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SUMY NATIONAL AGRARIAN UNIVERSITY
ECONOMICS AND MANAGEMENT FACULTY

Public management and administration department

QUALIFICATION WORK

education degree - Master

on: «Increasing the Level of Competitiveness of Colleges and Universities »

Completed: student of
073 “Management” speciality
EP “Administrative Management”

Qi Tingshan

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TASK

on thesis for student

Qi Tingshan

1. Theme of Thesis: **Increasing the Level of Competitiveness of Colleges and Universities -- Taking Yantai Nanshan University as an Example**

Supervisor Prof. Dr. Larysa Kalachevska

approved by the university from 23.02.24 №561/oc

2. Base of practical research:
State Grid Corporation of China

3. Deadline for student completed project (work) August, 28 2024

4. Background to the project (work):
regulatory and legislative acts of China, educational methodical manuals, monographs, textbooks on the subject of research, scientific publications, economic and financial statements for the period of 2018-2022

5. Contents of settlement and explanatory notes (the list of issues to develop):

According to the goal, the main tasks of the research should be identified:

- to study of theoretical principles for the efficiency of private colleges and universities. and the different methods of its analysis;*
- Analyze the financial and economic situation of Yantai Nanshan University and the efficiency level of enterprise management;*
- to develop organizational and economic measures to improve the management system of private colleges and universities.*

6. Date of assignment: **June, 01. 2023**

CALENDAR PLAN

№	Title the stages of the degree project (work)	Date of performance project stages	Note
1	Definition and approval of the thesis, preparation of the plan - schedule of work	June, 2023	done
2	Selection and analysis of literary sources, the preparation of the first theoretical chapter	June - November 2023	done
3	Preparation and presentation of draft of the first chapter of the thesis	December 2023	done
4	Collection and processing of factual material, synthesis analysis of application issues in the enterprise	January-April 2024	done
5	Making the theoretical part of the thesis, summarizing the analytical part	May 2024	done
6	Design options improve the research problem	June 2024	done
7	Completion of the project part of the thesis, design chapters	July- August 2024	done
8	Previous work and its defense review	August, 2024	done
9	Checking the authenticity of the thesis	August, 28, 2024	done
10	Deadline for student completed the thesis	September, 03, 2024	done
11	Defense of the thesis	September, 11-12, 2024	done

Student

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Supervisor of science work

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**Prof. Larysa
Kalachevska**

Checking the authenticity conducted.

Thesis allowed to protect

(signature)

АНОТАЦІЯ

Ци Тіншань. Підвищення рівня конкурентоспроможності коледжів і університетів.

Кваліфікаційна робота на здобуття ОС «Магістр» за спеціальністю 073 «Менеджмент», Сумський національний аграрний університет, Суми, 2024.

В системі вищої освіти Китаю роль приватних коледжів і університетів в основному проявляється в балансуванні існуючих відносин між попитом і пропозицією вищої освіти та забезпечення висококваліфікованих прикладних талантів для різних областей. Однак, порівняно з звичайними державними університетами, приватні університети мають нестачу в плані науково-педагогического складу та фінансових можливостей, а також в плані студентського потоку, який знаходиться в невідгданому становищі порівняно з державними закладами. В останні роки Китай приділяє велике увагу вищої освіти та постійно підвищує її якість. Урядові органи та експерти різних областей високо оцінюють сучасний стан приватних університетів та конкретно обговорюють, як його поліпшити. Очевидно, тільки шляхом підвищення якості викладачів та підняття рівня їхньої підготовки можна підвищити загальну якість приватних університетів. Якісно-раціональність системи заробітної плати коледжів і університетів визначає силу їхнього науково-педагогического складу. За результатами опитування, багато приватних університетів сліпо імітують системи заробітної плати інших звичайних університетів та підприємств, які не можуть повністю гарантувати внутрішню справедливість. Це не тільки перешкоджає розвитку самих приватних університетів, але також не сприяє реалізації стратегії Китаю щодо зміцнення країни талантами. Тому тільки шляхом підвищення заробітної плати викладачів можна привернути більше талантів, а отже, підвищити конкурентоспроможність навчальних закладів.

На основі вищезгаданого тлі, цей стаття бере Yantai Nanshan University в провінції Шаньдун як приклад, глибоко вступає в коледж та проводить дослідження та дослідження з викладачами коледжу як об'єкт дослідження. В процесі дослідження ця стаття всебічно аналізує існуючу систему заробітної

плати коледжу та вказує, що система заробітної плати коледжу потребує покращення її зовнішньої конкурентоспроможності та внутрішньої справедливості. На цьому основі цей стаття всебічно аналізує вплив внутрішніх та зовнішніх факторів на заробітну плату викладачів Yantai Nanshan University. В конкретних дослідженнях щодо оптимізації системи заробітної плати приватних шкіл спеціально вводиться модель 4P, а також пропонується покращений схема з парадигматичним та практичним значенням. Цей дослідження має велике значення для коледжу щодо поглиблення реформи системи заробітної плати, укріплення викладацького складу та створення розумної системи викладачів. Крім того, висновки дослідження мають також певне значення для інших аналогічних приватних коледжів та університетів щодо реформи їхньої системи заробітної плати. Основні висновки цього дослідження наступні: в сучасній системі заробітної плати Yantai Nanshan University є ще недоліки: цей стаття всебічно використовує метод інтерв'ю та метод опитування, щоб знайти, що є ще багато недоліків в сучасній системі заробітної плати викладачів Yantai Nanshan University, які в основному відображаються в наступних аспектах: по-перше, сучасна модель заробітної плати Yantai Nanshan University орієнтована на посади, яка не може повністю гарантувати внутрішню справедливість. Такий модель заробітної плати та система визначає, що заробітна плата на одну й ту ж посаду однакова, незалежно від конкретної інтенсивності праці співробітників на цій посаді. Очевидно, така система заробітної плати є неразумною, що не сприяє повному гарантуванню ентузіазму викладачів, особливо для сумісних викладачів. Резюмуючи, відсутність справедливості в механізмі заробітної плати ускладнює можливість повного використання ефекту стимулювання. По-друге, сучасний механізм заробітної плати Yantai Nanshan University не має зовнішньої конкурентоспроможності. Хоча Yantai Nanshan University забезпечує базову заробітну плату, базову оплату за класний час та надбавку за звання для викладацького складу, вона не має зовнішньої конкурентоспроможності порівняно з базовим рівнем ринку. По-третє, сучасна структура заробітної плати досить нераціональна. Опитування показало, що Yantai Nanshan University не застосовує

результати оцінки роботи викладачів до розподілу результатів роботи викладачів. Іншими словами, якщо наприкінці семестру немає серйозної аварії в навчальному процесі, то повна сума буде виплачена наприкінці семестру. Сучасна структура заробітної плати коледжу не має гнучкості, не сформувала значній градієнт заробітної плати, а структура заробітної плати є відносно одноманітною.

Ключові слова: Рівень заробітної плати; Приватні коледжі та університети; модель 4P; Конкурентоспроможність університету

Abstract

Qi Tingshan. Increasing the Level of Competitiveness of Colleges and Universities - Manuscript

Qualification work for the degree of Master's degree in specialty 073 «Management», Sumy National Agrarian University, Sumy, 2024.

In China's higher education system, the role of private colleges and universities is mainly embodied in balancing the existing supply and demand relationship of higher education and providing high-level application-oriented talents for various fields. However, compared with ordinary public universities, private universities are weak in terms of faculty and financial strength, and the student source of private universities is at a disadvantage compared with public schools. In recent years, China has attached great importance to higher education and continuously improved the quality of higher education. Government departments and experts in various fields are highly concerned about the current situation of private universities and specifically discuss how to improve it. Obviously, only by improving the quality of teachers and raising the level of teachers can we enhance the overall quality of private universities. Whether the salary system of colleges and universities is scientific and reasonable determines its faculty strength. According to the survey, many private universities blindly imitate the salary systems of other ordinary universities and enterprises, which cannot fully guarantee internal fairness. This not only hinders the development of private universities themselves, but also is not conducive to China's implementation of the strategy of strengthening the country with talents. Therefore, only by improving the salary of teachers can we attract more talents and thus enhance the competitiveness of schools.

Based on the above background, this paper takes Yantai Nanshan University in Shandong Province as an example, goes deep into the college, and conducts investigation and research with the teachers of the college as the research object. In the research process, this paper comprehensively analyzes the existing salary system of the college, and points out that the salary system of the college needs to improve its external competitiveness and internal fairness. On this basis, this paper comprehensively analyzes the influence of internal and external factors on the salary of

teachers in Yantai Nanshan University. In the specific research on how to optimize the salary system of private schools, the 4P model is specifically introduced, and an improved scheme with paradigm and practical significance is proposed. This research has great reference value for the college to deepen the reform of the salary system, consolidate the teaching staff, and establish a reasonable teacher system. In addition, the research conclusions also have certain reference value for other similar private colleges and universities to reform their salary system. The main conclusions of this study are as follows: there are still deficiencies in the current salary system of Yantai Nanshan University: this paper comprehensively uses the interview method and survey method to find that there are still many shortcomings in the current teacher salary system of Yantai Nanshan University, which are mainly reflected in the following aspects: firstly, the current salary model of Yantai Nanshan University is centered on positions, which cannot fully guarantee internal fairness. This kind of salary model and system determines that the salary of the same position is the same, regardless of the specific work intensity of the employees in the position. Obviously, this kind of salary system is unreasonable, which is not conducive to fully guaranteeing the enthusiasm of teachers, especially for conscientious teachers. In summary, the lack of fairness in the salary mechanism makes it difficult to give full play to the incentive effect. Secondly, the current salary mechanism of Yantai Nanshan University lacks external competitiveness. Although Yantai Nanshan University provides basic salary, basic class hour remuneration, and title allowance for teaching staff, it does not have external competitiveness compared with the basic market level. Thirdly, the current salary structure is not reasonable enough. The survey found that Yantai Nanshan University has not applied the results of teacher work assessment to the distribution of teacher performance. In other words, as long as there is no major teaching accident at the end of the semester, the full amount will be paid at the end of the semester. The current salary structure of the college lacks flexibility, has not formed a significant salary grade gradient, and the salary structure is relatively single.

Keywords: Salary level; Private colleges and universities; 4P model; University competitiveness

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INTRODUCTION

A review of the development of China's education industry shows that private colleges and universities play an important role in it. However, an in-depth analysis reveals that there are deficiencies in all aspects of the development of private colleges and universities. It is reported that most private colleges and universities have faced financial difficulties and lack of students, which are ultimately due to the influence of traditional educational concepts and systems. Although the survival status of private colleges and universities has been improved to a certain extent through the joint efforts of all parties, private colleges and universities cannot be compared with public ones in all aspects. They have a weak teaching staff, lack of experience in running schools, an imperfect management system, and a large room for improvement. At this stage, private colleges and universities should actively establish an attractive, competitive, scientific, and effective compensation system. Only in this way can they cultivate excellent teachers and fully motivate excellent staff. This is the key for private colleges and universities to improve their overall strength and achieve sustainable development. In summary, colleges and universities should actively improve the existing compensation system to enhance their competitiveness.

Some studies on the development of catering have been conducted by Chinese scientists, including Qiu Yukun and Gu Guanhua (2016) ; Fan Jixuan (2013) ; Tian Liqiang (2016) ; Ju Guangyu (2010) ; Liu Xianjun (2019) ; Shi Banghong and Han Hongwen (2008) ; Han Xuemei (2013) ; Liu Qiang (2019), but However, in the "14th Five-Year Plan" period, new changes have taken place in the external environment and demands of higher education. We need to re-examine the development strategies of private colleges and universities and formulate strategic decisions that are in line with the current new environment.

The purpose of this work: The research conclusions of this paper, especially the suggestions put forward in the article, have great reference value for Yantai Nanshan University. They can be used as a basis for the school to build a compensation system,

thereby improving teachers' compensation satisfaction and promoting teachers' active and initiative work. While stabilizing the school's teaching staff, it will enhance the teaching strength and further improve the core competitiveness and scientific research level of the university. The research object of this paper is private colleges and universities, and the problems found and the schemes proposed in the research are paradigmatic and universal, which have certain reference value for other similar universities.

The main objectives of the study, which ensure the achievement of this goal, are as follows:

- Through a questionnaire survey, we have comprehensively understood the relevant situation of teachers in M College, specifically introduced the current status of its compensation system, and analyzed the existing problems and their causes in terms of compensation in the school.
- Using the 4P model, specifically elaborate on the compensation system in the following six aspects, including the principles to be followed in improving the compensation system, the basis and improvement objectives for designing the compensation system, the process of designing the compensation system, the focus of improvement, and compensation optimization.
- To ensuring the applicability of the compensation plan, with a view to achieving the improvement goals, promoting the college to improve its compensation mechanism, implementing the strategy of strengthening the school with talents, and enhancing the competitiveness of the college.

The object of the study: in this paper is the organizational and economic relations that arise in connection with the competitiveness of colleges and universities

The subject of the research: is a set of theoretical and methodological provisions related to increasing the level of competitiveness of Yantai Nanshan University

The research base is Yantai Nanshan University

The research methods used in this paper are as follows:

- (1) Literature research method

In-depth analysis of existing relevant materials and literature related to the subject, and extracting valuable information from them, which serves as the theoretical basis for this study; the cooperation of relevant departments in the process of collecting and organizing the relevant materials of Yantai Nanshan University has ensured the quality of the questionnaire to a certain extent.

(2) Questionnaire survey analysis method

In this study, a questionnaire survey was conducted among teachers of Yantai Nanshan University through random sampling to obtain sample data and statistical data.

(3) Interview method

Randomly select in-depth interviewees from the teachers of Yantai Nanshan University and conduct profound conversations with them on issues related to compensation, in order to understand the satisfaction and concern of college teachers towards compensation incentives, and obtain relevant information more thoroughly and intuitively.

The information base includes Chinese laws and regulations, management textbooks, domestic and foreign monographs, research textbooks, scientific publications, economic and financial reports, etc.

Novelty of research:

- Research object: This paper reviews the existing domestic research on the compensation system of university teachers and finds that scholars generally only use public schools as examples for this research topic, while rarely using private universities as examples. In addition, from the research perspective, the existing research on the compensation system of university teachers mainly adopts the theoretical research method, with less involvement of relevant cases. The innovation of this paper is mainly reflected in the comprehensive synthesis of previous research results, specifically taking the private Yantai Nanshan University as an example, comprehensively sorting out and summarizing the deficiencies of the compensation system of this university, and proposing targeted optimization strategies. In summary, this research has a certain degree of innovation.

- Current academic research mainly focuses on the theoretical analysis of the

compensation system for teachers in private universities. This paper innovatively applies the "4P Model" and delves into the teachers of Yantai Nanshan University, comprehensively understanding the compensation system of the college through a questionnaire survey. The data obtained in this study are all first-hand, with a large span of research time and involving many aspects, making the research more persuasive. The research content is novel, timely, and intuitive. Overall, the research methods adopted in this study have a certain degree of innovation.

Practical value of work. Yantai Nanshan University is a private university in Shandong Province that was established earlier and has a relatively large influence. However, the survey found that there are still many deficiencies in the existing teacher compensation system of the university, which have affected the construction of the school's teaching staff and organizational development. Like all peers in the education field, the development of private universities cannot be separated from the teaching staff, which is the foundation of university development. It is of great significance to deeply explore and solve the problems of teacher compensation in universities and establish a scientific compensation system. Based on this, Yantai Nanshan University should comprehensively consider its own actual situation, scientifically establish a compensation system, and consolidate the foundation for development. From this perspective, the research conclusions of this paper are of great significance for other private universities to optimize their teacher compensation systems, improve teachers' compensation satisfaction and job satisfaction, and promote the improvement of university competitiveness.

Own publications. The main theoretical provisions and practical results of the master's work were positively evaluated at two international scientific and practical conferences.

Structure and scope of work. The master's thesis consists of an introduction, three sections, conclusions and suggestions, a list of used sources of 48 items, 2 appendices. The main text is set out on 87 pages of computer text, the work contains 23 tables, 7 figures.

CHAPTER 1

OVERVIEW OF THE DEFINITION AND DIMENSIONS OF COMPETITIVENESS IN THE CONTEXT OF HIGHER EDUCATION

Private universities and colleges refer to higher education institutions and other educational institutions organized by social organizations and individuals using non-state-owned educational funds, and their educational levels are divided into junior colleges and junior colleges [1]. In recent years, a small number of private undergraduate institutions have also established master's degree programs.

Some scholars argue that private universities and colleges are characterized by strong cost constraint mechanisms and profit-driven mechanisms in both the supply and demand markets. In modern enterprise management, the pursuit of profit maximization necessitates cost constraints throughout the three stages of input procurement, production, and sales. Driven by the interests of the procurement and sales markets, enterprises strive to minimize costs and maximize revenues. This phenomenon bears similarities with private universities and colleges. In their management processes, private institutions of higher education also undergo similar stages: recruitment, education delivery, and student enrollment. In the recruitment and enrollment markets, there exist strong profit motives and cost constraints akin to those found in enterprises. The process of providing educational services mirrors the production process in enterprises, where there is a phenomenon of capital substitution under cost constraints. From a holistic perspective, the entire management and operational process of private higher education resembles that of modern enterprise production and operations [2]. The key difference lies in the fact that private universities and colleges do not sell tangible products but rather cultivate and nurture individuals equipped with knowledge and skills.

In the management system of private universities and colleges, the president is generally appointed by the school sponsors or the board of directors to oversee the overall affairs of the school, including education and teaching, as well as administrative

management. Their work is accountable to the board of directors, and they are required to report on their work progress to the board [3]. This management system differs from that of enterprises hiring professional managers as CEOs to manage the overall affairs of the company.

In terms of operational focus, for enterprises, profit and sustainable development are the two most important factors. Under the premise of achieving profits and maintaining development, they will also take into account other aspects such as corporate social responsibility. Universities are places to cultivate talents. Their operation mainly focuses on providing education services, shouldering the mission of cultivating talents for the country and society. Therefore, their pursuit is not surplus profits, but the improvement of the quality of talents they cultivate. However, the development and operation of private universities receive very little economic support from the state and the government, and basically need to be self-financing. Therefore, improving operating income and enhancing market competitiveness are also very important for private universities, just like enterprises.

Private universities have similar processes of enterprise production management and operation, so the essence of strategic management in private universities is consistent with that of enterprise strategic management, and their theories are basically interconnected. We can borrow the ideas of enterprise strategic management to conduct research on strategic management in private universities. Implementing strategic management in universities is an important measure to promote the healthy and sustainable development of the school.

