



On University Teacher's Non-wage Income and Higher Education Dissimilation

LES PROFESSEURS D'UNIVERSITE NON SALARIAUX ET DE DESASSIMILATION DE L'ENSEIGNEMENT SUPERIEUR

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Abstract

In the current era of knowledge economy, higher education plays an increasingly important role in promoting social development. University teachers' non-wage income from the commercial lectures, training classes, off-campus part-time jobs and academic activities has grown rapidly. Popularization of university teachers' profit-making has constantly eroded the essential attribute of higher education, and led to the higher education dissimilation embodied by phenomena such as "transactions between money and knowledge", "part-time job tendency", "becoming rich by scientific research" and "abuse of power".

Key words: University teacher; No-wage income; Higher education; Dissimilation

Résumé

Dans le contexte actuel de l'économie du savoir, l'enseignement supérieur joue un rôle de plus en plus important dans la promotion du développement social. Les professeurs d'université "des conférences commerciales, les classes de formation, hors campus emplois à temps partiel et des activités académiques a connu une croissance rapide. Vulgarisation des professeurs d'universités revenus non salariaux "à but lucratif a constamment érodé l'attribut essentiel de l'enseignement supérieur, et a conduit à la dissimilation de l'enseignement supérieur incarné par des phénomènes tels que "les transactions entre l'argent et des connaissances", "la tendance emploi

à temps partiel", "de devenir riche par la recherche scientifique" et "l'abus de pouvoir".

Mots clés: Professeur d'université, Non salarié; L'enseignement supérieur; Dissimilation

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With the development of knowledge-based economy, professional technology plays an increasingly more prominent role in the distribution of income. Because of the temptation of economic interests, university teachers, at varying degrees, are being involved in the market, which results in their increasing proportion of non-wage income. This sudden increase of non-wage income not only makes the income gap between university teachers grow bigger and bigger, but also makes the income structure more complex; more importantly, it indirectly indicates that the nature of teachers' work has become distorted. Based on this background, this thesis analyzes the main types of university teachers' non-wage income, and then explores the dissimilation of higher education brought about by this increase of non-wage income, which has great significance in practice.

1. THE MAIN TYPES OF UNIVERSITY TEACHERS' NON-WAGE INCOME

Non-wage income refers to the earnings of laborers which does not belong to the salary range and is against the "Regulations on the Total Wages"² set by National Bureau

²The Regulations on Total Wages was approved by the State Council on September 30th, 1989. On January 1st, 1990, it was released and carried out by the first order of the National Bureau of Statistics.

of Statistics. The non-wage income ranges over a very wide scope, but this paper mainly concerns the monetary income other than the wages that university teachers get depending on their career, while some other incomes like property income, and capital income and so on will not be discussed in this paper because they have no direct relations with this research. As far as the types of the non-wage income are concerned, university teachers' non-wage income, in recent years, mainly includes the income from business lectures, commission of research projects, income from training classes, income from part-time jobs and hidden income.

Firstly, the income from business lectures. Because knowledge and technology are becoming increasingly more important in market economy, besides, university teachers occupy the frontiers of knowledge due to several years of study in a specific area, the supply and demand market of giving business lectures is gradually formed. University teachers are often invited by some domestic business forums, training organizations and intermediary companies to give lectures, and then the inviting parties always pay them high remuneration according to the popularity of these experts and professors. It is reported that among these famous professors, who give lectures at Guangzhou and Shenzhen, the lecture fees for the first-class professors are about twenty to thirty thousand Yuan one day, the second-class ones ten to twenty thousand Yuan, third-class ones five to eight thousand Yuan; and the highest cost for the famous professors at famous universities in Beijing and Shanghai can reach at eighty thousand Yuan; some famous professors are also often invited by a few big companies and enterprises to give lectures, and get payment over ten thousand Yuan just for a couple of hours (Ming & Chen, 2005). As a result, the famous professors become very popular, bustling on the way to give lectures all around the country for the whole year, and their annual income by giving business lecture has far exceeded their wage income.

