

Construction of Teaching Staff in Colleges and Universities

Aying Zhang^{1,a,*}, Guixia Li^{1,b}, Zhenghong Li^{2,c}

¹ Harbin University, 150086 Harbin, China

² Harbin Institute of Technology, 150001 Harbin, China

^{a,*}zaying@sina.com, ^blgx3115@sina.com, ^c273662999@qq.com

Keywords: university; human resources; teaching staff.

Abstract. The theoretical basis of the faculty construction in our university is mainly human resource management theory, which mainly includes human capital theory, human-based management theory, human nature hypothesis theory and incentive theory. The basic principles of faculty construction in Colleges and universities include the basic principles of selecting teachers, using teachers, cultivating teachers and retaining teachers. The basic mechanisms of faculty construction in Colleges and universities include attraction mechanism, competition mechanism, incentive mechanism, mobility mechanism, restriction mechanism, growth mechanism, evaluation mechanism and withdrawal mechanism. The basic contents of faculty construction in Colleges and universities include the planning of faculty construction, the selection and allocation of teachers, the training and growth of teachers, the evaluation and reward of teachers, academic teams and leaders, etc.

1. The theoretical basis

The theoretical foundations of the construction of university faculty include human capital theory, human-based management theory, human nature hypothesis theory and incentive theory, etc.

1.1 The human capital theory

Schultz first put forward the concept of human capital, that is, knowledge, skills and abilities that are condensed on workers. He believes that investment in human capital is the investment with the highest rate of return, or that investment in human capital is the main source of economic growth.

1.2 The humanistic management theory

Humanistic management theory emphasizes that employees are the main body of an enterprise; employee participation is the key to effective management; making the most perfect development of human nature is the core of modern management; serving people is the fundamental purpose of management. Humanistic management is essentially self-management, which guides members of organizations to embark on the road of self-management and indirectly guides people to develop their potential freely.

1.3 The hypothesis theory of human nature

1.3.1 The economic man hypothesis

The hypothesis of economic man holds that human nature is self-interest, that is, the purpose of economic activities is to maximize personal interests. According to the hypothesis of economic man, the management method is financial and material incentives, and economic remuneration is the main incentive to motivate employees to serve the enterprise.

1.3.2 Social person hypothesis

Social people assume that the purpose of people's work is not only to pursue money, but also to meet social and psychological needs. Social needs are the main purpose of stimulating work. According to social assumptions, management methods are mainly to cultivate employees' sense of belonging to the enterprise and the overall concept, emphasizing employees' sense of participation.

1.3.3 Self-actualizing human hypothesis

Self-actualizing people assume that everyone has an ideal and pursues the realization of self-worth. According to the assumption of self-actualizer, the main management method is to let employees take on challenging work, to let employees feel the joy of work, to enjoy success, to be satisfied, to win self-esteem.

1.3.4 Complex man hypothesis

Complex people assume that people's needs are diverse, and will change with the change of environment and conditions. Even the same person will have a variety of needs and motivations at the same time. According to the hypothesis of complex people, management methods are mainly different from person to person, from matter to matter, and from time to time.

1.3.5 Cultural man hypothesis

The cultural person assumes that human behavior and value choice depend on the corporate culture. According to the hypothesis of cultural person, the main management method is to build an excellent corporate culture, through which employees can cultivate their sense of identity, belonging and loyalty to the enterprise.

1.4 Motivation theory

1.4.1 Hierarchy of needs theory

According to the hierarchy of needs theory, human needs are from low to high, that is, physiological needs, safety needs, social needs, respect needs and self-realization needs.

1.4.2 Three needs theories

McClellan believes that people have three main needs: achievement, power and belonging. Achievement needs mainly refer to the sense of achievement of success itself, power needs mainly refer to the influence of others, and attribution needs mainly refer to the relationship of mutual understanding.

1.4.3 Expectation theory

Expectation theory holds that human behavior depends on the judgment of the three links between effort and performance, performance and reward, reward and personal goal.

1.4.4 Attribution theory

Attribution theory holds that people change their self-perception, self-perception and behavior through causal inference of behavior. Generally, success or failure is attributed to the following four reasons: the degree of personal effort, the size of personal ability, the difficulty of the task itself, and the degree of personal luck and opportunity. In academic management, the basic way of management is democratic management, which has the characteristics of low focus, decentralization and non-compulsory. The main body of academic management is academic committees (professors' associations) and so on. The principle of management is peer expert review, and the way of management is to discuss and reach consensus. Academic management is often a subordinate concept of administrative management in Colleges and universities with bureaucratic system, and its role is often an important symbol of the good or bad governance of colleges and universities.

