

**Developing Sustainable HRM Strategies:  
Lessons from Nantong Universities**

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**ABSTRACT**

This study examined how human resource management (HRM) practices relate to faculty job satisfaction and retention intention in three Nantong universities (coded A, B, and C). Using a cross-sectional survey (valid responses:  $n = 466$ ), four HRM dimensions were analyzed—Recruitment and Selection (RS), Training and Development (TR), Performance Evaluation (PE), and Benefits and Compensation (BC)—together with demographic covariates. Data screening included Shapiro–Wilk tests and non-normal outcomes were analyzed using Kruskal–Wallis tests and Spearman’s rho. Kruskal–Wallis tests were used to examine demographic differences in HRM perceptions that are theoretically grounded in the principles of equity and inclusion, which are in turn central to sustainable HRM. Results showed that Training and Development was positively associated with Performance Evaluation. Education level exhibited significant group differences in perceived Training and Development, whereas gender, age, post, tenure, and department did not show significant differences across the four HRM dimensions. Benefits and Compensation received the lowest mean ratings and showed weak association with Performance Evaluation. Findings inform a set of sustainable HRM strategies emphasizing transparent performance standards, tiered training pathways, and stronger Benefits and Compensation–performance alignment.

*Keywords: Sustainable HRM, faculty retention, job satisfaction, nonparametric analysis, Nantong Universities*