Secondly, the commission of research project. University always regards the research project as the important symbol of subject construction and school-running standard, greatly encouraging teachers to apply for research projects and undertake substantial research subjects. Most universities clearly define that as long as teachers can bring high research funding (include horizontal funding and vertical funding) for schools then they can get high research rewards or commissions of research funding. Generally speaking, the commission of longitudinal research subject is about 10%, while horizontal one can reach as high as 40%. If a research project worthy of over ten million Yuan is applied, then its commission can reach as high as a million Yuan even several million Yuan. Thus, it is not difficult for the university teachers who have research projects to get income over several hundred thousand Yuan or a million

Yuan (Yu, 2011). Of course, this situation is not the same for every subject. In some scientific and engineering colleges which have more centralized research projects and research funding, as for the teachers who are engaging in applied research, the commission income obtained through research project occupies a bigger and bigger proportion at their total income; whereas, teachers, who are engaging in philosophy, history, literature and other basic subjects, then have no chance to get high commission of research project; young teachers also get a relatively less commission of research project; and teachers who are only engaging in teaching get the lowest income.

Thirdly, the income from training classes. With the postgraduate entrance exam and qualification exam become more and more popular, all kinds of training classes are filled with campus. Among these training classes, the more famous the teachers are, the more students to join in, and the more benefit the classes will get, and then naturally the professor can get much enough payment from these training classes. Because famous professors are the guarantee of the profit of training classes, experienced and qualified professors become the targets that all kinds of training organizations compete to hire. These professors will always draw 40% to 50% profit from the training classes, and some even share 50% profit with training institutions, with the payment over one thousand Yuan for each class and the revenue over ten thousand Yuan for each time of training class. Some teachers in training organizations for a few years can earn the money that they earn for a lifetime in colleges. Besides, the various degree or non-degree training classes that are hold by different departments of universities are the approaches for university teachers to get collective income. As for different types of training classes, the profit division between departments and schools is not the same. Departments' commission ratio is usually between 40% to 50%, and some even reach as high as 80%. Each department often utilizes a little part of this profit to be developing funding, and sends the rest part to teachers. The department, which has close connection between society and market as well as is abundant in profit, each year, can give every teacher thirty thousand or forty thousand Yuan; while the department, which has no collective income, can only give teachers a few hundred Yuan awards at the end of a year.

Fourthly, the income from part-time job. It is a more considerable amount of income for university teachers to do part-time working for enterprise or to provide consulting service for company. The majors that university teachers engage in are closely related with market, so they can offer useful help for enterprise based on their advantages on their own majors, and some of them are even directly involved in the management of enterprise. In general, there are three forms for university

teachers to do part-time job at company or enterprise: (1) hired as the executive director with monthly salary as high as ten thousand Yuan; (2) hired as the consultant with monthly salary reaching at several thousand Yuan; (3) some experienced teachers hired to do research project, with a commission about 30% of the project after its accomplishment (Tang, 2002). If teachers can provide highly specialized and professional report for enterprise, then they can get one hundred thousand to two hundred thousand Yuan for only one report. Some other teachers, depending on their professional advantages, do some part-time jobs off-campus, such as teachers in law department work as advisers of enterprise, teachers of architecture design major set up their own research institute, teachers of English major and musical major run their own training schools, and teachers of traveling major operate their own travel agencies and so on. Teachers who do part-time jobs off-campus usually only finish the basic work required by schools, and they do not care about schools' meager income, because the salaries and allowances paid by schools do not worth mentioning compared with their incomes from doing part-time jobs.

