



Talent Management And Academic Workforce Research In Higher Education: A Bibliometric Review

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ABSTRACT

Research on talent management and the academic workforce in higher education has expanded across multiple disciplinary areas, yet the literature remains conceptually dispersed and lacks an integrated bibliometric synthesis. This study aims to map the development, intellectual structure, and emerging themes of talent management and academic workforce research in higher education. A bibliometric review was conducted using the Scopus database, with data retrieved through the TITLE-ABS-KEY field and refined through a staged screening process. The final sample comprised 650 English-language journal articles published between 2015 and 2025. The analysis combined performance analysis and science mapping to examine publication trends, influential contributors, collaboration patterns, and thematic evolution. The findings show that the field has grown steadily, with an annual growth rate of 13.04%, indicating increasing scholarly attention to the strategic role of academic talent in higher education. The literature is interdisciplinary and widely distributed across journals, institutions, and countries, although author collaboration remains relatively fragmented. Conceptually, the field has evolved from traditional personnel and workforce concerns toward broader and more strategic themes, including leadership, job satisfaction, work engagement, well-being, workload, and institutional sustainability. These results suggest that talent management in higher education is increasingly understood as a multidimensional institutional strategy for attracting, developing, supporting, and retaining academic staff. This study contributes by providing a comprehensive intellectual map of the field and offering directions for future research on sustainable academic workforce management in higher education.

Keywords: Talent Management; Academic Workforce; Higher Education; Bibliometric Review; Faculty Retention; Leadership

INTRODUCTION

Higher education institutions (HEIs) depend fundamentally on the quality, stability, and productivity of their academic workforce (Nasser & Jais, 2022). As higher education has expanded globally, the role of academic staff has become increasingly central not only to teaching quality and research performance, but also to innovation, institutional reputation, and long-term competitiveness (Tadić et al., 2022). In this context, academic personnel should be understood as strategic assets whose recruitment, development, support, and retention are closely tied to

institutional sustainability (Kusumastuti et al., 2023; Musakuro, 2022). At the same time, universities face growing challenges in managing their academic workforce, including career precarity, changing performance expectations, leadership demands, professional development needs, uneven promotion systems, and retention pressures. Although research on talent management in higher education has grown, the literature remains broad, multidisciplinary, and conceptually dispersed across several related domains (Saurombe & Barkhuizen, 2022). For that reason, a bibliometric review is needed to synthesize the evolution of talent management and academic workforce research in higher education, identify its main intellectual and thematic structures, and clarify the emerging directions of the field. This wider framing also fits the broader scope of your current search strategy, which spans talent management, human resource practices, leadership, development, performance, retention, and workforce issues in higher education (Zulfiqar et al., 2023).

Research on talent management and the academic workforce in higher education is dispersed across several disciplinary conversations, including human resource management, organizational behavior, leadership, higher education studies, labor studies, and workforce research (Khan, Gan, et al., 2023). This dispersion makes it difficult to identify the conceptual core of the field, compare dominant themes, and determine which publications, authors, journals, institutions, and countries have had the greatest influence (Ngo et al., 2023). Existing bibliometric studies have tended to focus either on talent management in higher education in general or on specific workforce-related issues such as turnover, mobility, leadership, and retention, without offering a broader synthesis of talent management and academic workforce research as an integrated domain (Kooli & Abadli, 2022). As a result, the field still lacks a comprehensive bibliometric review capable of identifying its dominant themes, intellectual foundations, collaboration patterns, and emerging research directions. This study addresses that gap by systematically mapping the literature on talent management and academic workforce research in higher education. This study pursues four main objectives:

RO1: To analyze publication trends in talent management and academic workforce research in higher education.

RO2: To identify the most influential authors, journals, institutions, and countries in this field.

RO3: To map the intellectual and conceptual structure of the literature through bibliometric techniques.

RO4: To identify major research themes and future research opportunities in the field. Accordingly, the study addresses the following research questions:

RQ1: How has the publication trend in talent management and academic workforce research in higher education evolved over time?

RQ2: Who are the most influential authors, journals, institutions, and countries in this field?

RQ3: What are the major intellectual and conceptual structures of the literature?

RQ4: What research themes and future directions emerge from the bibliometric mapping?

Talent Management in Higher Education

Talent management refers to the systematic process of attracting, developing, deploying, and retaining individuals who are critical to organizational performance (Kusumastuti et al., 2023; Naidu & Subramaniam, 2023). In higher education institutions (HEIs), this concept extends beyond conventional human resource administration because universities rely heavily on

academic staff as drivers of teaching quality, research productivity, innovation, and institutional reputation. Accordingly, talent management in HEIs involves not only recruitment and performance evaluation, but also career development, academic support, leadership, and long-term retention (A. Abbas et al., 2022; Abdeldayem et al., 2022). Unlike business organizations, HEIs operate within a distinctive institutional context shaped by academic autonomy, collegial governance, disciplinary norms, and the dual mission of teaching and research (Z. Abbas et al., 2022; Smith et al., 2022). This makes talent management in universities more complex, as academic staff are evaluated not only by efficiency and output but also by scholarly contribution, institutional engagement, and intellectual leadership. As a result, effective talent management in HEIs must be understood as a strategic effort to sustain academic excellence through the development and retention of qualified faculty (AlMulhim, 2023; Boamah, 2022).

