

The Research of Difficulties and Countermeasures

About the Implementation of University Performance Salary*

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Abstract—The performance salary institution has implemented in Chinese university since 9 years ago, which will have an positive impact on the salary structure and income levels of the faculty and staff, including more than 1.2 million teachers. The reform and design of performance-based salary will induce to the reformation of college income distribution system. Thus, this manuscript attempts to analyze the difficulties and critical point of university performance salary' implementation, and propound some suggestions to innovate the implementation institution of university performance salary.

Keywords—*institution of higher education; performance salary; implementation difficulties; countermeasure research*

I. INTRODUCTION

Under the guidance of national policies, college performance salary refers to the incentive salary allocated according to the comprehensive assessment and evaluation of work performance and labor efficiency of college employees. This not only expands the autonomy of school allocation but also establishes a distribution incentive mechanism that attaches importance to actual achievements, contributions and high-level talents and key position. The basic purpose of implementing the performance-based pay system is to better motivate teachers' work enthusiasm, better select outstanding teachers, and improve the quality of teaching. At the same time, due to the complexity and humanity of college work, there are certain some limitations in the performance appraisal characterized by quantitative assessment.

Performance appraisal is to test and assess the performance of an organization or individual with using of scientific methods, including organizational and individual performance appraisal. It devotes itself to establish a scientific and effective performance appraisal system, which is committed to perfect performance salary and improve school's education management services.

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II. DIFFICULTIES IN THE IMPLEMENTATION OF PERFORMANCE PAY IN COLLEGES AND UNIVERSITIES

A. *It is Not Reasonable to Check and Ratify the Total Level of Performance Pay in Colleges and Universities*

The external competitiveness and internal fairness of the salary level are the main characteristics that reflect the rationality of the salary level. The distribution system currently implemented in China's colleges and universities is a management system led by the higher authorities. The higher authorities in charge determine the basic wage level of the staff at all levels of the university. In addition, the overall performance of the university's performance is controlled and managed. The total amount of performance pay is mainly based on the standardization of additional subsidies in colleges and universities. Colleges and universities are a place for cultivating outstanding talents. High-tech talents are intensive. However, as far as the average wage level of China's labor market is concerned, the market salary level of college faculty and staff is still at a low level. In terms of the actual basic salary of college faculty and staff, the wage level of high-educated and high-ranking personnel in colleges and universities is relatively lower than that of similar personnel in other industries. The level of wages directly affects the enthusiasm and initiative of college faculty and staff. The reform of performance pay in colleges and universities is to recruit talents and retain talents. Therefore, the level of the total performance of colleges and universities and the scientific or not of the calculation method is directly related to whether the reform of college performance pay can be carried out smoothly. Development is very important.

B. *The Financial Management System Adapted to the Reform of Merit Pay Has Not Been Fully Established*

There are two main ways to source funds from colleges and universities: one is the national financial allocation approved according to the number of students in colleges and universities, and the other is the tuition fees of students. The financial management of colleges and universities is mainly managed and supervised through budgetary methods. Before the implementation of the performance-based wage system, there were no major changes in the way of funds allocation and the use of funds in colleges and universities. The salary of college faculty and staff was calculated according to the original budget management model, which made the quantity

and quality of educational services provided by universities. There is no close connection between the incomes of colleges and universities. After the implementation of the performance-based wage system, the increase in the salaries of faculty and staff is divided from the total amount of funds in colleges and universities, which increases the proportion of labor costs and personnel funds in the total amount of funds, thus increasing the pressure on college funds. In addition, as far as fund management is concerned, there is no clear scope for the use of this fund for colleges and universities. The detailed records of the use of funds for each project are not perfect, and there is no clear regulation on the proportion of various expenditures. Colleges and universities did not have a sound asset management system, capital investment and expenditure management mechanism, and a cost-benefit calculation system, which made the performance salary of colleges and universities not fully reflect the difference in performance, and ultimately became just to raise wages for faculty and staff. Due to the lack of corresponding reward and punishment system, the performance restriction of faculty and staff has not been realized. Therefore, it is difficult to achieve the goal of promoting better and faster development of college education.

C. Lack of Reasonable Performance Evaluation Mechanism

First of all, performance pay should be a comprehensive manifestation of income and performance evaluation. However, at present, colleges and universities in China implement post performance pay system based on post classification management. Post competition is mainly based on duties. Job title, academic qualifications, and length of service, etc., cannot fully reflect the performance of the position. Moreover, this kind of performance salary solves the problem of the salary difference of faculty and staff in different job categories and different post grades, but does not solve the income problem of the performance level and contribution difference well, and cannot distinguish the faculty and staff with different performances of the same position. Compensation difference. Secondly, as a knowledge-intensive group, teachers have higher autonomy and consciousness, and their work content and results are also diverse, such as practical skills guidance, theoretical teaching, discipline construction and professional construction. Therefore, the value of the labor force of the teacher cannot be completely determined from the above performance, and it is necessary to consider the time and effort spent on updating and expanding the knowledge. In addition, teaching and educating people is a cyclical system project that cannot present the full effect and value of its work in the short term. At present, many colleges and universities use the basic workload of teachers to determine the performance salary of teachers, resulting in many teachers only paying attention to those who have been quantified, and only pay attention to the amount of completion, neglect the pursuit of quality. Over time, some faculty and staff have lost their enthusiasm and innovation. This not only seriously affects the teaching effect, but also adds utilitarian color to talent training and academic innovation. Some teachers work part-time outside the home,

paying most of their energy to work part-time outside the school. To a certain extent, they neglect the work in the school, which leads to the hidden loss of the resources of college teachers, which is contrary to the purpose of the reform of the distribution system.