Finally, the hidden income. The hidden income is achieved through means beyond the rang of regulations, and often escapes the supervision of government and society through various methods and techniques. The reasons why there is hidden income lies in that some unhealthy tendencies penetrate into university campus, to be more specific, at some department, such as students' recruitment, school services, equipment purchasing, and personnel recruitment and so on, it is inevitable for some people to make use of public power to make personal profit. Besides, as the panel members of a variety of judgment, assessment and selection, the teachers with higher academic status often become the controller of all kinds of resources, and then the rent-seeking of academic power becomes a common phenomenon. In order to successfully pass the competition, assessment or selection, some individuals or organizations treat these experts as a breakthrough to win them over in different ways, such as invite them to be "professors with two appointments" with a salary or allowance besides the wages issued by the organizations each month; or ask them to give lectures or utilitarian visits. How much the hidden income can this bring? This is a very sensitive and reticent question.

2. THE ANALYSIS OF HIGHER EDUCATION DISSIMILATION FROM THE POINT OF THE INCREASE OF NON-WAGE INCOME

What is alienation? Alienation originally refers to separation, transference, and betrayal etc.. The concept of alienation can be traced back to the original sin in Christianity and Rousseau's Social Contract theory, and

then it is extended and developed by Hegel, Feuerbach and Marx. As for Hegel, the basic process of the absolute spirit development is that the concept is firstly alienated into the natural world, and then overcomes the alienation and returns to itself. Feuerbach thinks that humans give their own power and strength to God, but God is nothing more than the alienation of human himself (Zuofang, 2003). Marx inherits Hegel and Feuerbach's understandings about alienation, considering the concept of alienation as the important category of understanding social life. All these understandings about alienation provide important theoretical foundations for analyzing the higher education dissimilation in this paper. Marx points out that under capitalism, labor does not make laborers achieve freedom by taking possessions of nature, instead, it makes laborers be dominated and slaved by labor (Karl, 2000). Accordingly, alienation refers to that humans create their own opposites in their social activities, and the opposites, as an external and alien force, object humans themselves.

From the above analysis of the alienation theory, we can be enlightened in the following two aspects. On the one hand, alienation is an inevitable part in the development of things, and the overcoming of it will promote social activities to develop into a higher level. Higher education dissimilation is not totally meaningless to the development of higher education. Recognizing and overcoming alienation is an important part in the development of higher education, especially the recognizing part, that is, the revealing of higher education dissimilation, is undoubtedly the first step that must be carried out immediately. Then, what is higher education dissimilation? Here it mainly refers to that higher education, which is supposed to cultivate builders and successors for society, now is alienated into the one that aims to seek interests and profits depending upon the knowledge and technology it owns. As we all know, the main purpose of higher education is to promote the development of next generation, however, the alienation of higher education makes the aim of promoting people's development become a means for getting personal benefits, thus, the essential nature of cultivating and promoting human development has been given too much political power and economic interests and some other attributes (Zuofang, 2003). On the other hand, alienation originates from that the major elements in social activities go through fundamental changes because of external influences. Thus, the production of higher education dissimilation originates from one of the most critical factors, that is, teachers fail to adhere to their own educational missions due to the influence of market economy. Therefore, from the above analysis of the types of non-wage income, we can explore the alienation of higher education just like the following analysis.

In the first place, the dissimilation of teaching functions: the transactions between money and learning. The educational activities of higher education aim