Academic Workforce Issues in Higher Education

Faculty retention refers to an institution's ability to maintain qualified academic staff and reduce avoidable turnover over time (Mei et al., 2023; Paynter et al., 2023). In higher education, retention is a strategic issue because the loss of faculty affects not only staffing continuity but also research capacity, teaching quality, student supervision, and institutional memory (Shrader et al., 2022). Faculty retention is therefore closely linked to the broader logic of talent management (Mostafa, 2022). The literature identifies several factors influencing faculty retention, including job satisfaction, organizational commitment, career development, compensation and rewards, leadership support, work-life balance, organizational climate, research support, and academic freedom (Demissie & Egziabher, 2022; Hizam et al., 2023). These factors show that retention is not determined by salary alone, but by a broader institutional environment that shapes faculty motivation, commitment, and intention to remain (El-Bayaa et al., 2023; Subandowo & Winardi, 2022). In this sense, faculty retention strategies in HEIs must combine transactional incentives with relational and developmental support mechanisms (Khan, Idris, et al., 2023; Rehmani et al., 2022).

METHOD

Research design

This study employs a bibliometric review to examine the evolution of research on talent management and the academic workforce in higher education. Bibliometric analysis is particularly appropriate for this purpose because it enables a systematic, transparent, and reproducible assessment of a field's intellectual structure, thematic development, and scholarly performance based on publication metadata. In contrast to conventional narrative reviews, bibliometric methods provide a broader analytical lens for identifying influential contributors, dominant themes, collaboration patterns, and emerging research directions. To achieve a comprehensive understanding of the field, this study integrates performance analysis and science mapping. Performance analysis is used to evaluate the productivity and impact of the literature through indicators such as annual publication growth, leading journals, influential authors, productive institutions, and country contributions. Science mapping is employed to reveal the conceptual, social, and intellectual structure of the field through the relationships among keywords, authors, and documents.

Data source

The bibliographic data were retrieved exclusively from the Scopus database. Scopus was selected because it is widely recognized as one of the most comprehensive databases for peer-reviewed academic literature and provides standardized metadata that are highly compatible with bibliometric analysis. This is particularly important for a topic such as talent management in higher education, which spans multiple disciplinary areas including human resource management, leadership, organizational studies, and higher education management. The use of a single database also improves the internal consistency of the study by minimizing duplication, harmonizing citation records, and ensuring comparability across bibliographic fields. Accordingly, Scopus was considered an appropriate and sufficiently robust data source for mapping the scholarly landscape of this research domain.

Search strategy

The search was conducted using the TITLE-ABS-KEY field in Scopus to ensure that the retrieved records were closely aligned with the core concepts of the study. The search string was designed to capture the intersection of five conceptual domains: TITLE-ABS-KEY(("talent management" OR "human resource" OR "staff development" OR "employee engagement" OR "employee") AND ("higher education" OR "university" OR "college" OR "academic institution") AND ("recruitment" OR "selection" OR "retention" OR "performance") AND ("leadership" OR "training" OR "development" OR "career") AND ("organizational" OR "strategic planning" OR "organizational culture" OR "workforce" OR "staffing"))

Table 1. Query Search

Conceptual Field	Keywords Used	Function in the Search Process
Talent Management and Human Resource Dimension	"talent management" OR "human resource" OR "staff development" OR "employee engagement" OR "employee"	Captures literature related to talent management, human resource management, staff development, employee engagement, and general workforce issues.
Higher Education Context	"higher education" OR "university" OR "college" OR "academic institution"	Restricts the search to the context of higher education institutions.
Faculty/HR Practices and Outcomes	"recruitment" OR "selection" OR "retention" OR "performance"	Identifies studies related to human resource practices and outcomes, particularly recruitment, selection, retention, and performance.
Leadership and Professional Development	"leadership" OR "training" OR "development" OR "career"	Covers aspects of leadership, training, development, and career progression in the management of academic personnel.

Conceptual Field	Keywords Used	Function in the Search Process
Organizational and Strategic Context	"organizational" OR "strategic planning" OR "organizational culture" OR "workforce" OR "staffing"	Captures organizational dimensions influencing talent management strategies, including organizational culture, strategic planning

The initial query produced 1,524 records. To improve relevance and analytical consistency, the dataset was refined through a sequential filtering process. First, the publication period was limited to 2015–2025, leaving 976 records. Second, the document type was restricted to articles, which reduced the dataset to 695 records. Third, only English-language publications were retained, resulting in a final sample of 650 articles. This staged procedure was intended to ensure that the final corpus represented contemporary, peer-reviewed, and linguistically comparable scholarly output.

Screening and sample selection

The study followed a structured screening procedure to derive the final dataset. The process began with the identification of records through the Scopus database, while no additional records were obtained from other sources. After the initial retrieval of 1,524 records, the first screening stage excluded publications outside the 2015–2025 period, removing 548 records and leaving 976 records for further assessment. In the next stage, the records were assessed for eligibility based on document type and publication language. Limiting the dataset to journal articles excluded 281 records, while restricting the corpus to English-language publications excluded an additional 45 records. This process produced a final sample of 650 studies, which were included in the bibliometric analysis. To enhance transparency and replicability, the document identification, screening, eligibility assessment, and final inclusion stages are summarized in Figure 1.