From a narrow perspective, compensation specifically refers to the corresponding remuneration that an employee is entitled to receive from the employer in exchange for personal labor, i.e., earnings from work[4]. Broadly speaking, compensation encompasses a richer connotation, specifically referring to the various forms of economic and welfare income that employees receive in return for their contributions to the development of the organization. It is generally believed that employee compensation is the primary cost in enterprise operations. Overall compensation can be divided into two parts: Firstly, economic compensation, which can be further divided

into monetary and non-monetary forms [5]. The former primarily includes wages, stock options, allowances, bonuses, etc. The latter primarily encompasses various benefits such as employee benefits, statutory benefits, and tangible rewards. Secondly, non-economic compensation, which primarily involves opportunities for employee development, employee participation in decision-making, quality of life for employees, and expected rewards. In summary, organizations should take into account both types of compensation and design a reasonable compensation system to maximize its effectiveness.

A system is a holistic entity that fully embodies the interconnectedness of various elements [6]. Similarly, the compensation system is an organic whole, consisting of three key elements: compensation structure, compensation form, and compensation level. The compensation system in universities serves as the primary basis for implementing compensation management, specifically reflecting the value of work across various positions. This system functions as a bridge, fostering connections between universities and their teachers, and is crucial to the realization of universities' development strategies. Based on the compensation system, universities calculate and disburse salaries to various types of faculty and staff, which represents the procedures and policies for compensating employees. Universities should establish their compensation systems in accordance with the principles of competition, fairness, and incentive, with the aim of fully stimulating employees' creativity, enthusiasm, and dedication to work. This, in turn, encourages employees to focus their efforts on achieving the universities' development strategies, thereby enhancing the universities' competitiveness in the market.

To design a compensation system, universities must first establish compensation strategies. In the design of the compensation management system in universities, the compensation strategy plays a pivotal role in providing directional guidance and is an essential component of the university's human resource strategy. The scientific formulation of a compensation strategy in universities facilitates the implementation of the overall strategy by employees and clarifies the direction of incentives. When formulating compensation strategies, universities should fully consider their current

development stage, actual business conditions, the overall organizational strategy, organizational structure, human resource strategy, and organizational culture. Specifically, the compensation strategy primarily encompasses aspects such as the compensation system, compensation structure, compensation standards, compensation levels, and compensation management authority.

Compensation incentive theory

Organizations adopt effective measures to incentivize employees through compensation, specifically by establishing reasonable welfare systems, reward systems, and creating satisfying work environments. These mechanisms, which combine both incentives and constraints, aim to mobilize employees' enthusiasm, effectively stimulate their potential, reduce negative behaviors, and maximize their capabilities. In the early factory stage, economists generally held the view that the labor provided by employees was not correlated with their income. In other words, employees would not prioritize work before spending their money, leading factory owners to suppress wages based on the fact that employees "needed money." During the scientific management stage, the primary focus was on increasing wages to boost productivity, which in turn reduced the cost per unit of production. Taylor introduced the differential piecework wage system, under which workers received very low wages if their work failed to meet standards, but higher wages if they met or exceeded them. This served as an incentive for workers to work harder for higher income. In the behavioral stage, economists acknowledged human autonomy, recognizing that workers were not purely rational beings but also emotional creatures. This required a balance between material and non-material rewards. During this period, while affirming the motivational power of money, emphasis was placed on understanding and addressing individual needs to fully ignite employees' work enthusiasm and achieve effective compensation incentives.

Since the 1970s, many scholars have begun to focus on the issue of employee ownership. Numerous enterprises have adopted employee stock ownership plans (ESOPs). Following the introduction of the principal-agent theory, an increasing number of companies have embraced employee ownership, leading to a series of theories and practices that assign new roles to employees. In other words, employees are not just the

targets of incentives but also the subjects of incentives. This is exemplified by the implementation of ESOPs, which empower employees to motivate themselves. During this process, scholars have recognized the phenomenon of "free-riding" in some companies and actively explored effective methods for team and compensation incentives that encourage employees to self-motivate and become the primary drivers of incentives. Some scholars have categorized compensation into two major parts based on its function: extrinsic compensation, which serves as the foundational and indispensable component. Its absence or low proportion can hinder employees' work motivation. As compensation increases, the marginal utility of extrinsic incentives diminishes, at which point intrinsic compensation becomes more significant in motivating employees. Studies have found that, although many knowledge-intensive organizations, such as universities, acknowledge the importance of extrinsic compensation, there is still considerable room for improvement in terms of compensation incentives.

Demand theory

The needs theory was proposed by American psychologist Abraham Maslow, who divides human needs at different stages into five levels. The lowest level is physiological needs, and the highest level is self-actualization. In addition, there are needs for safety, social interaction, and esteem, all of which gradually increase in importance. With the development of social economy and the growth of human age and changes in living environment, people's needs in various aspects are constantly evolving and not entirely static. When the physiological needs at the bottom of the pyramid are met, people gradually begin to pursue higher-level needs. Comparatively speaking, lower-level needs are easier to satisfy. Most people's needs are complex and prone to changes influenced by the environment, which in turn affects their behavior patterns. People at different stages have different needs, each with its specific requirement at a particular stage. However, there is a dominant need, so when making decisions, business managers need to adopt a personalized approach, formulating different policies and adopting distinct incentive methods and styles based on the diverse needs of individual employees to achieve the goal of promoting the sound development of the enterprise. Although employees' needs vary at different stages, different employees may

have multiple needs at the same time. This requires us to fully consider the possibility when applying the needs theory, carefully summarize and analyze, and better formulate practical salary policies according to each person's needs, implementing comprehensive salary incentives.

This theory indicates that satisfying the needs of full-time teachers plays a crucial role. When engaging in labor, workers primarily consider whether the remuneration received can sustain their livelihood. Ultimately, full-time teachers in private universities are laborers, with full-time teaching being their identity. The labor contributed by full-time teachers encompasses not only physical labor but also mental labor represented by scientific research, which is intensive. When optimizing their salary system, private universities should consider the efforts made by full-time teachers, meet their basic needs, and strive to provide them with some additional benefits as much as possible.

Efficiency wage theory

This theory posits that the effort expended by employees in the production and operation process of an enterprise constitutes the actual wage function. Assuming that capital factors remain constant, the final output of an enterprise is related to the number of employees and their input. An increase in the wage rate enhances employees' work efficiency, thereby reducing unit labor costs. If an enterprise pays its employees wages above the average level, it can significantly boost the company's productivity. This is because offering higher wages to employees strengthens their loyalty to the company, enabling them to better devote themselves to their work. Additionally, higher wages can reduce employee turnover, subsequently decreasing recruitment and training costs; attract more talented individuals, continuously enhancing the quality of the workforce; and enable employees to maintain greater energy and focus on their work, minimizing distractions. To improve employee productivity, in addition to adopting supervisory methods, enterprises can also enhance employee incentives by linking wages to their contributions. Currently, the motivation of full-time teachers in Chinese universities is relatively low, with a high turnover rate among outstanding full-time teachers and a high proportion of ordinary full-time teachers. This is due to the low salaries of university

full-time teachers, which lack market competitiveness and better incentive systems, resulting in a situation where there is no distinction between those who work harder or better and those who do not.

Overall, foreign scholars have conducted earlier research on the salaries of university teachers. Max Weber (1919) specifically explored the factors influencing the salaries of university teachers and produced fruitful research results. B. Robert Woodruff (1997) argued that teachers' salary income largely depends on their publication record in core journals. He also clearly pointed out that only when teachers achieve outstanding work results will their salary levels be correlated with the number of articles published in non-core journals and teaching quality. Michael Armstrong (2001) noted that universities must have clear strategic goals in order to establish an ideal compensation system, which in turn enables all employees to have a clear direction for their efforts. Research suggests that when universities fully coordinate their development strategies with the establishment of a compensation system, the compensation system implemented by universities will be conducive to achieving their strategic goals. Kustmok (1998) specifically explored and analyzed the reasons for the turnover of university teachers, with the main influencing factors being personal development opportunities, school salary levels, the challenge and autonomy of teaching work, the degree of integration between teachers and their work, and the school's performance evaluation policies. Kerr (2005) analyzed from an economic perspective the reasons for not paying for research and paying for teaching. Ravald (1996) et al., taking research university teachers as an example, conducted an analysis specifically focusing on the dynamic incentives of the multi-task agency theory. Reece (2008) took female university teachers as an example to specifically examine the relationship between organizational justice and job satisfaction among female university teachers. The study found that teachers have both satisfying and dissatisfying aspects of their profession, and suggested that universities implement salary incentives to improve teachers' job satisfaction.

Overall, many domestic scholars have studied the salary system of public universities, but fewer scholars have conducted research on this topic using private

universities as examples.

(1) Domestic Research on the Salary System of Teachers in Private Universities

Chen Ke (2016) discovered through interviews with teachers in independent colleges that effective and direct incentives are more conducive to teachers' active participation. Zhang Xiaoyan (2016) proposed that private teachers can be incentivized by improving their remuneration. Cheng Xiaoguo (2016) pointed out that in recent years, private universities in China have developed rapidly, fully playing the role of the backbone and contributing to the development of socialist education. At the same time, various universities have encountered various problems in implementing the salary management system. Therefore, it is imperative to actively improve and perfect the teacher salary management system. When designing practical and applicable salary systems, the broadband salary theory can be introduced. Yang Liu (2017) proposed that establishing a salary system based on a basic cost-oriented strategy is more conducive to controlling salary costs and forming flexible labor costs. Liang Yingdi (2017) pointed out that the composition of teachers in private universities is relatively complex, specifically manifested in differences in teachers' titles, academic qualifications, and qualifications. Based on this, this paper proposes a plan to improve the salary system based on a hybrid strategy. In other words, different salary grades are set for different categories of teachers. Xu Huayu (2018) pointed out through field research that in order to improve the teaching staff of private universities, a mechanism of survival of the fittest should be introduced. Wang Changqing (2018) advocated a comprehensive salary incentive plan for small and medium-sized enterprises based on the life cycle of the enterprise. On the basis of fully completing preliminary work, such as job analysis and salary structure design, a salary system should be formulated to achieve a win-win situation for both the enterprise and its employees. Zhang Yi and Pang Junzhe (2018) believed that the current "one-size-fits-all" salary system commonly implemented in China's private small and medium-sized enterprises has limited incentive effects on employees. This study suggested that in order to motivate employees, small and medium-sized enterprises should implement broadband salaries, providing employees with multiple salary standards and expanding the range of floating changes. Si Qianjin

(2019) fully affirmed the role of salary incentives in pharmaceutical enterprises in his research and specifically analyzed and demonstrated the enterprise's salary incentive system model. Jiang Yuantao (2019) pointed out that in recent years, China's higher education has developed healthily, contributing to the improvement of China's comprehensive strength. This scholar believes that developed countries around the world share a common characteristic, namely a high level of higher education. The comprehensive quality and teaching level of teachers determine the national education level. Based on this, from the perspective of university development, universities should actively explore and take effective measures to improve their attractiveness to talents, retain outstanding talents, and enable talents to give full play to their roles.

(2) Domestic Research on the Salary System of Teachers in Public Universities

In terms of salary appraisal systems, welfare programs, performance appraisal indicators, and establishing reasonable appraisal systems: Qin Xiaohong (2008) argued that there are many unreasonable aspects in the salary system of public universities. The salaries received by teachers in public universities are lower than those of some employees in enterprises. There is a contradiction between the salary system and the appointment system in universities, and public universities lack effective incentives and have not yet established an effective appraisal system. Ye Chao (2009), based on the different age levels of full-time teachers in public universities and the theory of needs, pointed out that the salary system in universities should be tailored to individuals and prioritize the role of key full-time teachers. By satisfying the requirements of key full-time teachers to the greatest extent, their enthusiasm can be better stimulated. Yu Huating (2014) found that the reform of the university salary system should pay more attention to the composition of the salaries of full-time teachers in universities, the salary gap between public and private universities, and the short-term and long-term performance of full-time teachers, while further improving performance appraisal indicators. Liu Junxian (2014) discovered that incentives play an important role in the salaries of public teachers. A reasonable salary system can stimulate the enthusiasm of public teachers, meet their needs, tap their work potential, and encourage full-time teachers to devote themselves to their work wholeheartedly. Cao Wen (2014)

strengthened the research on the two-factor theory and found that the salary system in universities suffers from low performance-based salaries and imperfect appraisal systems. Universities should pay more attention to their income distribution, focusing on the hygiene factors such as working conditions and atmosphere for public teachers, while not neglecting the motivational factors such as personal growth and work achievements. Hu Wei (2016) discovered that the salaries of teachers in public universities are related to factors such as their educational background, professional titles, and qualifications. Performance-based salaries are affirmations of teachers' workload and innovativeness. The existence of performance-based salaries plays a vital role in enhancing the work enthusiasm of teachers in public universities. Zhang Jie (2017), through research on the expectation formula, found that young teachers in public universities hope to receive incentives that are proportional to their efforts. Therefore, the salary system in universities should be more scientific and rational, and the criteria for performance-based allocation should reflect diversification, fostering healthy competition among teachers and meeting the development needs of teachers of different ages and stages.

In summary, compared to China, other countries in the world have conducted earlier research on university salary systems and have formed relatively mature research systems. Many domestic scholars have also studied the salary system of university teachers, but existing research generally takes public universities as examples. Few examples of private universities are used, and related research is not systematic enough. At the same time, China's current policies have determined that private universities are in a relatively disadvantaged position, and they cannot receive the same treatment as public education in all aspects. The operation of universities aims to maximize profits, and students are the "products" of private universities. At present, private universities need to further improve their salary systems.

After clarifying the research purpose, this paper carefully sorts out the achievements made in the construction of the salary system of private universities in China and specifically puts forward relevant suggestions: First, it is recommended that private universities take into account the incentives, stability, and flexibility of the

salary system; second, actively improve the welfare system; and finally, establish a comprehensive and well-rounded salary evaluation system.

CHAPTER 2

ORGANIZATIONAL AND ECONOMIC DESCRIPTION OF THE UNIVERSITY

2.1 Overview of the selected university's organizational structure, mission, and goals

In 1988, Yantai Nanshan University, a joint venture between Shandong provincial universities and enterprises, was officially established under the approval of the Ministry of Education, becoming a full-time private institution of higher learning. Initially, the college had a relatively small student population (only three or four thousand students). With its development, the current student population of the college has reached 20,000, with many disciplines, mainly including law, engineering, management, economics, and other disciplines. In its long-term development, the college has always adhered to the educational philosophy of "surviving by quality and developing through employment". It has continuously increased hardware investment, established student activity centers, engineering training centers, and laboratories. Moreover, the college attaches great importance to talent introduction, continuously introduces high-level talents, optimizes teaching and research teams, continuously improves the quality of education, and establishes a good reputation for education. It is a private college with a good reputation in its province. In response to the current situation of declining student sources nationwide in recent years, the administrators of the college have actively thought about how to steadily implement the school planning and highlight their own educational advantages. One of the important measures is to improve the work performance of employees. The investigation found that the current salary management system of the college has the problem of poor dynamic adaptability. This system is the result of Yantai Nanshan University's "reference" to public institutions based on its own situation. However, from the analysis of funding investment, teaching staff, and other aspects, there are objectively significant

differences between private colleges and public institutions. Based on this, the top priority is to establish a reasonable teacher salary management system in combination with its own actual situation, so that it can remain invincible in the competition.

From the perspective of organizational structure, Yantai Nanshan University (Figure 2.1) mainly consists of four parts: teaching units, party affairs and mass organizations, teaching auxiliary units, and administrative departments.

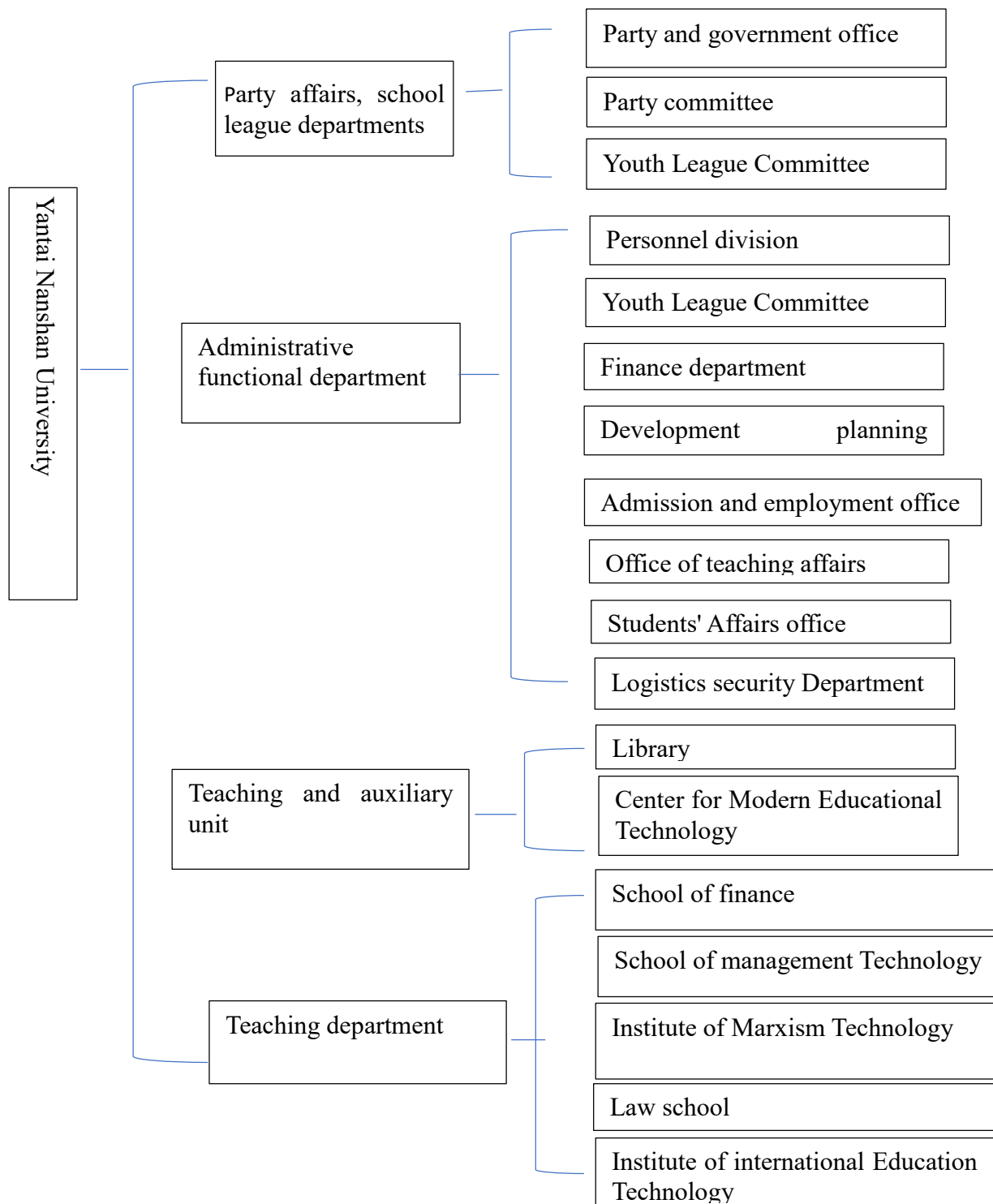


Figure 2.1 - Yantai Nanshan University organizational structure

The vision of Yantai Nanshan University: "To cultivate talents for a hundred years and to become a prestigious university for a hundred years".

