



Problems and Countermeasures of Faculty Construction in Private Colleges and Universities

Zhang Lingli

Hubei Enshi College, Enshi, China

Email: 290495336@qq.com

Abstract: Private higher education has developed into an important part of China's higher education, and its development history can be described as a mixture of opportunities and challenges, achievements and confusion over the past few decades. This paper adopts the case study method, and through the case study of University A in Hubei, China, it is found that the university has such following problems in the construction of the faculty team as serious brain drain, imbalance of talent structure, and low professional identity. The article proposes that the three aspects of improving support policies through a sound system, standardising internal management to improve the welfare system, and strengthening the training of the teaching staff can effectively solve the problems and difficulties faced by the construction of the teaching staff in private colleges and universities, so as to effectively improve the overall development level of private higher education and achieve sustainable development.

Keywords: private colleges and universities; faculty; problems; countermeasures

I. Introduction

1.1 Study Background

The new era promotes the rapid development of private colleges and universities, and private colleges and universities have actively explored internal governance, cultivation mode, and quality enhancement, and have accumulated certain experience in reforming the school-running system, as well as the concurrent management system and operation mechanism, which has stimulated vitality, added impetus, and released dividends for the development of education^[1]. This not only helps to alleviate the pressure on the resources of public colleges and universities, but also promotes the diversified development of the entire higher education system. However, with the development of the times, private higher education faces many new challenges and dilemmas, the article chooses a newly established private undergraduate college in Hubei, China, as an example, because the difficulties and problems faced by this college in the faculty construction are typical and representative of similar colleges in China. Such as excessive mobility of talents, which leads to instability of the teaching force and affects the normal operation and development of schools. The overall structure of the teaching force shows a trend of youthfulness, and the shortage of high-level talents is not enough to support the development of academic specialities. Teachers' lack of their professional identity affects the motivation and sense of achievement in teaching work. Teaching staff is a key factor in the development of private higher education, and its construction has a vital impact on private higher education. The article analyses in depth the reasons behind the problems in the faculty construction of private colleges and universities and then proposes that the difficulties and problems faced by private colleges and universities in the faculty construction can be effectively solved by improving support policies through a sound system, standardising internal management to improve the welfare system, and strengthening the training of the teaching staff.

Literature Review

With the development of private education, more and more experts and scholars have begun to pay attention to the construction of teachers in private colleges and universities, and many experts and scholars have published related research works and academic papers. Tang Jianing pointed out in "Common Construction, Common Governance and Sharing: Analysis of Problems and Optimisation Strategies in the Construction of Teaching Staff in Private Colleges and Universities" that at present, the construction of teaching staff in China's private colleges and universities is still faced with a number of institutional problems, in particular, the serious loss of talents in the teaching staff, which has become an important obstacle restricting the high-quality development of China's private colleges and universities^[2]. Zhang Chunyan et al. in the article "Research on The Problem of Teacher Turnover in Private Higher Vocational Colleges and Universities in Xiamen City - Taking Xiamen Nanyang Vocational College as a Case Study" emphasised that only through the joint efforts of the government, the schools and the teachers and other tripartite efforts can the current status quo be gradually improved, so as to bring the development of private higher vocational colleges and universities into a benign cycle^[3]. Zeng Yanqing pointed out in "Analysis of the Construction Problems and Countermeasures of Private Undergraduate Colleges and Universities" that, compared with public institutions, private colleges and universities are unstable due to a variety of factors, such as unsound social security and salary system, low treatment of teachers, excessive work pressure and lack of vocational training, which seriously affects the sustainable development of private



colleges and universities^[4]. The development of private education abroad started earlier than in China, the development of more mature, the most typical representative of the United States is Harvard University and so on. The selection and recruitment of teachers in private schools abroad is flexible, with favourable remuneration for teachers and a more stable teaching staff.

