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Reimagining Recruitment Process in Tertiary Institutions in Nigeria in the Era of Artificial Intelligence

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ABSTRACT

Recruitment is a fundamental administrative function in tertiary institutions because the quality of personnel recruited influences the effectiveness of teaching, research, community service and institutional development. In Nigeria, conventional recruitment practices are often characterised by lengthy procedures, extensive documentation, delays in processing applications, limited use of recruitment analytics and concerns about transparency and objectivity. The emergence of artificial intelligence (AI) provides opportunities to transform these practices through intelligent workforce planning, automated application screening, digital credential verification, AI-assisted interviews, recruitment analytics and predictive workforce planning. This paper examines the reimagining of recruitment processes in Nigerian tertiary institutions in the era of artificial intelligence. The paper discusses ten major approaches, including AI-driven workforce planning, AI-supported short-listing, AI-assisted interviews, digital credential verification, AI-enabled applicant communication, AI-supported job-fit assessment, recruitment auditing, inclusive recruitment, recruitment analytics and predictive recruitment planning. The paper argues that AI can improve the speed, efficiency, transparency and evidence-based nature of recruitment when appropriately deployed. However, challenges such as algorithmic bias, data privacy, digital inequality, automation bias, inadequate infrastructure and limited staff capacity may undermine the effectiveness of AI-enabled recruitment. The paper therefore advocates a human-centred recruitment model in which AI provides analytical and administrative support while qualified recruitment officers retain responsibility for professional judgement, ethical oversight and final appointment decisions. Such an approach can contribute to more transparent, efficient, inclusive and sustainable recruitment practices in Nigerian tertiary institutions.

Introduction

Tertiary institutions are critical components of national development because they provide advanced education, produce skilled human resources, generate knowledge through research and contribute to socioeconomic transformation. The achievement of these responsibilities depends substantially on the availability of qualified academic, administrative, technical and support personnel. Consequently, recruitment constitutes one of the most important functions of educational administration and human-resource management in tertiary institutions. In Nigeria, recruitment into tertiary institutions traditionally involves identifying staffing needs, obtaining appropriate approval, advertising vacancies, receiving applications, screening applicants, short-listing qualified candidates, conducting interviews and making appointments. The Federal Ministry of Education (2023) recognises advertisement, application processing, short-listing and interviews as important components of recruitment in tertiary institutions. Recruitment is also expected to take account of institutional needs, applicants' qualifications and relevant government and regulatory requirements. This conventional approach remains important, but its effectiveness can be constrained by administrative delays, large volumes of applications, extensive paperwork and difficulties in maintaining consistent and transparent selection procedures.

The emergence of artificial intelligence (AI) is creating new possibilities for transforming recruitment practices. AI refers broadly to computational systems capable of performing tasks that traditionally require aspects of human intelligence, including learning, pattern recognition, prediction,

language processing and decision support. In recruitment, AI can be applied to identify workforce requirements, process applications, match candidates with job requirements, verify credentials, support interviews and analyse recruitment outcomes. Chen (2023) observes that AI-enabled recruitment has the potential to improve recruitment efficiency and reduce routine administrative activities. However, the use of AI also creates ethical challenges because algorithms can reproduce or amplify discrimination embedded in historical data and organisational practices. Therefore, AI should not be regarded as automatically objective merely because it is technology-based.

The need to rethink recruitment is particularly important in Nigerian tertiary institutions because institutions operate in an environment characterised by growing student enrolment, expansion of academic programmes, changing labour-market requirements and increasing demand for qualified academic and non-academic personnel. The National Universities Commission (NUC, 2023), through the Core Curriculum and Minimum Academic Standards, provides staffing expectations and standards relevant to university academic programmes. AI-enabled workforce analytics could assist institutions in identifying staffing gaps and aligning recruitment with programme requirements. Ethical governance must remain central to AI recruitment. UNESCO (2021) emphasises principles such as fairness, transparency, accountability, human oversight and non-discrimination in the development and use of AI. This is particularly relevant to recruitment because employment decisions directly affect individuals' careers and livelihoods. Kupfer et al. (2023) also highlight the danger of automation bias, whereby human decision-makers may place excessive confidence in recommendations generated by AI systems.

