

# The Construction of Quantitative Evaluation Model of Higher-level Talents' Salary Driven by "Double First-Class"

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**Abstract:** With the continuous development of society, the state and society pay more and more attention to education, and education will also develop better and better. "Double First-Class" is an important strategic measure in the history of education development in China. It puts forward urgent requirements for colleges and universities to train professional talents and strengthen their own discipline construction. And in recent years, export students have been in the process of continuous growth, so in order to improve the level of college teachers and enhance the strength of scientific research in colleges and universities, we must build a reasonable salary structure, pay full attention to the role of high-level talents, only excellent teachers team can best educate students. This paper will start from the definition and characteristics of high-level talents in colleges and universities, and combine with the current situation analysis of the salary system, put forward the plan and suggestions to improve and optimize, and provide a force for the development of colleges and universities in China.

## 1. Preface

With the development of the times, education has received unprecedented attention, although our education has been supported by the government, but still inferior to some foreign universities[1]In this context, the competition between colleges and universities in our country is becoming more and more intense. The strength of running a school is undoubtedly a good way to attract students' resources. Therefore, colleges and universities are crazy to introduce high-level talent to enhance the level of teachers and the scientific research strength of the school, and to introduce high-level talent must have a salary structure to attract them, so the construction of high-level talent pay quantitative evaluation model structure has become one of the problems that colleges and universities must consider at present. Only the use of scientific and reasonable salary structure can effectively introduce high-level talents, enhance the school's strength, attract more student resources, and have more and more excellent high-level talents can also improve the teaching level of the school.



Figure 1 High-level talent

## **2. Definition and Characteristics of High-level Talents in Colleges and Universities**

Colleges and universities are the gathering place of the next generation of talents in the motherland, and teachers in colleges and universities generally have the characteristics of high academic qualifications and high titles. The average college teacher is mostly a master's degree or above, at least has the title of lecturer[2]A small number of teachers are even associate professors and professors, so high-level talents in colleges and universities have very high standards of definition. High-level talents in colleges and universities are usually those who have received long-term systematic education and professional training with higher education, professional title and ability. They usually have very strong innovation ability and numerous scientific research achievements in the subject field, and are talents with absolute competitiveness. And the professional characteristics of college teachers are: small occupational risk, high degree of freedom of work, high social status, intensive intelligence, labor results can not be measured. What we want to study today is how to construct the salary system suitable for high-level talents in colleges and universities.



Figure 2 High-level talent

## **3. Analysis on the Status of College Pay System**

### **3.1. Lower Remuneration**

The labor behavior of college teachers belongs to the intellectual type of labor, which is responsible for imparting knowledge and skills of advanced majors. This also requires teachers to have a very high educational background and strong professional skills as well as teaching skills, and in the process of teaching must be based on the development and changes of the times to update and optimize their own and skills. But there are no clear quantitative criteria and financial guarantees for teachers according to the state. The educational level, education level, professional level and scientific research level of college teachers all have certain strength, and many old college teachers feel that this is an iron rice bowl that leads them to get high wages without improving their teaching skills and professional level and scientific research level.

### **3.2. Inadequate Social Security and Welfare Systems**

Colleges and universities generally pay five risks and one gold to the high-level talents according to the average salary in the society, and the current inflation situation in the society leads to the obvious low level of security. In terms of the distribution of remuneration, many colleges and universities pay attention only to the form of money[3], while benefits in kind and housing subsidies are less. Some colleges and universities even only in some major festivals symbolic distribution of small gifts, lack of care for high-level talent, can not achieve the effect of motivation and attraction.

### **3.3. Lack of Effective Incentive Mechanisms**

Nowadays, colleges and universities generally pay attention to the form of money, and ignore the

long-term security, welfare, incentive for the purpose of welfare system formulation, no long-term incentive effect, with the continuous development of society, the social status of college teachers is also rising, and the income is also increasing, this situation is reflected in the older teachers, and once the more well-paid schools, most of them will choose to switch jobs, which is due to the lack of long-term effective incentive mechanism of teachers do not have a sense of belonging to the school.

