

Research on the Reform of University Teachers' Salary System from the Perspective of Internation

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Abstract: In today's fiercely changing world, the competition in higher education among countries is actually the competition for the level of university teachers, and salary as a direct incentive for teacher performance has become the top priority in the field of university teacher management in all countries. Many countries have prioritized the reform and improvement of college teachers' salary system as one of the important topics, and some even regard the quality of the teacher's salary system as the key to the success of higher education reform. The study of the reform of the salary system for college teachers has important practical significance for straightening out the salary relationship, overcoming the egalitarianism in salary distribution, mobilizing the enthusiasm and innovation of college staff, and enhancing the school's development stamina and competitiveness.

1. Introduction

The key to the realization of the university's development strategy and the enhancement of its competitiveness lies in its human resource management status. The core of university human resource management is the construction of a reasonable salary system. The importance of the salary system is not only reflected in its ability to serve the development of universities Strategy, and it is also of great significance for cultivating, attracting, stabilizing and motivating outstanding teaching and research personnel. The nature, functions and historical tasks of higher education determine the key role of talents in the development of higher education. Compared with developed countries, there are still large gaps in the overall quality of the faculty of our country's colleges and universities, as well as the general lack of internal work motivation. There are many reasons for this phenomenon, but no matter what angle you look at, salary plays an important role in it. Attracting and retaining the excellent teachers needed by the school is the most basic goal of salary management. A lot of school work depends on teachers. When people choose a work unit, salary is an important factor that must be considered. Salary is not only a necessary economic return, but also expresses the school's affirmation of the value of teachers' work. Therefore, schools need to establish a reasonable salary system, use the "pay gap" to convey the will of the organization to teachers, show the school's recognition and expectations for a specific job performance, and maintain the competitiveness of the salary, so as to promote the improvement of teachers' performance. Attract and retain outstanding talents for the development of the school. The reform of the income distribution system of colleges and universities not only concerns the vital interests of college teachers, but also whether Chinese colleges and universities can shape a brilliant future. After all, no one can surpass the realistic constraints of living conditions, and the rationality and fairness of the distribution model It will undoubtedly affect the mentality and behavior of college teachers, so the move to reform the income distribution system of colleges and universities is undoubtedly positive.

2. The Connotation of Salary and University Teacher Salary

The salary of university teachers, in simple terms, refers to the various material or non-material labor remuneration that teachers obtain from university organizations for paying for their mental work. It is an important factor that directly affects teachers' work attitude, work style, and work

performance. From a market perspective, salary is the price of teachers' human resources; from a distribution perspective, salary is the return of the school's contribution to teachers' human capital elements. On the one hand, it refers to various material remunerations paid by universities to teachers, such as wages, salaries, insurance benefits, various rewards in kind, etc.; on the other hand, it refers to various non-material remunerations paid to teachers by universities, such as work Opportunities, promotion, training opportunities, etc. Both remunerations play an equally important role, but the second remuneration is more embodied in the satisfaction and motivation of teachers' spiritual needs, and is not suitable for simple quantification and evaluation. While ensuring the supply of talents, using and motivating talents, maintaining organizational stability, and paying attention to the first type of compensation, colleges and universities should not neglect the spiritual incentives for teachers to meet their spiritual needs.

Salary is not only the income provided by the university organization to teachers, but also a kind of cost expenditure of the school. It represents an interest exchange relationship between the school and the teachers. Salary is not only a fair transaction, it can also convey the school's organizational goals and manager's intentions to faculty and staff in a timely and effective manner, and promote the alignment of personal behavior with organizational goals. Salary is based on the teachers' personal interests and is mainly reflected in three aspects: guarantee function, incentive function and signal function: First, economic guarantee function. From an economic point of view, salary is actually the price of labor, a factor of production. Its function is to allocate labor, especially scarce human resources with certain knowledge, skills, and experience, to various uses through the market. This means that for teachers to use their talents creatively, schools need to create conditions to encourage and reward them. Therefore, the salary is ultimately expressed as a supply and demand contract between the school and the teacher. The university organization creates market value through the work of the teacher and realizes the strategic goal of the university; at the same time, the school gives economic returns to the teacher's contribution to meet their life needs, Its role in protecting the lives of teachers and their families is irreplaceable by any other means of income security. Salary is a return to teachers' work performance, while salaries also reflect the relative status and role of teachers in university organizations. The guarantee is not only reflected in the fact that it meets the basic survival needs of teachers in terms of food, clothing, use, housing, transportation, etc., but also the salary can enhance teachers' sense of security, belonging and accomplishment, thereby satisfying teachers' safety needs. Social needs, respect needs, and even self-realization needs.