The mission of Yantai Nanshan University: to establish a high-quality educational culture and build a first-class university as the important goals of the school's work, comprehensively deepen the reform of education and teaching, take market demand as the orientation, serve the local economic and social development as the mission, and take innovation and reform as the driving force to promote the comprehensive, coordinated, and sustainable development of the school's education.

The goal of Yantai Nanshan University: Yantai Nanshan University takes market demand as the orientation, and aims to enhance the school's comprehensive strength and profitability as its ultimate goal. In order to gradually achieve this goal, Yantai Nanshan University needs to first establish a long-term vision for 2030, specifically as follows:

(1) Overall Goal

The university aspires to, through a decade of efforts, establish a relatively clear educational characteristic, centered on enhancing its educational capabilities, guided by the construction of high-quality educational culture, and supported by the optimization of its faculty team. It aims to cultivate outstanding talents with all-round development in morality, intelligence, physique, aesthetics, and labor through a unique educational model. The university strives for significant progress in the quality of education and teaching as well as in its management level, positioning itself among the forefront of similar institutions within the province and gaining considerable influence and recognition nationwide.

(2) Specific Goals

① Establish a sound management mechanism and order for a private university. It will conscientiously implement modern university concepts and systems; promote a more efficient operation of the modern university governance system featuring "president's responsibility, party committee supervision, professor-led academics, and democratic management"; deeply integrate modern network information technology with education and teaching; further improve the teaching quality evaluation system through supervision, effectively enhancing the quality of education and teaching.

② Strive to become a designated university for fostering professional master's degree granting rights in Fujian Province by 2024, with an enrollment of 13,000 students; pass the Ministry of Education's undergraduate education and teaching evaluation in 2025; and obtain professional master's degree granting rights by 2029, with a stable enrollment of around 14,000 students and more than 2 professionally accredited programs.

③ Cultivate a stable and sufficient faculty with high-quality teaching and research capabilities, gradually achieving the "three highs" (high remuneration, high thresholds, and high requirements) for the teaching staff. Through the implementation of initiatives such as the "Hundred PhDs Project" and the "Young and Middle-aged Teachers Improvement Plan," the proportion of full-time faculty members should reach over 75%, with "dual-qualification" teachers accounting for more than 55%, PhD holders making up over 30% of the total full-time faculty, senior-title teachers occupying over 45% of the university's full-time faculty, and over 25% of the full-time faculty having international exchange, study abroad, or research experience.

④ Possess strong overall capabilities in education and teaching, and forge a scientific, rational, and distinctive path in nurturing talents. Establish a high-level talent cultivation system; promote the more effective operation of the trinity talent cultivation model combining "liberal arts education, knowledge education, and ability cultivation," leading to a significant enhancement in student learning outcomes and teachers' educational capabilities. Maintain a graduation employment rate above 97% for each graduating cohort, and a postgraduate entrance examination participation rate of 10% among final-year students.

⑤ Achieve remarkable results in educational and teaching reforms, with increasingly mature disciplines and leading professional development among similar institutions. Optimize discipline structure and resource allocation, take the development of outstanding disciplines as the leader, build key disciplines, and drive the overall improvement of discipline development levels. Strive to establish 1-3 provincial-level key disciplines, 4-6 university-level key disciplines, and form 2-3 first-class discipline

clusters. Further construct professional chains that cater to the development needs of national pillar industries and strategic emerging industries. Stabilize the number of undergraduate programs at around 40, forming a professionally structured, distinctive, and advantageous layout.

⑥ Foster a school-running characteristic with both clear theoretical summaries and concrete practical support.

⑦ Clarify the principal position of secondary colleges in school-running, stimulate their enthusiasm, and initially demonstrate their achievements, thereby comprehensively enhancing their talent cultivation capabilities.

⑧ Develop a unique, comprehensive educational culture for Yantai Nanshan University in Shandong that not only serves well internally but also exerts significant influence externally.

2.2 Economic analysis of the university's financial resources, including revenue sources, budget allocation, and expenditure patterns

According to the investigation of Yantai Nanshan University, as shown in Table 2.1, the overall budget revenue of Yantai Nanshan University has shown a downward trend in the past three years, while the budget revenue of individual projects has generally exhibited an upward trend, except for the decrease in fiscal appropriations and other income in 2020.

Table 2.1 - Budget income statement of Yantai Nanshan University

The Project	In 2021	In 2022	In 2023
Revenue from financial grants	1967	2132	2006
Income from education	688	509	702
Income from research funds	55	52	59
Income from operations	122	132	155
Other income and expenses	218	218	45
Total budget revenue	3050	3043	2967
Unit: ten thousand yuan			

Source: systematized by the author

The budget expenditure situation of Yantai Nanshan University is as follows: other projects have generally tended to increase, except for a decrease in common expenses in 2022. At the same time, due to fewer infrastructure projects in the past two years, infrastructure expenditure has shown a downward trend year by year.

The budget execution rate = (final accounts ÷ budget amount) * 100%[18]. Yantai Nanshan University has not yet established a comprehensive budget management performance evaluation index system, but this is also an important means for the current stage of the school to implement budget management.

Table 2.2 - Budget and expenditure table of Yantai Nanshan University

The Project	In 2021	In 2022	In 2023
Expenditure on personnel	1863	2132	1714
Expenditure on public funds	567	420	576
Expenditure on scientific research undertakings	52	52	51
Operating expenses	122	130	143
Other expenses	266	268	488
Infrastructure spending	180	41	--
Total budget expenditure	3050	3043	2967
Unit: ten thousand yuan			

Source: systematized by the author

According to the analysis of the actual situation, the budget of Yantai Nanshan University in Shandong was higher than the final accounts in 2023. The specific income budget execution rate can be seen in Table 2.3. The execution rate of fiscal appropriations income is 107.65%; the execution rate of educational revenue is 91.23%, which is due to the difference between the actual budgeted income of affiliated units and the recorded situation in the table. In 2022, the execution rate of educational revenue was 79.63%, and there were two reasons for this issue: firstly, the budget and final accounts of other educational amounts differed significantly, with the proportion of final accounts in the budget amount only 40%; secondly, the actual budget of affiliated units was not truly paid.

Table 2.3 - Implementation rate of revenue budget and final accounts of Yantai Nanshan University

The Project	Implementation rate in 2021	Implementation rate in 2022	Implementation rate in 2023
Revenue from financial grants	109.62%	107.52%	107.65%
Income from education	79.67%	79.63%	91.23%
Income from research funds	141.56%	119.78%	87.66%
Income from operations	117.87%	132.24%	88.52%
Other income and expenses	1345.43%	79.78%	1023.43%
Total income	108.55%	111.21%	118.23%

Source: systematized by the author

(2) Expenditure budget execution situation

According to the analysis of the actual situation, the expenditure final accounts of Yantai Nanshan University exceeded the budget in 2022. The specific expenditure budget execution rates are 111.21% and 107.65%, as detailed in Table 2.4. The overall expenditure budget execution rate is 115.77%. The most significant increase is in personnel expenses. This paper believes that there are two reasons for the growth in personnel expenses: firstly, the funding for hired staff continues to increase, and secondly, changes in medical insurance policies have led to an increase in the total number of employees. Yantai Nanshan University did not effectively control the execution of special expenditures in 2022, resulting in significant deviations in common expense expenditure and lower actual expenditures than the budget. In recent years, the total expenditure final accounts have exceeded the budget.

Table 2.4 - Implementation rate of expenditure budget and final accounts of Yantai Nanshan University

The Project	Implementation rate in 2021	Implementation rate in 2022	Implementation rate in 2023
Expenditure on personnel	118.58%	139.47%	101.48%
Expenditure on public funds	99.86%	83.09%	126.58%
Expenditure on scientific research undertakings	99.89%	109.23%	95.16%
Operating expenses	113.42%	116.21%	89.27%
Other expenses	46.85%	69.63%	94.18%
Total expenditure	111.2%	115.77%	103.74%

Source: systematized by the author

The main reason for this issue is the significant difference between the expenditure budget and reality, manifested by the large variations in the execution rate of personnel expense budget and common expense budget.

Deviation rate = (final accounts - budget) / budget * 100%[18]. Through research, it was found that starting from 2021, Yantai Nanshan University has seen a decrease in the deviation rate between budget and final accounts for three consecutive years, with an average deviation rate of only 7.61%. However, when looking at individual projects, the performance is not satisfactory, showing high deviation rates between income budgets and final accounts. This indicates that Yantai Nanshan University has a serious issue of over-collection, which should be of concern to the management. From an overall perspective of income budgets and final accounts, Yantai Nanshan University also exhibits a certain level of deviation. Upon closer observation of different income projects, significant structural differences can be observed. Refer to Table 2.5, where it is found that several income budget deviation rates have shown a decreasing trend, such as operating income, educational revenue, research funding, and other projects. In 2022, the overall income budget deviation rate decreased, but the fiscal appropriations income showed an upward trend. From this, it can be inferred that the deviation in total income is not significantly related to the deviation in fiscal appropriations income. Based on the above discussion, it is evident that the current deviation in total income budget and final accounts at Yantai Nanshan University is primarily caused by the deviation in research funding income budgets and final accounts.

Table 2.5 - Implementation rate of expenditure budget and final accounts of Yantai Nanshan University

The Project	Implementation rate in 2021	Implementation rate in 2022	Implementation rate in 2023
Revenue from financial grants	11.34%	12.02%	18.95%
Income from education	-17.29%	-16.07%	-11.07%
Income from research funds	35.45%	21.45%	-9.57%
Operating and other income	46.11%	19.35%	1.72%
Total income	10.02%	6.54%	6.26%

Source: systematized by the author

Table 2.5 presents the specific analysis results of the deviation rate between budget and final accounts for expenditure at Yantai Nanshan University. Over the three years starting from 2021, the average deviation rate for total expenditure budget and final accounts is relatively low, at 4.23%. This suggests that the overall deviation rate for total expenditure is decreasing. However, due to significant deviation rates in certain expenditure projects, the overall level remains high. This indicates the presence of significant overspending at the university, requiring timely intervention from relevant departments to avoid potential risks. In terms of expenditure, it was observed that several projects showed a decrease in deviation rates, including operating expenses, personnel expenses, and other expenses. Among these, personnel expenses had the largest base, highlighting its significant impact on the university and contributing to the noticeable deviation in total expenditure. As a result, the university needs to pay close attention to controlling personnel expenses.

Table 2.6 - Deviation degree of expenditure budget and final accounts of Yantai Nanshan University

The Project	Implementation rate in 2021	Implementation rate in 2022	Implementation rate in 2023
Expenditure on personnel	24.00%	8.75%	0.78%
Expenditure on public funds	-21.25%	-16.56%	28.37%
Expenditure on scientific research undertakings	-3.45%	9.46%	-6.57%
Operating expenses	14.25%	15.86%	-10.74%
Other expenses	11.26%	47.04%	-
Infrastructure spending	-54.53%	-30.27%	-7.21%
Total expenditure	6.51%	3.75%	2.43%

Source: systematized by the author

Based on the analysis of the deviation of budget and final accounts and the execution of budget and final accounts, it is found that Yantai Nanshan University has numerous problems in budget management. As a self-supporting private university, Yantai Nanshan University's main responsibilities are scientific research and vocational education. Only by building a good budget management and performance evaluation system can the university achieve better development. In addition, due to the poor

overall debt situation this year, it is necessary to improve the efficiency of fund utilization through effective budget management performance evaluation.

2.3 Assessment of the university's research activities, including publications, patents, and research collaborations

The scientific research funds of Yantai Nanshan University are mainly composed of three parts: vertical scientific research funds, horizontal scientific research funds, and internal scientific research funds. Among them, the vertical scientific research funds come from the scientific research project funds allocated by financial funds; the horizontal scientific research funds are mainly obtained by Yantai Nanshan University through technology development and other activities based on relevant contracts signed with enterprises and other clients; the internal scientific research funds refer to the school's self-funded funds, including internal scientific research cultivation funds and supporting scientific research funds, which are used to purchase scientific research-related equipment. Currently, the proportion of self-funded scientific research funds in our school exceeds 45%. Yantai Nanshan University attaches equal importance to education and scientific research, and has a huge amount of scientific research funds. From 2020 to 2023, the total number of papers published by all faculty and staff of Yantai Nanshan University reached 1968; it won 2 Shandong Teaching Achievements Awards, 2 National Teaching Achievements Awards, 54 key school-level research projects, and 213 ordinary research projects. The college adapts to the needs of social economy and industrial development, focuses on cultivating high-quality technical and skilled talents, and promotes the all-round development of students. In recent years, it has won more than 300 municipal-level and above awards in various professional skills competitions.

As the country continues to increase investment in scientific research funds for colleges and universities, and Yantai Nanshan University pays more and more attention to the development of scientific research, according to the internal data of Yantai Nanshan University, the scientific research vertical funds of Yantai Nanshan University

increased by 26.19% from 2021 to 2023; the horizontal scientific research funds increased by 27.51%; the school's self-raised scientific research funds increased by 73.17%. During the five-year period, the total amount of scientific research funds received by the school was 27.84 million yuan, and the cumulative total amount of scientific research funds was 64.02 million yuan. The scientific research funds data of Yantai Nanshan University from 2021 to 2023 are shown in Table 2.7 and Figure 2.2. The total amount of scientific research funds of Yantai Nanshan University has increased year by year. From 2021 to 2023, the vertical scientific research funds increased and decreased, but the overall trend tended to increase. There were 45 provincial and ministerial-level projects for vertical scientific research and 84 projects for other departments.

Table 2.7 Statistical table of scientific research Funds of Yantai Nanshan University

items	In 2021	In 2022	In 2023	total
Vertical research funding	227	209	265	701
Horizontal research funding	317	345	408	1070
The university raises its own research funds	709	693	923	2325
Total amount of scientific research funds received	544	554	673	1771
Total scientific research expenditure	1253	1247	1596	4096

Source: systematized by the author

Unit: ten thousand yuan

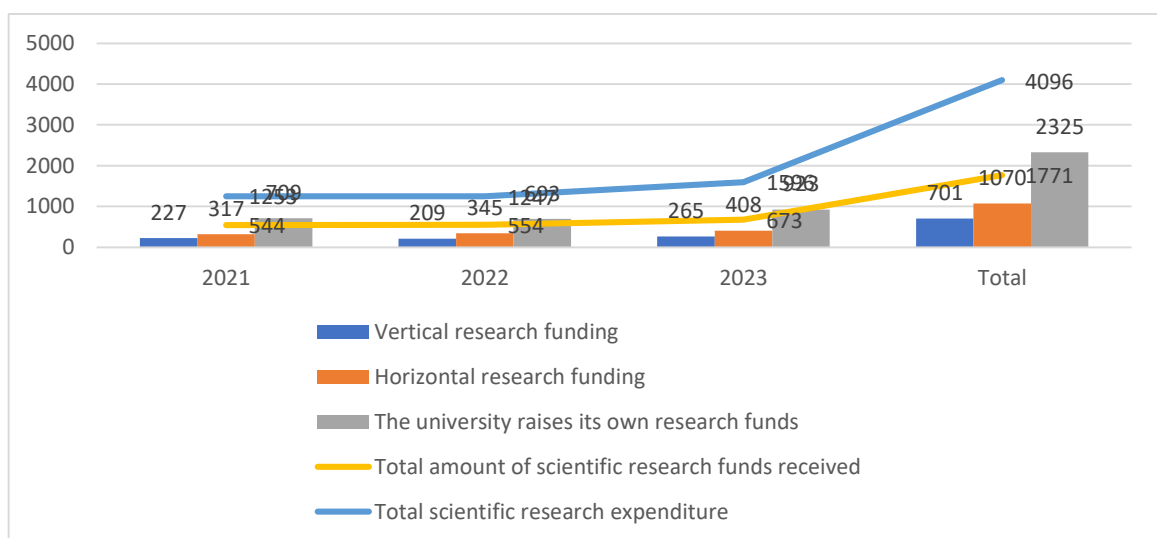


Figure 2.2 Data trend of scientific research funds of Yantai Nanshan University

The relevant data of vertical scientific research are shown in Table 2.8 and Figure 2.3. From 2021 to 2023, the horizontal scientific research projects were mainly horizontal joint research, technology cooperation, and achievement transfer funds obtained by the clothing design major, automobile maintenance major, hotel management major, and professional counterpart enterprises.

Table 2.8 Statistical table of longitudinal research funds of Yantai Nanshan University

items	In 2021	In 2022	In 2023	Total
Provincial and ministerial projects	10	9	12	31
Other items	13	18	22	53
Total number of projects initiated	24	27	35	86

Source: systematized by the author

Unit: units

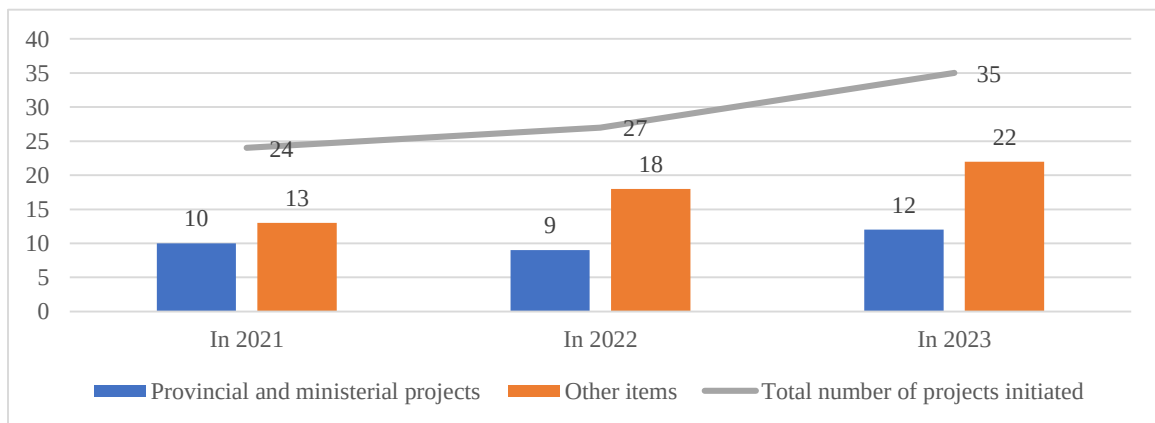


Figure 2.3 Yantai Nanshan University longitudinal research funding project data

Source: systematized by the author

The horizontal scientific research data are shown in Table 2.9 and Figure 2.4. The self-raised scientific research funds of Yantai Nanshan University are mainly used for scientific research construction and scientific research bonuses to ensure the smooth development of scientific research projects. The relevant data are shown in Table 2.10 and Figure 2.5.

