

Research on Innovative Dynamic Allocation of Human Resources for University Teachers

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Abstract

The research on the human resource management mode of university teachers has great practical significance, and innovating the human resource management mode of university teachers has increasingly become the core of internal management in universities. The dynamic allocation of human resources for university teachers covers basic content such as planning, recruitment, training, and development. The four parts together constitute the management module of resource dynamic allocation. The core to solving the allocation imbalance is to expect a quantifiable proportion of teachers, and to maximize the role of each individual is the ultimate goal of the dynamic allocation of human resources for university teachers. Among the influencing factors of the dynamic allocation of human resources for university teachers, external factors include the socio-economic environment and ideological environment, while internal factors mainly include the proportion of teachers, the ratio of students to teachers, the proportion of senior professional titles, the proportion of doctoral students, and the proportion of full-time teachers. The recruitment, training development, and development positioning of universities should have strategic operational norms, and the three aspects should be practical and feasible in university practice.

Keywords

Universities; University Teachers; Human Resources; Dynamic Configuration.

1. Introduction

How to reasonably allocate the human resources of university teachers, stimulate people's enthusiasm and creativity, inject new concepts of human resource management into university personnel management work, fully tap into people's potential, and make university human resource management adapt to disciplinary construction is of great significance. The dynamic allocation of teacher human resources is the foundation, focus, and core of innovation.

2. The Connotation of Dynamic Allocation of University Teacher Resources

The dynamic allocation of teacher resources in universities includes three aspects: firstly, the development goals of universities are fundamental. Based on the school's educational direction and development goals, strategies are formulated to establish a school organizational structure characterized by excellence and efficiency. Secondly, under the guidance of the development goals of universities, based on the strengths and characteristics of each individual who constitutes human resources, maximize the talents of personnel, and reasonably combine and allocate human resources. Then, on the basis of dynamic resource allocation, maximize the role of human resources, enable all personnel to perform their respective duties, fully mobilize the

enthusiasm of each natural person, create better work performance, and contribute to improving the performance of universities.

2.1. Scientific and Reasonable Personnel Combination is the Basic Content of Dynamic Resource Allocation

The dynamic allocation of resources is a complex system. On the basis of establishing a lean and efficient organizational structure, only a rigorous management system can scientifically and reasonably combine teacher resources according to the established institutions. This is the first step in the dynamic allocation of resources, enabling university teachers to make the greatest possible contribution to their educational output.

The theory of human capital indicates that the same person can have different effects when working in different departments. This is due to the value difference caused by different investments in human capital, and the contribution of teachers to the output of higher education will also have significant differences. The inspiration for the dynamic allocation of teacher resources is that the basic requirement of dynamic allocation of teacher resources is to scientifically and reasonably arrange personnel, and under the guidance of the development goals of universities, scientifically and reasonably combine university teacher resources to make the necessary contributions to the improvement of university performance.

2.2. A Lean and Efficient Organizational Structure is the Basic Guarantee for Dynamic Resource Allocation

The dynamic allocation of resources requires certain organizational guarantees. The organizational structure of universities is the framework for realizing the allocation of university teacher resources. Without an organizational framework, resource allocation is empty talk. Establishing a lean and efficient university organizational system and making important adjustments to the existing management system are the primary work and basic conditions for achieving dynamic resource allocation.

The establishment of organizational structures in universities is a prerequisite for the allocation of teacher resources, especially in the current situation where there is a high demand for reform of the university management system. In fact, the optimal allocation of teacher resources requires the active support of the university management system, as the system composed of various organizational structures is a lean and efficient system, and each organizational part is complementary. There is no internal energy consumption between various units within the system, only coordination and common development. The organizational structure foundation for the dynamic allocation of teacher resources can only be achieved by truly establishing such an organizational system. Establishing a scientific and reasonable management system ensures the dynamic allocation of resources in universities.