3. Problems in the Salary System of College Teachers in My Country

With the continuous deepening of economic system and political system reforms, breakthroughs have been made in various reforms of higher education in my country. However, due to the relative lag of the salary system reform, which is an important part of the reform of the internal management system in universities, many scholars, experts and university personnel workers have studied this problem in order to find more reasonable and effective solutions. To achieve the overall coordinated advancement of the reform of the internal management system of colleges and universities. At present, although the design of the salary system has made great progress compared with the past, there are still many drawbacks. This drawback has largely hindered the reform and development of colleges and universities, mainly manifested in:

The basic principles of salary management are: external competition, internal fairness, and individual incentives. Higher education is a highly intellectually intensive industry, and its staff have high average academic qualifications and deep knowledge that are difficult to achieve in other industries. On the whole, the salary income of college teachers in our country is not externally competitive, and it is difficult to attract high-level talents to colleges and universities. According to the survey data released by ChinaHR.com in 2005, the average annual salary of my country's education industry is only 26,661 yuan, which is the third lowest among the more than 30 industries surveyed by it, which is only equivalent to 46% of the average salary of the telecommunications industry, which is medium. Lower level. At the same time, the current salary of college teachers in

our country does not match their personal value. The initial investment in individuals cannot achieve reasonable returns, which makes some teachers uneasy to teach or engage in a large number of second professions. The determination of the salary level of college teachers should be based on the premise of adhering to the basic principles of fairness, incentives, competitiveness, economy and legitimacy, and full consideration should be given to the salary should reflect the level of investment in teachers' personal human capital and reflect the expertise accumulated by them, Skills and experience recognition. College teachers are professional and technical personnel, and their overall income level should be slightly higher than the average income of professional and technical personnel to ensure that the salary level has a certain degree of competitiveness.

The internal egalitarianism of the personal income distribution of college teachers is mainly manifested as follows: First, the income of teachers with the same professional and technical positions is not much different. National wages, local allowances and subsidies, and school allowances are all regarded as one of the distribution factors, resulting in duplication of settings, cumbersome management, and serious egalitarianism, which dilutes the incentive effect linked to salary and performance, and inhibits the improvement of teachers' scientific research level. The second is that the internal allowances set up by higher education institutions are mainly based on identity factors such as "seat" and "hat", which are difficult to reflect the level and performance of teachers. This is an important factor leading to egalitarianism; third is the total income of college teachers, The proportion of allowances and subsidies is too high. The internal allowances of colleges and universities generally account for more than 50%, and some schools are even as high as 70%-80%. The serious imbalance of the teacher salary structure has further led to the average income distribution. Fourth, the university teacher salary system model is single, the model is only designed according to the characteristics of the post, and the influence of the teacher's personal contribution on the salary is not considered, and the degree of attention and understanding of the participation of human capital elements in the distribution is insufficient. Produced the phenomenon of "egalitarianism".

