

Research on the Teacher Appointment System of Colleges and Universities

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Abstract: *The appointment system of teachers in higher education institutions is a new employment system that has the advantages of maintaining the vitality of the teaching staff and promoting the optimization and renewal of the teaching staff. However, there are still some problems that need to be further improved. This paper analyzes the problems existing in the current appointment system of teachers in higher education institutions. Furthermore, corresponding reform measures are proposed for different problems, and relevant measures are explained with examples. It is hoped that the suggestions put forward can further improve and promote the healthy development of the appointment system of teachers in higher education institutions.*

Keywords: Colleges and Universities, Teacher Appointment System, Problem Analysis, Reform Measures.

1. The Current Situation of Teacher Appointment System in Colleges and Universities

1.1 Advantages of the Appointment System

The university teacher appointment system refers to a teacher appointment system in which the university and the teacher sign an appointment contract on an equal and voluntary basis to confirm the teacher's position and the rights and obligations of both parties [1]. This is a new employment system that emerged in response to the development of the socialist market economy and the needs of education reform, and is also a common practice internationally.

The university teacher appointment system has the following advantages [2]-[3]:

- Improve teachers' sense of responsibility and enthusiasm, stimulate teachers' innovation ability and development potential, and promote the optimization and renewal of the teaching staff.
- Enhance the school's autonomy and flexibility in employment, enable schools to independently formulate teacher recruitment conditions and assessment standards based on their own development needs and job characteristics, and rationally allocate human resources.
- To achieve equal consultation and contractual relationship between teachers and schools, clarify the rights and obligations of both parties, protect the legitimate rights and interests of teachers, and promote healthy interaction between schools and teachers.
- Establish a dynamic management mechanism, implement a hiring mechanism that allows for promotion and demotion, entry and exit, break the constraints of the lifetime system, and improve the vitality and competitiveness of the teaching staff.

1.2 The Main Problems in the Teacher Appointment System

The current teacher appointment system is still imperfect and needs to be further improved and perfected in all aspects. The following will conduct research and discussion from five aspects: teaching qualifications, assessment mechanism, management and supervision, appointment period, and salary and benefits.

1.2.1 Teaching qualifications are not clear enough

Some institutions of higher learning do not have clear standards for determining the teaching qualifications of teachers, which leads to subjective and unfair problems in the teacher selection process. For example, in some subject areas, especially interdisciplinary or emerging subjects, the definition of the subject category is not clearly defined, and the definition of the subject area is vague, which leads to unclear subject definitions for teachers. Some teachers may teach across disciplines without relevant professional knowledge and background; some institutions of higher learning do not have clear standards for the positioning of teacher capabilities, lack unified standards and criteria, and may not have clear definitions of teachers' teaching ability, scientific research ability, and management ability when hiring teachers, which easily leads to subjective judgments.

1.2.2 Imperfect assessment mechanism

There are problems with the teacher assessment mechanism in some colleges and universities. The conditions and procedures for promotion or advancement are not clear enough and are not open and transparent, which easily leads to corruption and rent-seeking. For example: the assessment mechanism lacks diversified evaluation methods and only focuses on the evaluation of one aspect or a few indicators, ignoring the comprehensive evaluation of teachers' comprehensive abilities in teaching, scientific research, management, etc.; the teacher assessment results of some colleges and universities are not effectively used and are not given enough attention. Some schools lack corresponding incentive mechanisms and cannot link the assessment results with teachers' professional title promotion, salary adjustment, etc., which affects the actual effect of the assessment mechanism; some colleges and universities have opaque procedures and processes for teacher assessment, including non-disclosure of assessment standards

and opaque review process. This makes teachers doubt the fairness and transparency of the assessment, which easily leads to dissatisfaction and controversy.