Table 2.9 Present situation of internal control of scientific research funds in Yantai Nanshan University

Years	Number of projects (unit)	Total horizontal research funding (ten thousand yuan)
In 2021	36	317
In 2022	32	345
In 2023	38	408
Total	106	1070

Source: systematized by the author

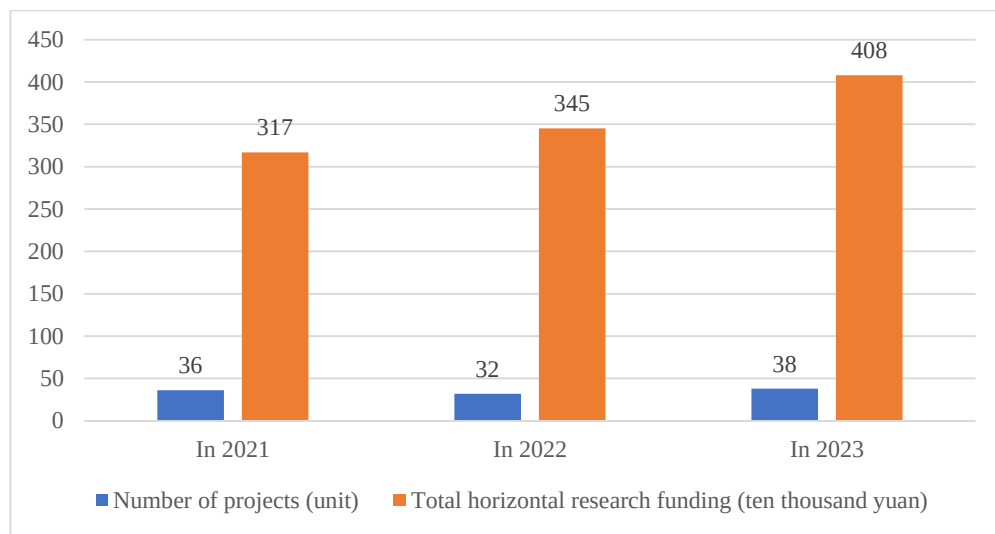


Figure 2.4 Horizontal research funding data of Yantai Nanshan University

In addition to the above factors, another reason affecting teachers' performance appraisal is that in terms of research topics and papers, some private universities are particularly important in performance appraisal and professional titles in order to improve the reputation of the school.

Table 2.10 Statistical table of self-funded scientific research funds of Yantai Nanshan University

	In 2021	In 2022	In 2023	Total
Scientific research construction	343	298	478	1119
Research grant	366	395	445	1206
The university raises its own research funds	709	693	923	2325

Source: systematized by the author

Unit: ten thousand yuan

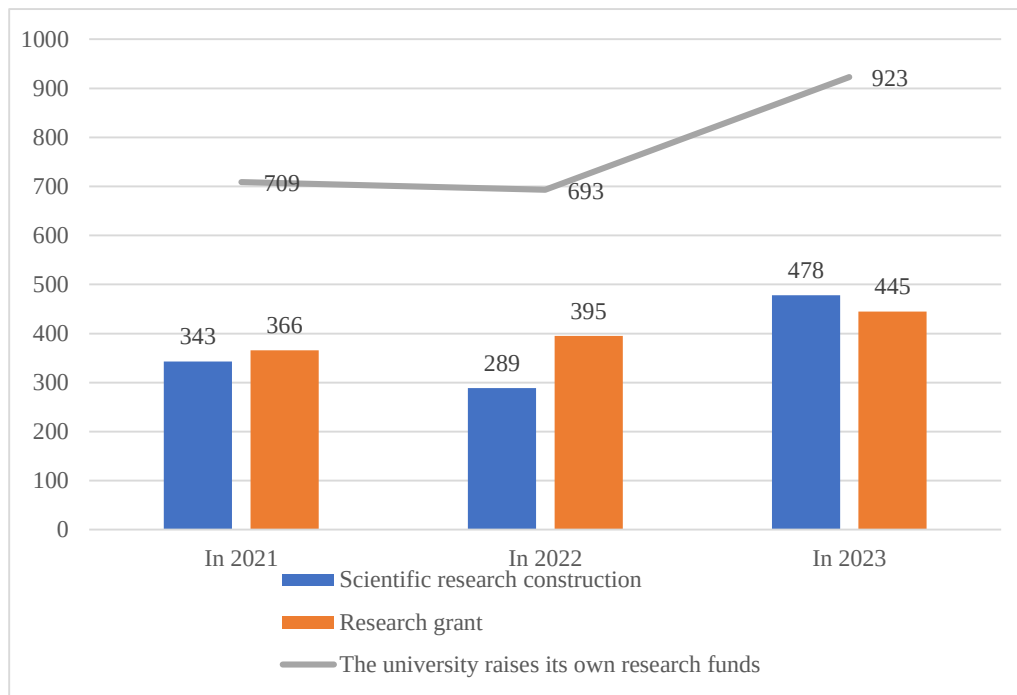


Figure 2.5 Yantai Nanshan University self-funded research funding map

As a result, teachers mainly neglect students' talents by focusing on teaching and research . Nanshan University in Yantai, Shandong Province, is no exception. The scientific research achievements of Yantai Nanshan University from 2021 to 2023 are shown in Figure 2.6.

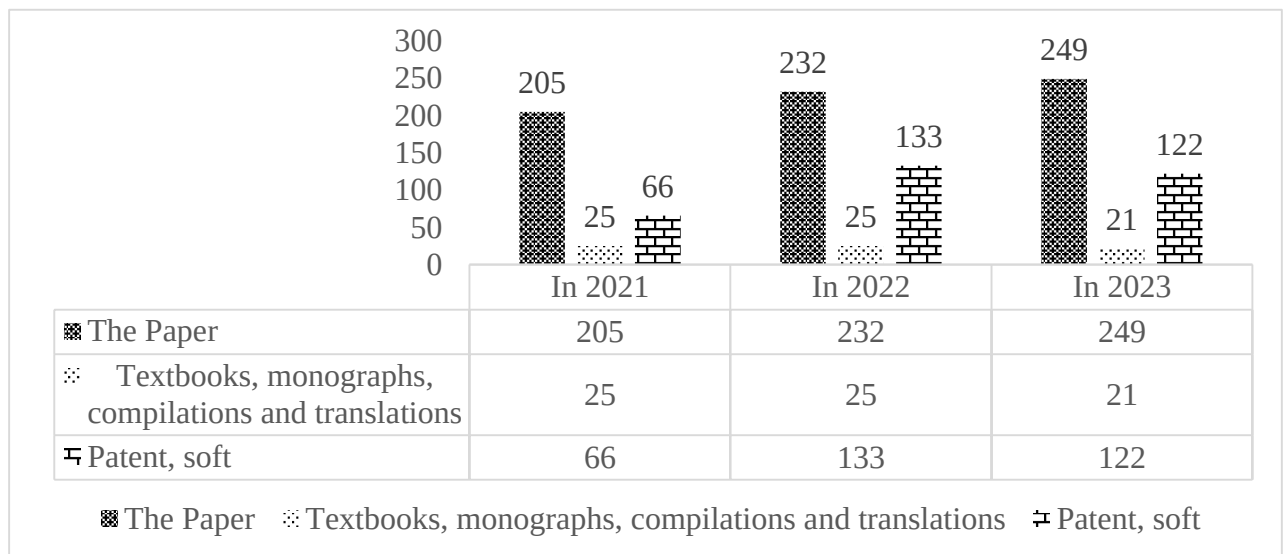


Figure 2.6 - The scientific research achievements of Yantai Nanshan University from 2021 to 2023

As can be seen from Figure 2.6, the total number of scientific research achievements at Yantai Nanshan University has shown a trend of increasing year by year, indicating that the college teachers still attach importance to scientific research. However, the total number of research achievements in the form of monographs, compilations, translations, textbooks, etc. is relatively small and the quality is low. This is mainly due to the fact that young teachers account for the majority of the teachers at Yantai Nanshan University, with a large proportion of teachers holding junior and intermediate professional titles. Teachers' own research level is not high enough, and their scientific research achievements tend to be relatively easy literature papers. Since engineering teachers are in the majority, the number of patents and software copyrights has increased rapidly, indicating that the school's teachers have developed rapidly in practical research.

2.4 Analysis of the university's current competitiveness status in comparison to peer institutions

In order to understand the current competitiveness of Yantai Nanshan University, we delved into Yantai Nanshan University to gain a comprehensive understanding of the characteristics of the university, and distributed questionnaires to the existing full-time teachers in the college. Quantitative and qualitative analyses were conducted on the valid questionnaires in order to fully understand the salary and scientific research system of Yantai Nanshan University.

This questionnaire is designed with a total of 20 questions, structured into three main parts: the first part focuses on the personal information of respondents, comprising 6 questions related to gender, age, years of service, and educational background; the second part explores individual salary expectations, including 5 questions that analyze teachers' conceptual and ideological perspectives towards future improvements in the salary system; and the third part deals with salary position specifics, with 9 questions aimed at understanding respondents' understanding and satisfaction with the salary system, its structure, and content. This questionnaire enables us to obtain a wealth of

information from the participants, such as income structure, job characteristics, gender, the importance of income, income expectations, and more. Appendix 1 outlines the basic structure and composition of this questionnaire. A total of 150 questionnaires were distributed this time. During the distribution process, information technology was fully utilized, such as leveraging third-party survey platforms to distribute the questionnaires anonymously to teachers. In distributing the questionnaires, differences in teachers' positions, educational backgrounds, professional titles, and ages were taken into account to ensure targeted distribution, thereby guaranteeing the professionalism and representativeness of the survey.

Among the 136 questionnaires collected this time, there were 45 male and 91 female participants, accounting for 33% and 67% respectively. This is specifically shown in Figure 2.7.

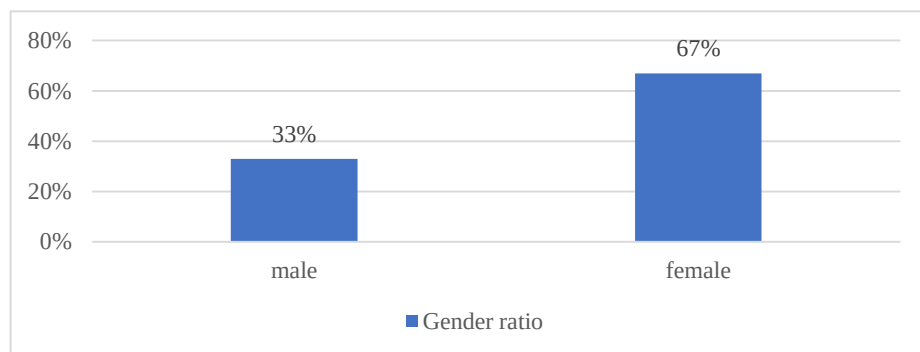


Figure 2.7 Gender ratio

Among the participants in this survey, the largest group was those aged 36-45, accounting for 46% of the total, with a total of 63 individuals. The second largest group was those aged 46-55, comprising 34% of the total, or 46 individuals. Those aged 25-35 accounted for 17% of the survey's total participants, totaling 23 individuals. The smallest group was those aged 56-65, making up only 3% of the total, with 4 individuals fitting this age range. Table 2.8 summarizes the basic demographics of this survey.

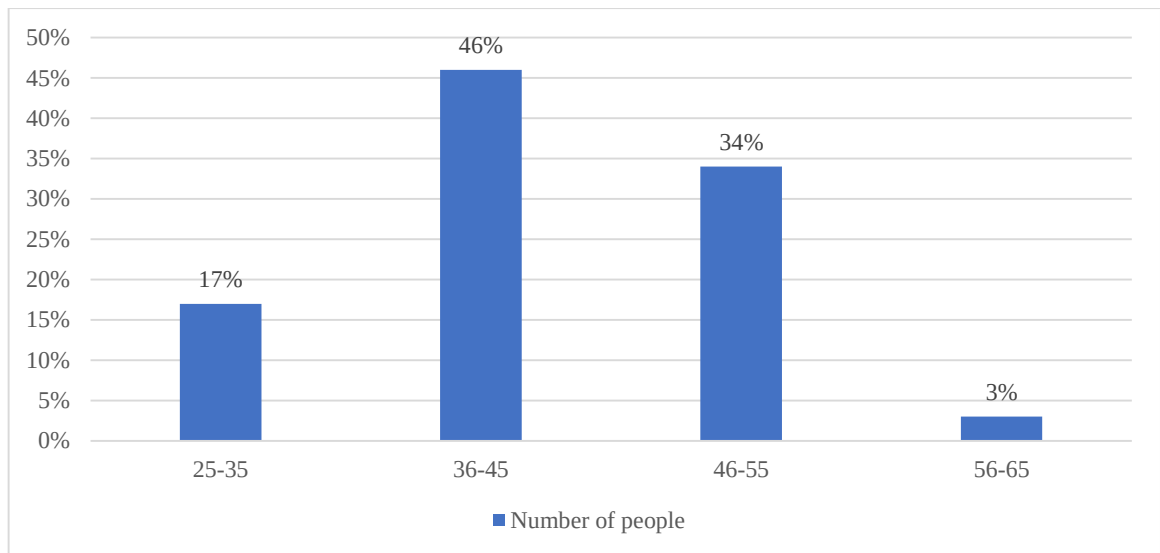


Figure 2.8 Age distribution of surveyors

In terms of academic qualifications, 43% of the participants, a total of 58 individuals, were master's degree holders; 22%, a total of 30 individuals, were doctoral degree holders; 13%, a total of 18 individuals, had college diplomas; and 3 individuals held high school (including secondary vocational school) diplomas, accounting for 2% of the total. This is specifically illustrated in Figure 2.9.

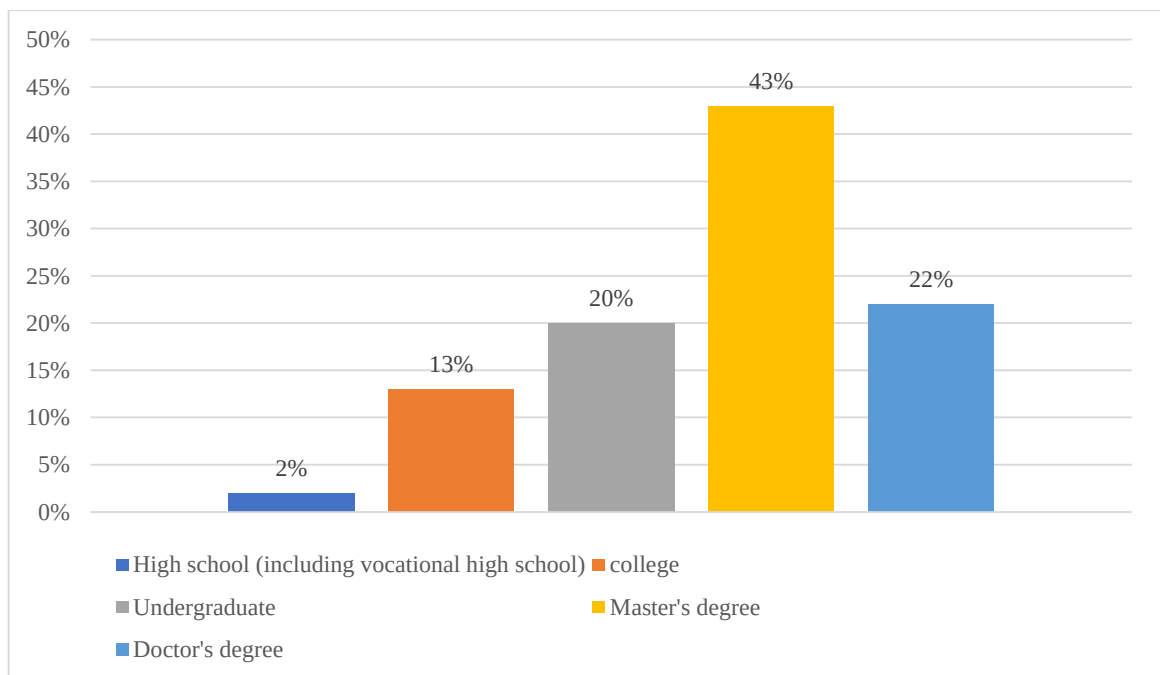


Figure 2.9 Educational background analysis of surveyors

Analysis of income distribution: Among the participants in this survey, 45%, a total of 61 individuals, earned an income between 60,000 and 80,000 yuan; 23%, a total of 31 individuals, earned an income between 40,000 and 60,000 yuan; 12%, a total of 16 individuals, earned an income between 20,000 and 40,000 yuan; and 19%, a total of 26 individuals, earned an income exceeding 80,000 yuan. This is specifically illustrated in Figure 2.10.

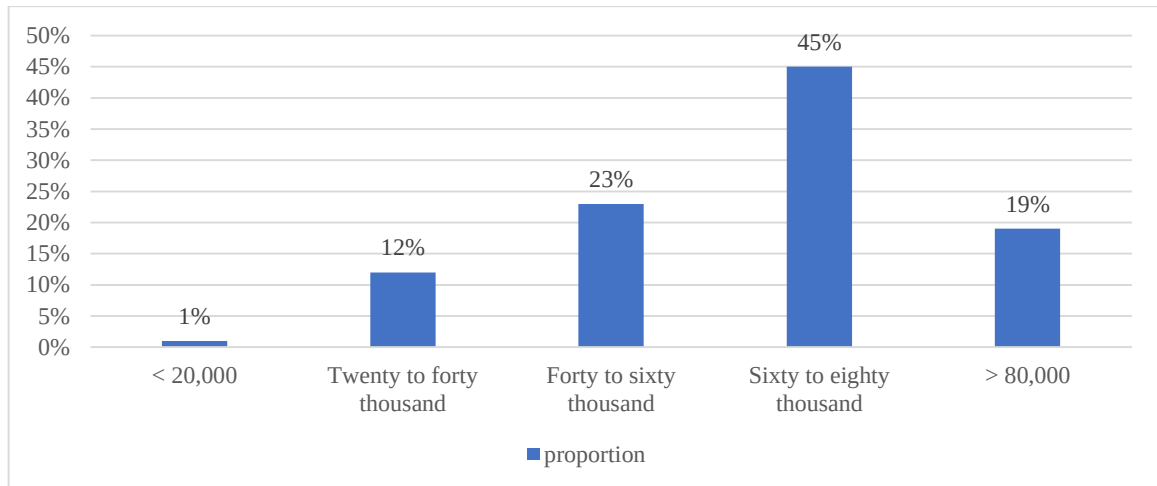


Figure 2.10 Investigator income analysis

Teachers' expected return on investment in their own careers and professions, that is, income expectations. It is well known that people have discretion (entry threshold) and must first obtain a pre-investment quota to acquire professional qualifications. The teaching profession has high requirements on people's comprehensive abilities, coupled with the complexity of its labor force, which jointly determine teachers' higher income requirements. A comprehensive analysis of informal survey results shows that most in-service teachers (about 82%) believe that their income should be higher than the per capita income of their local area, but at present, the salary income of college teachers is on the low side. This is specifically illustrated in Figure 2.10.