Reimagining recruitment, therefore, should not mean completely replacing human recruitment committees with algorithms. Rather, it should involve redesigning the recruitment process so that AI performs appropriate analytical, administrative and predictive functions while human experts maintain responsibility for ethical judgement, contextual interpretation and final decisions. The major areas of transformation include AI-driven workforce planning, intelligent applicant screening, AI-assisted interviews, digital credential verification, automated applicant communication, job-fit assessment, recruitment auditing, inclusive recruitment, recruitment analytics and predictive workforce planning. The central argument is that AI can make recruitment in Nigerian tertiary institutions more efficient, transparent and evidence-based when it is deployed within an appropriate human-centred governance framework. The objective should therefore be to combine the computational capabilities of AI with the professional judgement, accountability and ethical responsibility of human administrators.

Conceptual terms

Concept of Tertiary Education

UNESCO Institute for Statistics (UIS) defines tertiary education as education that builds on secondary education and provides learning activities in specialised fields at a high level of complexity and specialisation. It includes both academic education and advanced vocational or professional education. Under ISCED 2011, tertiary education comprises Levels 5–8, covering short-cycle tertiary, bachelor's, master's and doctoral education (UNESCO Institute for Statistics [UIS], 2015). UNESCO-UNEVOC explains tertiary education as education that builds upon secondary education and provides specialised learning at an advanced level. It encompasses academic, vocational and professional programmes and includes short-cycle tertiary education, bachelor's, master's and doctoral or equivalent programmes (UNESCO-UNEVOC, n.d.).

The World Bank describes tertiary education as formal post-secondary education, encompassing institutions such as public and private universities, colleges, technical training institutes and vocational schools. It emphasises that tertiary education contributes to skills development, employment, innovation and economic growth (World Bank, 2026). The Organisation for Economic Co-operation and Development (OECD) conceptualises tertiary education as education beyond upper-secondary schooling that encompasses a broad range of programmes and institutions. Its international classification includes tertiary programmes at different levels, reflecting the diversity of institutions and programmes that provide advanced education and skills (OECD, 2008). For the purpose of the study on “Reimagining Recruitment Process in Tertiary Institutions in Nigeria in the Era of Artificial Intelligence,” tertiary education can be operationally defined as post-secondary education provided through universities, polytechnics, colleges of education and other recognised institutions that offer specialised academic, professional, technical and vocational programmes leading to qualifications at tertiary level.

Concept of Recruitment

Recruitment as the process of finding and engaging the people an organisation needs. Their description presents recruitment as a process involving activities such as defining requirements, attracting applicants, sourcing candidates, screening applications and using appropriate selection methods (Armstrong & Taylor 2023), Orlitzky (2009), writing in The Oxford Handbook of Human Resource Management, defines recruitment as the practices and activities undertaken by an organisation primarily to identify and attract potential employees. The definition distinguishes recruitment from selection: recruitment creates a pool of potential candidates, while selection determines which candidates should be appointed.

The Human Resources Management textbook defines recruitment as a process that provides an organisation with a pool of qualified job candidates from which to choose. It further explains that recruitment involves attracting the interest of prospective employees in available employment opportunities (OpenStax/Pressbooks, n.d.). The International Labour Organization (ILO) approaches recruitment from the perspective of fair recruitment, emphasising recruitment systems that protect workers from abusive and fraudulent practices and ensure that recruitment is governed by appropriate laws, policies and procedures. The ILO's fair-recruitment framework stresses the protection of workers' rights throughout the recruitment and placement process (International Labour Organization [ILO], 2019). For the purpose of the study, recruitment can be defined as the systematic process through which a tertiary institution identifies its staffing needs, attracts qualified applicants, receives and screens applications, and develops a pool of suitable candidates from which appropriate personnel can be selected and appointed.

Result and Discussion on Reimagining Recruitment Process in Tertiary Institutions in Nigeria in the Era of Artificial Intelligence

Recruitment is an important function of educational administration because the quality of personnel recruited into tertiary institutions has significant implications for teaching, research, community service and institutional development. In Nigeria, the conventional recruitment process involves declaration of vacancies, advertisement, processing of applications, short-listing, interview, medical examination and appointment. The Federal Ministry of Education (2023) identifies these stages as important components of staff recruitment in tertiary institutions and further indicates that recruitment should consider candidates' qualifications, institutional needs, Federal Character principles and the guidelines of regulatory bodies such as the National Universities Commission (NUC).