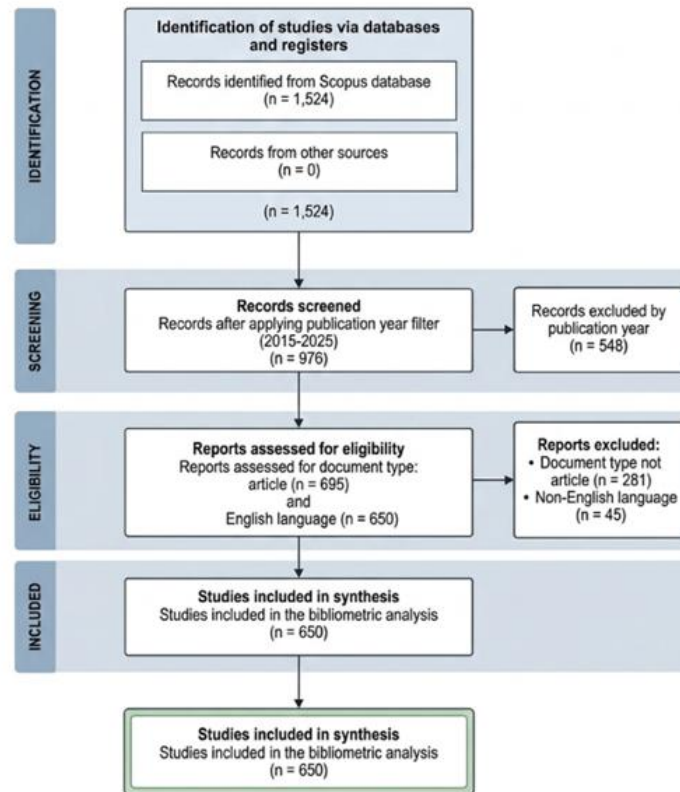


Figure 1
PRISMA Flow

The use of a PRISMA-informed flow is not merely decorative academic furniture. It clarifies how the sample was derived, reduces ambiguity in the filtering process, and strengthens the methodological transparency of the study.

Descriptive Overview of Publications

The main descriptive characteristics of the bibliometric dataset. The final sample comprises 650 documents published during the 2015–2025 period and distributed across 408 sources, confirming that research on talent management in higher education institutions is both interdisciplinary and increasingly visible across scholarly outlets. The field exhibits an annual growth rate of 13.04%, pointing to a marked expansion of academic interest over time. The dataset contains 2,296 authors, while only 76 authors contributed to single-authored publications. This pattern highlights the collaborative nature of the field, which is further evidenced by an average of 3.65 co-authors per document. In addition, 22.46% of the publications involve international co-authorship, suggesting that cross-border collaboration has become an important, although not yet dominant, feature of the literature.

From a conceptual perspective, the corpus includes 2,144 authors' keywords, indicating a broad thematic scope and an evolving conceptual landscape. The documents are supported by 67,481 references, reflecting strong engagement with prior scholarship. The average document age of 4.64 years suggests that the literature remains relatively recent, while the average citation rate of 12.3 citations per document indicates a moderate but meaningful level of academic impact. Overall, these findings suggest that talent management in higher education has emerged as a dynamic and expanding research domain with growing intellectual maturity.

RESULT AND DISCUSSION

RESULTS

1. Annual Publication Trend

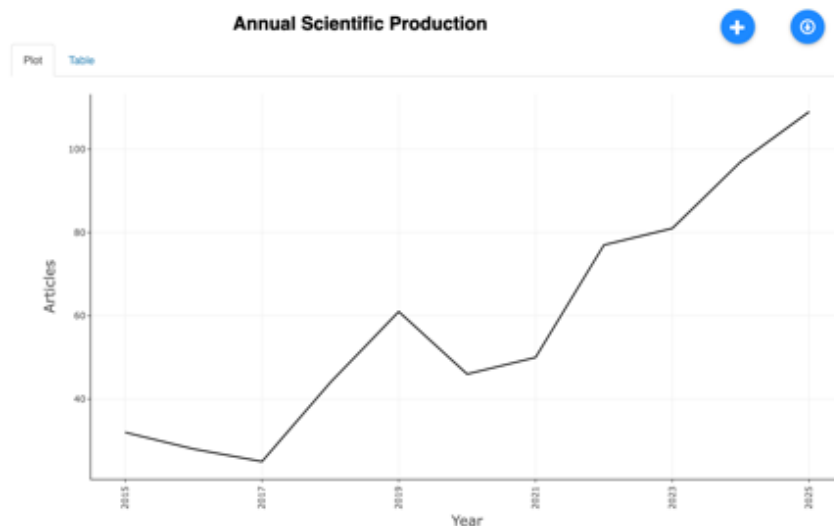


Figure 2
Annual Publication Trend

Figure 2 shows the annual scientific production of studies on talent management in higher education institutions over the 2015–2025 period. The trend reveals a clear long-term increase in publication output, despite several short-term fluctuations. In the early years, the field remained relatively limited in size, with annual production declining from around 32 articles in 2015 to approximately 25 articles in 2017. This pattern suggests that the topic was still emerging and had not yet developed into a clearly consolidated research stream. The publication trajectory changed substantially after 2017. Output increased to about 44 articles in 2018 and 61 in 2019, indicating growing scholarly interest in talent-related issues within higher education. Although the number of publications declined in 2020 and recovered only moderately in 2021, the overall trend remained positive. A much stronger expansion is visible from 2022 onward, with publication counts rising to approximately 77 in 2022, 81 in 2023, 97 in 2024, and 109 in 2025. This sharp increase suggests that the field has entered a phase of accelerated development and broader academic recognition. Overall, the annual publication trend confirms that talent management in

higher education has become an increasingly important research domain, particularly in relation to faculty retention, leadership, career development, and institutional sustainability.