Regarding the construction of faculty in private colleges and universities, previous studies have concentrated on the aspects of existing problems, lack of system, remuneration system, etc. Although some studies have also mentioned the measures to solve the problem, there are not many studies that analyze the root causes of the problem and put forward the initiatives. This paper is based on the current phenomenon of faculty construction in private colleges and universities, in-depth analysis of the reasons behind this phenomenon, and then purposefully proposes to solve the above problems from three perspectives, so as to strengthen the construction of private college faculty.

Results and Discussion

The Current Situation and Characteristics of Faculty Construction in Private Colleges and Universities

Faculty is a key factor in the development of private higher education. In the past decades of development, although private universities have adopted some reforms in the areas of selection, employment, distribution, evaluation, incentives, and security in the construction of faculty, and achieved certain results, there are still some problems. It is mainly reflected in the serious brain drain, structural imbalance, low sense of identity and belonging.

Serious Talent Loss

Taking university A in Hubei, China as a case study, the departure rate has been around 20% in the past three years. Talent flow is a normal phenomenon in colleges and universities, but excessive talent flow may cause some problems. Generally speaking, talent mobility is considered relatively healthy and benign within a ratio of 10% to 15%, a ratio that ensures that the school maintains a certain amount of fresh blood and vitality in its staffing composition, while at the same time being able to maintain enough stability to ensure the continuity and stability of teaching and scientific research. Excessive mobility of talents may lead to instability of the teaching force and affect the normal operation and development of the school.

Imbalance of Talent Structure

Through the analysis of the structure of the faculty of University A, the overall structure of the teaching team shows a youthful trend, with more than 72% of the teachers under 35 years old, and only 20% of the teachers aged 35-45 years old, and the echelons of the old, the middle, and the young are unreasonable; the proportion of master's degree and above is not advantageous, especially the proportion of doctoral degree is only 1.02%; the proportion of professional and technical personnel of associate high level and above only accounts for 15%, and the aging problem among the senior title is more serious; the proportion of dual-capable teachers is relatively low, which is not conducive to the cultivation of applied and skilled talents. The shortage of high-level talents makes the construction of some disciplines and professions lack leaders, the support for the development of disciplines and professions is insufficient, and the construction level of teaching and research teams is not high.

Low Sense of Professional Identity

Due to the influence of social factors and their own factors, many teachers in private colleges and universities lack a sense of identity, social recognition is not high, often labelled as "private teachers", "contract teachers" and other labels. It is because of the teachers' lack of professional identity that affects their motivation and sense of achievement in teaching, which in turn affects the overall quality of education and teaching in schools.

Problems and Reasons for Faculty Construction in Private Colleges and Universities

There are big challenges and dilemmas in the construction of teachers in private colleges and universities, behind this phenomenon there are both external environmental factors, but also closely related to the internal management of private colleges and universities and teachers' personal development.

Low Social Recognition

From the point of view of the external environment, China's private colleges and universities started late, the status of private colleges and universities in China's education system has not yet been fully established, China's private education is a private non-profit organisation, and it lacks the guarantee of a perfect social system. However, for a long time, "staffing of public institution" has been defined as "guaranteed" and "superior" jobs. This unhealthy employment mentality has led to the inferiority complex of teachers in private colleges and universities. Although the government has successively issued the Interim Provisions on the Establishment of Private Higher Education Institutions, the Law of the People's Republic of China on the Promotion of Private Education, and the Measures for Assessing the Quality of Education in Private Education Institutions and other laws and policies to regulate and promote the development of private education, with the deepening of the educational reforms, some blind spots have appeared in these policies and laws and some new problems have been exposed. For example, the division of responsibilities between education authorities and government departments in the management of private colleges and universities is unclear, overlapping or missing, resulting in the situation of "no one is in charge" when private education encounters practical problems^[5]. Inherent professional prejudices and lack of management systems lead to discrimination against private colleges and universities in society.