#### **4. Construction Quantitative Evaluation Model for High-level Talents in Colleges and Universities**

##### **4.1. Definition of Remuneration**

In a narrow sense, pay refers to the wages or other monetary returns that people receive after work. The broad interpretation refers to material compensation and non-material compensation, material compensation is wages, bonuses, houses, allowances and so on, non-material compensation refers to the staff in the company or unit when the psychological feelings, so that he has a sense of belonging.



Figure 3 High-level talent

##### **4.2. Functions of Remuneration**

The functions of compensation are mainly: compensation and incentive and adjustment, which means that the brain, energy and energy consumed by high-level personnel during the work period must be compensated to recover[4] in order to maintain basic production power. The incentive function is mainly to say that high-level talents can get more pay by paying more mental and physical labor. The final regulatory function is that high-level talents actively improve their academic qualifications, titles, professional skills, teaching ability, scientific research level to adapt to the post. Among them, incentive function can enhance the satisfaction of high-level talents to salary.

##### **4.3. Remuneration Component**

Under the salary system of high-level talents in colleges and universities, the main components of salary are basic salary, post subsidy, performance subsidy, special subsidy and so on. Because the basic salary is the most stable reward that the high-level talented person can obtain, the university scientific research raises the minimum basic salary standard appropriately, and also includes the national stipulation salary system five risks one gold and so on. The post allowance is the extra salary which according to the post's responsibility and the labor force's pay degree as well as the post needs the education, the specialized skill, the contribution to the school and so on carries on the plan subsidy, also may adjust the post allowance according to the job nature, the seniority and so on how many. Performance subsidy is mainly to encourage high-level talents to work hard a kind of extra salary, performance subsidy can be divided into two aspects, one is teaching, the other is scientific research. In terms of teaching, the quality of teaching and the number of courses taught exceed the prescribed standard, and the number of courses that exceed the standard can be multiplied by the quality index of the course multiplied by the teaching performance subsidy, and

the amount of the teaching performance subsidy can be obtained. Research performance subsidies are mainly based on the journals, papers, treatises, participation in editing national textbooks, awards for scientific research achievements and so on, which can be used as an effective basis for research performance subsidies and give weight to each part. Combining the scores of scientific research results and the number of scientific research results, we can get the teacher's scientific research points, rank the scientific research points, rank the scientific research directly to reflect the teacher's scientific research ability, and finally multiply the scientific research points by the scientific research performance subsidy to get the specific research performance subsidy. In order to prevent teachers from making scientific research work utilitarian and bubble, schools should give higher scientific research points to original and high quality scientific research achievements, such as core journal papers and unique papers and very useful scientific research results. Special subsidies are some of the more special talents among the high-level talents. Their numbers may not be large, but their contributions are high. Among them, there are mainly academic leaders, outstanding backbone teachers, young teachers with great potential for development and so on. They have made significant contributions in the fields of promotion, evaluation, teaching, scientific research, compilation and so on, and have played a leading role. Colleges and universities should give them special subsidies that other teachers do not have to match their contributions.

#### **4.4. Overall Framework**

In order to construct the incentive compensation system, the first thing that colleges and universities should do is to construct the overall framework, which should include three departments: the high-level talent compensation system committee, the high-level talent compensation management group and the high-level talent compensation advisory committee[5]. Among them, the high-level talent compensation system committee is mainly responsible for the introduction of high-level talent, withdrawal, assessment and so on. The high-level talent compensation management team is mainly responsible for the various resolutions of the compensation system and ensure the smooth implementation of each system. The high-level talent compensation advisory committee is mainly responsible for the parties' conflicts of interest and the resolution of various differences and deviations.

#### **5. Conclusion**

To sum up, in order to improve the level of running a school and attract more student resources, colleges and universities must introduce more high-level talents, and the introduction of high-level talents must have a salary structure and incentives that can attract them. As long as we ensure that the pay and income of high-level talents are proportional to each other, and steadily improve, we can make them have a sense of belonging, so that we can improve the level of learning, scientific research, teaching, and promote the development of education.

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