The emergence of artificial intelligence (AI) provides an opportunity to rethink this conventional recruitment process. AI can assist institutions in analysing workforce requirements, screening applications, organising interviews and providing decision-support information. However, AI recruitment must be implemented responsibly because algorithmic systems can reproduce discrimination and bias contained in data or embedded in system design (Chen, 2023). Three major ways of reimagining recruitment in Nigerian tertiary institutions are discussed below.

AI-driven workforce planning and identification of staffing needs

Tertiary institutions can use AI to transform recruitment from a largely reactive administrative activity into a proactive and evidence-based workforce-planning process. AI systems can analyse information relating to staff strength, student enrolment, staff-student ratios, academic programmes, staff qualifications, workload, retirement projections and emerging areas of institutional need. Such analysis can assist university administrators in determining the departments, faculties and administrative units where additional personnel are required. This approach can strengthen compliance with regulatory requirements because Nigerian tertiary institutions operate within guidelines established by regulatory agencies. The Federal Ministry of Education (2023) states that recruitment in tertiary institutions should take into consideration candidates' qualifications, the needs of the institution, Federal Character principles, regulatory guidelines and the laws establishing the institutions. Therefore, an AI-enabled workforce-planning system could compare existing staffing patterns with institutional and regulatory requirements before vacancies are declared. AI can also improve the management of vacancy advertisements. Instead of relying exclusively on manual processes, institutions can use digital recruitment platforms to publish approved vacancies, receive applications, organise applicant information and monitor recruitment timelines. This would make the recruitment process more efficient

and reduce unnecessary paperwork. AI should function as a decision-support mechanism rather than an autonomous authority. The decision to create vacancies and determine the number and category of staff required should remain with the appropriate institutional authorities and governing councils. AI should provide evidence and analysis that assist administrators in making informed decisions.

AI-supported application screening and competency-based short-listing

A second major area for reimagining recruitment is the use of AI for application processing and short-listing. Nigerian tertiary institutions often receive large numbers of applications for academic, administrative, technical and professional positions. Manually examining every application can be time-consuming and may create inconsistencies in the identification of qualified candidates. AI-enabled applicant-screening systems can organise applications and compare applicants' qualifications, experience, research records, professional certifications and other job-related competencies with predetermined requirements. This can reduce administrative workload and potentially make the preliminary screening process faster and more systematic. Chen (2023) found that AI-enabled recruitment has the potential to improve recruitment quality and efficiency while reducing routine transactional work. For tertiary institutions, AI-supported screening should be based on clearly defined and job-related criteria. For example, recruitment for an academic position may consider relevant academic qualifications, teaching experience, research publications, professional experience and other criteria established in the vacancy announcement. The system should not make decisions based on irrelevant personal characteristics. More importantly, institutions must guard against algorithmic discrimination. Chen (2023) explains that AI recruitment systems can produce discriminatory outcomes because of biased datasets and the design of algorithms. Therefore, tertiary institutions should regularly audit AI recruitment systems to determine whether they unfairly exclude particular categories of applicants. The use of AI should also complement rather than eliminate human assessment. The Federal Ministry of Education (2023) recognises short-listing and interview as components of the recruitment process in tertiary institutions. Consequently, AI may assist with preliminary screening, but qualified recruitment committees should review the short-list and determine which candidates proceed to subsequent stages.

AI-assisted interviews with human oversight and accountability

A third way of reimagining recruitment is through AI-assisted interviews and decision support. AI can assist institutions in developing structured interview questions, scheduling interviews, organising interview scores, analysing responses against predetermined competencies and producing comparative reports for recruitment committees. This could improve the consistency and efficiency of interviews, particularly where institutions are recruiting large numbers of personnel. Nevertheless, tertiary institutions should avoid allowing AI to make final recruitment decisions. Kupfer et al. (2023) found that AI-based personnel-selection systems can create automation bias, whereby human decision-makers may accept an AI recommendation without adequately questioning it. This is particularly important in Nigerian tertiary institutions, where recruitment decisions have implications for institutional equity, professional standards and public accountability. UNESCO (2021) emphasises that AI systems should operate according to principles of transparency, fairness, accountability, non-discrimination and human oversight. It specifically states that AI systems should not displace ultimate human responsibility and accountability. Consequently, AI should provide recruitment committees with analytical information, but the final decision should remain with authorised human officials. Human oversight is also important because recruitment decisions require contextual judgement that may not be fully captured by an algorithm. For instance, a candidate may possess an unusual combination of research expertise, professional experience or institutional contribution that an automated system may not adequately recognise. Recruitment committees should therefore have the authority to examine AI recommendations, verify candidates' credentials and provide reasons for accepting or rejecting recommendations. Thus, the most appropriate model for Nigerian tertiary institutions is human-AI collaborative recruitment. Under this model, AI provides speed, data analysis and administrative efficiency, while human recruitment officers provide professional judgement, ethical oversight and accountability. Such an approach is consistent with UNESCO's (2021) principles of fairness, transparency, non-discrimination and human oversight.

