Research on Human Resource Management in Education Industry—A Case Study of SILC

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Abstract. Globalization is nowadays a powerful mega trend to drive the revolution of world tertiary education. It creates many opportunities for education institutions to integrate globalization into human resources management, including recruitment, training, appraisal and remuneration. This essay will develop a research on human resources management and propose several recommendations about talent management for managers in education industry, with the case of a Sino-foreign joint institution, SILC.

Introduction

Globalization is a force to reorganize the structure of world tertiary education. On the one hand, it promotes multi-national cooperation and makes it easier for people to study abroad [1]. On the other hand, the economic inflow generated by globalization in turn improves local educational quality, which in result attracts more overseas students [2].

Relevant data could help to justify the great impact that globalization brings to education industry, particularly in China. According to UNESCO, the number of international students hit 3.4 million in 2009, while 60% of the international students in the USA are from China [3].

SILC, as a Sino-foreign joint institution founded in 1994, is an appropriate research subject. It has welcomed more than 200 foreign students coming to China for high education and engaged in offering an all-English teaching and learning environment for both Chinese and international students here.

Method

This report is an empirical research that applies the integrated theory into practice methods. Therefore, besides second-hand materials, we conducted interview with both teachers and students in SILC. The interviewees cover eight teachers in all three majors in SILC, and the interview questions involve recruitment, training and development, appraisal, compensation and benefit.

Problem Framing

The theories of Human Resource Management (HRM) are implemented in every corporation including educational institutions. There are four main functions in HRM - acquiring, training, appraising and compensating [4]. These four functions of HRM provide four practical dimensions for educational institution in faculty management. SILC, as an international business school, will undoubtedly face challenges of human resource management from acquiring, training, appraising and compensating.

Talent Introduction

The quality of business college graduates depends on the quality and international level of faculty to a large extent [5]. Zhang & Liu argues that introducing professors from abroad business colleges could bring new teaching model and increase paper publishing in international journals [6], which
could improve teaching quality and increase international reputation. However, the full-time foreign teachers account for 18.6% (29/156) and most of faculty members are Chinese who have earned degree in abroad or have some oversea learning experience merely. Therefore, from 2016, SILC have begun to try a new recruitment policy called co-recruitment, which recruits outstanding teachers in a global context and these teachers are hired by both SILC and UTS. This policy provides better salary and benefits for teachers, but also comes up with higher standards and requirement for teachers.

In addition, career-oriented faculty recruiting, which encourages to hire entrepreneur as part-time professors, can bring cutting-edge theories and practices guidance for students [5]. For instance, the Management School of Shanghai Fudan University has recruited many famous domestic and overseas entrepreneurs as honorary professors or specially-appointed professors to rich business experience of faculty members [7]. In SILC, the number of professors from corporations is relatively less and most of teachers and professors is lack of business practices.

Training and Development

The outstanding faculty could be built from talent introduction and local teachers’ training mainly [7], which indicates that business colleges should introduce abroad talents and meantime strengthen the international training of local teachers. According to the survey results in SILC, all teachers interviewed mentioned that SILC provides some international training for them, including providing learning opportunities in UTS and others abroad universities, inviting some abroad scholars to do lectures and attending international conferences. Also, SILC provides financial supports to encourage teachers to participate in these trainings by claiming expenses and providing subsidies.

In addition, Song argues that business colleges should formulate strategic faculty training and development policy [7]. Furthermore, Xu encourages business colleges to increase cooperation with international universities to improve faculty training [5]. However, the main abroad partner in SILC is UTS while the others are merely short-time exchange programs. Also, at UTS, the main learning style is attending lectures of teachers of UTS and only one Chinese teacher that was interviewed have taught students at UTS in 2015 summer exchange programs. These research results reflect that SILC does address the international training of faculty, but needs to provide broader and deeper training opportunities.

Appraising System

Establishing a comprehensive and effective appraising system is an essential method to improve faculty’s performance. Song reports that in the process of appraising [7], business colleges should not merely lay emphasis on education background, job title and academic achievement which are easy to qualify, but also need consider some comprehensive qualities that are hard to qualify, such as moral level and collective consciousness. Thus business colleges should consider these differentiations and set different appraising criteria [6]. In SILC, the performance of faculty is converted into 50 teach points in total. The three basic appraising aspects are teaching, scientific research and educating, accounting for 32, 8, and 10 teach points respectively, which has reflected that SILC puts much attention on academic achievements. According to interview results, although SILC will select the most popular teacher based on student assessment, this actually could generate little or even no effects on faculty appraising.