III. COUNTERMEASURES AND SUGGESTIONS ON THE REFORM OF COLLEGE PERFORMANCE SALARY

A. Multiple Channels to Increase School Funding

If colleges cannot increase their own expenses, the salary level of teachers will be limited by government funding and recruitment. Compared with domestic universities, the sources of funding for overseas universities are more diversified, including the return of service society, social donations other than government subsidies, and miscellaneous fees. In particular, world-renowned universities pay more attention to social services and have therefore achieved good returns. Therefore, domestic universities should also learn from the successful experiences of famous foreign universities, stop stagnation, strengthen ties with industrial enterprises, build a platform to serve the society, and continuously expand spending channels.

B. Establishing an Effective Performance Appraisal System

Performance appraisal is the premise and key of performance apportionment. From the perspective of the salary system of developed countries (regions), the market-oriented performance appraisal system is relatively perfect, and the salary incentive function is more prominent. From the overall principle of the establishment of the performance appraisal system, a hierarchical and hierarchical assessment system should be adopted. First of all, universities should determine incentive orientation according to their own development orientation. Different types of universities, such as academic universities, applied undergraduate universities, and vocational and technical universities, pay different attention to incentive orientation. Secondly, universities should give full play to the role of secondary colleges (departments), and allow colleges (departments) to carry out specific classification evaluation methods based on discipline construction and teacher development orientation. According to the type of teachers, teachers can be divided into three types: scientific research, teaching, scientific research, and teaching (including theoretical teaching and practical teaching). Different evaluation indicators are set for different types of teachers to maximize the vitality of teachers. More importantly, the assessment of operability and effectiveness should be emphasized in the actual performance evaluation process. For example, for evaluation items, "no fixed-term appointments" can be used by senior teachers to undertake the main topics. During employment, they can evade. Annual performance appraisal encourages academic research. At present, some universities in Fujian are gradually adopting similar "lifelong employment" and "transfer without promotion" in the practice of some overseas universities. For example, Xiamen University implements the lifelong employment system senior teachers and well-known

professors, and Huaqiao University teachers have already adopted the column transfer system for 12 years, but cannot be promoted to a higher level, that is, they will be transferred to counseling and other non-teaching positions.

C. Strengthening and Improving the Treatment of Young Teachers

With the rapid development of higher education, colleges and universities have also increased their efforts to supplement young teachers. Among them, young teachers under the age of 40 account for a higher proportion of the teachers. For example, Xiamen University and Fuzhou University have introduced overseas scholars and young doctors since 2000, and most of them have gradually become academic backbones. In addition, Fujian Normal University has set up the "Excellent Young Talents Teacher Culture Fund" since 2008. In the same year, a group of outstanding young backbone teachers were selected as training targets. During the three years of training, each person was given a subsidy of 1-15,000 yuan per year. In recent years, Fujian Agriculture and Forestry University has begun to attach importance to the training of young teachers, giving 50,000 yuan a year to outstanding young scholars, and 30,000 yuan a year to promising academic teachers. Most colleges and universities provide a three-year protection period for the outstanding doctors. During this period, they enjoy the treatment of associate professors. At the same time, colleges and universities encourage young teachers to go abroad for further study, and subsidize 10-15 million yuan each year to guide young teachers to engage in teaching and research. In addition, the university also has problems, for example, early 40-year-old teachers can enjoy treatment for young teachers due to age restrictions, in addition, they are unable to improve treatment through job promotion due to the limited number of advanced positions, if this part of the teacher's cadre power enjoys low treatment will definitely affect their work enthusiasm. Therefore, in the performance distribution of views, universities should avoid providing treatment based on headlines or qualifications but pay attention to the treatment of young teachers, for example, universities can tend to teach workloads and adopt models that "pay more for work, better pay Better work, improve the treatment of young teachers to motivate their work enthusiasm and stimulate their creativity.

IV. CONCLUSION

Only by further improving the performance pay system in colleges and universities, reasonably determining the total performance pay, ensuring that performance pay is in place, establishing a scientific performance appraisal mechanism, planning the distribution relationship of various personnel, and establishing a sound performance distribution incentive mechanism can attract outstanding talents and improve teachers. The quality of the team will promote the overall improvement of the level of higher education in China.

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