2.3. Maximize the Role of Everyone

The establishment of a dynamic allocation of teacher resources in universities has the ultimate goal. Maximizing the role of every natural teacher is the ultimate goal of resource dynamic allocation. University teachers are a group with high human capital value and strong subjective initiative. Their creativity and creativity are infinite. As long as they are properly allocated, incentive mechanisms and performance evaluations will play a huge role in scientific research. The ultimate goal of the dynamic allocation of university teachers is to play the role of each teacher. After establishing a lean organizational structure and a reasonable allocation of teachers, the mutual development and interaction between the two can fully unleash the talents of each teacher, mobilize their work enthusiasm, and fully tap into their potential. This is also the fundamental path for universities to achieve practical development goals.

3. Principles of Dynamic Allocation of University Teacher Resources

The dynamic allocation of teacher resources is related to the progress of higher education institutions, occupies a core position in their development, and is a core link in the construction and development of higher education institutions. The principles of dynamic resource allocation in the innovative mode of human resource management for university teachers include the following aspects:

3.1. Principle of Combining Competition Enhancement and Dynamic Regulation

In the dynamic allocation of university teacher resources, competition intensification refers to a reasonable allocation that enables members of the system to compete with each other and establish effective competition mechanisms. When there are changes in personnel or job requirements, and when the external environment changes, personnel allocation can be adjusted in a timely manner to achieve the best of everyone's abilities and their respective responsibilities. The adaptation of people to their positions involves a process of practice and understanding, in which they can adjust their work status according to the environment.

3.2. Principle of Combining Overall Optimization with Local Optimization

The dynamic allocation of teacher resources is achieved through the optimization of personnel and positions. The allocation of teacher resources in universities must first focus on the overall optimization of the teaching staff, which is the foundation of the overall optimization of university personnel. The planning should be based on the positioning and scale of the school, based on the development strategy of the university, with the goal of cultivating talents in the school, making reasonable use of existing resources in the university, establishing policies for dynamic allocation of teacher resources, and implementing measures and plans for dynamic allocation.

Therefore, the dynamic allocation of university teacher resources should take into account both sides, and to a certain extent, even more emphasis should be placed on outstanding individuals, playing a demonstrative role in leading the local or even the overall role, and achieving common development and prosperity.

3.3. Principle of Combining Quantity and Quality

The dynamic allocation of university teacher resources is a process that combines quantity and quality. Human resources have both quantitative and qualitative regulations, which are determined by the basic attributes of human resources. The qualitative changes in human resources, to a certain extent, have a more important impact on social production and other social activities than quantity, especially in the characteristic environment of universities.

3.4. Principle of Combining Structure and Efficiency

The goal of dynamic allocation of teacher resources is to unleash the potential of teachers' work and pursue the maximization of human resource efficiency. In the practice of university management, the structure and benefits of human resources are both contradictory and unified, and it is difficult to balance the two to a certain extent. A reasonable structure is the foundation and support for good benefits.

The allocation of teacher resources in universities must pay attention to the optimization of the structure of teacher resources. The optimization of teacher structure is the foundation, such as the optimization of educational structure and professional title structure, on the other hand. We also need to pay attention to the educational efficiency of universities. Only by reasonably allocating the proportion of teachers can we ensure the realization of teaching and research tasks.

3.5. The Principle of Combining the Selection of Personnel based on Circumstances and the Establishment of Matters based on Individuals

Selecting personnel based on circumstances and setting up personnel based on circumstances are two important means in human resource allocation. Choosing personnel based on circumstances is the basis of selecting suitable personnel according to the actual needs of the position. The position is the foundation of personnel arrangement, and arranging personnel based on the position can achieve the goal of obtaining the right person.

Setting up tasks based on people can lead to virtual positions, which to some extent can lead to low work efficiency and increased employment costs. Setting things up based on people can indeed cause certain problems. Regarding the dynamic allocation of teacher resources in universities, it is not ruled out that corresponding measures should be set up for the sake of outstanding individuals, especially the introduction of discipline leaders and renowned scholars. Therefore, it is neither scientific nor rational to deny everything based on human factors, and in specific positions, it is actually wrong. Sometimes, it may cause one person to be delayed and the other party to be delayed, which cannot promote the improvement of university performance.