2. Most Influential Sources

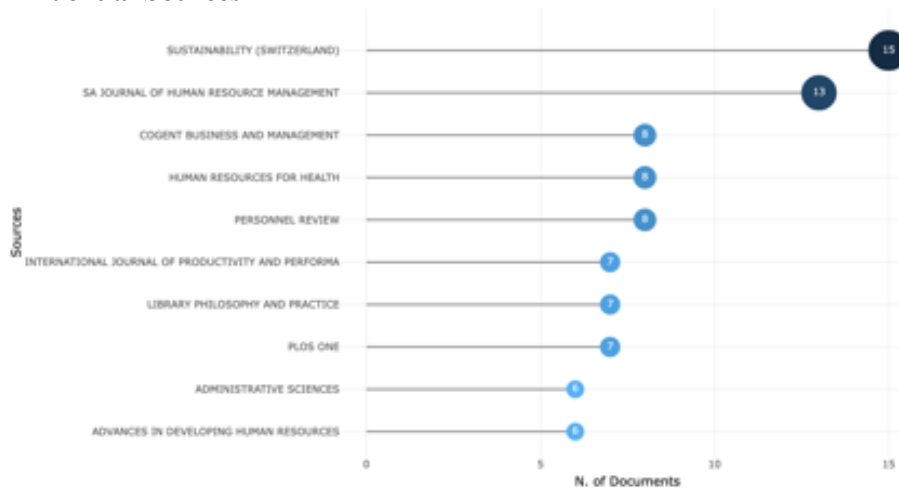


Figure 3
Most Influential Sources

Figure 3 shows the most relevant sources publishing research on talent management in higher education institutions. The results indicate that the literature is dispersed across a wide range of outlets, with 408 sources identified in the dataset. Among these, Sustainability (Switzerland) is the most productive source with 15 documents, followed by the SA Journal of Human Resource Management with 13 documents. A second group of active outlets includes Cogent Business and Management, Human Resources for Health, and Personnel Review, each publishing 8 documents. Other notable contributors are the International Journal of Productivity and Performance Management, Library Philosophy and Practice, and PLOS ONE with 7 documents each, followed by Administrative Sciences and Advances in Developing Human Resources with 6 documents each. These findings suggest that the field is both interdisciplinary and widely distributed across management, human resource, health workforce, and multidisciplinary journals. The relatively low number of documents even among the most productive journals indicates that the literature has not yet become concentrated in a narrow group of specialized outlets. Instead, talent management in higher education appears to be developing as a cross-disciplinary research domain shaped by broader concerns related to workforce sustainability, leadership, organizational performance, and institutional development.

3. Authors' Production over Time

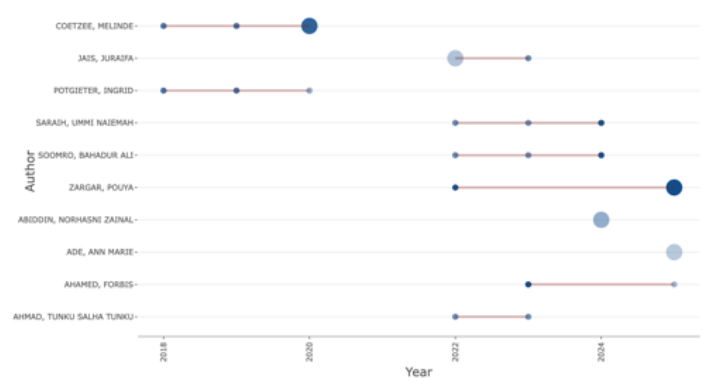


Figure 4
Authors' Production over Time

Figure 4 illustrates the production patterns of the most visible authors over time. The figure indicates that author productivity in this field is largely concentrated in the later years of the study period, particularly from 2022 onward, suggesting that the literature is still expanding and attracting new contributors. Earlier contributions are visible for authors such as Coetzee, Melinde and Potgieter, Ingrid, whose publications appear between 2018 and 2020, indicating their role in the early development of the field. More recent and sustained contributions are observed for authors such as Jais, Juraifa, Saraih, Ummi Naiemah, Soomro, Bahadur Ali, and Zargar, Pouya, whose publication activity is concentrated between 2022 and 2025. Among these, Zargar, Pouya appears particularly prominent in the latest period, suggesting an active role in the current development of the literature. Overall, the figure confirms that the field is characterized by a growing and evolving authorship structure, with recent contributors playing an increasingly important role in shaping research on talent management in higher education institutions.

4. Most Global Cited Documents



Figure 5
Most Global Cited Documents

Figure 5 displays the most globally cited documents in the dataset. The most influential publication in terms of global citation impact is Yang C.-H. (2022) in Research Policy, with 354 citations. It is followed by Khan M.A. (2020) in SAGE Open with 221 citations, and Ivancheva M. (2019) in Gender, Work and Organization with 219 citations. Other highly cited documents include Asrar-ul-Haq M. (2017) with 174 citations, Brandon-Jones A. (2018) with 147 citations, and Nazir O. (2017) with 142 citations. These findings show that the most visible documents in the dataset are published in internationally recognized journals and often connect the topic to broader discussions in management, organizational studies, policy, leadership, and workforce research. This pattern confirms the interdisciplinary character of the field and suggests that research on talent management in higher education institutions derives part of its influence from its linkage with wider scholarly debates.

