

# The Problem of Construction of University Teachers' Team and Its Solutions

## -- In Perspective of Audit Evaluation

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**Abstract.** The audit evaluation of Chinese universities began in 2009. In perspective of university audit evaluation, this paper compared and analyzed some problems. For instance, the total number of the university teaching staff is insufficient; the structure is unreasonable; the teachers are not energetic enough; the young teachers are still weak in teaching capacity; and the teachers' international level is not high. In accordance with the criteria of audit evaluation, we should make some improvements, such as increasing the total number of teachers, optimizing structure, strengthening policy, enhancing training and strengthening international cooperation. All these measurements would ensure the university teachers' teaching quality and run an excellent university that satisfies the people.

### Introduction

Teachers are the basis of a university. A highly qualified teachers' team is the premise of improving the quality of talents training. The audit evaluation of undergraduate teaching provides a valuable opportunity for strengthening and improving the construction of university teachers' team. It also helps to establish self-regulatory mechanisms, strengthen self-improvement, and improve the running level and education quality. Based on audit evaluation and each audit item, the problem of the construction of university teachers and its solutions are summarized as follows.

### Audit Evaluation and Its Influences on the Construction of Teachers' Team

In 1990, China Education Committee promulgated Provisional Regulations on the Evaluation of Institutes of Higher Education, which started the evaluation of undergraduate. During the years from 1994 to 2014, the evaluation was conducted with five development stages, namely, qualified evaluation, outstanding evaluation, random evaluation, level evaluation and "five in one" evaluation in the new period (Table 1).

Table 1: Five development stages of the evaluation in Chinese Universities

Development Stages	Evaluation types	Year
Stage I	Qualified evaluation	1994-2002
Stage II	Outstanding evaluation	1996-2000
Stage III	Random evaluation	1999-2001
Stage IV	Level evaluation	2003-2008
Stage V	"Five in one" evaluation in the new period	2009-now

Audit evaluation carried out since 2009 differs from the previous evaluation. Audit evaluation mainly focuses on whether the object evaluated meets the objectives set by itself, and emphasizes the

principle of using your own ruler to measure yourself. Our country does not set up the unified criteria of evaluation and the conclusions are not been classified into different levels, which forms a realistic audit report. The focus of audit evaluation is to guide universities to establish a self-regulatory mechanism, to strengthen their self improvement and to improve the level of running school and teaching quality. Audit evaluation covers all processes of talent training in the university, especially the following four aspects: the adaptability of school-running orientation and talent training objectives in the national and regional economy and society development; the guarantee of the teachers and teaching resources; the effectiveness of teaching and system operation of quality assurance; the satisfaction of students and companies.

Audit evaluation is divided into six audit items and one optional distinctive item. Teachers' team is the key item of audit evaluation. It is divided into four audit elements: the number and structure, teachers' teaching level, teacher's commitment, teachers' development and service. The specific eight items include the number and structure of teachers' team; the construction plan and development trend of teachers' team; the professional standards and teaching ability of full-time teachers; the measures and influences of teachers' morality construction; the present situation of professors and associate professors' lessons for undergraduates; teachers' involvement into teaching researches, education reform and construction; the policies to enhance teachers' teaching ability and professional level; the policies to service teachers' career development (Table 2).

Table 2: The audit elements and key items in the audit evaluation of teachers' team

Audit project	Audit elements	Key audit items
Teachers' team	1 Number and structure	1 The number and structure of teachers' team
		2 The construction plan and development trend of teachers' team
	2 Teachers' teaching level	3 The professional standards and teaching ability of full-time teachers
		4 The measures and influences of teachers' morality construction
	3 Teacher's commitment	5 The present situation of professors and associate professors' lessons for undergraduates
		6 Teachers' involvement into teaching researches, education reform and construction
	4 Teachers' development and service	7 The policies to enhance teachers' teaching ability and professional level
		8 The policies to service teachers' career development

Audit evaluation is the examination of university teaching quality, and the teachers' team reflects the university education. Based on audit evaluation perspective and contrasted to audit evaluation criteria, it is easier to find out the problems of the teachers' team construction in Chinese universities.

### Analyses of the Problems in the Construction of University Teachers' Team and Its Reasons

**The number of teachers' team is relatively insufficient and its structure still needs to be optimized.** Since the enrollment expansion of Chinese universities, due to limited funds and other objective factors, the incremental expansion of teachers is lagging behind that of the students.

Therefore, the number of full-time teachers is relatively insufficient, and the proportion of students to teachers is higher. The high-level scholars in teachers' team staff are not enough, and the distribution of different majors is not balanced. The number of high-level talents is relatively insufficient, and the overall structure needs to be optimized. On the one hand, the teachers of some traditional dominant majors are aging, and the high-graded teachers are focused in these fields. Thus, the young teachers are greatly needed. On the other hand, the teachers of some emerging majors are too young, and the high-graded professional teachers are of shortage. In addition, the teachers' number of some special majors is seriously insufficient. In spite of recruitment in successive years, due to the professional field, geographical restrictions and other objective factors, there are still no candidates. Coupled with the shortage of investment in education, which leads to the shortage of investment in the university introduction of talents, is not conducive to the introduction, training and development of high-level talents.