3.6. Principle of Combining Energy Level Correspondence with Individual Prominence

The purpose of dynamic allocation of university teacher resources is to strengthen the overall function of human resources, that is, to create an effect that is greater than the sum of individuals, and to align human abilities with job requirements to achieve the unity of personnel positions.

4. Analysis of Factors Influencing the Dynamic Allocation of University Teacher Resources

The innovative model of human resource management for university teachers is centered around resource allocation. Resource allocation directly affects the construction of research and teaching capabilities in universities, and indirectly affects the social impact of universities through research and teaching capabilities.

4.1. External Influencing Factors of Dynamic Resource Allocation

The factors that affect the dynamic allocation of university resources are multifaceted, and the dynamic allocation of university teacher resources is a complex system engineering, with external influencing factors concentrated in the socio-economic and ideological environment.

4.1.1. Socio Economic Environment

The dynamic allocation of university teacher resources is achieved in a certain socio-economic environment, which is the basic environment that externally affects the dynamic allocation of university teacher resources.

4.1.2. Ideological Environmen

An important external environment for the development of universities is ideology, and teachers in universities are not only influenced by the world.

The challenge of the technological revolution in the world has also been the fastest to accept the influence of ideologies around the world, facing the impact of diverse ideologies.

The coexistence of multiple ideologies in the management practice of universities in China will bring ideological confusion and impact to universities, which has a positive effect but also produces various negative effects. In the context of global integration, in the comprehensive national strength competition centered on economy and technology, the comparison of

comprehensive national strength is the core of competition between countries. China not only faces the pressure of developed countries' economic and technological advantages, but also faces the historical demand for national consciousness reform. This is a severe test for higher education institutions and an opportunity for the development of Chinese universities.

4.2. Internal Influencing Factors of Dynamic Resource Allocation

From a micro perspective, internal factors affect the dynamic allocation of university resources. Previous research has shown that resource allocation includes basic content such as recruitment, training, and development, which is the innovative core of the human resource management model for university teachers. The internal factors that affect the allocation of teacher resources in universities are development positioning, recruitment and recruitment, development of training sand, and the proportion of teacher composition. Development positioning, recruitment and recruitment, and training development are qualitative factors, while the proportion of teachers is a quantitative factor.

4.2.1. Development Positioning

In the process of dynamic allocation of teacher resources in universities, the development positioning of different universities is different. The development positioning is the foundation of the human resource management model for university teachers, and thus the requirements for teacher resource allocation are different.

4.2.2. Recruitment and Employment

Another important internal factor that affects the dynamic allocation of teacher resources is recruitment. Recruitment is to attract and find suitable personnel to work in schools, and recruitment is to fulfill their respective responsibilities. Recruitment is the fundamental work of human resource management. Recruitment and recruitment are also the cornerstone of practical talent strategies in universities, and recruitment is usually completed through selection and recruitment procedures. In order to recruit suitable talents, universities attach great importance to the recruitment and employment work, which is generally the main task of the personnel department in universities.

4.2.3. Training Development

The education, training, and redevelopment of teachers are indispensable links in the construction and development of schools. Only through the continuous learning of university teachers can the overall prosperity of the talent situation in universities be promoted. The education and training of teachers is also an important factor in creating core competitiveness in higher education institutions. World-class universities generally have first-class teacher training systems, which are regarded as important conditions for their own development and school strength by teachers. Teacher training and development are seen as the main way to practice school performance.

4.2.4. Teacher Composition Rati

In terms of measuring the dynamic allocation of university teacher resources, there are various indicators for evaluating the proportion of teachers. Some indicators represent the level of education in universities, such as the ratio of students to teachers and the proportion of senior professional titles. Among all indicators, their respective contributions to universities vary, with the most influential being the ratio of students to teachers, the proportion of senior professional titles, the proportion of doctoral students, and the proportion of full-time teachers. These four indicators are also core indicators for the dynamic allocation of teacher resources.