Furthermore, Xu suggests that business colleges should combine teaching, scientific research and social development in appraising system, aiming to improving the practicability and sociality of academic research [5]. Some teachers in SILC do have business experiences, but this has not been listed in appraising criteria.
Compensation and Benefits

With a comprehensive performance evaluation, suitable compensation and benefits are significant to encourage teachers to maintain motivation at work. It is found from the interview that teachers in SILC consider salary as the based value, following with recognition, work environment and training. In 2014, reported by China National Bureau of Statistics [8], the salary of education employees in urban units’ average wage is RMB 56580, which is flat with the average wage of employees in urban units, RMB 56360. In contrast, the average annual salary of American professors is around $113 000, associate Professor $78500 and assistant professor $66500, all of which are higher than American annual per capita income, $45800 [9]. Meanwhile, the statistics shows that the income of UK College Teachers is about 2 to 3.5 times than the per capita income of the United Kingdom [9]. Therefore, the salary of Chinese teachers is lower than the relative level of developed country.

Moreover, the system of compensation is much more different from foreign countries. Xie pointed that US salary systems have paid attention to work performance and attempt to create strong incentive with implementing the annual salary system, which is adjusted by the market to reflect the value of talents [10]. Compared to America, SILC’s compensation system is government-oriented as same as other colleges in China, and the benefits are partly connected with the performance evaluation.

Conclusion and Recommendation

This report first recognizes the opportunities and issues that the trend of globalization brings to the education industry. Among all the organization, SILC is selected to be analyzed in terms of the human resource management related to the identified issues above.

As to the recruitment, more colleges now try to attract more talents in a global context and even some with business background. At the same time, it is suggested that the school needs to provide broader and deeper training opportunities based on current training system for its existing teaching staff. Therefore, it is an opportunity for SILC to seek for an innovative recruitment mode of co-recruitment with UTS to attract more high-quality talents from domestic and foreign areas to enhance the diversity of employees, which is beneficial for creating an inclusive culture for academic exchanges and cultural integration.

In addition to talent introduction, the training on teachers is suggested to be improved to march with the globalization of education industry. It is lack of practices to train teachers through learning from observation in visiting overseas and attending international conferences. University should formulate strategic training and development policies, which not only generate positive effects in present, but also improve the long-term teaching quality. Therefore, the training of teachers is recommended to provide broader and deeper training opportunities and context to cultivate staff’s soft skills including manage international students and guide students’ academic development and career planning.

Furthermore, although the appraisal system of SILC is well-structured, it is deemed too rigid and not innovative. So it is suggested to be more comprehensive and effective, which needs to diversify it by combining teaching, scientific research and social development together. Under the fierce competition driven by globalization, the advancing apprising system can increase the relation with corporations and improve the practicability and sociality of academic research. Moreover, the weight of each aspect should be adjusted to different kinds of teachers.

In the remuneration aspect, managers should pay attention to enhance the connection between performance evaluation and compensation system to better play the role of incentives of compensation. There is no doubt that the salary and welfare in SILC is far from the average level in the global context. Therefore, the compensation system should be transferred to market-oriented salary system to reflect the value of talents and motivate the work performance.

In conclusion, managers in education industry should realize the opportunities and challenges posed by globalization and lay emphasis on combining globalization with human resources management on teachers.
Reference


Appendix

**Interview outline of professional teachers in SILC**

1. Recruitment
   (1) Do you have oversea education background?
   (2) Does SILC have any recruiting requirements on education background, especially for oversea background?
   (3) What advantages do you think of these teachers who have oversea background?

2. Training and development
   (1) What basic training does SILC provides for teachers?
   (2) Along with the increase of international level of SILC, if there are any changes in regard of training, such as providing more oversea learning opportunities or inviting abroad professors come to do lectures?

3. Appraising
   (1) What are the basic evaluation aspects for teachers in SILC?
   (2) In recent years, if there are any change in terms of faculty appraising?
   (3) Does student assessment have effects on faculty appraising? If has, what kinds of effect?

4. Compensation and benefits
(1) What is the most important aspect in compensation and benefits that SILC provides for you? (Salary, work environment, training, the participation of decision making, recognition, holiday)? And why?

5. Diversity management

(1) In the context of globalization, if the working environment of teachers become more diversity? Such as more foreign colleges.

(2) Have you ever met any problems in the communication with foreign colleges? How do you handle it?

(3) How does SILC manage the diversity of faculty? For instance, how to manage the cooperation between local and foreign teachers or if SILC often held some activities to increase understanding of them

6. Open question

(1) What opportunities and challenges do you think SILC will face in the future? And what suggestions do you have in terms of faculty management?