Digital verification of applicants' credentials

AI can be used to strengthen the verification of academic and professional credentials presented by applicants. Credential verification is particularly important in tertiary institutions because the appointment of an unqualified person can negatively affect teaching quality, research productivity, accreditation and institutional reputation. AI-supported systems can assist recruitment officers in comparing submitted certificates, academic records, professional qualifications and publication information with authorised databases and institutional records. The use of digital technologies for credential verification can reduce the time required for manual checking and help identify inconsistencies in applicants' records. However, AI-generated alerts should not automatically be interpreted as evidence of fraud. Human officers should verify suspicious information before a recruitment decision is made. UNESCO (2021) emphasises the importance of transparency, accountability and human oversight in the use of AI systems. Therefore, Nigerian tertiary institutions should combine automated credential verification with human authentication and appropriate procedures for allowing applicants to challenge erroneous findings. This approach can also support the integrity of academic recruitment. The recruitment committee can require successful candidates to present original credentials while AI-enabled systems assist in identifying records that require further verification. Consequently, AI can make credential verification faster and more systematic without transferring ultimate responsibility from recruitment officers.

AI-enabled recruitment communication and applicant engagement

Another way of reimagining recruitment is through AI-powered communication with applicants. Tertiary institutions can deploy intelligent chatbots and automated communication systems to provide applicants with information concerning available vacancies, eligibility requirements, application procedures, deadlines, interview schedules and recruitment stages. This can improve communication between institutions and applicants and reduce the pressure on human recruitment officers who frequently respond to repetitive enquiries. AI-enabled communication can also provide applicants with timely notifications about changes in recruitment schedules and the status of their applications. Institutions should ensure that automated communication does not become a barrier to applicants who have limited digital literacy or poor access to reliable internet services. UNESCO (2021) stresses the importance of inclusiveness and equitable access in the development and deployment of AI. Therefore, Nigerian tertiary institutions should maintain alternative human-assisted communication channels alongside AI platforms. AI-based communication should also protect applicants' personal information. Recruitment platforms may collect sensitive information such as educational records, employment history and contact details. Consequently, institutions should establish clear rules governing data collection, storage, access and use. AI should be used to improve applicant engagement without compromising privacy and confidentiality.

AI-supported prediction of employee-job fit and retention

AI can also assist tertiary institutions in assessing the likely alignment between applicants' competencies and the requirements of particular positions. Instead of focusing exclusively on academic certificates, AI-supported recruitment systems can analyse job-related competencies, professional experience, research interests, teaching experience and other relevant indicators to assist recruitment committees in identifying candidates whose profiles correspond closely with institutional needs. This approach can help institutions move towards competency-based recruitment. For example, when recruiting a lecturer, the institution may assess the candidate's teaching competence, research experience, publication record, disciplinary expertise and ability to contribute to community service. AI can organise and compare such information to support recruitment committees. Predictive recruitment systems must be carefully designed because historical institutional data may contain existing biases. Chen (2023) explains that AI-enabled recruitment can create discriminatory outcomes when algorithms are trained on biased data or use inappropriate variables. Therefore, Nigerian tertiary institutions should periodically evaluate their recruitment algorithms and remove variables that may result in unfair discrimination. Kupfer et al. (2023) similarly warn that excessive reliance on AI recommendations can produce automation bias in personnel selection. Thus, AI predictions concerning job fit should be regarded as advisory information rather than final judgments. Recruitment committees should consider the candidate's overall qualifications and evidence before making appointments.