2. Construction of faculty in colleges and universities

The basic principles of faculty building in Colleges and universities include the basic principles of selecting teachers, using teachers, cultivating teachers and retaining teachers.

2.1 Basic principles for selecting teachers

2.1.1 Strict selection principle

The selection of teachers is the starting point of the construction of teachers. The selection of teachers should be carried out in strict accordance with relevant policies, so as to select good teachers, and lay the foundation for making good use of teachers, nurturing teachers and retaining teachers.

2.1.2 Principle of job matching

The selection of teachers should carry out post analysis, compilation and post determination, determine the required positions, functions and numbers, and select teachers to make the best use of their talents and aptitude, so as to match their abilities with their posts.

2.1.3 Principle of objectivity and impartiality

Teachers should be selected according to fair, fair and reasonable criteria.

2.2 Basic principles for the use of teachers

2.2.1 Principle of quantitative use

Teachers should be placed in positions where they are needed and suitable to avoid the use of small talents or small talents.

2.2.2 Principle of reasonable remuneration

The performance and contribution should be rewarded on the basis of distribution according to work.

2.2.3 Dual incentive principle

Establish a system to stimulate both material and spiritual motivation.

2.3 Basic principles for training teachers

2.3.1 Long-term principles

In accordance with the requirements of knowledge economy, teachers' knowledge should be updated in a timely, effective and lasting manner.

2.3.2 Principle of applying learning to practice

Teachers' knowledge growth should aim at meeting the needs of teaching and scientific research, that is, to lay a foundation for teachers' teaching and scientific research work.

2.3.3 Principle of teaching students in accordance with their aptitude

Because teachers' personality, foundation, experience, experience, acceptance ability, interest, hobbies and so on are different. Therefore, teachers' training should adopt different methods and forms according to different situations.

2.4 Basic Principles of Retaining Teachers

2.4.1 Principle of retaining emotions

To be emotional, emotional and affectionate.

2.4.2 Principle of retaining persons in business

Create an atmosphere and create space and opportunities for the development of teachers' career.

2.4.3 Principle of retaining persons for treatment

On the basis of teachers' achievements and contributions, and on the principle of distribution according to work, teachers' material treatment and spiritual quality of life are constantly improved.

3. Basic mechanism of teachers' team Construction in Colleges and Universities

According to the theory of human resource management, the basic mechanisms of faculty construction in Colleges and universities include attraction mechanism, competition mechanism, incentive mechanism, mobility mechanism, restraint mechanism, growth mechanism, evaluation mechanism, exit mechanism, etc.

3.1 Attraction mechanism and competition mechanism

It refers to the flourishing academic career, relaxed and elegant academic environment, united and cooperative academic team, widely influential academic achievements, and fair and reasonable salary system formed by colleges and universities. It refers to the system formed by universities, which is based on the principles of openness, fairness and preference, on the basis of post performance, on the links of appointment and promotion, and on the competition among teachers who are suitable for their posts and who are superior to others.

3.2 Incentive mechanism and flow mechanism

It refers to the distribution system of teachers formed in Colleges and universities, which is based on the principle of distribution according to work, performance, contribution, etc. It refers to the stable team of discipline leaders and academic leaders formed by universities, the rational allocation of human resources in schools, and the teacher flow system of rational flow of talents.

3.3 Restraint mechanism and growth mechanism

It refers to the sound post appointment system, the restraint of teachers'academic work and the self-restraint system formed in Colleges and universities. It refers to the teacher training system and young teacher tutor system formed in Colleges and universities. Teachers grasp the laws and theories of education, advanced teaching methods and modern educational technology, and the professional growth system of teachers who can carry out creative research and teaching activities.

3.4 Evaluation mechanism and withdrawal mechanism

It refers to the teacher evaluation system formed by universities to scientifically and reasonably evaluate teachers'teaching and academic level, scientific research and academic level, post performance, etc. It refers to the withdrawal mechanism of teachers who are really not qualified for the post of teachers in accordance with the appointment system and other regulations formed by colleges and universities.

Acknowledgement

This research was financially supported by National Social Science Foundation (Grant No. 18BTQ011).

References

- [1] D. Q. Jiang, Construction of teaching staff of innovation and entrepreneurship education in Colleges and universities, *China Higher Education*, vol. 10, pp. 34-36, 2011.
- [2] Y. M. Gao, Problems and countermeasures in the construction of teaching staff in universities, *Research in Educational Development*, vol. 23, pp.79-81, 2009.