Student teacher comparison. Every university has a certain student teacher ratio. The student teacher ratio refers to the ratio of the total number of equivalent students to the total number of full-time teachers, representing the total number of teachers and students. The total number of equivalent students is the sum of the equivalent numbers of various types of students

converted into undergraduate and vocational students. Teachers mainly refer to the total number of full-time teachers. The student teacher ratio is an important indicator in measuring the effectiveness of a university, indicating the workload and tasks of teachers, as well as the average number of students borne by a teacher.

Proportion of senior professional titles. Another important indicator is the proportion of senior professional titles, as the name suggests, which refers to the proportion of senior professional titles such as professors to the total number of teachers. The development of universities requires a large number of scholars with senior professional titles. The composition of senior professional titles in different universities can vary. As a research-oriented university, a large number of professors with professional titles are needed to ensure the healthy development of the teaching staff. The proportion of senior professional titles is an important organizational structure for the talent strategy of universities.

Doctoral ratio. More and more universities hope to have highly educated doctoral students. As an important criterion for university teachers to measure their academic qualifications, doctoral degrees represent the forefront of disciplinary development to a certain extent. The doctoral ratio refers to the proportion of teachers who have obtained doctoral degrees in the total number of teachers.

The proportion of full-time teachers. The theme of university teachers is full-time teachers, and the proportion of full-time teachers refers to the ratio of the total number of full-time teachers to the total number of teaching staff. Full time teachers are pioneers in teaching and research, completing tasks such as cultivating talents, conducting scientific research, and providing social services. They are the main force in practicing the performance of higher education institutions. The dynamic allocation of resources focuses on the development and management of teachers. It is a platform for the human resource management model of university teachers, and the focus of resource dynamic allocation is to study the quantifiable proportion of university teachers. Resource allocation has a significant positive impact on the research and teaching abilities of universities.

5. Operational Norms for Dynamic Allocation of University Teacher Resources

5.1. Development Positioning

The dynamic allocation of university teacher resources is beyond determining the proportion of teacher composition. In terms of qualitative operations, there is also research on the operational norms for dynamic resource allocation. This research design first focuses on the development positioning. Generally speaking, there are four types of development positioning for universities.

5.1.1. Prioritize Development.

The dynamic allocation of teacher resources in universities first requires universities to have a priority development strategy, which includes the positioning of overall priority and individual priority, and the two complement each other. Overall priority refers to the overall priority of teacher resource allocation, which requires universities to prioritize the optimal allocation of teacher resources in the arrangement of management priorities. On the other hand, individual priority refers to prioritizing the scarce talents in the development process of university teacher resource allocation, including excellent talents, key talents, etc.

5.1.2. Reform Oriented Development

The dynamic allocation of teacher resources is not only reflected in prioritizing development in place, but also requires a reform oriented development approach. It is also a basic way to practice dynamic configuration.

Concept transformation: From focusing on things to putting people first, in the dynamic allocation of teacher resources, the first step is to change concepts. Indeed, making talent strategy the primary strategy of universities, building first-class teachers is the foundation for establishing and consolidating first-class universities. To achieve a shift from prioritizing things to putting people first. From quantitative efficiency oriented to structural quality oriented: The current problem in China's universities is the disconnect between educational quality and social needs. The construction of high-level universities should shift from quantitative efficiency oriented to structural quality oriented as soon as possible. With the expansion of enrollment in universities, the quality of education for students has not improved, resulting in the dilemma of employment for college graduates.

From internal closed to open: In the new historical period, the development of universities requires the establishment of an open mechanism for the operation of teacher resources. Only an open mechanism can promote the reasonable flow of excellent resources, and it is also the only way to build a first-class teaching staff. From a focus on individuals to a team based approach: In terms of reform methods, universities have gained widespread recognition for working in a team style. A team refers to a formal group of individuals who collaborate with each other for common goals.

