

A Study on the Questions, Reasons and Countermeasures of Teaching Management in Independent College*

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Abstract—Launched around the 20th century, independent college, a new model in high education, is a way to use market mechanism to make the best educational resources and social estate united, and is an effective compensation to the limited education form. High teaching quality is decisive to the existence and future of independent college, therefore it becomes an external theme; and education management is a significant guarantee to maintain normal teaching order and elevate educational level. However, such problems arise in independent college as lack of experience due to short history, imperfection in the school running process, especially teaching management being far from the need of development. This paper analyzes the present problems in independent college. After analyzing the educational situation of independent college, it raises some specific measures to elevate the education management: forming a new teaching management concept; establishing and perfecting teaching management system; setting an administration mode suitable for the college's features. These measures and strategies can provide the independent colleges with managing references to raise their education quality and promote their sustainable development.

Keywords—*independent college; education management; problems; reasons*

I. INTRODUCTION

Independent colleges are an attempt to the reform of higher education. In recent years, they have been developing rapidly with strong vitality. Compared with the matrix schools, independent colleges have young and energetic teachers, but they don't have much experience and they always change their jobs, students have active personality and strong communication and social skills but their learning capability is weak [1] [2]. The independent college's teaching management has less traditional restrictions, and they outstanding student's personality and characteristics, so it is easy to inherit some negative behaviors while gaining the support of the matrix school's resources [3]. To a certain extent, it affects the quality of professional setting, discipline construction and even personnel training. Therefore, the main problems in the teaching management of independent

colleges not only have the commonality of the general colleges but also their own unique personalities [4]. At present, the quality of the education in independent colleges still has some problems, such as unclear quality objectives, lack of monitoring subjects, and imperfect internal control mechanisms. In response to these problems, domestic scholars have proposed that independent colleges should establish clear quality objectives, clarify the responsibility of each senior manager, improve the quality of internal control mechanism, establish a quality reward and punishment mechanism, and build a quality social evaluation mechanism to effectively protect and improve the quality of independent college education [5] [6]. The author puts forward the main problems in the teaching management of independent colleges, and puts forward specific solutions to the problems.

II. MAIN PROBLEMS OF TEACHING MANAGEMENT

A. The Talent Training Model Does Not Reflect the Characteristics of Independent Colleges

The talent training program of the independent college is basically consistent with the matrix school, which is directly makes the college personnel training objectives misplaced, and the advantages and characteristics of the college is difficult to achieve, and also the teaching is not effective. So it is very difficult to train applied technical talents with strong competitive power. The lack of characteristics of the college's teaching plan and talent cultivation is mainly due to the fact that the senior managers of the college does not recognize the differences between the college and the matrix school in terms of students' learning capability and education resources, and does not conduct in-depth research on the market, which leads to the lag of the concept of running a school. If the college wants to develop continuously and healthily, it must formulate the teaching plan which matches with their own development characteristic, and forms the scientific and reasonable talented person training mode [7].

B. Lack of Scientific and Standardization in the Program of Personnel Training

The personnel training program of the independent college is organized by the academic Affairs Office and formulated by the directors of each teaching and research

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office. When revising the personnel training plan, the director of the teaching and research office seldom conducts market research according to the professional development prospects, and rarely discusses with the professional teachers of the teaching and research department. Moreover, they did not invite education specialists to demonstrate the feasibility of a major and the teaching plans and curriculum setup, but merely drew lessons from the personnel training programs of other schools. The talent training program formulated like this does not combine the school's own school characteristics, lacking scientific and normative. In the implementation of training program, there is a phenomenon of arbitrarily changing the personnel training program. It is not based on the pre-set teaching plan of the personnel training program. Which is not suitable for personnel training of students?

C. Imperfection of Teaching Management System

Under the existing management system of the independent college, the decision-maker is the dean; the executor is the vice-president and the assistant of the dean. The relevant leaders arrange the work to each functional department, and finally each functional department is responsible for the implementation of the decisions. The institute formulates the teaching management to carry on by "the in formalization, institutionalization, and the standardization", and according to the requirements of clear division of labor and mutual coordination, all the teaching links of the teaching functional departments will be combined to form a set of teaching management system which is suitable for the specific situation of the college. However, from the current situation, the teaching management system of the college is not complete and perfect. In the process of system implementation, they put more emphasis on laying down a system, but ignored that how to execute it. The teaching model follows the model of the matrix school, but without the characteristics of the college, the decision of the senior level of the college can only be implemented after the consent of the matrix school. For example, the teaching week must be consistent with the matrix school, but the college has no right to decide.