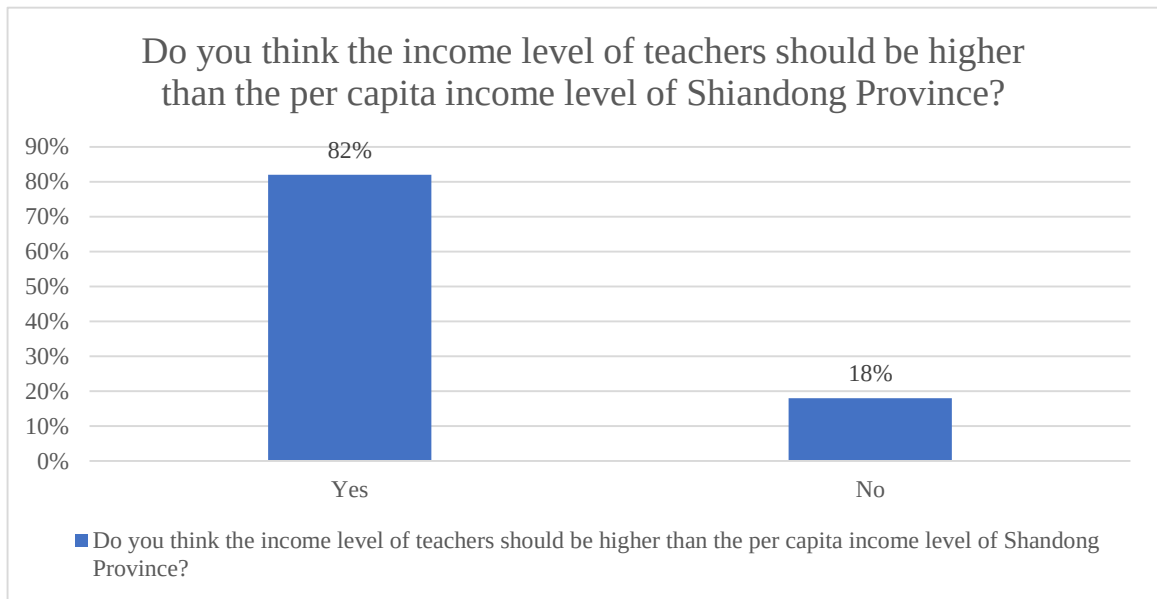


Figure 2.11 Teachers' income and local average income level in Shandong Province

The objectives of this salary survey include understanding teachers' income satisfaction. As shown in Figure 2.12, the results of this survey on teachers' income satisfaction show that dissatisfaction accounts for the highest proportion, with about 58% of teachers dissatisfied with their current income. 24% of teachers chose "basically satisfied"; 15% of teachers chose "satisfied", and only 3% of teachers chose "very satisfied". 60% of teachers are dissatisfied with the current promotion of professional titles and scientific research and teaching work in the college, and they generally hope to increase their income.

The survey results show that the overall income level of teachers is average and their satisfaction is not high. Further research found that compared with income, teachers in this college have a higher satisfaction with their profession. In the multiple-choice question "What are the most attractive aspects of your current job?", 68% chose "the stability of teaching work"; 36% of teachers chose the matching of majors; 38% of teachers believed that the greatest attraction of teaching work to themselves was mainly reflected in the high social status of teachers; 74% of teachers believed that the teaching work environment was relaxed and interpersonal relationships were good; 29% chose many training opportunities; 30% of teachers chose high income level. The details are shown in Table 2.11.

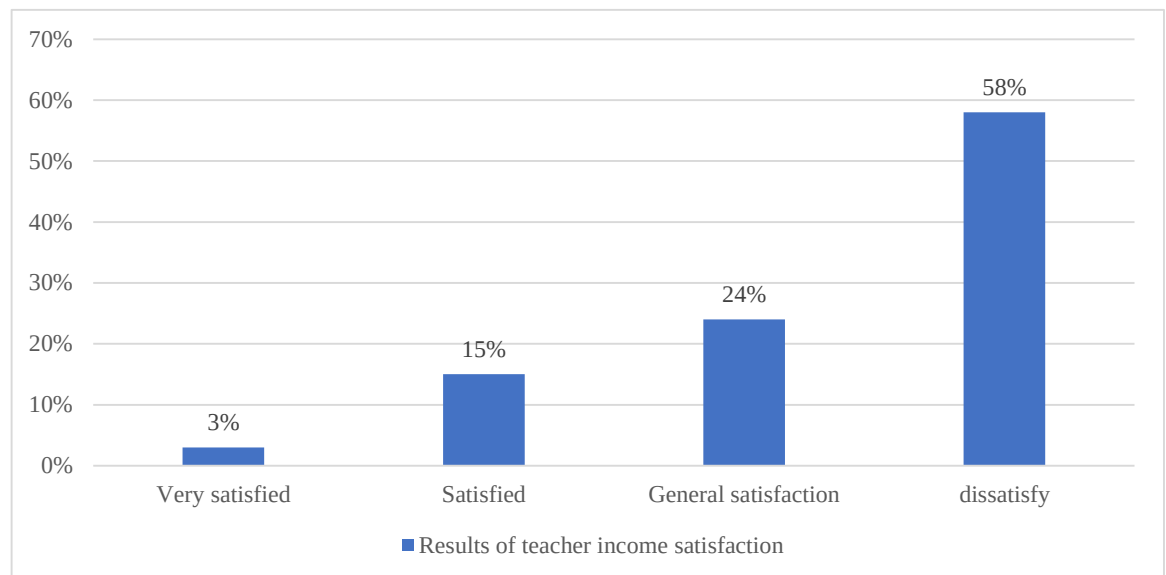


Figure2.12 Results of teacher income satisfaction survey

In summary, most teachers accept and love the teaching profession and position due to the environment, teaching nature, functions, and social status of teachers in colleges and universities. Therefore, even if the short-term income is not satisfactory and there is a gap with the expected requirements, they still stick to their posts. In summary, when designing teacher compensation, we need to fully consider external competitiveness.

Table 2.11 Teacher Career Satisfaction Survey (multiple choice)

What attracts you most about your current job?					
Job stability	Major counterpart	Social status	The environment is good and relaxed	More training	High income
68%	36%	38%	74%	29%	30%

Source: systematized by the author

Investigate the degree of understanding of the scientific research fund management system documents at Yantai Nanshan University, including vertical and horizontal management, as shown in Figure 2.13.

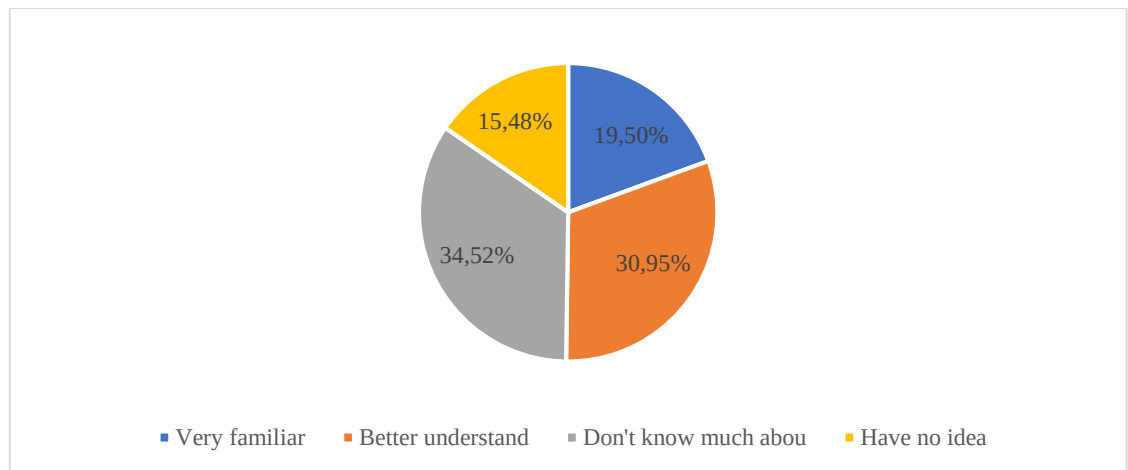


Figure 2.13 Yantai Nanshan University scientific research fund management system document understanding process

Although Yantai Nanshan University have established relevant scientific research systems and norms to manage scientific research funds, the survey results show that only 19.05% of scientific researchers are familiar with the scientific research fund management system. For other scientific researchers, they have little or no understanding of the vertical and horizontal management methods of scientific research funds. It can be seen that this situation is also an important reason for the problems in the use of funds.

The investigation on the understanding of the risk prevention mechanism of scientific research funds in Yantai Nanshan University is shown in Figure 2.14.

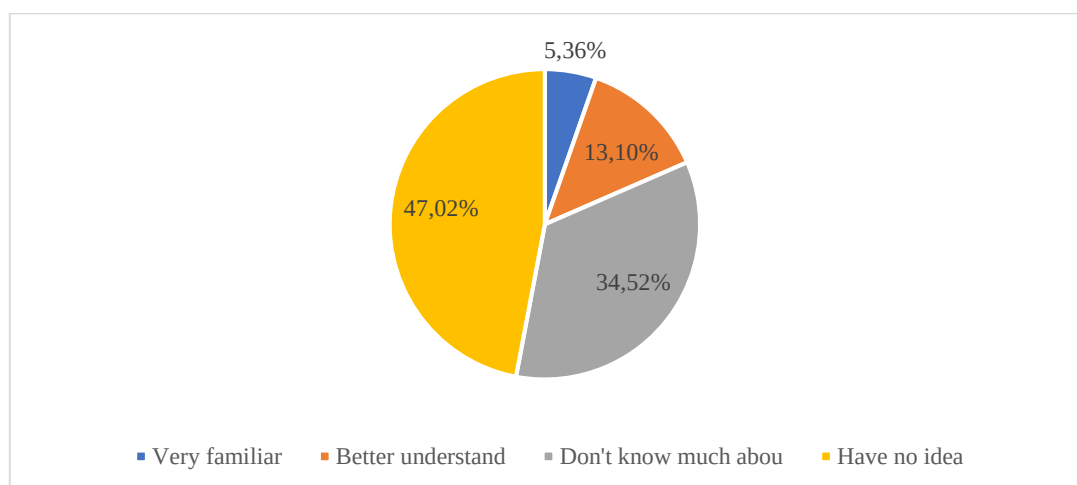


Figure 2.14 Understanding degree of risk prevention mechanism of scientific research fund of Yantai Nanshan University

In order to carry out scientific research fund management, universities need to pay attention to the fund control mechanism, continuously require the financial and scientific research departments of universities to maintain good communication, and focus on the key nodes with higher risk rate. After analysis, it is found that only 5.36% of the personnel related to scientific research projects understand this risk internal control and prevention mechanism, while nearly 48% of the personnel know nothing about the risk prevention mechanism of scientific research funds. Therefore, it is of great importance to strengthen the internal control of scientific research funds.

Investigate the management of Yantai Nanshan University's scientific research fund reimbursement bills, as shown in Figure 2.15.

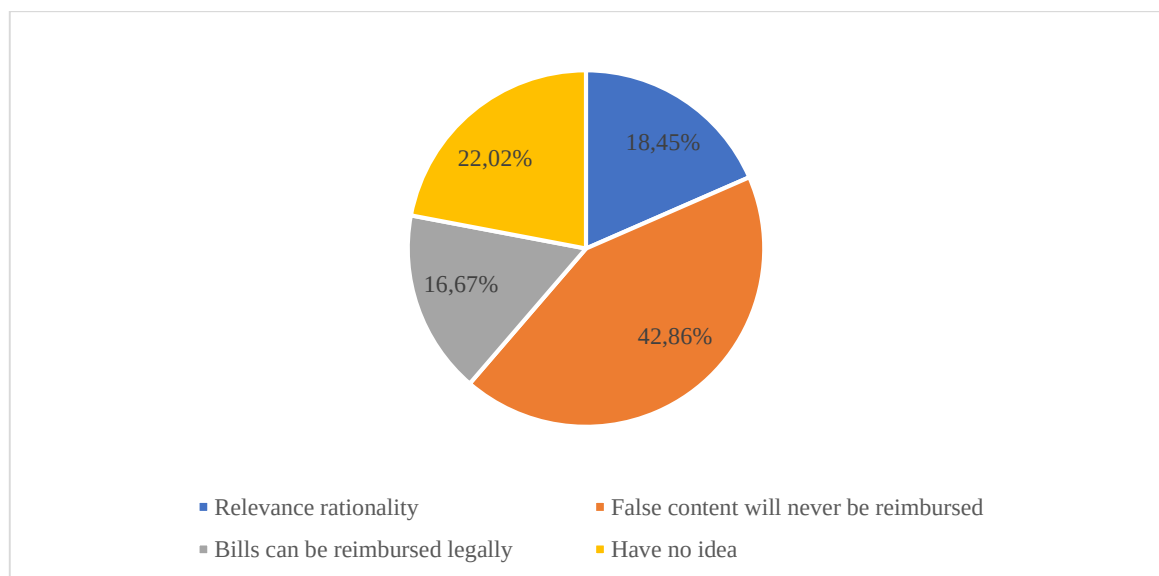


Figure 2.15. Management of research fund reimbursement bills of Yantai Nanshan University

According to the survey data, when sorting out invoices, 18.45% of scientific researchers care about the relevance between invoices and projects, while 42.86% of them focus on the authenticity of the contents listed in the invoices. At the same time, in the review stage of scientific research funds in universities, the main focus is on whether the invoice amount meets the total budget, without considering too much about the relevance between the invoice content and the project. Within the total budget of the

fund reimbursement, as long as the invoice is true and the procedures are complete, it can be reimbursed, which is also the main reason for the low efficiency of fund utilization.

Investigate the degree of information communication and feedback mechanism of the scientific research funding department of Yantai Nanshan University, as shown in Figure 2.16.

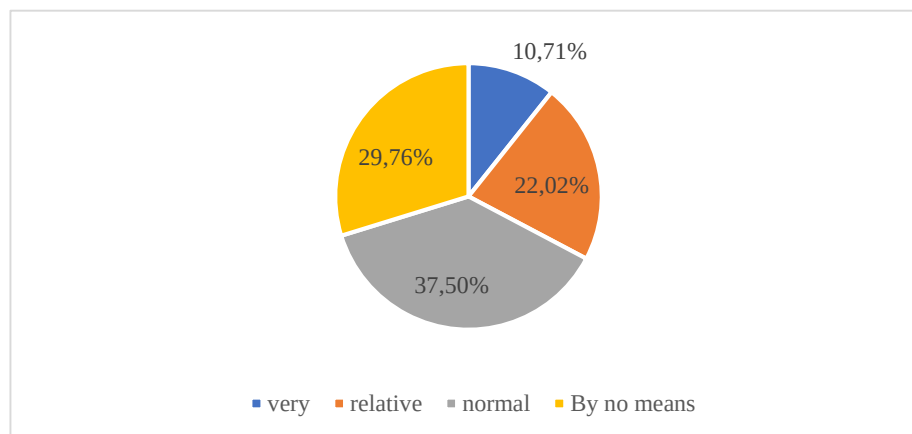


Figure 2.16 Understanding of the information communication and feedback mechanism of the scientific research funding department of Yantai Nanshan University

The relevant staff of the university's financial department, science and technology department, the teaching management team of the secondary college, and the members of the scientific research project team should communicate with each other and jointly participate in the management of scientific research funds. According to the survey results mentioned earlier, the information communication between the scientific research and financial departments of Yantai Nanshan University and the teachers and members of scientific research projects in the secondary college is relatively weak, with untimely information transmission and each going their own way, which makes it difficult to effectively carry out collaborative management work, and to a certain extent, leads to a serious disconnection between projects and expenditure.

Only by ensuring the external competitiveness of the salary system can Yantai Nanshan University fully attract and retain talents. Under the condition of market

economy, Yantai Nanshan University should adjust the salary distribution system and salary structure of teachers in a market-oriented manner to fully coordinate internal and external factors of the school. When designing the external competitiveness of salary for key positions, the market situation should be fully considered. This questionnaire shows that only 5 respondents believe that the current salary system of the college has external competitiveness. This reflects that teachers are not satisfied with the external competitiveness of their current salaries. Based on this, after fully distributing the questionnaire, this paper deeply analyzes the results of the questionnaire survey, forms an intuitive understanding of the needs and feelings of teachers, comprehensively summarizes and analyzes the satisfaction of teachers with the salary system on this basis, and listens to the opinions of this group. Finally, the specific suggestions and concerns of teachers are synthesized to improve and perfect the salary design.

The salary system of teachers in Yantai Nanshan University is not conducive to the competition in the same industry:

There is a lack of internal fairness in compensation: The author went deep into Yantai Nanshan University to comprehensively understand the salary system of the college. Through analysis, it was found that the current salary model of the college is centered on positions. In other words, if the positions are the same, the wages are the same, regardless of whether there are differences in work intensity. Obviously, such a salary mechanism cannot only fail to play the incentive role of salary, but also dampen the enthusiasm of employees.

The salary is not competitive: In addition to basic salaries, the current annual income in the school also includes basic class hour pay and title allowance. The survey found that about 13% of the respondents had an annual income of less than 40,000 yuan in the school; 23% of the respondents had an annual income of 40,000-60,000 yuan; 45% of the respondents had an annual income of 60,000-80,000 yuan in the school; and 19% of the respondents had an annual income of more than 80,000 yuan in the school. Although the overall income level of teachers in the school is in line with the basic market level, it is not yet externally competitive.

The salary structure is unreasonable: First of all, the current titles and positions of

teachers at all levels are closely related to their first salary. In terms of determining the specific salary standard level, it can generally be divided into professor, associate professor, lecturer, teaching assistant, and no title. In theory, the higher the teacher's competence and the longer the working years, the higher the basic salary will be. Universities can withhold part of the teacher's performance salary based on the staff's position level, or withhold it according to a percentage of the salary. Teachers can allocate the performance salary by proportion each semester based on the actual completion of tasks in their units and the results of performance appraisal. On the whole, there are many forms of performance pay, but the proportion of total salary is too small, or even non-existent. The work intensity of college teachers is very high, but their income is low, especially compared with high-level management, which makes the salary level of grass-roots employees even lower. Therefore, many middle and low-level employees feel unbalanced. In order to improve employees' satisfaction with the salary management system and eliminate their psychological gap, it is recommended that Yantai Nanshan University implement performance pay. Through analysis, it is found that the current performance appraisal work of Yantai Nanshan University is unfair, and some employees even question the deviation of the company's performance salary accounting method. Employee satisfaction with performance pay is not high. The survey found that many private colleges and universities do not use the results of teacher work assessments as the basis for performance distribution, and pay in full at the end of the semester without major teaching accidents.