AI-enabled recruitment monitoring, auditing and accountability

A further approach is to use AI to monitor and audit the recruitment process itself. Recruitment committees can establish digital systems that record applications received, candidates shortlisted, interview scores, selection decisions and reasons for appointment. AI can analyse this information to identify unusual patterns, inconsistencies or potential discrimination in recruitment outcomes. For example, an institution could analyse whether candidates who satisfy the advertised requirements are being excluded disproportionately at the short-listing stage. It could also examine whether recruitment decisions consistently correspond with predetermined selection criteria. Such monitoring can promote transparency and strengthen institutional accountability. This is important because AI recruitment systems themselves require continuous evaluation. UNESCO (2021) recommends that AI systems be developed and used with transparency, accountability, fairness and human oversight. Similarly, Chen (2023) argues that organisations need safeguards against discriminatory outcomes associated with AI-enabled recruitment. Nigerian tertiary institutions can therefore establish AI recruitment audit committees comprising representatives from human resources, academic administration, information technology, legal services and relevant management structures. Such committees can periodically examine the performance of AI recruitment systems, assess complaints, review algorithmic outcomes and recommend improvements. The audit process should also preserve applicants' right to seek clarification or human review where an automated system produces an adverse outcome. This would help ensure that technological efficiency does not undermine procedural fairness.

AI-supported diversity, equity and inclusive recruitment

Artificial intelligence can be used to promote a more inclusive recruitment process in Nigerian tertiary institutions by helping recruitment committees identify and reduce unintended patterns of exclusion. AI-enabled recruitment platforms can standardise the preliminary assessment of applications by applying the same job-related criteria to all candidates. This may reduce some forms of subjective decision-making associated with manually processing large numbers of applications. AI does not automatically guarantee fairness. Algorithms may reproduce discrimination when they are developed from historical recruitment data containing existing biases. Chen (2023) notes that AI-enabled recruitment systems can generate discriminatory outcomes when algorithmic models or their underlying data contain biases. Therefore, tertiary institutions should regularly test recruitment algorithms for discriminatory outcomes and ensure that selection criteria are directly related to the requirements of the advertised position. Inclusive AI recruitment should also reflect the principles of fairness and non-discrimination. UNESCO (2021) recommends that AI systems respect human rights, diversity and inclusion. In the Nigerian context, recruitment procedures should also remain consistent with applicable public-sector requirements, including Federal Character principles where applicable (Federal Ministry of Education, 2023). AI should therefore be designed to support equitable opportunities rather than become a new mechanism for exclusion.

AI-powered recruitment analytics for evidence-based decision-making

Another important approach is the use of AI-powered analytics to generate evidence for recruitment decisions and institutional workforce planning. Recruitment platforms can analyse historical and current recruitment data to provide information about the number of applicants, qualification patterns, sources of applicants, short-listing rates, interview performance and recruitment timelines. Such information can help university administrators determine whether their recruitment strategies are achieving institutional objectives. For instance, an institution can analyse whether advertisements are attracting suitably qualified candidates, which academic disciplines have shortages, how long vacancies remain unfilled and where recruitment bottlenecks occur. AI can identify patterns within large datasets much faster than conventional manual analysis. Evidence-based recruitment is particularly important for tertiary institutions because staffing decisions should correspond with institutional programmes and academic requirements. The National Universities Commission (NUC, 2023) provides staffing requirements and standards that universities are expected to consider in the delivery of academic programmes. AI-enabled analytics can therefore assist administrators in comparing institutional staffing data with programme requirements and identifying areas requiring intervention. Recruitment analytics should not be used mechanically. Data provide evidence for decision-making but do not replace professional judgement. Kupfer et al. (2023) caution that decision-makers can develop automation bias when they place excessive confidence in AI-generated recommendations. Therefore, recruitment

committees should critically interpret AI-generated reports before using them to make personnel decisions.

10. AI-enabled continuous improvement and predictive recruitment planning

AI can also transform recruitment from a one-time activity into a continuous institutional improvement process. Rather than waiting until a department experiences a serious staff shortage, tertiary institutions can use AI to monitor workforce trends and predict future recruitment requirements. Data relating to staff retirement, resignations, promotions, programme expansion, student enrolment and emerging academic disciplines can be analysed to anticipate future vacancies. Predictive workforce planning can enable institutions to begin recruitment activities sufficiently early. For example, if workforce data indicate that several experienced lecturers are likely to retire within a particular period, the institution can begin planning for replacement and succession before the vacancies create serious teaching and research gaps. This approach can contribute to institutional sustainability because recruitment decisions become connected with long-term strategic planning. AI can help management identify emerging staffing requirements and develop recruitment priorities before they become urgent problems. UNESCO (2021) emphasises that AI should be developed and used in ways that promote sustainable development while maintaining human responsibility and accountability. Predictive recruitment must be treated cautiously. Predictions are based on available data and assumptions, and unexpected events can change institutional staffing requirements. Therefore, AI predictions should be reviewed periodically by human administrators and adjusted according to changes in institutional policy, government regulations, programme accreditation requirements and labour-market conditions.

