

# Study on the Construction of the Continuing Education Faculty in Private Higher Learning Institutions

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**Abstract**—The construction of the faculty in private higher learning institutions is a very important task. By combining with the current need of higher learning institutions for the applied talents training objective transformation, the idea about greatly developing the construction of "three-quality" faculty in the continuing education of private higher learning institutions is proposed, so as to lay a foundation for training the application-oriented and skill-oriented personnel.

**Keywords**-Private Higher Learning Institutions; Three-quality; Faculty

## 1. INTRODUCTION

As is known to all, education is the founding underlying all the efforts of the people to build a country, and the prosperity or decline of a country has a close tie with education. To cultivate talented personnel, lifelong learning is required, so greater importance is necessarily attached by all higher learning institutions to the continuing education. In China, many private higher learning institutions were the privately funded community universities which were dedicated to mainly offering "vocational training" and "adult continuing education" in the early days, and also played a role of "appropriate lost property" as supplements to the public higher learning institutions. In recent years, private higher learning institutions have attained a very fast, prosperous development under the powerful supports of the national education policy, and some of them have been

even upgraded to the level of training undergraduates and postgraduates. *Decision on Speeding up the Development of the Modern Vocational Education*, officially issued by the State Council on May 2, 2014, shows the goal of establishing a Chinese characteristic and world-class modern vocational education system by 2020 to meet the development needs, deeply integrating production with education, closely linking secondary vocational colleges with higher vocational colleges, and promoting the communication between vocational education and general education, and reflect the lifelong educational idea. It also explicitly requests "a group of general universities need to transform to the application and technology oriented higher learning institutions. This means that the education structure will be strategically adjusted in China by taking the construction of the modern vocational education system as a breakthrough point [1].

In this context, the continuing education in private higher learning institutions will certainly receive new opportunities and challenges and carry out a series of reform and innovation in many aspects such as talent training scheme, education model, faculty construction, major course contents, and teaching methods. In these factors, faculty construction plays a very important role. Faculty, as the basis of continuing education, is the main force of the talent development and training in the process of education. Therefore, how to improve the faculty of private higher learning institutions becomes a top priority in the reform.

## **2. The current situation and problems of the continuing education faculty construction in private higher learning institutions**

Because private higher learning institutions were started late in China, their faculty construction is far away from that of the public higher learning institutions, and also there are many problems in many aspects such as the introduction and training of faculty. Moreover, a growing number of private higher learning institutions lays a greater emphasis on the education for junior college students, undergraduate students, and graduate students along with the improvement of their educational level, but ignores the development of the continuing education, so that the faculty of the continuing education becomes weaker and cannot meet the needs of the continuing education development for age structure, the title of technical post, educational background, and teaching and scientific research quality. The concrete problems are shown as follows.

### **2.1 The faculty structure becomes diversified, and the proportion of school-owned teachers is too low**

At present, the faculty involved in the continuing education tasks in private higher learning institutions is mainly composed of main parts: (1) the full-time teachers temporarily hired from different departments of a school; (2) part-time teachers hired from the outside world; (3) the full-time teachers trained and introduced for the continuing education. In these three parts, the first two parts are the main powers, but they have shouldered a great number of teaching tasks from their original working units, so their energy into the field of continue education is insufficient and then the teaching quality in the continuing education is affected.

### **2.2 Insufficient investment in the faculty construction**

With the gradual expansion of private higher learning institutions, the importance from these schools to the continuing education is not enough

in comparison with the full-time undergraduate education and junior college education, and some people even show prejudice for the school of continuing education and think the main contribution of the continuing education to the whole institution is creating economic benefits, but not the cultivation of talented personnel, so that the importance attached to the teaching quality is not strong [2]. The insufficient investment by schools in the continuing education faculty construction poses restrictions on the development of the continuing education to some extent.