Secondly, the salary structure of teachers is relatively simple, which is not conducive to distinguishing the salary grade gradient obviously, and its flexibility is insufficient. Yantai Nanshan University in Shandong Province still uses the traditional salary structure mechanism. The salary gap between different teachers is generally 500-1000 yuan. Teachers are eager to improve the income distribution system and salary structure, which reflects that the current salary mechanism of the school does not give full play to the incentive effect. Based on this, in order to improve teachers' satisfaction with salaries and reduce misunderstandings, such as the misconception that "doing well or badly, doing more or less" is the same. Such misconceptions will affect the

enthusiasm of teachers, so it is necessary for Yantai Nanshan University to introduce a broadband salary system, increase salary flexibility, and improve the level of hierarchy. In the questionnaire designed this time, questions 17-19 fully show that teachers generally hope to reform the salary system and improve income distribution policies, wage systems, and salary distribution systems.

CHAPTER 3

STRATEGIES FOR IMPROVING UNIVERSITY COMPETITIVENESS

3.1 Building and maintaining a strong institutional brand to enhance competitiveness and attract top talent

The above text specifically analyzes the existing problems in the current teacher salary system of Yantai Nanshan University, and conducts a deep-level analysis, induction, and summary of the remaining issues. Therefore, only by finding the causes of the problems can we establish and maintain a strong institutional brand to improve competitiveness and attract top talents.

Only by integrating the classic theories of predecessors and the current research status can a systematic plan be made to establish a good salary system improvement plan. The 4P model is the result of further improvement and expansion based on the 3P model, that is, to formulate a salary system from a new strategic level and organically integrate organizational strategy with the salary system. As shown in Figure 3.1, the 4P model fully considers the following four aspects: first, position management; second, compensation management; third, quality management; and fourth, performance management. Specifically, this theory can be summarized as "one center, two basic points, achieving four matches." Here, "one center" refers to the organizational strategy, and "two basic points" specifically refer to "position" and "personnel." This theory advocates a "people-oriented" approach.

In recent years, this principle has been fully utilized in optimizing salary systems in various fields. Existing scholars mainly focus on the theoretical level to study the issue of optimizing enterprise salary systems. No scholars have fully introduced this theory into the study of salary systems in private universities. Based on this, this paper takes Yantai Nanshan University in Shandong Province as an example to comprehensively analyze the existing deficiencies in the college's salary system from the following four aspects: first, performance management; second, quality

management; third, compensation management; and fourth, position management.

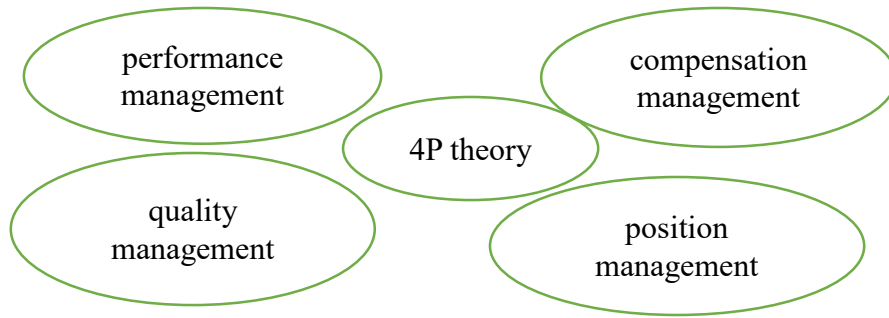


Figure 3.1 4P theoretical framework diagram

Performance management

As everyone knows, a complete organizational salary system must include performance management. The following three aspects need to follow the requirements of performance management: compensation management, position management, and quality management. Organizations should comprehensively adjust the performance appraisal standards and evaluation indicators in real-time based on their overall strategic goals, establish a reasonable feedback mechanism, and tap into employees' development potential. On the whole, the current college has not yet established a feasible teacher compensation system or its current performance appraisal system is characterized by serious formalism and extensiveness, failing to fully and fairly evaluate teachers' teaching quality and ability, and unable to fully reflect the scientific nature and pertinence of the compensation system. In the research on optimizing and improving the performance appraisal mechanism, this paper fully applies the performance management theory of the 4P model.

Salary management

From the perspective of compensation management, the advantage of the 4P model is mainly reflected at the organizational strategic level. In other words, it requires specifically optimizing the compensation system based on the current organizational development situation and strategic goals. Compensation management fully reflects the multi-level needs of employees, which is conducive to urging employees to correct their work attitude, improve their abilities, and promote enterprises to enhance their

competitive advantages and core competencies. Essentially, compensation management is the operation of performance management, position management, and quality management in practice. In the chapter 2 of this paper, the existing deficiencies of the college's current compensation system are fully summarized, specifically reflected in performance appraisal, position gaps, incentive means, internal fairness, and overall compensation. On this basis, the strategies and plans for optimizing the compensation system are also proposed. Of course, when specific optimization measures are proposed, it is necessary to first clarify the focus, objectives, and ideas of the improvement, and finally form a scheme for improving the compensation system that is both practically and theoretically valuable.

Quality management

Quality management is primarily manifested in the design and improvement of the compensation system in conjunction with the established job settings, organizational structure, and strategic principles. Objectively speaking, for Yantai Nanshan University to implement its strategy of strengthening the university, it must prioritize the cultivation of high-quality and capable teachers. Specifically, focusing on the needs of designing a compensation system, it is necessary to comprehensively utilize fair incentive methods and forward-looking development paths to motivate existing teachers to actively improve their teaching and research capabilities. In addition, when private universities specifically optimize their compensation systems, they should comprehensively utilize the 4P model. At the same time, it should be clear that during the stage of quality enhancement, targeted and effective measures should be taken. Specifically, this involves integrating the requirements of job settings and organizational structure to construct diversified compensation incentive methods. For example, when formulating compensation strategies for young teachers with significant development potential, the university should fully consider the needs of this group in various aspects of work and life. At the same time, it should provide appropriate rewards for teaching achievements and research, encouraging researchers to focus on improving their own qualities.

Position management

Organizations should implement position management, specifically referring to the more scientific establishment, optimization, and evaluation of employee position levels in conjunction with organizational strategic planning. Similar to the quality management mentioned above, position management also requires full consideration of employees' compensation systems, performance systems, and qualifications. The investigation revealed that there are still many deficiencies in the current position settings of Yantai Nanshan University, with significant room for improvement in areas such as professional title structure and educational background. Based on this, this paper specifically studies how to use the 4P model to optimize the position structure during the process of designing the compensation system, aiming to form a more flexible, diversified, and feature-rich compensation system. Specifically, it should differentiate teachers' compensation based on their abilities and positions, fully enhancing employees' satisfaction, encouraging teachers with lower positions to actively improve their abilities, and urging teachers to fulfill their research and teaching responsibilities.

The design principles of the compensation system aim to build and maintain a strong corporate brand, thereby enhancing competitiveness and attracting top talent. The summary has shown in the Table 3.1.

Table 3.1 Compensation system design principles

Compensation system design principles	Principle of internal equity
	Principle of external competition
	Incentive principle
	Strategic guiding principle
	Principle of legality

Principle of internal equity

Colleges and universities should comprehensively consider market trends and design a reasonable compensation system. Specifically, when designing the compensation system, colleges and universities should, on the one hand, fully adapt to the development level of the market system, and on the other hand, adhere to the

orientation of the university market, in order to form a competitive salary and welfare mechanism and thus attract more talents.

Principle of external competition

Yantai Nanshan University should scientifically design its salary system guided by the improvement of salary incentives, and reasonably divide fixed salaries from variable salaries. It is necessary to formulate a reasonable and scientific performance evaluation mechanism, and based on the payment of salaries, design a reasonable performance evaluation system to urge teachers to work actively and efficiently.

Incentive principle

Yantai Nanshan University should scientifically design its compensation system guided by improving salary incentives, and reasonably divide fixed salaries from variable salaries. It should also specifically establish a reasonable and scientific performance evaluation mechanism. Based on salaries with performance incentives, a reasonable performance appraisal system should be designed to encourage teachers to work proactively and efficiently.

Strategic guiding principle

Yantai Nanshan University should design its salary system guided by its development strategy. Based on this, Yantai Nanshan University should specifically clarify the strategic development plan of the college for the next five years, and scientifically formulate the salary system in an integrated manner with the university's strategy, aiming to create an attractive salary system that can attract high-level talents. In summary, Yantai Nanshan University should actively improve the system to motivate teachers to enhance their scientific research capabilities and management skills.

Principle of legality

Ensuring the external competitiveness and fairness of the salary system is crucial. Of course, when designing the salary system specifically, it is necessary to strictly abide by the relevant national and regional labor laws and regulations, that is, to ensure the legality of the formulated salary system.

Building and maintaining a strong institutional brand is essential to enhance competitiveness and attract top talents. A strong brand not only reflects the quality and

reputation of an institution but also serves as a powerful magnet for attracting the best and brightest individuals in the field. It communicates the unique value proposition, mission, and vision of the institution, setting it apart from its competitors. By consistently delivering on its promises and fostering a positive image, an institution can establish a strong brand that resonates with potential employees, students, and partners, ultimately leading to increased competitiveness and the ability to attract and retain top talent.

3.2 Strategies for enhancing teaching and learning methodologies to promote academic excellence

Performance assessment indicators are the core of the performance assessment system, reflecting assessment objectives and principles. There is a lot of research on performance assessment indicators both at home and abroad. Based on the SMART principle, the design of performance assessment indicators should be specific, measurable, achievable, realistic, and time-bound. Through discussions, some factors may not be well done and can cause dissatisfaction among teachers. These are called hygiene factors, and they should be minimized as much as possible in performance assessment indicators. Conversely, some factors, such as those related to the teachers' own development, can cause dissatisfaction if not done well, but can increase satisfaction if done well. These are called motivating factors, and they should be added to performance assessment indicators. The performance assessment indicators for teachers at Nanshan University in Yantai have been optimized and adjusted based on these theories and in combination with their own characteristics. This article divides the performance assessment indicators at Nanshan University into three categories: competency, performance capability, and financial indicators, with each category carrying a certain weight, and the sum being 1.

Competency indicators refer to the basic qualifications that teachers in the industry must possess, including education level and professional title. Due to its foundational nature, those who do not meet the requirements of the competency

indicator cannot engage in frontline teaching work. Therefore, the weight of this indicator should not be too high in the overall indicator system. Through interviews with school administrators and teachers, this article sets the weight of the competency indicator to 15% and establishes detailed rules based on the different single-item conditions of teachers. The specific standards are shown in Table 3.2.

Table 3.2 Competency indicators

Classification of indicators	Content of indicators	Rules of scoring	Weight
Capability 15%	Education background 8%	8 points for PhD, 5 points for postgraduate and 3 points for undergraduate.	8
	Professional title 5%	5 points for senior title, 3 points for middle title, 1 point for first grade title, no title does not score.	5
	Length of service 1%	From 8 years of teaching, 1 point; From 5 years of teaching less than 8 years, 0.5 points; No marks will be awarded for less than five years of teaching.	1
	Years of teaching 1%	At least 5 years of school age, 1 point; School age of more than 3 years but less than 5 years, 0.5 points; School age less than 3 years, no score.	1

Source: Internal data of Yantai Nanshan University and collation of this study.

Performance capacity indicators refer to the actual professional abilities of teachers, assessing their specific job performance and outcomes. As this indicator reflects the core capabilities of teachers and is closely related to the overall development goals of schools, only when teachers meet the standards of core professional abilities can the overall educational objectives of the school be achieved. Therefore, the weight of this indicator is the highest at 80%. To facilitate the measurement and evaluation of performance capacity, this article further divides it into five aspects: professional ethics, workload, work quality, research ability, and satisfaction.

(1) Professional Ethics

Although professional ethics do not directly reflect the work results of teachers, they can reflect their work process and attitude, and are the basis for daily management of schools and achieving overall performance goals. The content of professional ethics

indicators includes ideological identity, work attendance, research attendance, other school rules and regulations, integrity in teaching, and civilized teaching. Specific standards are shown in the following table 3.3:

Table 3.3 Standards for Professional Ethics Indicators

Classification of indicators	Content of indicators		Rules of scoring	Weight
1	2		3	4
Ability to perform 80%	Quality of work 10%	Identification of ideas 2%	It can be recognized as the principle of learning, and can be practiced in teaching and learning. The concept of recognition is consistent with the real 2 points; The basis of the recognition of the theory of doing school, practice real ability has to be raised 1 point; Do not recognize with do school idea, do not score	2
		Work attendance 2%	2 points for full attendance. Open work 1 class deduction 1 point, business leave half a day, sick leave, one day deduction 0. 2 points; Late ARRIVAL and early return will be deducted 0.5 points for each time.	2
		Teaching and research attendance 2%	Participate in the teaching and learning work meeting, teaching and learning rules. Teaching and research attendance check to meet the requirements, get 1 point. No reason not to a deduction 0. 5 points, teaching regular inspection has a failure to reach the standard deduction 0. 5 points.	1
		Other school rules and regulations 2%	In addition to the school and related regulations, one violation will be deducted 1 point.	1
		Be honest and teach 2%	You do not have to ask for money or things from your parents. People recommend teaching assistants and other products to students Product, once found in addition to the school and related regulations, the item does not score	2
		Be civilized and teach 2%	In the way of love and encouragement to the students, no physical punishment, sarcasm students, otherwise this item will not score	2

Source: Internal data of Yantai Nanshan University and collation of this study.

2) Workload Indicators

The workload indicator reflects the work saturation of teachers and embodies the

principle of "more work, more rewards" in performance assessment. It sets the standard for full workload for teachers in different positions. As long as teachers complete the prescribed workload, they will meet the requirements, and extra work will earn additional points. In order to ensure the basic assessment scores and income of teachers, this indicator has a high weight of 30% in the performance indicators. In addition, to ensure the smooth promotion of other work outside the school plan, this article also added a temporary work assessment item in the workload indicator, which has a weight of 5%. The specific standards are shown in the following table 3.4:

Table 3.4 Standards for Workload Indicators

Classification of indicators	Content of indicators		Rules of scoring	Weight
Ability to perform 80%	Amount of work 30%	Planned workload 25%	The child with full work will receive 25 points for each reduction in work1% less planned work, 0 deduction. 5 points, or 0. 5 points, the amount of work less than 30% of the full amount of work, this item will not be points.	25
		A temporary job 5%	Active acceptance of temporary work arranged by the school and outstanding performance will be awarded 5 points.	5

Source: Internal data of Yantai Nanshan University and collation of this study.

(3) Work quality index

The quality of work indicator reflects the educational and teaching outcomes of teachers and embodies the guiding principle of rewarding high-quality performance evaluations. The duty of a teacher is to educate and guide students, and student achievement is an important measure of a teacher's work results. It not only involves comparing the rate of improvement in student achievement over time but also considers the level of students within the same grade. Additionally, the setting of this indicator has an important purpose - to encourage teachers to actively organize students' participation in various professional competitions and to motivate teachers themselves to participate in the evaluation of high-quality lessons, constantly improving their own level of education and teaching. As this indicator reflects the professional level of teachers, it carries a high weight of 20%. The specific criteria are listed in Table 3.5.

Table 3.5 The quality of work indicator

Classification of indicators	Content of indicators		Rules of scoring	Weight
Ability to perform 80%	Quality of teaching 20%	Achievement of students 9%	Vertical work results: Average course grades that are consistent with previous assessments score 5 points (must reach a medium level); Average course grades that increase by 1% or more compared to previous scores score 0.5 points, with a maximum of 5 points; For every 1% decrease below 5%, 1 point is deducted. If the top 6 grades in the grade or the average test scores increase by 20%, 7 points are awarded. If multiple classes in the 9th grade are taught, the average score is taken.	9
			Horizontal comparison of student achievement. The scores for the top 3 class averages on tests taught by the teacher are 3, 2, and	3
		Student competition 3%	National-level first prize in competitions awards 3 points, second prize awards 2.5 points, third prize awards 2 points, and honorable mention awards 1 point; Provincial-level first prize awards 2 points, second prize awards 1.5 points, third prize awards 1 point, and honorable mention awards 0 points; Municipal-level first prize awards 1 point, second prize awards 0.5 points; District-level first prize awards 0.5 points.	3
		Merit evaluation 52%	National-level first prize awards 5 points, second prize awards 4 points, third prize awards 3 points, and honorable mention awards 2 points; Provincial-level first prize awards 4 points, second prize awards 3 points, third prize awards 2 points, and honorable mention awards 1 point; Municipal-level first prize awards 3 points, second prize awards 2 points, third prize awards 1 point, and honorable mention awards 0.5 points; District-level first prize awards 2 points, second prize awards 1 point, and third prize awards 0.5 points.	5

Source: Internal data of Yantai Nanshan University and collation of this study.

4) Indicator of research ability

Indicator of research ability is a growth-based evaluation that reflects to a certain extent the changes in the quality of teacher's teaching. As knowledge-based individuals,

teachers can better guide teaching practices only by improving their theoretical literacy. This indicator guides teachers to actively engage in research, continuously adding points to their own performance, and creating a strong academic atmosphere. This indicator accounts for 10% of the total weight and the specific standards are listed in Table 3.6 below.

Table 3.6 Indicator of research ability

Classification of indicators	Content of indicators		Rules of scoring	Weight
Ability to perform 80%	Research capacity 10%	Subject matter research 5%	National-level research project first prize awards 5 points, second prize awards 4 points, third prize awards 3 points, and honorable mention awards 2 points; Provincial-level research project first prize awards 4 points, second prize awards 3 points, third prize awards 2 points, and honorable mention awards 1 point; Municipal-level research project first prize awards 3 points, second prize awards 2 points, third prize awards 1 point, and honorable mention awards 0.5 points; District-level research project first prize awards 2 points, second prize awards 1 point, and third prize awards 0.5 points.	5
		Publication of papers 3%	National-level publication first prize awards 5 points, second prize awards 4 points, third prize awards 3 points, and honorable mention awards 2 points; Provincial-level publication first prize awards 4 points, second prize awards 3 points, third prize awards 2 points, and honorable mention awards 1 point; Municipal-level publication first prize awards 3 points, second prize awards 2 points, third prize awards 1 point, and honorable mention awards 0.5 points; District-level publication first prize awards 2 points, second prize awards 1 point, and third prize awards 0.5 points.	5

Source: Internal data of Yantai Nanshan University and collation of this study.

(5) Financial Indicators

The profit-making ability of private schools is an important indicator for the principal's assessment. Although teachers do not directly generate revenue for the school, they can help reduce unnecessary expenses and control education costs. To

cultivate a sense of thrift, the optimized performance evaluation indicator system includes financial indicators, which account for 5% of the weight. Good integration of teaching and machinery earns 1 point; However, if damage occurs due to personal reasons, it will not be scored unless compensated according to the school's relevant regulations. Other multimedia equipment in good condition earns 1 point; however, if damage occurs, it will not be scored unless compensated according to the school's relevant regulations. Other multimedia equipment in good condition earns 1 point; however, if damaged and not compensated according to the school's relevant regulations, it will not be scored. After class, if the classroom's water and electricity are not turned off, it will be deducted 0.5 points per occurrence until fully deducted. Advocating paperless office and printing double-sided for paper materials, any unnecessary wastage will be deducted 0.5 points per occurrence until fully deducted.