Inadequate Internal Management Guarantee

Some private colleges and universities lack scientific and reasonable planning and top-level design in human resource management, and are arbitrary and lack scientific management norms in organisational structure, management process,

job responsibilities, talent selection and recruitment, which makes the space for teachers' career development limited, work pressure and low professional experience, thus affecting the stability of the teaching force. In addition, there is still a lack of operationally strong behavioural norms on how to achieve reasonable returns in private higher education^[6]. Due to institutional reasons, private colleges and universities often need to operate with limited resources, which makes it difficult to provide salary treatment and welfare protection comparable to that of public colleges and universities, and due to the lack of attractiveness of the salary and the relative lack of institutional protection, it is more difficult to introduce high-quality teachers, and private colleges and universities are at a disadvantage when competing for high-quality teacher resources.

Low Sense of Professional Identity

Due to the influence of social factors and their own factors, many teachers in private universities lack a sense of identity and social recognition, and are often labelled as "private teachers" and "under contract". In terms of teachers' personal development, most of the teachers entering private colleges and universities are fresh graduates from school to school, and their professional theoretical level and practical ability are yet to be precipitated, but due to the shortage of teachers, most of the fresh graduates enter the school after a short period of training and then start teaching. There is no supporting systematic training in subsequent development, and private colleges and universities are often unable to provide an academic atmosphere and development platform comparable to that of public colleges and universities, leading to a lack of teachers' sense of their own identity and professional recognition, which affects their motivation and sense of achievement in teaching.

Conclusion

If the connotation construction is the lifeline of private colleges and universities, then the faculty construction is the root of the lifeline. Because the faculty strength of a college directly determines its educational quality, academic level and talent cultivation ability, which also determines the future of the college. In the context of the new era, private colleges and universities should make efforts to solve the problem of faculty construction in the three aspects of improving support policies through a sound system, standardising internal management to improve the welfare system, and strengthening the training of the teaching staff.

Improving Support Policies Through a Sound System

The government should improve the relevant laws and regulations, and make clear the legal status and management requirements of the construction of teachers in private colleges and universities. It has also introduced supporting policies, especially in terms of increased support for financial input, welfare protection, scientific research, training, etc., and treated public and private colleges and universities in the same way. At the same time to strengthen the private colleges and universities of the media publicity and guidance, highlighting the role of private education in the diversification of education, characteristics and differentiation, to eliminate the one-sided negative social perception of private colleges and universities. In addition, the local government should also take the construction of private education teachers as an important part of the construction of the local talent team, so that teachers of private colleges and universities enjoy the same treatment as teachers of public colleges and universities in the areas of guaranteed housing, settlement, children's schooling, and special allowances, to create a favourable atmosphere for talents regardless of their origins, and thus improve the social acceptance of private colleges and universities and enhance their stability.

Standardising Internal Management to Improve the Welfare System

First of all, private colleges and universities should scientifically plan and build the organisational structure, and clarify the division of responsibilities of each position to ensure that the management is standardised and orderly. Secondly, the workflow should be optimised to simplify the approval procedures and reduce the number of cumbersome management links, thereby improving efficiency and reducing the waste of resources. Then, a proper management culture is established, emphasising the values of teamwork, fairness and transparency to create a good working atmosphere and team cohesion. As the saying goes, the system manages people, the process manages things, the culture manages the heart, a strong cohesion and centripetal force is the prerequisite for the stability of the faculty of private colleges and universities, and a team without cohesion is unlikely to form a strong fighting force. Finally, a scientific and reasonable performance appraisal mechanism and a welfare guarantee mechanism should be established to link management performance with job performance and to motivate managers to focus on actual work and results. An important reason for the serious wastage of teachers in private colleges and universities is the welfare benefits, especially for young teachers, who are under great pressure to survive and are concerned about their future development and life security. Therefore, private colleges and universities should explore the social security and pension policies of public colleges and universities to improve teachers' professional identity. Respect for talent, meritocracy, convergence of first-class talent, to create an excellent team of teachers^[7], is the cornerstone of the healthy development of private colleges and universities.