1.2.3 Inadequate management and supervision

Some colleges and universities have deficiencies in the management and supervision of teachers, and lack effective supervision mechanisms, which has led to some teachers being lazy at work or using their authority unreasonably. For example, colleges and universities do not supervise teachers' work enough, the supervision methods are not comprehensive, and there is a lack of timely feedback and supervision, which may lead to some teachers having problems such as low efficiency and improper work attitude in their work and not being corrected in time; some colleges and universities have problems in the allocation of power, and the management has not authorized the work authority and autonomy of teachers enough, which has led to restrictions on teachers in teaching, scientific research and management. At the same time, there are also some teachers who abuse their power and seek power for rent and other improper behaviors; there is a lack of a perfect reward and punishment mechanism in the management of teachers in colleges and universities, and there is a lack of timely and effective recognition and incentives for teachers' excellent performance, and insufficient punishment for misconduct and violations of regulations; some colleges and universities do not provide enough support for teacher development, lack a perfect training mechanism, teaching and research platform and other support mechanisms, which cannot meet the needs of teachers' professional development, affecting teachers' development motivation and work enthusiasm.

1.2.4 Unstable employment period

Some institutions of higher learning have too many temporary teachers, or the employment period is too short and the renewal is irregular, which is not conducive to the long-term career development and stable work of teachers. For example, some institutions of higher learning have irregular renewal of teachers, lack of transparent and fair renewal procedures, making it difficult for teachers to predict and plan their own career development; some institutions of higher learning set the employment period of teachers too short, which is not conducive to the long-term career planning and stable work of teachers. This makes teachers have insufficient development space and a stable working environment; in some institutions of higher learning, the employment period of teachers is not connected with the professional title promotion mechanism, and teachers may have the problem of obtaining promotion qualifications but not being able to be promoted smoothly during the employment period.

1.2.5 Unfair salary treatment

There are problems of differentiation in salary and benefits. Some colleges and universities have unfair salary and unequal treatment, and lack a scientific and fair salary system. For example, the salary system of some schools lacks scientificity and transparency, and the determination of salary and benefits is unclear and unfair; in some colleges and universities, there is a huge gap in the salary and benefits of teachers, and the

salary differences between different teachers are large, and there is even a situation of unequal pay for equal work, resulting in unfair salary and benefits; the salary adjustment mechanism for college teachers is unreasonable, such as the salary adjustment range is too small, the adjustment cycle is too long, etc., which makes the income growth of teachers slow and fails to reflect their work performance and actual contribution in a timely manner; some college teachers' subsidies are not timely, and the phenomenon of verbal promises such as resettlement allowances is serious, or additional conditions are added for the issuance of resettlement allowances, etc. The policies are not standardized and unreasonable, and there is a lack of unified standards and open and transparent application processes, which may lead to unfair subsidies and treatment, as well as the lack of teacher rights.

2. Paths and Measures for the Reform of the Teacher Appointment System in Colleges and Universities

In view of the problems existing in the current appointment system of teachers in higher education institutions, this article proposes corresponding reform paths and measures, and explains the proposed reform measures with practical examples. The specific contents are described as follows:

2.1 Clarify Teaching Qualifications

Determine the scope and definition of disciplines: clearly define the disciplines and stipulate what belongs to which discipline to avoid the ambiguity of interdisciplinary and emerging disciplines; standardize the positioning and classification standards of teachers: establish the positioning standards and professional classification of teachers, clarify the teaching, scientific research and management capabilities that teachers need to have, and reduce the interference of subjective judgment factors; clarify the identification standards of different positions: formulate clear position identification standards, distinguish between teacher positions and other similar positions, and ensure accurate identification and fair evaluation of positions. The following uses the reform of the teacher appointment system of Nanjing University as an example to explain in detail how to clarify teacher qualifications.

Clear academic requirements have been set for teachers of different levels and types, namely, master's degree supervisors need to have a doctorate degree, and undergraduate supervisors need to have a master's degree, to ensure that teachers have the corresponding academic background and professional knowledge when teaching; the teaching experience requirements required for teaching are clearly defined, namely, professors need to have rich teaching experience and educational practice ability, associate professors have higher requirements for teaching experience, and assistant professors have moderate requirements for teaching experience; a regular teaching assessment and evaluation mechanism has been introduced to evaluate teachers' teaching ability and performance, and the teaching level and teaching qualifications of teachers are confirmed through the results of teaching assessments; a teacher training program has been established to provide training and

development opportunities for young teachers with potential but whose teaching qualifications are not clear enough. The teacher training program covers teaching skills training, research ability improvement, academic exchanges and scientific research support, to help teachers improve their professional quality and teaching level.