5. Most Relevant Affiliations

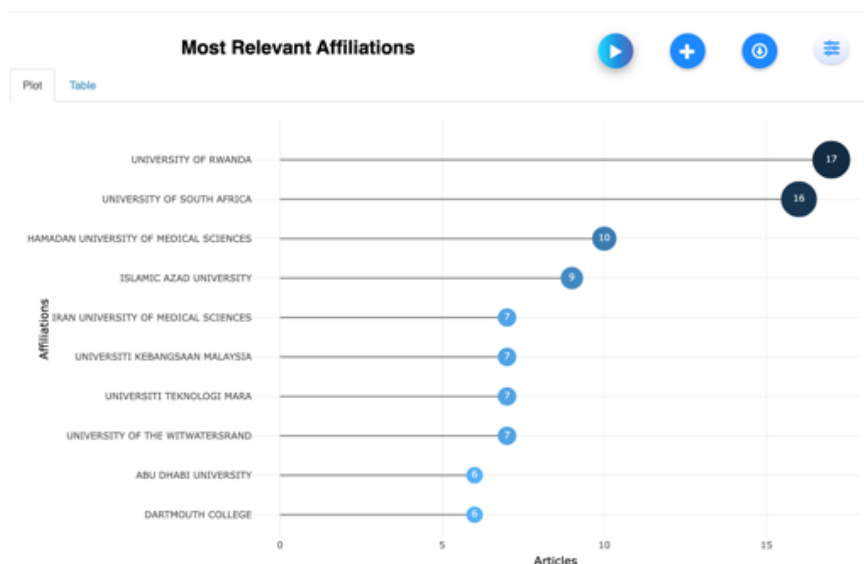


Figure 6
Most Relevant Affiliations

Figure 6 shows the most relevant affiliations contributing to the field. The University of Rwanda leads with 17 articles, followed by the University of South Africa with 16 articles. Other notable contributors include Hamadan University of Medical Sciences (10), Islamic Azad University (9), and Iran University of Medical Sciences, Universiti Kebangsaan Malaysia, Universiti Teknologi MARA, and the University of the Witwatersrand (each 7). These findings indicate that the literature is supported by a geographically diverse institutional base, with particularly strong contributions from Africa, Asia, and the Middle East. The distribution also suggests that talent management in higher education is emerging as a globally relevant research topic rather than one concentrated in a narrow set of institutions.

6. Most Frequent Words

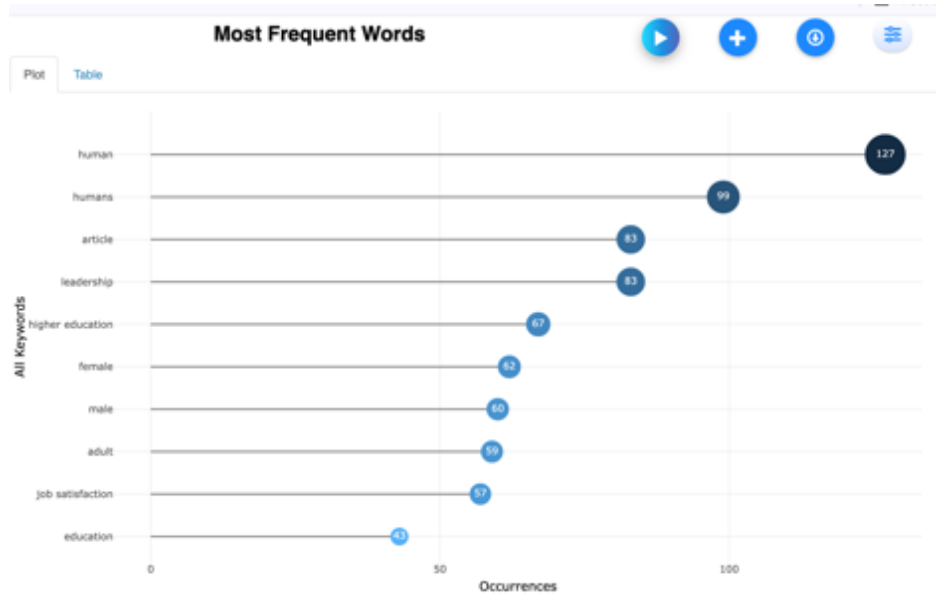


Figure 7
Most Frequent Words

Figure 7 presents the most frequent words in the dataset. The most common terms are human (127), humans (99), article (83), leadership (83), higher education (67), and job satisfaction (57). While several highly frequent terms appear to reflect indexing conventions rather than substantive themes, conceptually meaningful words such as leadership, higher education, and job satisfaction point to the central concerns of the literature. These results suggest that the field is strongly oriented toward leadership, employee-related outcomes, and institutional dynamics in higher education, while also drawing on broader workforce and demographic research traditions.

