

Problems in the Construction of the Teaching Teams of New Undergraduate Colleges in the Period of Transformation and Development*

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Abstract—This paper analyzes the problems existing in the construction of the teaching teams of newly-built undergraduate colleges in China during the transition period. It points out that only through strengthening the construction of the teaching teams can the smooth development of the transformation be ensured and the colleges supply applied talents with high professional qualities for local social development and economic construction.

Keywords—*transformation and development; new undergraduate colleges; teacher team construction; problems*

I. INTRODUCTION

Since the enrollment expansion of colleges and universities at the end of the last century, the scale of newly-built undergraduate colleges and universities has been expanding day by day, and the number of teachers has been increasing. During the transitional period, universities have issued some favorable policies to attract talents. Teachers' educational background structure and professional title structure are constantly improving, and the overall quality has also been improved. However, according to the requirements of the future development of the university, there are still many problems to be solved urgently in the construction of the teaching teams, which are as follows:

II. UNREASONABLE STRUCTURES

A. Educational Background Structure

After the merger and upgrade, the new undergraduate colleges have introduced highly educated talents and trained their own talents independently, which has enabled their teachers' educational background structure to meet the requirements of the Ministry of Education's undergraduate qualification assessment. At present, the number of teachers with master's degree or higher in the newly-built undergraduate colleges accounts for about 50%-55% of the

total teachers. Although the teachers' educational background structure is gradually becoming more reasonable, there are very few teachers with doctoral degrees, and for some majors, the number of teachers with doctoral degrees is zero. And teachers with undergraduate degrees still account for the majority. A few colleges also have teachers with college degrees left over from the previous technological academies. It can be seen that the overall educational background level of teachers still needs to be improved.

B. Professional Title Structure

To a certain extent, the professional title structure represents the overall academic level of a school's faculty, reflecting the teaching and research capabilities of the school's teachers, and is an important yardstick of the school's talent training level. The Ministry of Education's undergraduate conditional index evaluation system requires that the teachers with senior titles should be no less than 30% of the total full-time teachers. At present, more than 45% of new undergraduate colleges have reached this standard. However, for the professional title structure, there is a common problem: the lowest proportion of professors and the highest proportion of lecturers. In addition, there is an imbalance between colleges. In some colleges, there are high proportions of teachers with senior titles. For example, there are 662 full-time teachers in Hulunbuir University, including 152 teachers with senior titles and 286 teachers with associate senior titles. There are 1058 full-time teachers in Chifeng University, including 149 professors and 386 associate professors. It can be seen that at present, the professional title structure of the new undergraduate college teachers is not scientific enough.

C. The Education Related Structure

The education related structure refers to the composition situation of levels, types, distributions, etc. of the graduate institutions, majors, etc. of the faculty. Newly established undergraduate colleges are mostly located in prefecture-level cities, and their teachers are mostly from the colleges and universities in the provinces or regions in which they are located, especially in minority areas. Take the author's school, Chifeng University, as an example. More than 65%

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of the teachers graduated from colleges and universities in the Nei Mongol Autonomous Region. There are few teachers with overseas educational backgrounds, and the education related structure is narrow, and there are problems such as “inbreeding”. The teachers’ knowledge structures, sources, and academic views are similar, which hinders the communication and mutual learning between them.

D. Knowledge Structure

In the period of transformation and development, the goal of cultivating applied talents requires teachers to have reasonable knowledge structures. In addition to the professional knowledge and education and teaching theories, they should also possess certain interdisciplinary knowledge and have diverse knowledge structures. However, most of the newly-built undergraduate college teachers have graduated from research-oriented colleges and universities, and are deeply influenced by the “test-oriented education” system. They generally have a narrow scope of knowledge and lack educational theoretical knowledge and interdisciplinary knowledge. The single knowledge structure is not conducive to cultivating students' ability to innovate, and the overall quality of students is hard to be improved. Different from the traditional elite education model, the training of applied talents should emphasize the application ability, practical ability and innovation ability, which requires teachers to have strong professional practice ability. Before the transition, the newly-built undergraduate colleges basically focused on cultivating research-oriented talents. The teachers lack practical experience, especially the work experience in enterprises. In addition, teachers should also possess certain scientific research capabilities. The focus of scientific research after the transition should be put on the application research, paying attention to the transformation of scientific and technological achievements and the application value of the results. However, most of the current scientific research topics are focused on the basic research and theoretical research, and there are few topics about application researches. Teachers rarely go to enterprises and institutions to participate in the scientific research and development.