at promoting the comprehensive development of students' potential. The interests that are produced during the teaching activities are subsidiary in nature. Once the subsidiary interests highlights into being the main purport, the alienation of the teaching functions of higher education comes into being. At present, teaching activities in higher education are more driven by economic interests and attach more importance to economic interests, accompanied by teaching functions being alienated and the educational relationship between teachers and students being alienated into the business relationship which centers on the economic interests, so the transaction of money and learning has become a very common phenomenon that does not need to be concealed, for example, the postgraduate entrance exam training, the intensive training of TOEFL and IELTS, certificate (qualification) exam training, and degree or non-degree education training organized by different departments and so on. Both teachers and students themselves do not change; however, teacher-student relationship has already changed during various types of training and teaching. Behind the relationship of the teaching and learning, it seems that we can vaguely see that students pay to attend the training, purchase the knowledge and examination skills in the hands of teachers just in order to go abroad, passing postgraduate entrance exam, job hunting, promotion and other short-term utilitarian purposes. Once these goals are achieved (some of these goals cannot necessarily be achieved), these knowledge and examination skills will be forgotten at once. Teachers set up training classes and sell out knowledge just to get the economic interests behind these training classes. As for the matter of how much useful these knowledge and skills are for students, and how much useful the certificates in the hands of students are, it seems that it is unnecessary for us to explore deeply, because everyone just gets what he needs. Hence, it is not so much to say that students aim at obtaining knowledge as to say that they aim at getting diploma, while teachers are not so much to convey knowledge as for the sake of living. In this transaction of money and learning, universities become the market of knowledge transaction. The knowledge and skills taught by teachers have been labeled a price tag, and the noble education labor of teachers is alienated as a means of seeking individuals' (or groups') material interests, as well as the teacher-student relationship, to a certain extent, is reduced to a commodity trading relationship.

In the second place, the alienation of social service: the widespread of part-time working. In the times of knowledge-based economy, social development increasingly need higher education to provide direct and comprehensive services, meanwhile, higher education provide society with decision-making, management, consulting, high-tech development and other services, which are also the important functions that are gradually established in modern times. However, there is a certain

limit for higher education to be involved in the economic society and to respond to social needs, and this limit lies in that it cannot affect the fundamental function of higher education: educating people. Higher education's service for society is not one-sided and irrational (Litao, 2009), instead, the time, space and manner of its services should have their own internal logic. More importantly, as intellectuals, university teachers should consciously keep a distance from secular society so that they can criticize social life in terms of their own professional perspective. On the contrary, if the teachers are excessively fused into society and abandon the distance that should be maintained, they are bound to become the vassal of social power. At present, the emergence of widespread part-time working phenomenon is due to that university teachers are dissatisfied with school paid income or are driven by the high-yield market, and then they are willing to utilize their own knowledge and technology in exchange for non-wage income which is much higher than the income paid by the schools. This phenomenon results in university teachers to misplace their main energy on social services and then block the release of the fundamental functions of higher education. Although some teachers argue that as long as they can finish both jobs (and several jobs) at the same time and do not influence the teaching and researching work of schools then part-time working should be advocated. However, a person's energy is limited, one disappears while the other rises, besides, when there is a wide gap between salary income and non-wage income, it is difficult to ensure that teachers will not choose the off-campus income which has higher profits but with a minimum of risk cost of penalizing. Therefore, the alienation of the social service of higher education is very easily to promote teachers to make little money in campus but make much more money outside campus. The notion of "Poor harvest inside walls can be compensated with the crops outside walls" causes the recessive loss of educational resources.

In the third place, the alienation of academic research: researching to get rich. As the important role of scholars and researchers, university teachers should regard exploring the truth as their responsibility and put aside the utilitarian thought so as to make contributions to mankind's cultural continuity and knowledge innovation. However, unfortunately, in reality there are a large number of university teachers make a big fortune for themselves by applying for the research projects and get huge profits through the commission of research projects funding, which makes higher education lose its character as the model of national spiritual and cultural life (Haifen & Danqing, 2008). College teachers' getting rich through research catalyzes alienation of academic research and seriously distorts university teachers' purpose of researching. Overly concerned with the economic benefits of research but neglecting the academic pursuit becomes the inevitable result of this alienation, which is mainly