7. Co-authorship Network of Authors

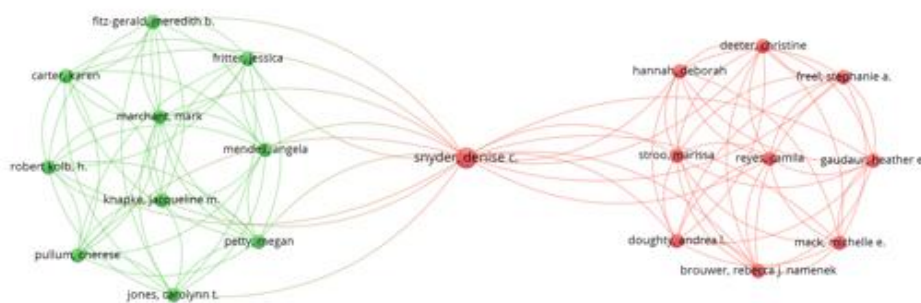
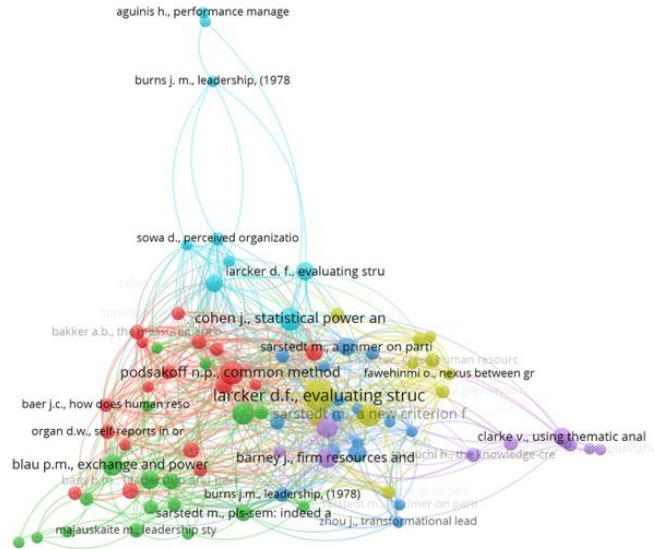


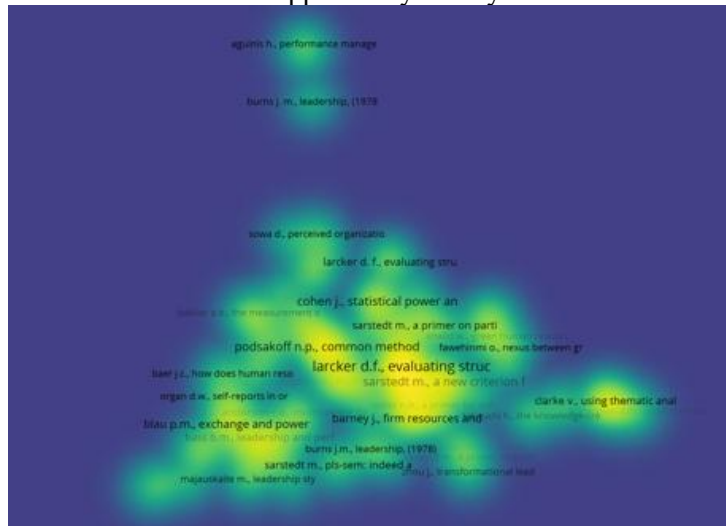
Figure 8

9. Co-citation Analysis of References



Figures 10
Co-citation Analysis of References

Figures 10 and 11 present the co-citation and density visualization of cited references. The network contains 82 items, 6 clusters, 616 links, and a total link strength of 798, indicating a moderately dense intellectual structure supported by widely shared foundational references.



Figures 11
Density visualization of cited references

The most visible references include Fornell and Larcker, Cohen, Podsakoff et al., Sarstedt et al., Barney, Burns, and Clarke and Braun. These works reflect the field’s dependence on methodological foundations such as construct validity, statistical power, common method bias,

and PLS-SEM, alongside substantive foundations in leadership theory, strategic management, and qualitative analysis. The density map further shows that methodological references occupy the strongest hotspot, suggesting that much of the literature is built on survey-based empirical designs with strong emphasis on measurement rigor.

10. Citation-based Network of Influential Documents

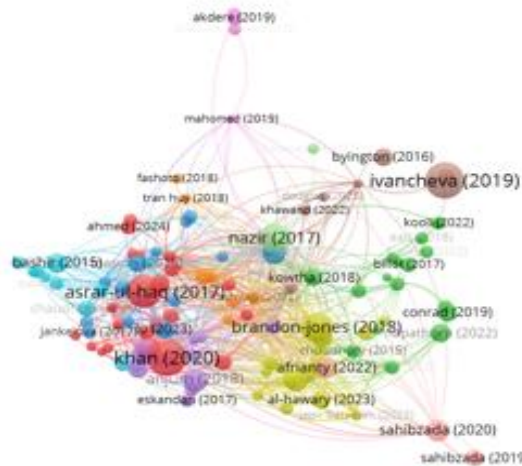


Figure 12
Citation-based Network of Influential Documents

Figure 12 shows the citation-based network of influential documents, comprising 115 items, 11 clusters, 711 links, and a total link strength of 1,097. The map indicates that the field is shaped by several interconnected but still distinct citation streams rather than a single dominant citation core. Among the most prominent documents are Ivancheva (2019), Khan (2020), Asrar-ul-Haq (2017), Brandon-Jones (2018), and Nazir (2017). These studies function as important anchors within the citation structure and reflect the field’s strong links with broader discussions in leadership, organizational performance, labor conditions, and human resource management. Overall, the network suggests that the literature is influential but still intellectually plural, which is typical of an expanding interdisciplinary research area.