**Some teachers' teaching energy involved is not enough.** Teachers' teaching achievements are seldom connected to the evaluation of professional and technical posts and post grading, which decreases teachers' enthusiasm. Thus some of them devote themselves to scientific researches or other work instead of teaching. In addition, they lack enthusiasm to involve in teaching reform. And high-level achievements of teaching research and reform are not enough. Some teachers even lack the sense of responsibility. The social phenomena of part-time work and part-time teaching are common. Due to these reasons, some teachers cannot devote themselves to teaching, which has a certain effect on the teaching infectiveness.

**Young teachers' teaching and practical ability is still weak.** Most young teachers are not graduates from normal universities. They do not have the teachers' educational background, as well as systematic training for education theories and practices. They lack the practice and reflection on teaching, which causes the fact that their teaching combat capability is not strong enough. Combined with the insufficient teachers and inadequate training, it is quite difficult for young teachers to be teaching assistants and be trained without giving lessons. They directly undertake the teaching tasks, or teaching while being trained. Therefore, some young teachers' basic skills are not very well. Their teaching methods are simple, and lack the ability to control the class. Moreover, the interactions between teachers and students are not satisfied. Young teachers' teaching and research ability is not strong enough. Generally, they have the problems of lacking practical experience, as well as the practical and operational ability.

**Teachers' international is not high enough.** The existing teachers' internationalization level is not high enough. The usage of international and regional platform for cooperation and communication is also insufficient. The supporting policies are also lack. The full-time teachers are bound by the teaching tasks in varying degrees, so it is difficult for them to have spare time to go abroad for training. Fewer of them have worked or studied abroad for a long time and access to foreign universities' master degree or above. The overall level of their educational internationalization is not high enough, which cannot promote the teachers' team overall internationalization. In addition, the international atmosphere of education is not strong enough, and the number of teachers to participate foreign academic conferences every year is low.

## **The Solutions to the Problems on University Teachers**

**Steadily to improve the total number of teachers and optimize the structure of teachers' team.** University should acutely recognize the lack of full-time teachers and the urgency of bad structure. To solve these problems, we should strengthen the strategic and planning top-level designs and attach great importance to the construction of full-time teachers' team. We should also properly expand recruitment and talent introduction, and reasonably adjust the plans of recruitment and introduction. Facing the problems of insufficient and weakly professional teachers, short-term and special policy could be introduced. We could focus on the optimization of university resources, and do scientific planning for teachers' age, education, titles and other structures through macro-control and policy guidance, which would improve the existing tier structure. We would continuously

integrate the existing funds and increase the special investment of talent introduction, in order to create a better platform and environment for the talents.

**To strengthen the incentive policy and restraint mechanism and to stimulate teachers' enthusiasm to devote themselves to education.** Universities should adjust the evaluation of professional titles and the grading policy of professional and technical posts and increase the undergraduate teaching load, as well as the proportion of teaching quality. For those who have the courage to take on teaching tasks and the excellent ones, we could be prior to hire them. In addition, the rewarding policies should be carried out. Regardless of the award of teaching achievements, those who publish papers on core journals or higher level journals should be rewarded. We should strengthen the education and management of teachers' missions and responsibility, strictly execute relevant management documents, regulate the approval and daily management about part-time job, guide the teachers to focus on teaching and improve the teaching quality.

**To enhance young teachers' training of their teaching and practical ability.** Young teachers are the main force of the teachers' team. Universities should increase the training of young teachers' teaching and practical ability. In terms of teaching ability, we should combine the provincial pre-job training with new teachers' training program. In order to improve teachers' teaching ability, the basic teaching skills should be strengthened through lectures, reports, course design, micro-teaching, class evaluation, mid-term student feedback, etc. We could also strictly execute the tutorial system for young teachers, which would guarantee its effectiveness. We could make the system clear and focus on enhancing young teachers' teaching ability after their entrance. Regular research and evaluation of teachers' demands are expected, which helps to grasp the teachers' ideological thoughts, in order to design and develop the projects and activities which are helpful for teachers' development. In terms of practical ability, we should formulate programs for enhancing young teachers' practical ability. And on the basis of summer social practice, some expansion for practical content and methods should be done. We should also enhance the policy and financial support, actively coordinate and extensively contact with businesses and communities, which helps to build more platforms for teachers' social practice, and ensure the sustainable implementation of young teachers in practical activities.

**To strengthen the international cooperation and enhance teachers' international level.** Firstly, universities should carry out some policies, which helps to create a favorable policy environment for teachers to for further study and improve their ability. While formulating rules and regulations, investing or establishing projects, a working system that is conducive to most teachers "going out" would be expected. Secondly, the project supporting should be strengthened. On the basis of China Scholarship Council and local cooperative projects, we could fully use the existing resources in universities. Regarding a school or a department as a unit, we could strengthen the construction of overseas teachers' training base. Thirdly, the service supporting should be strengthened. Regarding a school or a department as a unit, we could contrapuntally introduce and promote cooperative units which help to promote the teachers to "go out" and constantly improve their level of educational internationalization. Fourthly, the training atmosphere would also be enhanced. Regarding a major as a unit, we should reasonably arrange all the teaching tasks every school year, and ensure that at least one teacher of each major could go abroad for training without work every school year, which provides a strong guarantee for teachers' training and improves the teachers' international level.

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