III. ANALYSIS OF THE CAUSES OF PROBLEMS IN TEACHING MANAGEMENT

A. Institutional Aspects

The management system of independent college lacks of flexibility, and even the decision making and execution must be approved by the matrix school before it can be carried out. Under this special system of running a school, the phenomenon of overstaffing and mutual prevarication of work is serious, and the work efficiency is very low.

B. Teaching Management Subject

The teaching management concept of teaching managers is not clear and too vague. The main performances are as follows: Firstly, the introduction of teaching management personnel in the school does not pay enough attention to the overall quality of teaching management personnel. It is considered that the teaching management work is to deal

with daily trivial matters, which leads to the lack of professional quality of some teaching management personnel and the lack of professional proficiency. Secondly, some upper-level leaders over-emphasize the authoritative status of teachers and students, restricting teaching management personnel a lot, so the teaching management personnel gradually losing the autonomy and creativity of teaching managers. Finally, the school is not clear about the goal of teaching management, no reasonable plan, and too randomness. This kind of managing which made the top manager as the center and the grass-roots teaching managers through the mechanical passive implementation of systems and plans to implement management, which is leading to the lack of autonomy in the management of the leadership, and the teaching management tools and management methods are relatively simple. As a result, the effect of management is not very good.

C. The Teaching Process of Management

The imperfection of the teaching management system is mainly manifested in the imperfection of the teaching quality management, the quality of monitoring system and the assessment system, and the inadequacy of the management and monitoring. The main purpose of the teaching quality monitoring and assessment system is to improve the quality of teaching. It is the monitoring of teaching and administrator's behaviors, not just for an individual. The existing teaching quality monitoring and evaluation system has not fully played its role, and the specific monitoring objectives are not very clear. It only focused on the traditional management of daily teaching, resulting in insufficient monitoring and the quality of monitoring and evaluation in the actual operation process.

D. Management Functions of Teaching Management Departments at All Levels

The teaching management activities and the process of supervising of independent colleges are mainly carried out by the teaching management personnel of the Academic Affairs Office, and the other management departments is difficult to play a role in teaching management, the other management departments are also not involved in the teaching management supervision work, which undoubtedly increases supervision's difficulty and implementation.

The supervision of teaching management activities and the process is mainly to establish a good teaching order and promote the steady improvement of teaching quality. The independent college's supervision of the teaching management process is just the supervision of the attendance rate of the teachers in the classroom and the supervision of whether the teachers are late or leave too early. The Academic Affairs Office checked the classroom teaching situation randomly due to the insufficient of managers, so they did not play an effective role of supervision. The methods of supervision are too simple, and more rely on the supervision of teachers and students themselves, which makes the effectiveness and efficiency of the teaching management of the college is not enough, and does not highlight the important role of the supervision of the subject

and object in the process of teaching management supervision.

IV. TEACHING MANAGEMENT MEASURES

A. *Establishing a New Teaching Management Concept and Building an Application-oriented Personnel Training Model*

The orientation of running a school should not be based on the orientation of the matrix's school. Instead, it should be based on the characteristics of the popularization of higher education in China and the existing teaching resources of the college, establishing a school-running philosophy that suits the characteristics of the college. It is necessary to take the needs of students into account, formulate practical personnel training programs, optimize the curriculum system, adjust the teaching content at the right moment, and put emphasis on the cultivation of students' innovative ability and practical operation ability.

B. *Establishing a Perfect Teaching Management System and Standardizing the Teaching Management*

The college should formulate a teaching management system in line with its own characteristics according to its own characteristics. These management systems include the implementation of the management plan system, the supervision of the management system, the management system for the status of students, the organization of examination management system, the scientific research management system, and the practical teaching management system etc., making sure that the teaching work is carried out in an orderly manner. On the basis of normative teaching, the teaching management of the college should combine the characteristics of the college itself and put more emphasis on the flexibility of teaching management.

C. *Constructing a Perfect Teaching Management Model Which Is Suitable for Independent Colleges*

The implementation of three-level management of Faculty-Department-Teaching and Research Department is to readjust the senior manager's power of independent colleges, delegate appropriate authority to departments, and give the department more prominence, and the colleges carry out macroeconomic regulation and control. The department has more authority in student training, teacher management, teacher rewards and punishment, and academic, which is in order to improve the initiative and enthusiasm of teachers. In the teaching management, by encouraging teachers and students to actively participate in teaching management, strengthen the democratic management mode of teacher to student guidance and service to form a good atmosphere of teacher and students.

V. CONCLUSION

According to the current situation of the independent colleges in China, from the aspects of the independent college's school-running mechanism, senior leadership management philosophy, and college system, the problems

in the independent college teaching management are mainly analyzed and summarized as follows: the personnel training model does not reflect the characteristics of independent colleges, which is lack of scientific and normative personnel training programs, and the imperfect teaching management system. And put forward specific measures to improve teaching management for existing problems.

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