5.1.3. Internationalization Development

Internationalized development requires not only an international concept and vision, but also an internationalized talent structure. The inspiration for the dynamic allocation of teacher resources is that colleges and universities should realize the internationalization of talent resource activities and talent management. This is the fundamental way for the internationalization of Chinese universities. And based on this, the process of forming a mechanism for managing and operating university teacher resources that is suitable for the country's national conditions is to establish a scientifically mobile resource allocation system for teachers

5.1.4. Leapfrog Development

There is still a certain distance between the development of universities in China and developed countries, which requires universities to implement a leapfrog development strategy and achieve catch-up strategy. In fact, it is an inevitable result of the causal chain of technological development. In the development process of universities in China, the inevitable result of technological progress is that the latter comes first, which is the advantage of universities in China.

The overall development level of universities in China is currently at a moderate level. With the conditions and foundation for leapfrog development, China is a country full of wisdom and creativity, and Chinese universities also have enormous space for development. Therefore, the field of higher education has the conditions to achieve leapfrog development, and in practice, it has been proven that it has the possibility of driving overall leapfrog development. It is feasible for Chinese universities to adopt leapfrog development when formulating development positioning.

5.2. Recruitment and Recruitment

The important position of recruitment and recruitment in the allocation of university teacher resources. Recruitment and employment is the most fundamental and crucial link in the process of resource management for university teachers. In the management practice of universities, it is the focus of the entire personnel work. The goal of employment is to ensure sufficient supply of university teacher resources, to maximize the development potential of each teacher, and to allocate university teacher resources reasonably. This is determined by the fundamental nature of recruitment and employment.

1) The principles of teacher recruitment and employment. In the dynamic allocation of university teacher resources, the principles of recruitment and employment mainly include the following: firstly, the principle of having both morality and talent. Having both morality and talent is the basic criterion for university talent selection, and teachers must possess noble ideological and academic ethics. Secondly, the principle of assigning personnel based on their positions requires dynamic allocation of university teacher resources. Then there is the principle of talent based recruitment, and the dynamic allocation of resources also requires talent based recruitment to maximize their intelligence and intelligence. Finally, there is the principle of competition. Through a series of methods such as resume analysis, universities adopt scientific methods to determine the strengths and weaknesses of applicants and determine the choices of personnel, in order to promote the unity of recruitment standards and the improvement of talent quality.

2) The procedures and methods for recruiting and hiring university teachers. A standardized study has been conducted on the recruitment process of university teachers, which can be divided into five stages: recruitment, selection, employment, contract, and evaluation.

5.3. Training Development

On the basis of recruitment and employment, teachers need to undergo training and development to adapt to new positions. The education and training of teachers is an important factor in creating core competitiveness in universities. The smooth implementation of this work directly affects the overall level of teacher resources and the stability of the team, and plays an important role in promoting the achievement of school performance.

1) Establish a four in one training investment mechanism. The four in one training investment mechanism is a requirement for the dynamic allocation of teacher resources for training development. It establishes a four in one training investment mechanism that is jointly shared by the government, schools, teachers, and society, led by government investment. This is the fundamental requirement for the dynamic allocation of teacher resources.

2) Increase efforts to cultivate innovative talents. The 21st century is a century of innovation, and innovative talents refer to the human capital formed and accumulated in scientific research and teaching work in universities, which is an advanced form of human capital. Innovative thinking is the foundation for university teachers to carry out their work. The innovative achievements have a certain constructive and driving effect on society. The teaching and research work of teachers are the basic channels for innovative activities. The work and innovation of teachers are inseparable, and their psychological regulation ability is related to whether they can maintain good thinking activities. At the same time, teachers' innovative teaching and research continuously cultivate and provide innovative talents for society. Therefore, it is necessary to cultivate teachers' innovative thinking ability, increase investment in scientific research in management practice, and strive to improve their scientific research and innovation ability in learning and exploration. This is the basic way to practice teachers' scientific research achievements.

3) Improve and innovate the in-service training mechanism for university teachers. There are various training methods for university teachers, with on-the-job training being the focus. On the job training of university teachers should emphasize the training system with "school-based training" as the main body. Universities should ensure the implementation of on the job training from a systematic perspective, strengthen the obligations that universities must undertake in the training of university teachers, and ensure that the on the job training of university teachers is carried out as planned and on schedule.

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