2.2 Improve the Assessment Mechanism

Diversified evaluation methods: Establish diversified evaluation methods to comprehensively consider the performance of teachers in teaching, scientific research, management, etc., which can include multiple evaluation dimensions such as student evaluation, peer review, and academic achievement assessment to fully understand the work performance of teachers. Make full use of the assessment results: Link the assessment results with teachers' professional title promotion, salary adjustment, and training incentives, establish a reasonable incentive mechanism, and increase teachers' attention to the assessment. Transparent assessment procedures: Ensure the openness and transparency of the assessment procedures, clarify the review process and procedures, and enable teachers to have a full understanding and trust in the entire assessment process. Encourage teachers to participate in the review process to increase the fairness and openness of the review. The following uses Peking University's teacher assessment reform as an example to explain in detail how to improve the assessment mechanism.

A teacher assessment committee was established to formulate and supervise the teacher assessment standards, procedures and evaluation system. The committee is composed of school leaders, subject experts and teacher representatives to ensure the fairness and transparency of the assessment; a comprehensive teacher evaluation indicator system was determined, including teaching, scientific research, academic influence, social contribution and other aspects. These indicators are aimed at comprehensively evaluating the comprehensive ability and performance of teachers; a peer review mechanism was introduced, and by inviting peer teachers to participate in the review and implementing the opinions of external experts, the evaluation process was ensured to be more objective and fair; a regular evaluation mechanism was established to conduct regular evaluation and assessment of teachers. The evaluation results will be fed back to teachers in a timely manner, and relevant support and development opportunities will be provided based on the evaluation results to promote the further growth and improvement of teachers; a reward and incentive mechanism was established to give corresponding rewards and promotion opportunities to teachers with outstanding performance to motivate teachers' active work and development.

2.3 Strengthening Management and Supervision

Establish a standardized management system: Establish a sound management system and regulations, clarify the procedures and methods of teacher management, and standardize the work process and related responsibilities of teachers. Strengthen supervision and feedback: Strengthen the supervision and evaluation of teachers' work, establish a sound supervision system, and provide evaluation results and feedback information in a timely manner. At the same time,

provide teachers with relevant training and support to help them improve and enhance their work performance. Reasonable allocation of authority: Scientifically and reasonably allocate teachers' authority, clarify the boundaries of authority and responsibility, and ensure that teachers have a certain degree of autonomy and development space in teaching, scientific research and management. Improve the reward and punishment mechanism: Establish a sound reward and punishment mechanism, timely commend and encourage those teachers with excellent performance, and punish those teachers who have misconduct and violations of regulations. Provide support for teacher development: Strengthen training and academic research support for teachers, establish a support platform for teacher development, encourage teachers to actively participate in academic exchanges and professional development, and improve the overall quality of the teaching staff. The following uses Tsinghua University's teacher management and supervision reform as an example to explain in detail how to strengthen management and supervision.

A teacher development and management center has been set up to be responsible for the management and development of teachers, to coordinate the planning of teachers' career development and to provide relevant support; a teacher management system has been established to clearly define the rights, responsibilities and management authority of teachers. The system includes aspects such as teacher position evaluation, promotion conditions, wages and welfare benefits, to ensure the fairness and transparency of teacher management; a teacher supervision and evaluation system has been established to evaluate and provide feedback on teachers' teaching and scientific research through regular supervision and peer review, and the supervision results and evaluation opinions serve as an important basis for teacher management and appointment; a teacher career development plan has been promoted to help teachers formulate personal development goals and development plans, and teachers and management departments have personal development plans and regular communication to ensure that teachers' career development is consistent with the school's development goals. Teacher training has been organized, academic resources and support have been provided, and teachers are encouraged to participate in academic exchange conferences and seminars to promote teachers' professional development and academic exchanges.