Nanshan University of Yantai has introduced a credit-based performance evaluation system for its teachers, where points are added for behaviors and qualities that the school values and subtracted for behaviors it opposes. Teachers' behaviors are recorded in real-time to achieve comprehensive evaluation and balance between process and results, internal and external factors, teaching quality and management goals.

Traditional teacher performance evaluations only focus on the end of the year or term, lacking attention to the process. The optimized performance evaluation method considers process management an important task, helping to standardize daily management and achieve good outcomes. Moreover, cross-departmental inspections can be conducted in teaching routine inspections, where teachers from other departments inspect and evaluate each other to reduce the influence of personal emotions and make assessment data more objective and fair.

The PDCA cycle method requires that work be promoted according to the steps of planning, implementing, checking, and taking action. In the management process, the standardization of good practices and the optimization and improvement of areas that need enhancement should be carried out, and then incorporated into the next PDCA cycle to achieve a progressive spiral in work management. The PDCA cycle method is a fundamental approach to quality management, revealing the general principles of work

management. This principle is also applicable to the performance evaluation system, where a complete performance evaluation system should be a closed loop, including the formulation of performance evaluation plans, implementation of performance evaluation, performance assessment feedback, and improvement of performance evaluation[38]. Each evaluation cycle should include the above four steps.

For a complete performance evaluation system, each evaluation cycle should include the four steps of formulating a performance evaluation plan, implementing the evaluation, assessing the performance feedback, and improving the evaluation. At the school level, these four steps manifest as a performance evaluation cycle, which helps to achieve overall school goals and improve the level of performance evaluation. At the individual teacher level, timely performance communication and feedback can help them identify their own shortcomings and improve their professionalism and performance. However, during the implementation of the performance evaluation system at Nanshan University of Yantai, the feedback stage was obviously lacking, resulting in the failure to listen to the opinions and suggestions of teachers in a timely manner and a lower level of trust in the performance evaluation system. Additionally, the performance evaluation system was not continuously optimized and kept up to date. Therefore, it is necessary to supplement the feedback stage of the performance evaluation system to make it a complete and circular system.

After the completion of a performance evaluation cycle, department managers should promptly communicate with teachers, inform them of the evaluation results for that period, acknowledge their strengths, point out their weaknesses, and accept feedback from teachers. They should also make adjustments to areas that need improvement in the next evaluation cycle. During the performance feedback communication, teachers should summarize the completion of the previous evaluation cycle's work, while department managers should discuss the goals and tasks for the next evaluation cycle with the teachers. Department managers should have certain strategies in place when conducting performance communication and feedback, such as those shown in Table 3.7

Table 3.7 Performance feedback strategy

Assessment grade excellent subordinate	Continuing to encourage subordinates' initiative and providing assistance in planning are important, without resorting to making unrealistic promises or tempting them with rewards.
Subordinates with poor assessment grades	Helping to analyze the specific gaps, diagnose the root causes, and assist in developing improvement measures is crucial.
Continuous poor performance of subordinates	It is important not to generalize or accuse indiscriminately. It is necessary to be open and honest, so that subordinates can recognize their own shortcomings. It may also be necessary to uncover whether or not they are unsuitable for their current position and require a change in their job role.
A subordinate with old qualifications	Show special respect and ensure that they are not harmed in any way. Fully acknowledge their past contributions and express understanding towards their concerns about future career paths or retirement. Be patient and caring towards subordinates, paying attention to their needs.
An ambitious junior	Do not discourage or undermine their motivation to improve. Instead, be patient and guide them, explaining the school's reward and punishment policies and the gap between their aspirations and reality using concrete examples. Encourage hard work and explain the rationale behind the principle of "no pain, no gain".

Source: Internal data of Yantai Nanshan University and collation of this study.

The purpose of performance appraisal is to achieve the development of the school department and help teachers improve. Therefore, department leaders and teachers in charge should be responsible not only for evaluating the performance of teachers but also for helping them improve their performance, analyzing their shortcomings and reasons, and assisting them in developing improvement measures. In addition, in the process of assisting teachers in formulating the goals and tasks for the next appraisal cycle, the supervisor must closely decompose them around the departmental tasks of the school to ensure that the appraisal goals have a certain degree of challenge, but also fall within the scope of teachers' tolerance, and can inspire teachers to work hard to complete them. The communication and feedback of performance appraisal should be institutionalized and recorded in written feedback records.

Skinner's reinforcement theory tells us that in order to increase the probability of the behaviors advocated by the organization, material and spiritual rewards should be given. Therefore, in order to make performance appraisal play a greater role, the results of appraisal must be used as a means of reinforcement[39].

The results are divided into E grade (90 points and above), G grade (80-89

points), Q grade (70-79 points), and D grade (60-69 points). Those who are rated as E grade will receive 1.1 times their individual performance appraisal salary, those rated as G grade will receive their full individual performance salary, those rated as Q grade will receive 80% of their individual performance salary, and those rated as D grade will receive 50% of their individual performance salary and considerations will be given as to whether the characteristics of the employees are suitable for the current position, thereby making new arrangements and adjustments , such as those shown in Table 3.8.

Table 3.8 Performance appraisal coefficient

Type	E	G	Q	D
Score	$95 \geq$	$95 > F \geq 80$	$80 > F \geq 60$	$60 > F$
Proportion of total	5%	80%	10%	5%
Coefficient of performance	1.1	1.0	0.8	0.6

Source: Internal data of Yantai Nanshan University and collation of this study.

The ultimate goal of performance appraisal is to help teachers improve, and its results should not only be used for compensation, but also applied to support and potential development of teachers. After each performance appraisal, targeted training and improvement should be provided to address the identified weaknesses of the assessed teachers and help them analyze and find the causes. For employees who excel in performance appraisal, they should be encouraged to leverage their strengths, strengthen their overall capabilities, broaden their horizons, and strive for greater progress in their professional development. After each performance appraisal, it may even reflect issues in the implementation of company strategies and the performance appraisal system itself, which should be summarized and analyzed to continuously enhance the level of performance appraisal work.

In any organization, the results of performance appraisal are usually linked to the promotion or demotion of employees. The performance appraisal results not only reflect the strengths and weaknesses of employees, but also their daily work attitude, level of effort, and compatibility with their position. Therefore, Yantai Nanshan University can use performance appraisal data reasonably to make appropriate adjustments to the

positions of teachers, reflecting the guiding ideology of "promoting capable individuals, letting those who are capable and equal share the same, and demoting the mediocre". The specific promotion mechanism based on performance appraisal is shown in Table 3.9.

Table 3.9 Performance appraisal coefficient

Annual assessment grade	Measures for rank assessment
Teachers who have received an E-level performance rating for three consecutive years or a cumulative total of five years.	Promoted to third level
Teachers who have received an E-level performance rating for two consecutive years or a cumulative total of three years.	Promoted to level 2
Teachers who have received a G-level performance rating every year.	No adjustment
Teachers who have received a Q-level performance rating for two consecutive years or a cumulative total of three years.	Down two gear
Teachers who have received a D-level performance rating for the year.	Interview training or termination

Source: Internal data of Yantai Nanshan University and collation of this study.

3.3 Effective financial management strategies to ensure long-term sustainability and growth

The competition for talent in today's society is fiercely intense. If the salary level of universities is low, it will be difficult to form a strong attraction for teachers. If universities fail to fully attract and retain talents who are willing to devote themselves to the development of higher education, it will be challenging to stabilize the teaching staff, leading to a series of vicious circles. Based on this, it is recommended that Yantai Nanshan University formulate a salary system following the concepts of "high and stable" and "high-level, comprehensive, and strong" to improve the external competitiveness of its salary system. According to modern human capital theory, university teachers have a high stock of human capital, with substantial investments in human capital and a high level of education, and thus deserve high returns. For university teachers, a high salary level can not only fully guarantee their basic living expenses, but more importantly, reflects the value of their human capital. Analyzing the salary levels of university teachers in the province where Yantai Nanshan University is

located, it is evident that the university's current salary mechanism lacks internal attraction and external competitiveness. Therefore, it is imperative to establish a salary level that is more externally competitive and can fully reflect the professional value and social status of university teachers. The summary has shown in Table 3.10.

Table 3.10 Expand the source of funding

1. We will increase investment in educational resources and increase financial support
2. Actively solicit government support
3. Focus on labor market pricing and establish a dynamic adjustment mechanism
4. Improve the quality of human resource management professionals

We will increase investment in educational resources and increase financial support

China's Higher Education Law clearly stipulates that the country mainly provides funding for universities through financial allocations, which, once obtained, are allocated by universities and constitute the primary factor determining their salary expenditures. In other words, the primary measure to increase the salary level of university teachers is to augment the financial support the government provides to universities. The proportion of national financial education expenditure in the gross domestic product (GDP) can fully reflect a country's economic development level and indicate whether it attaches importance to education and its educational development level. In 1993, China promulgated the "Outline of China's Education Reform and Development," which proposed that the proportion of national financial education expenditure in GDP should reach 4%, but this goal was only achieved in 2011. In 2018, the Big Data Development Department of the National Information Center pointed out that this proportion had reached above 4% in China for the past six years, indicating that China's education has not only achieved the goal of "ensuring access to education" but more importantly, has achieved "quality education." According to the latest data from the National Bureau of Statistics, in 2019, China's GDP reached 99,086.51 billion yuan, of which the proportion of financial education expenditure reached 4.049%, amounting

to 4,004.655 billion yuan. This shows that China's financial education expenditure in GDP has maintained a stable growth trend overall. Tu Yanguo (2010) pointed out that the world's average level of this proportion has already reached 5%, suggesting that China should continue to increase financial allocations and resource investments to promote the development of the education sector in the future.

Actively solicit government support

Overall, Yantai Nanshan University in Shandong Province has yet to receive adequate financial support from the government. However, national macro policies clearly indicate that the state is poised to increase funding subsidies for private universities in the future. Based on this, it is recommended that Yantai Nanshan University in Shandong Province pay close attention to national policies, fully grasp the direction of national policy guidance, conform to the concept of the policies, innovate educational concepts and school-running concepts, and dedicate itself to local science and technology, as well as education efforts, such as increasing the feasibility of government funding. Data shows that there are currently more than 30 private universities in the province. Since 2012, the provincial government has allocated 300 million yuan of special funds annually to support private universities, with a principle of focusing on supporting those with better development prospects rather than implementing an equal distribution principle. In summary, it is recommended that M College in Shaanxi Province actively enhance its overall strength, actively improve its scientific research capabilities and social contribution while fully ensuring the quality of its education, in order to gain recognition from government departments. From a realistic perspective, obtaining government recognition, especially financial support, is of great significance for Yantai Nanshan University to carry out various tasks, optimize, and stabilize the salary level of teachers.

Focus on labor market pricing and establish a dynamic adjustment mechanism

The quality and quantity of teachers that universities can attract primarily depend on the salary levels they can offer. It is recommended that Yantai Nanshan University determine salary levels based on the supply and demand and prices in the labor market. Theoretically, compared to teachers at an ordinary level, high-level and high-skilled

university teachers require higher salary levels. Teachers in disciplines that require priority development or have unique characteristics, as well as those in disciplines with good development trends, also command higher salaries than those in ordinary disciplines. For example, teachers in high-tech industries should be reasonably priced in accordance with the demand of the talent market. For universities to improve the external competitiveness of teacher salaries, they must establish a dynamic salary adjustment mechanism based on changes in teacher salaries across various industries and schools in different regions. Universities should dynamically grasp the development trends of the teacher talent market, fully understand the people's living standards, social prices, and other information, and make dynamic adjustments and proactive moves. Yantai Nanshan University can establish a salary research and management department based on its actual development needs. The responsibilities of this department should include participating in salary management research report meetings every year to fully understand the salary levels of teachers in universities across the country and even throughout the country, as well as the external competitiveness of the college's teacher salaries; organizing regular personnel to conduct salary surveys to fully understand the current satisfaction of teachers with salary levels; comprehensively collating and analyzing the current situation, and formulating feasible salary adjustment decision-making mechanisms after comprehensively understanding information such as market price fluctuations and changes. In summary, various measures should be taken to adjust teacher salaries in a timely manner, so as to form a teacher salary mechanism that is attractive to teachers and has strong external competitiveness.

Improve the quality of human resource management professionals

Yantai Nanshan University in Shandong Province should attach importance to human resource management and actively take effective measures to improve its human resource management level. First, it is necessary to pay attention to job analysis, form a clear description of the job, innovate human resource management functions and concepts, gradually replace traditional personnel management with human resource management, and create good conditions to promote the implementation of salary management in universities. In addition, the college can also invite professors and

human resource managers in the field of human resource management from home and abroad to provide training for the human resource management department and related department managers of the university, so as to form a performance management system and salary management system with theoretical basis and practical value, promote the expansion of vision of the school's management, form a clear understanding of human resource management, and master more management skills. Furthermore, a consulting team or a panel of experts can be invited to evaluate the school's human resource management, provide relevant consulting services to the university, and propose a practical performance management system and salary management system based on relevant theories. Experts and scholars can be invited to regularly evaluate the implementation of the school's salary system, specifically analyze the problems found in the implementation of the performance system, and make targeted adjustments to promote the comprehensive improvement of the school's salary management level.

3.4 Embracing diversity and inclusivity to create an inclusive campus culture that fosters student success

Campus culture is a kind of group culture with students as the main body, campus as the main space, education as the main orientation, and the construction of spiritual culture, environmental culture, behavioral culture, and institutional culture as the main content, featuring the campus spirit.

Campus culture is not only a reflection of a school's development goals, educational philosophy, educational policies, professional characteristics, and humanistic spirit, but also a reflection of a school's group consciousness, values, and behavioral norms. Campus culture represents the unique spiritual environment and cultural atmosphere of a school, encompassing materialized elements such as campus architectural design, landscapes, and greening and beautification efforts, as well as the school's cultural traditions, school spirit, study style, teaching style, interpersonal relationships, collective opinions, psychological atmosphere, and various rules and regulations, along with the unwritten norms of behavior that emerge from the shared

activities and interactions among school members.

Campus culture exerts a subtle and profound influence on students' outlooks on life and values, which is often irreplaceable by any curriculum. A healthy, positive, and rich campus culture has a permeating, enduring, and selective impact on shaping students' character, and holds far-reaching significance in enhancing students' humanistic and moral qualities, broadening their horizons, and cultivating talents for the new century. A healthy campus culture can edify students' sentiments, enlighten their minds, and promote their all-round development. Misunderstanding of campus culture construction(see the Table 3.11)

Table 3.11 Misunderstanding of campus culture construction

1: Heavy environment light humanities, lack of humanistic spirituality, loss of spiritual roots
2. Follow the model of other schools, lack of development of personality, lost the root of life.
3. Greedy, impetuous and eager to achieve, ignoring the process of accumulation, loss of the root of development.

Misconception 1: Emphasizing the Environment Over Humanities, Lacking Spiritual Essence, and Losing the Root of Spirit.

Currently, some schools' campus culture construction is merely focused on the physical environment, with some even treating it as an "image project" for external promotion, a mere "face-lifting" endeavor. Some educators, when engaging in campus culture construction, place undue importance on the physical environment while neglecting the development of spiritual and institutional cultures. Some schools invest significant material, financial, and human resources in beautifying the campus and constructing standardized plastic playgrounds. They have computer classrooms, specialized classrooms for music, sports, and art, libraries with abundant collections, and beautiful reading rooms, yet these functional rooms are not highly utilized, and the desks and chairs are often dust-covered. During recess, there are hardly any students freely playing or enjoying themselves on campus. In surveys, many students are unable to recite the school motto inscribed on the school gate. It is evident that these schools

have overly prioritized the construction and investment in hardware facilities, neglecting the enrichment of humanistic spirit.

The cultural foundation that truly influences one's life is not solely shaped by material means but requires more spiritual elevation. Meanwhile, the quality of a school's material conditions is not directly proportional to the development of its culture. A school with abundant material resources does not necessarily possess outstanding school culture, while a school with limited resources can still cultivate exceptional school culture. The crux lies in the fact that in campus culture construction, we must value both material and human aspects; we need to pay attention to material and institutional cultures, but even more so to human behavior and spirit.

Misconception 2: Blindly Imitating Other Schools' Models, Lacking Individuality, and Losing the Root of Vitality.

Nowadays, many campuses feature similar statues, nearly identical "famous quotes," and school motto that are essentially permutations and combinations of words like "unity, harmony, civilization, and innovation." In an attempt to elevate their so-called "taste," schools have removed the calligraphy and paintings created by their teachers and students from cultural windows, replacing them with uniformly purchased masterpieces. They have halted long-standing and distinctive labor education activities, replacing them with an overwhelming focus on academic studies.

Looking at those generic school mottos and spirits, we cannot help but wonder: Why is the rich language so impoverished when it comes to expressing school mottos? Can't we find a more alert and personalized phrase to inspire students? By disregarding their unique characteristics and conditions, blindly imitating others, schools often end up losing more than they gain. Some schools fail to cherish the individualized elements within their own campus culture, discarding their once-distinctive and excellent traditional campus culture like dirty water, thereby losing their inherent meaning and vitality. In their blind imitation, schools lose their personalized spirit and pursuits, as well as the cultural factors that give them vitality. Facing this lack of individuality, where "a thousand schools share one style," it is more than just heartbreaking.

Misconception 3: Being Eager for Quick Success and Instant Benefits, Neglecting Accumulation Over Time, and Losing the Root of Development.

In vigorously promoting campus culture construction, some school leaders are overly enthusiastic, busy designing school logos, commissioning school songs, and optimizing the layout of school flags, badges, and classroom furnishings. Almost overnight, the school undergoes a "monumental" transformation, yet its educational impact on students remains minimal. Other schools constantly update their wall-mounted and paper-based educational philosophies, dismantling their newly established systems and replacing them with new ones. There is no fixed schedule for when and how to conduct related activities; often, what was done yesterday is abandoned today, and what existed last year is gone this year. Whenever a new "XX Education" is proposed, the school imitates it; whenever a new "XX Theory" emerges, the school discards all its traditions and starts anew.

These behaviors clearly demonstrate an eagerness for quick success and instant benefits, neglecting the accumulation and precipitation of history and process. They lack the subtle nurturing and edification essential to campus culture construction; they lack persistence and a culture that accumulates and persists over time. As a result, they lose the foundation for development amidst their eagerness for quick results. Campus culture construction requires activities, but they must be grounded in the reality of teachers and students and genuinely promote their spiritual growth. It needs development, but development that builds upon historical inheritance and process accumulation.