Conclusion and Recommendations

Artificial intelligence presents significant opportunities for reimagining recruitment processes in Nigerian tertiary institutions. The traditional recruitment model can be transformed through AI-driven workforce planning, intelligent application screening, digital credential verification, AI-assisted interviews, automated applicant communication, job-fit assessment, recruitment auditing, inclusive recruitment, recruitment analytics and predictive workforce planning. The application of AI can reduce administrative workload, accelerate application processing, improve the organisation of recruitment data and support evidence-based decision-making. It can also help tertiary institutions identify future staffing needs and improve the alignment between personnel recruitment and institutional programmes. However, AI is not inherently neutral. Algorithmic bias, automation bias, data privacy concerns, inadequate digital infrastructure, limited technological competencies and digital exclusion may undermine the benefits of AI-enabled recruitment (Chen, 2023; Kupfer et al., 2023).

Nigerian tertiary institutions should adopt a human-centred approach to AI recruitment. AI should support rather than replace recruitment committees. Human administrators should retain responsibility for interpreting AI-generated recommendations, verifying candidates' credentials, conducting interviews and making final appointment decisions. This approach is consistent with UNESCO's (2021) emphasis on human oversight, transparency, fairness and accountability in AI governance. The successful reimagining of recruitment will depend not simply on acquiring AI technologies but on establishing appropriate policies, developing staff capacity, protecting applicants' data and ensuring that technology operates within Nigerian educational regulations and ethical standards. Properly governed AI can become an important instrument for building a more efficient, transparent, inclusive and sustainable recruitment system in Nigerian tertiary institutions.

Based on the findings, the study recommends the following:

1) Universities, polytechnics and colleges of education should establish clear policies specifying how AI may be used in workforce planning, applicant screening, interviews, credential verification and recruitment analytics. The policies should define the responsibilities of AI systems and human recruitment officers.
2) AI-generated recommendations should not automatically determine who is appointed. Recruitment committees should review AI outputs, verify relevant information and retain final authority over recruitment decisions. This will help minimise automation bias and protect institutional accountability (Kupfer et al., 2023).
3) Institutions should periodically evaluate AI systems to determine whether they unfairly disadvantage particular categories of applicants. Recruitment criteria should be based on

legitimate job-related qualifications and competencies rather than irrelevant personal characteristics (Chen, 2023).

4) AI recruitment platforms may process applicants' academic records, employment history, contact information and other personal data. Institutions should establish appropriate safeguards for collecting, storing, accessing and processing such information in accordance with applicable data-protection requirements.
5) Human-resource officers, registrars, academic planners and members of recruitment committees should receive regular training in AI, data interpretation, algorithmic bias, ethical AI use and digital recruitment procedures. This will enable them to critically evaluate rather than blindly accept AI-generated recommendations.
6) AI recruitment systems should be designed to support relevant requirements of the Federal Ministry of Education, National Universities Commission and other appropriate regulatory bodies. Technology should strengthen compliance rather than create a parallel recruitment system.
7) Reliable internet connectivity, secure databases, appropriate software, computer facilities and technical support are necessary for successful AI-enabled recruitment. Tertiary institutions should therefore prioritise digital infrastructure as part of their human-resource modernisation strategy.
8) Where an applicant is excluded or adversely affected by an automated recruitment process, the institution should provide an avenue for human review. This will promote fairness, transparency and accountability in accordance with the principles advocated by UNESCO (2021).
9) Institutions should use AI-generated recruitment data to identify staffing gaps, recruitment bottlenecks, qualification patterns and future personnel requirements. Such information should support institutional workforce planning and strategic decision-making.
10) Institutions should begin with carefully selected recruitment functions, evaluate the outcomes and progressively expand AI applications. Continuous monitoring should be undertaken to determine whether AI is improving efficiency, fairness, transparency and recruitment quality.

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