2.4 Standardize the Employment Period System

Establish formal teaching positions: Institutions of higher learning should gradually reduce the excessive number of temporary teachers, convert them into formal teaching staff, and increase the stability of teachers' career development. Determine a regular renewal mechanism: Establish a transparent and fair renewal procedure, standardize the renewal of the contract period, clarify the standards and procedures, and allow teachers to estimate and plan their career development based on their performance. Extend the length of the contract period: Moderately extend the length of the teacher's contract period so that teachers can have enough time to develop teaching and scientific research results, and can better adapt to the school's culture and development needs. Connect the contract period with promotion: Establish a connection mechanism between the contract period and the

professional title promotion system, so that teachers with outstanding performance during the contract period have the opportunity to be promoted, and increase the work motivation and stability of the teacher's contract period. Standardize the contract period management: Formulate norms and detailed rules on contract period management, clarify the rights and obligations of teachers' contract period, and ensure the fairness, justice and transparency of contract period management. The following uses Fudan University's contract period stabilization reform as an example to explain in detail how to standardize the contract period system.

The initial contract period for teachers is extended to 4 years, and the renewal period is extended to 3 years. Compared with the previous shorter contract period, teachers are given a longer period of job stability and the stability of the contract period is increased. The renewal conditions and procedures for each position are clarified, such as the standards and processes for performance appraisal. The renewal procedures are transparent and fair, ensuring that teachers can be informed of the renewal results in a timely manner at the end of the contract period, reducing uncertainty. A contract period and promotion linkage mechanism is established, and the contract period is linked to the teacher promotion mechanism through performance appraisal and evaluation and appointment system. In this way, teachers with outstanding performance have the opportunity to be promoted and have their contract period extended, which improves the stability of teachers' career development. A teacher training program is opened for teachers, providing regular training and development opportunities, enriching teachers' teaching and scientific research experience, and enhancing their professional ability and competitiveness in the field of education.

2.5 Unified Salary Packages

Establish a scientific salary system: Institutions of higher learning should establish a scientific, reasonable, transparent and fair salary system, clarify the calculation rules and adjustment mechanism of salary, and make salary treatment more fair and reasonable. Balance the salary gap between different teachers: Ensure that the salary gap between teachers is within a reasonable range, and formulate salary differentiation standards and policies based on teachers' teaching and scientific research performance, as well as factors such as years of work and professional titles. Reasonably adjust salary treatment: Ensure the fairness and transparency of the salary adjustment mechanism, make reasonable salary adjustments based on teachers' performance and performance evaluation results, and promptly reflect teachers' contributions and performance. Clarify subsidy policies: Standardize the formulation and implementation of subsidy policies, clarify the scope, standards, application and approval procedures of subsidies, and ensure the fairness and transparency of subsidy treatment. The following uses the salary reform of the University of Hong Kong as an example to explain in detail how to standardize the term system.

Establish a unified salary system to ensure that teachers receive fair salary treatment in the same position and rank by formulating specific salary levels and related standards; design a salary adjustment mechanism to link teachers' salary

adjustments with their teaching and scientific research performance, academic contributions and other factors, so that teachers can receive reasonable salary adjustments based on their personal performance and contributions; provide a variety of incentives, including scholarships, performance rewards, research funds, position allowances, etc., to recognize and motivate teachers for their outstanding performance in teaching, scientific research and academics; strengthen the transparency of the salary system, provide teachers with relevant salary policies and information, and establish a platform for communication with teachers to ensure that salary treatment is open, transparent and fair; regularly evaluate and adjust the salary system, and make reasonable adjustments to salary strategies and levels in response to changing market and educational environments to maintain fairness and competitiveness; refer to the industry's salary levels to ensure that teachers' salary treatment is in line with market changes, which will help motivate teachers' work enthusiasm and career development.

3. Conclusion and Outlook

This paper studies the appointment system of teachers in higher education institutions, and analyzes the problems existing in the current appointment system of teachers in higher education institutions from the aspects of unclear teaching qualifications, imperfect assessment mechanism, inadequate management and supervision, unstable appointment period, and unfair salary and benefits. Then, corresponding reform measures are proposed for different problems, and examples are used to illustrate the relevant measures. It is hoped that the suggestions put forward can further improve and promote the healthy development of the appointment system of teachers in higher education institutions. In future work, communication will be carried out with relevant functional departments to establish a pilot to verify the proposed reform measures.

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