E. Age Structure

Developed countries have determined the best age structure for college faculty as: the proportion of middle-aged teachers is high, and the proportion of old teachers and young teachers is low. At present, the age structure of the new undergraduate college faculty does not meet this requirement. There is a shortage of middle-aged teachers, and there tend to be more and more young teachers and old teachers. This is mainly because the newly-built undergraduate colleges are upgraded from junior colleges and vocational colleges. Some of the existing teachers are those of the previous colleges, and there are many old teachers among them. After the upgrade, the colleges began to expand their enrollment, resulting in a shortage of teachers. To this end, various colleges have published a number of policies to introduce highly educated talents. Due to geographical restrictions, most of the talents introduced are newly graduated postgraduates. Young teachers lack

practical experience, old teachers are facing retirement, and there are insufficient middle-aged teachers who have rich practical teaching experience and strong scientific research ability. The unreasonable age structure of teachers hinders the construction of the teaching staff of new undergraduate colleges.

III. THE OVERALL QUALITY IS NOT HIGH

A. Utilitarianism Continues to Rise

Affected by the market economy and social atmosphere, some teachers are eager to enjoy themselves, blindly pursue material interests, blindly realize their self-worth, neglect their self-cultivation, do not pay attention to the construction of teachers' morality, lack the spirit of dedication, ignore students, are perfunctory about teaching, and muddle along. In addition, the colleges have deviations in their employment policies, focusing only on knowledge and academic qualifications, resulting in a decline in the teachers' professional ethics, the teachers' lack of sense of responsibility and cooperation, and a lack of cohesiveness in the faculties. Especially for the young teachers, they only teach professional knowledge but don't educate the students. A few teachers even violate the law in order to achieve certain interests.

B. The Teaching Level Is Not High and the Research Ability Is Not Strong

Most of the existing teachers in the newly-built undergraduate colleges are the teachers in the previous junior colleges. They have not received upgrade training but are directly engaged in undergraduate education and teaching. Some teachers even have a vague understanding of the difference between specialist teaching and undergraduate teaching. They simply think that undergraduate teaching is an extension of specialist teaching, that is, adding one to two years of schooling and adding several courses. Among them, there are also some teachers with college degrees who lack enough knowledge and ability to adapt to the requirements of the information age. They still continue to use backward teaching models and teaching methods, and their knowledge structures are not updated, and they are not compete for undergraduate teaching. After the upgrade, the teachers introduced are basically newly graduated students who have just left the schools and have insufficient practical teaching experience. In addition, some teachers' traditional education and teaching concepts are deeply rooted, they have not recognized the necessity and importance of transformation, adhere to the old rules, and are comfortable with the status quo. They do not want the schools to transform into applied technology universities. Many colleges still train students according to the original talent training models, and teachers lack motivation for reforms. It is difficult to form a high-level faculty in this situation, and the cultivating of applied talents becomes a mere formality.

Before the upgrade, the new undergraduate college teachers were mainly engaged in teaching, and the schools did not make any demands on the teachers' scientific research work. The continuous expansion of enrollment after

the upgrade has increased the teaching workload of teachers. They are physically and mentally exhausted, have no energy and no time to engage in scientific research. Some teachers are keen on the market economy and are busy with "getting extra income", and they have no time to take care of scientific research. Teachers' awareness of scientific research is weak, old teachers are about to retire, and they are not involved in scientific research. Young teachers are mostly postgraduates, and they can naturally obtain medium grade professional titles without any scientific research results. At present, most of the scientific research work is carried out by middle-aged teachers, and their purpose is to get higher professional titles. There are very few teachers who truly take scientific research as their careers. In addition, some teachers have not received enough scientific research training and cannot get the correct research methods, so the research ability of teachers is not strong. On the whole, the academic achievements of new undergraduate college teachers are not excellent enough, and there is a lack of applied research. To achieve the transformation of new undergraduate colleges to applied technology universities, the original school philosophy, training objectives, curriculum system, and teaching methods of the colleges all need to be changed. This requires teachers to make corresponding transformations in scientific research. In the way of combining production, education and research, apply the research results to the fields of production and life to promote local economic development.

C. Low Skill Level and Lack of Work Experience in Enterprises

The original teachers of newly-built undergraduate colleges are mostly theoretical type teachers, and the young teachers introduced later are newly graduated masters and doctoral students. In addition, it is difficult for teachers to practice in enterprises due to institutional reasons. Therefore, teachers in newly-built undergraduate colleges generally lack practical teaching experience and cannot effectively guide students to carry out practices. In recent years, some colleges have recognized the importance of practical teaching, and asked new teachers to independently contact the units to work and practice in enterprises and institutions. However, the schools have not carried out supervision and management for this work, so it becomes a mere formality and has poor results. Due to the lack of work experience in enterprises and institutions, it is difficult for teachers to obtain qualifications issued by authoritative organizations that can represent their application practical abilities. Teachers generally hold certificates for teaching assistants, lecturers, associate professors, and professors, but few teachers hold the certificates for technicians, engineers, economists, accountants, E-commerce engineers, investment analysts, gardeners, logisticians, registered architects, corporate trainers, advertising designers, etc. The teachers' skill level is low, and they don't have certificates that can represent their skill levels, and they are not fully qualified to train applied talents for regional social and economic development.