Strengthening the Training of the Teaching Staff

Private colleges and universities should carry out multi-level and multi-form teacher training to improve teachers' teaching ability, scientific research level and professionalism. Private colleges and universities should fully understand the characteristics of teachers as knowledge-based employees and pay attention to their training. Private colleges and universities should form a diversified and integrated teacher cultivation system in terms of model innovation, platform construction, curriculum updating, scientific research activities and financial investment^[8]. This will provide teachers with a good development platform and stimulate their enthusiasm and creativity. It should also actively create training conditions and provide teachers with opportunities for continuous learning and improvement by organising internal training, inviting external experts to give lectures and participating in academic exchange conferences. In addition, it is

also necessary to strengthen the idea and concept of lifelong learning for college teachers to ensure that their own ability and quality are continuously improved^[9]. Through the above measures, it can promote the improvement of teachers' ability, enhance their teaching level and professionalism, and then promote the overall development and improvement of private colleges and universities.

With the deepening of education reform, private colleges and universities are facing new challenges while ushering in new opportunities in the construction of teaching staff. The implementation of the strategy of "strengthening education with talents", attracting, retaining and utilizing excellent talents is the key to the healthy development of private colleges and universities. The formation of a trinity construction matrix of society, colleges and universities and teachers will make concerted efforts to enhance the sense of belonging, security and acquisition of teachers in private colleges and universities, effectively stimulate their enthusiasm and creativity, so as to improve the overall quality of education in private colleges and universities and achieve sustainable development.

Acknowledgments: Fund Project: Research results of the 2022 China Association for Private Education Planning Project (School Development Category) Fund Project + Research on the Path of Faculty Construction in Private Colleges and Universities (Project No. CANFZG22196).

To be able to complete this thesis, first of all, I am very thankful to my family, for the care and understanding they have given me, as well as to my workplace for providing me with faculty data, which allowed me to get first-hand information data to analyze and generalize. I also hope that this paper can bring thoughts for the construction of faculty in our college, and also bring references for other similar colleges.

REFERENCES

- [1] In-depth analysis of private colleges and universities industry and "13th Five-Year Plan" development planning guidance research and analysis report [EB\OL]. China Report Hall Network, 2020-01-14. <http://m.chinabgao.com/report/5462893.html>.
- [2] Tang Jianning. Co-construction, co-rule and sharing: problem analysis and optimisation strategy in the construction of teachers' team in private colleges and universities. *Journal of Higher Education*,2021(10):74-77.
- [3] ZHANG Chunyan, LIANG Caiwen, LU Xiaoqin, et al. A study on teacher turnover in private higher vocational colleges and universities in Xiamen City--Taking Xiamen Nanyang Vocational College as an example. *China Journal of Multimedia and Network Teaching*,2019(09):99-102.
- [4] Zeng Yanqing. Analysing the problems and countermeasures of teaching staff construction in private undergraduate colleges and universities. *Value Engineering*, 2011,30(36):191-192.
- [5] Li Na. Status quo, problems and countermeasures of the stability of faculty in private colleges and universities. Chongqing University, 2020.
- [6] Xue Eryong. Law leads high-quality development of private education. *China Education News* ,2021-05-18.
- [7] LIN Chenghua. "Double first-class" construction and university fundraising investment. *Higher Education Management*,2017,(5).
- [8] Xiao Qingdong. Research on Faculty Construction of Applied Undergraduate Colleges and Universities Oriented on Serving Regional Economy. *China Journal of Multimedia and Network Teaching*, 2019(11):133-134.
- [9] Jiang Jun, Hu Chuanshuang. Teacher team construction of dual-creation education in applied undergraduate colleges and universities: goals and paths. *Journal of Chaohu College*, 2019, 21(5):135-140.