11. Thematic Map

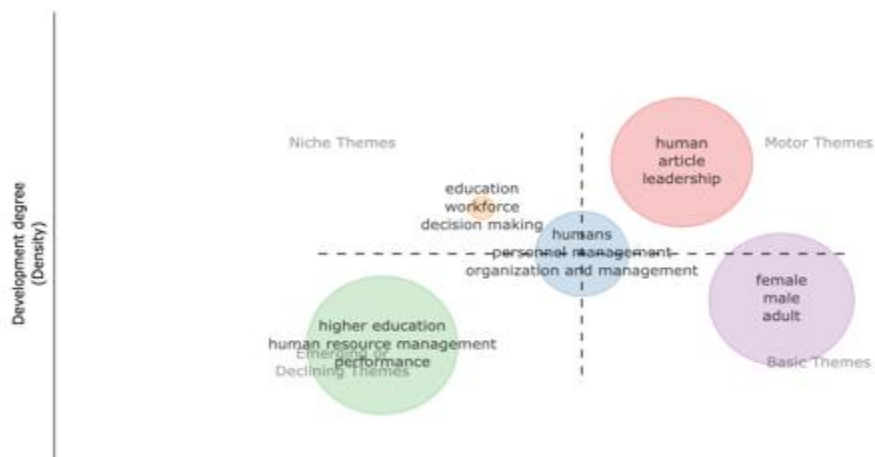


Figure 13
Thematic Map

Figure 13 classifies the field’s themes according to centrality and density into motor themes, basic themes, niche themes, and emerging or declining themes. The motor themes quadrant is dominated by human, article, and leadership, indicating that leadership-related and human-centered discussions are the most developed and central themes in the field.

The basic themes quadrant includes female, male, and adult, suggesting that demographic terms are broadly connected across the literature but are less conceptually specialized. Meanwhile, humans, personnel management, and organization and management occupy a central transitional position. Particularly noteworthy is the cluster containing higher education, human resource management, and performance, which appears in the emerging or declining themes quadrant. This suggests that although these concepts are directly relevant to the topic, they are still developing into a more mature and central thematic core.

12. Thematic Evolution



Figure 14
Thematic Evolution

Figure 14 illustrates the thematic evolution of the field between 2015–2020 and 2021–2025. In the earlier period, the dominant themes include human resource management, psychology, personnel management, human, humans, and nursing staff, indicating that the field initially drew heavily from general HRM, workforce, and behavioral research traditions.

In the later period, the thematic focus shifts toward human, female, decision making, employment, and workforce. This transition suggests that the literature has moved from traditional personnel management concerns toward broader workforce and people-centered organizational issues. The persistence of the human theme across both periods confirms its role as a stable conceptual anchor, while the movement toward decision making and employment reflects the growing strategic orientation of the field.

13. Trend Topics

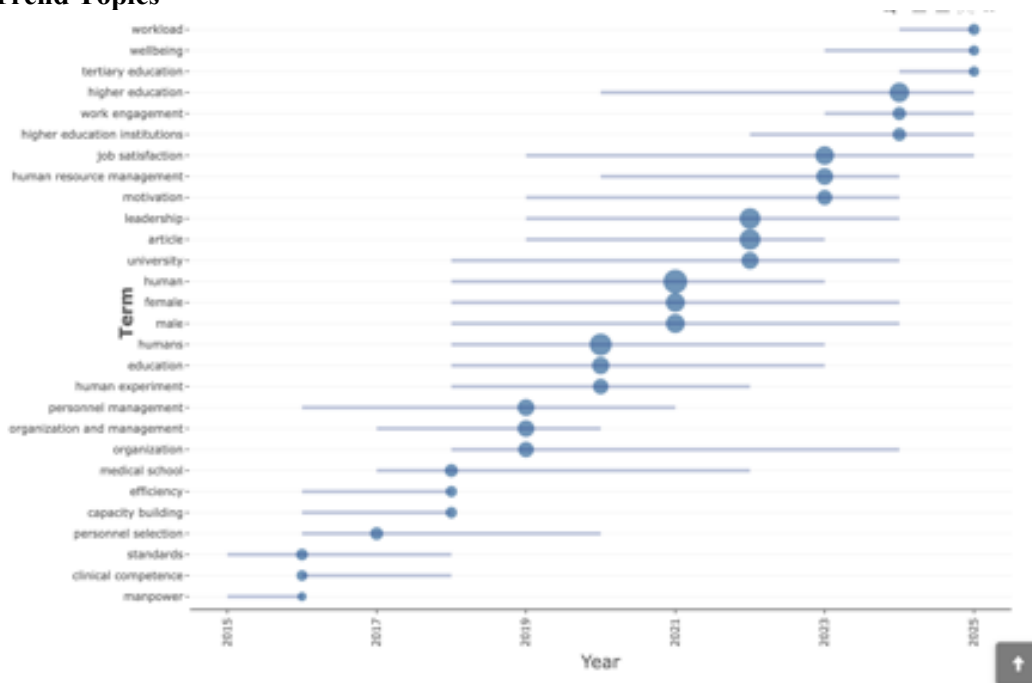


Figure 15.
Trend Topics

Figure 15 presents the evolution of trend topics over time. In the earlier phase, roughly 2015–2018, prominent terms include manpower, clinical competence, standards, personnel selection, capacity building, and efficiency, indicating a focus on staffing, standards, and workforce administration. From around 2019 to 2023, the literature becomes more centered on human resource management, job satisfaction, motivation, leadership, university, and higher education, showing a stronger concern with organizational and retention-related issues in academic settings. In the most recent period, especially 2023–2025, terms such as workload, wellbeing, tertiary education, work engagement, and higher education institutions become more visible. This shift suggests that the field is increasingly oriented toward staff experience, psychosocial conditions, and institutional sustainability, indicating a more holistic understanding of talent management in higher education.