### **2.3 The teaching and scientific research quality of the faculty can't meet the future development needs of continuing education**

As above mentioned, the percentage of the school-owned teachers for continuing education is too low and has affected the continuing education level to a certain extent, and simultaneously the importance attached by schools to continuing education is insufficient and the financial supports and especially the funds for teachers' scientific research are far from enough. Scientific research and teaching can facilitate each other, and therefore, the weakness of scientific research further affects the improvement of the teaching level of teachers.

### **2.4 Absent effective training for teachers**

With the development of the social economy, the market demand for talented personnel also changes, and so does the personnel training objective of continuing education: what the society demands will be trained by schools. Now, the application-oriented training objective of higher learning institutions has been transformed, and also some students in continuing education source from different positions of enterprises. Therefore, more emphasis is necessarily laid on the improvement of the students' skills in terms of the personnel training, so as to focus on practical application and practical ability and think lightly of theories. Then, higher requirements are raised for teachers. However, this training is absent for

teachers, let alone the promotion of students' skills. The existing teacher training is slow, and the training in the application skills of teachers is absent.

### **3. Vigorously developing the "three-quality" faculty is a necessary choice to train the application-oriented and skill-oriented personnel**

In order to realize the personnel training objective of higher continuing education, the construction of the "three-quality" faculty is the key, but also basic premise for efficiently operating the higher continuing education mechanism currently in China. A "three-quality" teacher refers to a college teacher who can convey professional theories, guide students to professionally practice and help students design career life, and is often regarded as a specialized talent similar to a lecturer + two-quality teacher with professional and technical title+ vocational guidance teacher [3]. The establishment of a "three-quality" faculty meets the requirements of the personnel training objective of higher continuing education and the teachers' professional development. Professional guidance, vocational guidance, and career guidance are the ways of realizing the educational objective. With the changing of the social demand for talented personnel, enriching and expanding the job duties of a teacher are the inevitable trends of professional development, and becoming a "three-quality" teacher is a necessary requirement of teachers for the professional survival.

#### **3.1 Introducing "three-quality" teachers**

The orderly development of the continuing education is closely related to the stability of the teaching staff, and the "three-quality" teachers who possess theoretical knowledge and professional skills as well as career guidance knowledge are especially demanded. Compared with the traditional teachers and the "double-quality" teachers, the "three-quality" teachers can better meet the needs of training the application-oriented talents because they can teach

students theoretical knowledge and convey professional skills, and also become the students' career guidance teachers. Therefore, at present, the first step to reform the continuing education in private higher learning institutions is to greatly introduce the "the-quality" teachers. Certainly, all the private higher learning institutions are required to make a related change in terms of introducing teachers. For example, good compensation incentive system, training system and evaluation system are made to create a good work space for "the-quality" teachers and provide the best broad platform for them to exert ability.

#### **3.2 Emphatically training the existing teachers and promoting them to become "three-quality" teachers**

When talented personnel are introduced from the outside world, private higher learning institutions can select a group of key teachers and train them emphatically according to the actual faculty, so as to make them become "three-quality" teachers. In this way, the existing teachers' enthusiasm for work will be greatly aroused, and their skills will be improved as well. In this regard, private higher learning institutions need to train this part of teachers and design a scientific training system, in order to realize an ideal training effect.

#### **3.3 Deepening the school-enterprise cooperation and laying a foundation for teacher's future development**

In the long run, the school-enterprise cooperation is necessarily deepened in order to promote the "three-quality" faculty to get an orderly virtuous development, because it is an effective platform for the further development of training "three-quality" teachers. On the one hand, teachers can access to enterprises and take a temporary post at any time according to the actual needs, so as to better convey the related skills to students. On the other hand, the students trained by schools can have more opportunities to work in enterprises, and simultaneously meet the demand of some enterprises for talented personnel. Therefore, the two sides promote each other to

generate a stable, sustainable cooperative relationship.

#### **4. Conclusion**

Seen from the current situation, introducing "three-quality" teachers to private higher learning institutions can better conform to the development needs of the continuing education, and this new faculty model generates new vigor and vitality into the reform of private higher learning institutions. However, conducting a comprehensive promotion in the continuing education of private higher learning institutions is still a long task, and constant changes and improvements are still required.

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