A charming campus culture should adhere to educational laws, align with students' nature, and cater to their growth and development needs. If it deviates from students' needs, even the most beautiful campus culture will become worthless. Only through long-term accumulation, year-by-year development, and refinement, can a perfect and authentic charming campus emerge in people's vision. From the Table 3.12 is how to countermeasures of campus culture construction.

Among the four levels of campus culture construction—environmental culture, institutional culture, behavioral culture, and spiritual culture—spiritual culture serves as

the core and the highest level. It encompasses the school's historical traditions, as well as the shared cultural, value, and life concepts recognized by all faculty, staff, and students. It is a concentrated reflection of a school's essence, personality, and spiritual outlook. Specifically manifested in school ethos, teaching style, study atmosphere, class atmosphere, and interpersonal relationships, campus spiritual culture is also known as "school spirit."

Table 3.12 countermeasures of campus culture construction

(1) Cultivating a "School Spirit" that inspires belief and nurturing the roots of spirituality.
(2) Building a platform for showcasing individuality, seeking the roots of vitality.
(3) Pursuing the support of cultural process accumulation and fostering the roots of development.

(1) Cultivating a "School Spirit" that inspires belief and nurturing the roots of spirituality.

Therefore, we must strive to cultivate campus spiritual culture, using it to unite the hearts of teachers and students, inspire, educate, and elevate them. In spiritual culture construction, firstly, focusing on the work style of leadership is crucial. School leaders should enhance their self-cultivation and improve their quality, leading by example in all school work and the implementation of rules and regulations. Secondly, it is essential to emphasize the exemplary role of teachers among students. Teachers should embody professionalism in their spiritual demeanor, moral cultivation, work style, academic competence, appearance, speech, behavior, and interpersonal skills. Only when teachers possess a strong sense of professionalism, dedication, and selflessness, and students aspire to lofty ideals and diligent learning, will the entire campus be permeated with a rich and positive cultural atmosphere.

(2) Building a platform for showcasing individuality, seeking the roots of vitality.

We can rely on measures such as "people-orientedness, full participation, adapting to local conditions, and individual differences" to create a stage where teachers and students can fully display their individuality, thereby finding the roots of vitality for school cultural development.

People-orientedness. Only when the rules and regulations of school management are genuinely formulated and implemented for the development of students and teachers can they be fully accepted by all members of the school community and accumulate into a culture through long-term joint implementation. Only a culture that fully respects the human needs of teachers and students can be truly spiritual.

Full participation. Individualized school culture also stems from the democratic participation of all teachers and students in all educational activities. We must grant all teachers and students the right and opportunity to participate autonomously in campus cultural construction.

Adapting to local conditions. Starting from the school's local culture, we should seek the optimal starting point for building a unique culture. Schools can organize students to participate in social practice activities with regional characteristics, such as "forest culture," "grassland culture," and "ice and snow culture." These culturally rich school activities are highly vital and can effectively promote the in-depth development of school culture, benefiting students throughout their lives.

Individual differences. Based on the school's unique characteristics, we should seek personalized development through diverse campus cultural activities. For example, in moral and ethical construction, schools can hold a "gratitude education" theme event for teachers and students every semester, where they share small but touching stories from their educational lives, expressing mutual respect and affection.

(3) Pursuing the support of cultural process accumulation and fostering the roots of development.

Campus culture is the culmination of all cultural factors accumulated since a school's establishment. Without history and tradition, campus culture would be like a tree without roots or a river without a source. Therefore, in campus cultural construction, we must abandon the mindset of quick success and instant benefits, emphasizing the inheritance of traditions and history and paying attention to detail and process accumulation. Only by thoroughly grasping the three aspects of "excavating traditions, focusing on details, and adhering to long-term efforts" can we enable school culture to achieve substantial development.

Excavating traditions. This involves deeply exploring the excellent ethnic cultural resources in local and school history to support the humanistic spirit in campus culture with traditional cultural values.

Focusing on details. This means starting from small things in school culture construction and paying attention to every aspect of the development process to achieve optimal growth. For instance, classrooms can display students' own slogans and calligraphy works, while teacher offices can feature photos and educational mottos of previous outstanding teachers. These cultural details create an atmosphere of autonomy, interaction, warmth, and affection, naturally integrating every teacher and student with the school's history and traditions, and harmoniously linking their sense of responsibility and mission with the school's survival and development.

Adhering to long-term efforts. School culture stems from long-term historical accumulation. Only when a system, behavior, or activity is maintained and adapted to the times can it evolve into a culture with depth. A single or double event in school education can only be called an activity. However, if an activity persists and becomes a tradition in the school, profoundly influencing students, it transforms into culture.

In conclusion, campus cultural construction represents the sum of spiritual achievements jointly inherited and created by teachers, students, and administrators. It serves as an effective vehicle for comprehensively implementing quality education, a crucial foundation for a school's survival and development, a hallmark of its unique characteristics, and its spirit and soul. Only by continuously summarizing the experiences and shortcomings of campus cultural construction and striving to enable all teachers and students to gain spiritual inspiration and development in a harmonious and upward-looking campus culture can we truly implement the party's educational policies and run education that satisfies the people.

CONCLUSION

This paper comprehensively applies theories such as compensation incentives to explore in detail the teacher compensation system of Yantai Nanshan University, and combines the existing deficiencies in the compensation system of this university to specifically propose solutions and strategies to promote the formation of a more incentive-based compensation system in Yantai Nanshan University, a private institution of higher learning, and to facilitate the orderly implementation of related work in this university. In summary, this paper recommends that Yantai Nanshan University actively establish a reasonable compensation system. Specifically, the main conclusions of this study are as follows:

1. There are deficiencies in the current compensation system of Yantai Nanshan University

Through the comprehensive application of interview and survey methods, this paper finds that the current teacher compensation system of Yantai Nanshan University has many areas for improvement. Specifically, these deficiencies are manifested in the following aspects: Firstly, the current compensation model of Yantai Nanshan University is centered on positions, failing to fully ensure internal equity. This compensation model and system determine that the salaries for the same position are the same, regardless of the specific work intensity of the employees in those positions. Clearly, this compensation system is unreasonable, as it is not conducive to fully safeguarding teachers' work enthusiasm, especially affecting those who are conscientious and diligent significantly. In summary, a compensation mechanism lacking fairness is difficult to fully exert its incentive effect.

Secondly, the current compensation mechanism of Yantai Nanshan University lacks external competitiveness. Although the university provides basic salaries, compensation for basic teaching hours, and title allowances as annual income for its faculty and staff, these are not externally competitive when compared to the market's basic levels.

Thirdly, the current compensation structure is not reasonable enough. The survey

found that the Yantai Nanshan University has not yet incorporated the results of teacher performance evaluations into the distribution of teacher performance incentives. In other words, as long as no major teaching accidents occur during the semester, full compensation is paid at the end of the semester. The current compensation structure of this institution lacks flexibility, failing to form a pronounced salary grade gradient, resulting in a relatively simple compensation structure.

2. Causes of the Problems in the Compensation System of Yantai Nanshan University in Shandong Province

As analyzed above, the current compensation system of Yantai Nanshan University does indeed have various problems, stemming from both external and internal factors. External factors primarily include institutional barriers and the level of economic development. In terms of economic development, Yantai Nanshan University, like other private universities, faces issues of single funding sources and a lack of financial resources. This determines that it cannot compete with regular universities in terms of talent attraction. It manifests as a weak faculty strength in private universities. Faculty strength is a major factor influencing the attraction of students to private universities. If a university has a weak faculty, it indicates poor research capabilities and an inability to guarantee teaching quality. This creates a vicious cycle where private universities face difficulties in attracting students and obtaining financial investments and support. From an institutional perspective, under the current market mechanism, government financial funds tend to favor regular universities with strong academic output and solid research capabilities. This suggests that private universities find it challenging to obtain corresponding support during their rapid development, or the support they receive falls far short of their actual needs.

3. Optimization Plan for the Compensation System of Yantai Nanshan University in Shandong Province

Based on the basic situation of Yantai Nanshan University, it is recommended that the college optimize its compensation system from the following aspects: Firstly, optimize the basic salary standards; secondly, optimize performance-based compensation; thirdly, optimize bonus compensation; fourthly, optimize allowance

compensation; and finally, optimize welfare benefits.

4.Implementation Safeguards for the Compensation System of Yantai Nanshan University in Shandong Province

Yantai Nanshan University in Shandong Province should fully mobilize the enthusiasm of senior leaders, department heads, and professionals to promote the optimization of the compensation system from top to bottom with the participation of all staff. Specifically, the optimization can be carried out from the following four aspects: Firstly, develop a performance plan; secondly, implement performance monitoring; thirdly, strengthen performance appraisal; and finally, apply performance results reasonably.

The labor of teachers at Yantai Nanshan University in Shandong Province differs from both public schools and ordinary enterprises. As a private institution, the labor of teachers at Yantai Nanshan University has its unique characteristics, thus requiring scientific development of incentive measures, a comprehensive understanding of teachers' actual salary needs, and specific exploration of feasible salary incentive systems. Specifically, the needs of university teachers are diverse and complex, making it necessary to understand the needs of different teachers from multiple dimensions and adopt targeted incentive measures to fully motivate teachers and encourage them to maintain their optimal working state.

Due to limited personal capabilities, I cannot guarantee the rationality of this study, and the viewpoints presented in this article require further verification and analysis. Firstly, the salary system and incentive measures designed for private universities in this article may not be sufficiently targeted, and it is necessary to conduct further exploration in the future to develop a reasonable salary plan to ensure that Yantai Nanshan University can fully implement the salary system. Additionally, there is a lag in the implementation of salary systems in universities, and further empirical research is needed to verify their incentive effects and impacts.

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APPENDIXES

Appendix A

Shandong Province Yantai Nanshan University salary system questionnaire

Dear teacher,

Hello! Thank you for taking the time out of your busy schedule to complete the following questionnaire! I am a graduate student at Sumy State Agrarian University in Ukraine. In order to study the salary system of teachers in private colleges and universities in China, I plan to conduct a survey on teacher salaries. I hope that through this authentic survey data, I can provide improvement countermeasures and suggestions for deepening the reform of the salary system in private colleges and universities in China. This questionnaire is completely anonymous, so please feel free to fill it out. You can choose the appropriate answer based on your own situation. Thank you again for your sincere support.

1. Your Gender:

☐ Male ☐ Female

2. Your Age:

☐ 25-35 years old ☐ 36-45 years old ☐ 46-55 years old ☐ 56-65 years old

3. Your Education Level:

☐ High School (including vocational high school) and below

☐ Junior College ☐ Bachelor's Degree

☐ Master's Degree ☐ Doctoral Degree

4. Your Administrative Level:

☐ Assistant Professor ☐ Lecturer

☐ Associate Professor ☐ Full Professor ☐ Undetermined Level

5. Your Years of Work Experience:

☐ Less than 5 years ☐ 5-9 years ☐ 10-20 years ☐ More than 20 years

6. Your Job Type:

☐ Administrative Work ☐ Educational Work

☐ Both Administrative and Educational Work

7. Your Current Position:

☐ Teaching and Research Position ☐ Pure Teaching Position

☐ Pure Research Position

☐ Dual-duty Position (both teaching and administrative duties)

☐ Teaching Assistant Position ☐ Other

8. How do you perceive the fairness between your current salary and your contributions?

☐ Completely Fair ☐ Basically Fair

☐ Uncertain ☐ Unfair

9. Do you feel that your current salary reflects your personal value?

☐ Fully Reflects ☐ Somewhat Reflects

☐ Uncertain ☐ Does Not Reflect

☐ Absolutely Does Not Reflect

10. What is your annual income in 2021, including basic salary, position allowance, title-based salary, course compensation, etc.?

☐ Less than 20,000 ☐ 20,000 - 40,000

☐ 40,000 - 60,000 ☐ 60,000 - 80,000

☐ More than 80,000

11. Do you understand the current salary system?

☐ Very Well ☐ Somewhat Understand ☐ Almost No Understanding

12. Are you satisfied with your current salary level?

☐ Very Satisfied ☐ Satisfied ☐ Basically Satisfied ☐ Very Unsatisfied

13 What is the most attractive aspect of your current job? (Multiple Choice)

☐ Job Stability ☐ Professional Alignment ☐ High Social Status

☐ Good Interpersonal Relationships and Working Environment, Relatively Relaxed

☐ Teachers Have More Opportunities for Training ☐ High Income

14. What problems do you think exist in the salary system for teachers in your school?

☐ Teachers with the same position and rank have unbalanced incomes in different regions, departments, and schools, with significant income gaps

☐ The current basic salary system for teachers is relatively rigid, making it difficult to motivate teachers

☐ The length-of-service pay is too low, making it difficult to reflect teachers' contributions and losing its incentive effect

☐ Teachers in special regions or departments receive more subsidies, leading to notable regional imbalances

15. What are the main components of your current salary income?

☐ Basic Salary ☐ Position Allowance ☐ Course Compensation ☐ Others

16. Do you agree that private colleges and universities should adopt the same salary system as public colleges and universities?

☐ Agree ☐ Disagree ☐ Difficult to Evaluate

17. What model do you think should be adopted for teacher income distribution in Chinese universities?

☐ Performance-based Salary System (Determined entirely based on work performance)

☐ Seniority-based Salary System (Determined entirely based on personal qualifications, including title, education (degree), and length of service)

☐ Position-based Salary System (Determined entirely based on the position held)

☐ Job-based Salary System (Determined entirely based on the existing professional and technical position)

☐ Negotiated Salary System (Determined entirely through negotiations between the unit and the individual)

☐ Other Models ☐ Combination of the Above

18. What measures do you think should be taken to reform the teacher salary system? (Multiple Choice)

☐ Increase the income gap between teachers of different ranks and grades, and reasonably determine salary standards based on job responsibilities

☐ Formulate reasonable policies and regulations for teachers' income outside their job responsibilities

☐ The state should uniformly stipulate the maximum and minimum limits for length-of-service pay and subsidies, and local areas should determine specific policies based on their economic development levels

☐ Establish and improve the teacher salary evaluation system to ensure fairness, impartiality, and transparency in teacher income

☐ Implement unified salary distribution for teachers to ensure income for grassroots teachers

19. Who should be responsible for formulating the current university staff salary system and distribution system in China?

☐ Formulated uniformly by the central government

☐ Formulated uniformly by local governments

☐ Formulated uniformly by education authorities

☐ Guided by the government, with universities making independent decisions

☐ Formulated by the central government, local governments, and universities at different levels

☐ Determined by agreements between universities and staff

20. What measures do you think the school should take to improve the treatment of staff and teachers?

☐ Increase current distribution income ☐ Provide deferred compensation

☐ Provide social security (pension, medical insurance, unemployment insurance, etc.)

☐ Establish supplementary insurance (accident insurance, supplementary medical insurance, retirement insurance, family member insurance, etc.)

☐ Implement a teacher academic leave system

☐ Other: _____ (Please specify)

Appendix B

A questionnaire survey on the satisfaction of internal control of scientific research funds in Yantai Nanshan University

Dear teacher,

Hello! In order to gain a deeper understanding of the internal control status of scientific research funds in Yantai Nanshan University and to ensure the accuracy and authenticity of research data, we are conducting a survey on the scientific research funds in Yantai Nanshan University. This survey will collect feedback anonymously, and your responses will be used solely for my personal research and analysis in my graduation thesis. I sincerely hope that you can spare a few minutes to help me complete this questionnaire.

Your answers will have a significant impact on my research, and I kindly ask that you answer truthfully based on your knowledge of the internal control of scientific research funds in Yantai Nanshan University. Your support and cooperation are greatly appreciated. Please select the option that best represents your genuine thoughts (specific questions are listed below).

Thank you very much!

1. What is your gender?

☐ Male ☐ Female

2. What is your age range?

☐ Above 45 years old ☐ 40-45 years old

☐ 36-40 years old ☐ Below 35 years old

3. What is your job type in K private college?

☐ Staff member of Logistics Department

☐ Staff member of Finance Department

☐ Staff member of Science and Technology Department

☐ Teaching administrator of a secondary college

☐ Full-time teacher

☐ Staff member of other administrative departments

4. What is your position in Yantai Nanshan University?

☐ Administrative staff (non-part-time teacher)

☐ Administrative staff (part-time teacher)

☐ Full-time teacher

5. What is your professional title in Yantai Nanshan University?

☐ No title ☐ Junior ☐ Intermediate ☐ Senior and above

6. Do you believe that internal control of scientific research funds plays an important role in the management and growth of Yantai Nanshan University?

	Absolutely	Relatively	Normal	Not very important	Not important
Control Environment	☐	☐	☐	☐	☐
Risk Assessment	☐	☐	☐	☐	☐
Control Activities	☐	☐	☐	☐	☐
Information and Communication	☐	☐	☐	☐	☐
Monitoring	☐	☐	☐	☐	☐

7. How familiar are you with the management system documents for vertical and horizontal scientific research funds in colleges and universities?

	Very familiar	Somewhat familiar	Not very familiar	Not familiar at all
(Horizontal Scientific Research Funds)	☐	☐	☐	☐
(Vertical Scientific Research Funds)	☐	☐	☐	☐

Control Environment:

8. Do you believe that internal control of scientific research funds plays a critical role in the operation and progress of K private college?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

9. Do you think that the management framework for scientific research funds in Yantai

Nanshan University is effective and appropriate?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

10. Do you think that the responsibilities of scientific research-related functional positions in Yantai Nanshan University are clearly defined?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

11. Who do you think are the main participants in the internal control business and activities related to scientific research funds in Yantai Nanshan University? (Multiple choices)

(1) School leaders (2) Administrative department managers (3) All teachers

(4) Science and Technology Department (5) Finance Department

12. Do you think that the incentive mechanism for scientific research funds in K private college is sound?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

Risk Assessment:

13. Do you think that Yantai Nanshan University has given sufficient attention to the risk assessment of scientific research funds?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

14. Are you aware of the potential risks that your position may face?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

15. Do you believe that your department has the ability to monitor and analyze the risks associated with scientific research funds?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

16. Do you think that Yantai Nanshan University 's risk response plans for scientific research funds are timely and effective?

(1) Absolutely (2) Relatively (3) Normal (4) Not very (5) Not at all

Control Activities:

17. Do you believe that the budget management control for scientific research funds in Yantai Nanshan University is effective?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

18. Do you think that the asset management of scientific research funds in Yantai

Nanshan University is standardized?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

20. Do you think that the performance evaluation in Yantai Nanshan University is effective?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

21. Do you believe that incompatible positions are separated in the business process activities related to scientific research funds in Yantai Nanshan University?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

Information and Communication:

22. How do you rate the internal information transmission and communication related to scientific research in Yantai Nanshan University?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

23. How satisfied are you with the disclosure of scientific research information in Yantai Nanshan University?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all

24. Are you able to access scientific research-related information quickly and accurately?

(1) Very (2) Relatively (3) Normal (4) Not very (5) Not at all