Theoretical Implications

This study contributes to the literature by clarifying the intellectual and conceptual structure of talent management research in higher education institutions. First, it shows that the field is not built around a single narrow theoretical stream, but rather draws on multiple perspectives, particularly leadership theory, organizational behavior, human resource management, and strategic management. Second, the results highlight that faculty retention is not treated merely as an HR outcome, but as a multidimensional organizational issue shaped by leadership, institutional context, and employee-related experiences.

The study also provides evidence that the conceptual center of the field is shifting. Earlier themes were more strongly associated with personnel management and workforce administration, whereas more recent themes emphasize staff well-being, engagement, and institutional sustainability (Enakrire & Smuts, 2023). This suggests an important theoretical transition from administrative and transactional views of talent management toward a more relational and strategic understanding of how universities attract, support, and retain academic staff (Leon, 2023; Qahl & Sohaib, 2023).

Practical Implications

The findings offer relevant implications for university leaders, human resource managers, and higher education policymakers. The prominence of themes such as leadership, job satisfaction, organizational climate, and work engagement suggests that faculty retention should not be addressed solely through recruitment or compensation policies. Instead, retention requires a broader institutional strategy that combines career development, supportive leadership, recognition, research support, and a healthy academic work environment (Islam & Zaman, 2023).

The emergence of recent topics such as workload and well-being further indicates that contemporary retention strategies must pay closer attention to the lived experience of academic staff (Mattos et al., 2023; Soomro et al., 2023). Universities seeking to sustain high-performing faculty should therefore move beyond short-term staffing approaches and adopt more integrated talent management systems that support both professional growth and organizational commitment. In this sense, effective talent management in higher education is closely linked to institutional resilience and long-term academic competitiveness (Ba & Cao, 2023; Dahleez et al., 2023).

Limitations

Several limitations should be acknowledged. First, this study relied exclusively on the Scopus database, which means that relevant publications indexed in other databases may not have been captured. Second, the dataset was restricted to English-language journal articles published between 2015 and 2025, thereby excluding other document types and non-English contributions that may also enrich the field. Third, bibliometric analysis is based primarily on metadata, citation relationships, and keyword patterns rather than full-text interpretation. As a result, the method is highly effective for mapping structures and trends, but less suitable for providing deeper contextual interpretation of individual studies.

CONCLUSION

This study mapped the research landscape of talent management and academic workforce research in higher education through a bibliometric review. The findings show that the field has grown steadily over the 2015–2025 period, reflecting increasing scholarly attention to the strategic role of academic talent in supporting teaching quality, research performance, workforce sustainability, and institutional development. The publication trend suggests that talent-related issues in higher education are no longer treated as peripheral administrative concerns, but as

central elements of leadership, organizational strategy, and the long-term sustainability of academic institutions (Farooq et al., 2023; Mgaiwa, 2023).

The analysis also reveals that the field is interdisciplinary and widely dispersed across sources, authors, and institutional affiliations. While several journals and institutions have emerged as major contributors, the literature remains distributed across multiple disciplinary domains, including human resource management, leadership, organizational studies, and higher education research. At the author level, collaboration exists but is still relatively fragmented, indicating that the field continues to expand without yet forming a fully integrated scholarly network (Khdaif, 2022; Rifa'i et al., 2022).

In conceptual terms, the bibliometric mapping shows that the field has evolved from traditional personnel and workforce concerns toward broader and more strategic issues related to academic work, including leadership, job satisfaction, work engagement, well-being, workload, and institutional sustainability. This suggests that talent management in higher education is increasingly understood not merely as a set of recruitment or staffing practices, but as a multidimensional institutional effort to attract, develop, support, and retain academic talent over time. Within this broader landscape, retention remains an important strategic dimension, but it is embedded in wider debates about academic careers, organizational support, and the lived experience of the academic workforce.

Overall, this study demonstrates that talent management and academic workforce research in higher education has developed into a broad, interdisciplinary, and increasingly mature field. By identifying its publication trends, influential contributors, conceptual structures, and emerging themes, this review provides a clearer intellectual map of the field and offers a foundation for future research on how higher education institutions can build more sustainable, supportive, and strategically managed academic workforces.

Future research may extend this study in several directions. First, comparative bibliometric analyses across databases such as Web of Science and Scopus could provide a broader understanding of the field's coverage and citation structure. Second, future studies may complement bibliometric mapping with systematic literature reviews or content analyses to explore how talent management and faculty retention are conceptually defined and operationalized across contexts.

Third, more empirical research is needed to examine how retention strategies work in different institutional environments, particularly in developing countries, resource-constrained universities, and highly competitive academic systems. Finally, future studies may focus more explicitly on emerging themes identified in this analysis, such as work engagement, well-being, workload, academic freedom, and leadership support, as these issues appear increasingly central to the sustainability of academic talent in higher education institutions.

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