4. Overview and Enlightenment of Teacher Salary System in Foreign Universities

Foreign universities generally have independent, flexible and efficient personnel management mechanisms. Regardless of whether the civil service system is implemented, foreign universities have greater autonomy in hiring personnel. The selection and employment mechanism is open, fair, and open, and people from all walks of life can compete for vacancies for teachers. Driven by the market, the United States has established a complete employment system that is compatible with market competition and the environment, that is, the tenure system and the tenure system are parallel. For low-level teachers, short-term contract systems are often implemented. The school signs employment contracts on a regular basis according to work needs and scientific research funding. For high-level teachers, promote a lifetime appointment system. The employment of teachers in British universities is similar to that in the United States. There are tenured professors, temporary lecturers and short-term contract teachers. There is no term for professors and associate professors in French universities, while teaching assistants are appointed by the college or department. German teachers are mainly hired for tenure, and only professors in universities enjoy lifetime employment qualifications. Japan has always implemented a lifetime system for all full-time faculty members. In recent years, it has also begun to reform and plan the tenure system. The positions recruited by universities are generally lecturers or assistant professors. When special positions require, they will also recruit professors and sign lifelong appointments directly. This "open recruitment, strict selection, gradual promotion, and non-promotion" selection and employment policy and mechanism not only guarantees strict population control and selection and elimination of the promotion process, but also provides tenured teachers with Freedom from the threat of job loss and the protection of free exploration is a rational career security system.

The source of funding is the foundation of the personnel compensation system. In all countries, colleges and universities are regarded as social organizations that provide public products or quasi-public products, and are generally statutory as non-profit units. Therefore, the government provides

funding for higher education. If a civil servant system is implemented for college teachers or treated as civil servants, the personnel funds shall be fully guaranteed by the state finance. For universities in countries that do not implement civil service management, the source of funding for teacher salaries and benefits varies according to the nature of the university, that is, public or private. The degree of public finance investment in colleges and universities in various countries varies with the level of economic and social development of the country and the country's financial resources. The funding sources of universities have generally formed a diversified pattern. The United States can be regarded as one of the typical models of diversified sources of funding for higher education. Since the development of American universities, universities have formed a system for seeking social donations. The amount is so large that both private and public school annual donations exceed 10% of the annual budget. Experts pointed out that although the connotation and proportion of the diversification of funding for higher education in the world are not the same, in general, the diversification of funding sources for higher education in the world has become a trend, including government funding (including scientific research funds and funding), tuition income, corporate research contracts and funding, private donations and investments, educational sales and service income, income from university affiliated enterprises, income from teaching hospitals, and independent school operating income, etc. In today's world, all countries are actively exploring a multi-channel financing mechanism for higher education funding. The sources of funding for higher education in other countries in the world are also developing in a diversified direction.

The distribution system of foreign colleges and universities has the characteristics of marketization and monetization, and implements a dynamically changing salary concept. Generally, a new salary policy or plan is formulated once a year. Colleges and departments have autonomy in salary management, and the salary level of teachers is generally at a medium level or Upper side, higher social status. In its salary structure, it places great emphasis on performance pay and benefits. Foreign universities generally have a complete salary adjustment and growth mechanism. According to market-oriented capital increase methods, there are mainly annual salary range adjustments, individual capital increase based on personal performance and work results, and salary adjustments based on position changes to ensure internal equity in the school. Coordinated salary adjustments. In addition, it also has a quantifiable package of monetary welfare plans. In the United States, welfare income generally accounts for 30% of teachers' total income. These benefits not only ensure the financial security and quality of life of teachers, but also play a non-negligible role in teachers' total salary income, thereby ensuring the stability of the teaching team. .

5. Conclusion

This article introduces the theory of “joint property rights” and uses the fairness of the reform of the salary system of college teachers, which is based on the professional characteristics of college teachers. Teacher’s work is characterized by collective collaboration, which is a collective force based on the division of labor. The process of combining labor is labor union, and its distribution has the characteristics of sharing and equalization; but the teacher’s personal knowledge is through scientific research and various teaching the benefit produced by the assistance of equipment and teaching conditions is the process of combining human capital with various non-human capital elements, which is called element union. It requires a clear division of ownership and has the characteristics of competitive distribution. The professional characteristics of college teachers determine the combination of property rights included in their salary structure and reflect the fairness of income distribution. Due to the limitation of the topic of the thesis, it could not be carried out. We look forward to further exploration and research in the future.

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