though the final theme, i.e., management support, was not mentioned in many research papers, it is fair to assume that the other strategies are not achievable without support from leaders.

5. CONCLUSION, LIMITATIONS, AND FUTURE RESEARCH

5.1. Conclusion

As the world is moving forward, priorities of countries will change too. A noteworthy shift is the focus on knowledge-based economies, where people's brains are where the value lies. Though reforms to the different levels of education would help in becoming a knowledge-based economy, focusing on the prospective employees (students in higher education) could be a more strategic step. One of the ways to ensure that students in higher education are succeeding, is to provide them with talented faculty. In other words, universities should aim to attract talented faculty members. The stronger the higher education sector within a country is, the more chance it has of competing in the world of knowledge-based economies.

The increased competitiveness could lead to social mobility and economic growth. Nonetheless, with this being a global trend, competition intensifies and the war on talent increases. Preparedness of different countries is somewhat dependent on resource availability. So, variations appear when comparing developed and developing countries. Yet, there are some issues that all countries can work on regardless of resource allocation, such as talent management (TM). Issues relating to TM, therefore, should be a top priority for many universities and institutions. For that matter, this research is set to identify the strategies universities use to attract talented faculty members.

The results of this study revealed main themes which are: brand, remuneration, organizational culture, training and development, and management support. Though the thematic analysis yielded more themes, they did not qualify the analysis criteria. The findings provided valuable insights to HR managers in particular, and any organization with a similar context. Managers need to have the strategic foresight needed to make the work environment more attractive; thus, making the university more competitive and contribute to the sustainability of higher education institutions through the talented knowledge workers.

5.2. Limitations

With the higher education sector being unique, the results found cannot necessarily be applicable to other industries and sectors. Not only that, but they may not be generalizable to other sub-sectors within the education sector itself. This makes the scope of applying results from this research paper somewhat narrow and specific. Another hurdle that this research faced is related to the limited sample size and representation issues. This poses an obstacle since capturing the perspectives of different stakeholders in the education sector is not an easy task. With a small sample size, representativeness may be compromised. This again relates to generalizability issues. This research could have been more comprehensive if access to certain data was possible (e.g., students records to check whether talented faculty members always lead to better students records). Conducting research in the higher education sector comes with the issue of information sensitivity. This makes accessing certain information almost impossible to people who are not directly handling the information.

5.3. Future Research

In the light of the aforementioned conclusions, it can be recommended that future researchers look for sub themes within the parent themes in this study. This can be done through redoing the same analysis with the aim of finding connections between codes within the same theme. Other researchers can also compare these same themes and test whether repetition of a theme indicates how important it is (i.e., its weight). Furthermore, future academic researchers could conduct primary research and try to find whether patterns and results would be similar to the current findings.

With how general the aim of this research paper was, since it aims to serve as a starting point for future case studies and research papers, future researchers can choose a group of countries (region), university type (public, private, community), demographic (gen z, millennials), or even study a certain academic field (medicine, business) in a university to

analyze for strategies used to attract talented faculty members. For researchers who want to pursue a general approach, increasing the number of sample sizes would most likely produce more coherent results and support the findings of this study.

During the search process, academic papers about attracting talented faculty members in the Qatari context were not found. This highlights a new gap and opens doors for upcoming papers. Future researchers could construct a survey based on the findings of this study and distribute it to faculty members in Qatar University, for example. This will help paint a clearer picture and also fill in the gap of scarce research efforts in the region. Additionally, the questionnaire can test for mediating effects of age (gen z) or even culture.

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