demonstrated in the following aspects. Firstly, driven by the economic benefits of research project funding and project commission, college teachers, from the topic selection, project establishment to the specific research and appliance of achievement, consider the market-oriented needs as the guiding principle and achieving actual economic interests as their pursuit. As a result, the fundamental and original researches, which are time-consuming and labor-intensive and difficult to be produced in a short term with a high risk of failure, are largely isolated by teachers; while the practical researches, which are flattering the world and singing praises of others, are more popular among teachers. Hence, the distance that academic research should keep from the secular society gradually disappears. Here Wilhelm von Humboldt's warnings should not be forgotten, that is, science has its own self-purpose at first, as for its usefulness, its significance only comes at the second place (Haifen & Danqing, 2008). The principle of economic supremacy forces university teachers to bring market rules into the field of academic research. In order to get more income, some teachers are keen to find research topics, fight for the research subjects, win over project funding, but they do not have the time and energy to do the project after everything is settled down, so they distribute the project to their postgraduate students and other teachers to do while they become the bosses. As a result, the alienation of academic research has become the means to make money and the channels to increase revenue. Teaching and researching are the dual duties of university teachers, that is to say, teachers should cultivate a number of creative students while continue to make significant scientific researches. Nevertheless, because the researching income is much higher than the teaching income, some teachers deviate from the responsibilities of college teachers, thinking highly of research but looking down upon teaching, even breaking away from teaching; some teachers are busy all day finding topics, writing applications, engaging in evaluation, reporting awards, and then teaching becomes tasks for those teachers who cannot get research projects. In the past, there is no professor who does not go on the stage to give a lecture, and it is a punishment for a professor that schools do not arrange courses for him. However, nowadays, the professor giving classes for undergraduate students relies on the Premier's mobilization and the regulating documents issued by the Ministry of Education, and the emergence of such alienation is undoubtedly due to the utilitarian of researches and the supremacy of economic interests.

In the fourth place, the alienation of service and management: abuse one's power to seek personal gain. The difference that higher education has between other administrative organizations perhaps lies in that the management activities of the latter one regard service

as its fundamental nature while the management of higher education is to serve for academic research and educational activities. Because of this, there are scholars continuously proposing the idea of getting rid of administrative nature for higher education, and trying to separate academic power from administrative power so that the two can check and balance each other so as to work together to serve for teaching and researching. In reality, the alliance between academic and administrative authority leads to the alienation of the management of higher education. The owner of the executive power captures the academic power through the available resources he controls, so the manager who gets double powers in his hand focuses exclusively on obtaining interests with no time to offer services for teaching and researching. A significant case is that the vast majority of winners who get the major research projects and reward of achievements are the owners with double powers. These people with dual powers accomplish both fame and fortune by occupying more academic and administrative resources. In this way, the concentration of power has become the root of the alienation of higher education management. This alienation will cause Matthew Effect to the distribution of benefits, that is, be more favorable to the people with powers and more unfavorable to the powerless ones. So it is not difficult to understand that in some universities professors who should focus only on studying and researching go after competing for a section chief, while teachers with doctorates, who should regard academic researches as their primary missions bow down to competing for a department head. Hence, higher education management is alienated from serving for teaching and researching to the tools for achieving resources and personal economic interests. In addition, this alienating phenomenon also constantly erodes academic power so that experts and judges with academic authority lose their academic ideals and ethics, as well as seek hidden income by making academic power alienated into tools for trading power for money. Some commentators point out that the alienation of higher education management makes the evaluation of society on universities, the evaluation of universities on themselves and the evaluation of universities on academics step into the impetuous period which eagers to seek for quick success and instant benefit (Yu, 2011).

Higher education plays an important role in the knowledge-based economy. University teachers will actively seek profit because of the economic, social and some other factors, thus, non-wage income will inevitably surpass the salary income, which is becoming a problem worthy of deep researches. From the above analysis about the non-wage income of university teachers, we can observe that the teaching and scientific research in higher education has been gradually alienated. If we cannot confront the alienating phenomenon and

spare no effort to seek a solution for it, then the long-term development of higher education in China will become very difficult, and ultimately the problem will even become too entrenched to unravel due to the collapse of the identification of values. Therefore, we must guard against the alienation of higher education brought about by the growth of university teachers' non-wage income and try to seek solutions to the alienation phenomenon from a variety of ways.

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