IV. THE SINGLE SOURCE CHANNEL AND LACK OF RECRUITMENT PROCESSES

At present, the faculty of newly-built undergraduate colleges consists of two parts. One is the original teachers of the previous schools before the upgrade. These teachers mostly have university degrees and a few have college degrees. The other is the teachers introduced after the merger and upgrade. Most of these teachers have postgraduate qualifications or university degrees. Whether the teachers introduced before the upgrade or after the upgrade, they are mostly "entering a new school as soon as leaving a school", and there are very few teachers coming from enterprises and institutions. The theoretical level of these teachers is ok, but they don't have work experience in enterprises and institutions, lack practical experience, and can not well connect theories with practice. Especially in the process of teaching and guiding of design courses and engineering courses, the teachers lack the practical ability and the ability to analyze and solve problems in on-site teaching. The lack of practical teachers leads to the fact that the students have separated theory from practice, and employers generally reflect that it is too slow for students to get started and be skillful. After the transition, the talent training goal of new undergraduate colleges is emphasized the practicability, which requires teachers to have strong practical ability. The transformation and development to applied technology universities requires a high-level applied faculty with solid theoretical foundation and strong practical ability. Colleges and universities should develop reasonable employment systems and introduce scientific evaluation systems to meet this actual demand. At present, there is a common phenomenon of "attaching importance to the educational background and taking little account of abilities" of new undergraduate colleges in the recruitment of teachers. The colleges take academic qualifications as the standard, doctors, masters, "985" and "211" as the focus. The schools only arrange written examinations and interviews for applicants, and do not arrange for practical ability assessment. And the focus of the assessment is on the professional quality, basic teaching skills and logical thinking ability. The teachers' professional ethics, value orientation and scientific research ability are not further understood, resulting in the recruitment of teachers who lack sense of responsibility and team awareness, have poor scientific research ability, are only good at reading books and getting high marks, have poor manipulative ability, and can not effectively guide students to connect theory with practice and apply what they have learned. The "diploma-oriented theory" has excluded the outstanding talents with low academic qualifications but strong practical ability in all social sectors, and they are the best practice type and "double-tutor type" teachers urgently needed by the new undergraduate colleges in the transition period. In addition, many colleges generally pay attention to using the teachers and take little account of training them in the teacher management process. After the upgrade, the greatly expansion of enrollment has made the teachers in various colleges obviously insufficient. Some new teachers in the colleges directly started to give lectures without taking pre-job training and doing teaching assistant work after entering the school. Some colleges have conducted pre-job

training, but have not set the practical links and did not arrange for new teachers to visit related enterprises, companies and factories. The new teachers do not understand the practical teaching process, and their ability to connect theory with practice will be poor in the future teaching process. New undergraduate colleges require a large number of "double-tutor type" teachers in the transition period, and the current training system is not perfect, it is difficult to independently cultivate the "double-tutor type" teachers. Training should be intensified, and the "double-tutor type" teachers should be cultivated through on-campus training, off-campus training, and corporate training.

V. THE UNSTABLE FACULTY

In recent years, colleges and universities have fought fiercely for high-level teachers. The schools attract talents by providing housing subsidies, generous annual salary, sufficient research start-up funds, jobs for the spouse, etc., and "the northern wild goose flies to the southern area" has become a new trend. In 2018, the "competition war for talents" has been launched in an all-round way, and drastic talent policy reforms have been launched all over China. A rare "talent-grabbing storm" is being staged. This has dealt a heavy blow to local colleges and universities, especially new undergraduate colleges in minority areas, remote areas, and areas with relatively backward economies and cultures. Some young and middle-aged teachers with high academic qualifications and high professional titles have begun to flow out. Some colleges have increased the workload of their teachers due to the insufficient faculty. Some colleges give low salaries to teachers, which has damped teachers' enthusiasm for working. Since last year, the title evaluation authority has been decentralized, and the professional titles of teachers have been assessed by the colleges themselves. However, the quota of senior titles is very small, which is equal to the number of teachers who have just retired and have senior titles. Young and middle-aged teachers cannot see hope and lack motivation. These factors have prompted some young and middle-aged teachers to go away. There are also several colleges that promised a lot for the talents when introducing them, but haven't fulfilled their promises afterwards. These colleges have poor reputation and can't keep talents. The outflow of young and middle-aged teachers has affected the normal teaching and research work of new undergraduate colleges, which has a negative impact on the future development of the schools.

VI. CONCLUSION

The above factors restrict the construction and development of the faculty of new undergraduate colleges, and measures must be taken to improve the condition. Only by building a high-level application-oriented faculty can the smooth development of the transformation be ensured.

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