

Construction of High-level Teaching Faculties in Newly-built Local Universities in Ethnic Regions under the Transferring and Developing Background

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Abstract—Based on years' research and investigation, the author has probed into the necessities of constructing high-level teaching faculties and some measures about the construction of high-level teaching faculties in newly-built local universities in ethnic regions under the transferring and developing background in order to provide some references for the development of constructing high-level teaching faculties.

Keywords—construction; high-level teaching faculties; newly-built local universities; ethnic regions; transformation and development

I. INTRODUCTION

Since 1990s, there have been many merged universities upgraded from the junior colleges in China. With the development of the market-economy system and the reforming education system, this kind of university keeps on growing. Now they account for over ninety percent of the total number of the national colleges and universities and also provide a strong support for the political and economic development in the modern history of China. These universities are facing a transformation of training applied talents from academic talents. There are various problems on their school-running orientation, characteristic, curriculum system, teaching mode, education practice, teaching staff and so on. But for us in ethnic regions, there are some problems about teaching staff needed to be solved urgently. It's necessary to construct high-level teaching faculties.

II. THE NECESSITIES OF CONSTRUCTING HIGH-LEVEL TEACHING FACULTIES

A. The Need of Local Economic and Social Development

Newly-built local universities are the new force in higher educational group in our country. Their development and growth have realized the popularization of higher education. More people have the opportunity to receive higher education and the quality of the ordinary people has been further improved. Newly-built local universities have cultivated a large number of applied talents for the local social and local economic development. They have solved the problem that the general comprehensive universities can not meet the needs of

the local social and economic development in the number of personnel training and professional structure. Till now they have become the huge force of higher education in China. In the past few years, newly-built local universities played an important role in promoting the integrated development of a moderately prosperous society and serving the local economy. With the transition and upgrading of the market economy, more qualified talents with technical skills are needed. If we want to go on realizing the grand goal of building a moderately prosperous society in all respects and revitalizing the local economy, it is necessary to cultivate a lot of qualified applied talents. As we all know, talent comes from school and only teachers are good at training qualified personnel. So the quality of teacher is the most important part in training students. High-quality talent depends on a high level of teaching staff. Strengthening the construction of teaching staff and improving the overall level of teachers are the urgent problems to be solved for every newly-built local university, especially in poor ethnic regions. Only high-level teaching faculties can improve the quality of their universities and be more satisfied with the local economy, regional economic construction and social development. They'll provide us more qualified teachers for basic education to meet the curriculum reform of basic education requirements as well as more qualified technical professionals and skilled personnel of all sectors of the society. Therefore, only by developing economy can help people in ethnic regions get rid of poverty. The development of economy requires high-level teachers who have rich technical and theoretical knowledge, high practical abilities, strong teaching abilities and innovative consciousness.

B. The Need for Self-survival and Transformation

Although they have made great achievements in teaching, there are still some problems to be solved. During transference and development, they undertake two main missions, training the applied talents and serving the development for the local economy. Compared with those of the old universities, they are relatively weak, weak in the enrollment, employment, teaching quality, teaching force, historical environment, economic foundation and so on. How to deal with this severe challenge and realize the transformation successfully? It's an urgent and actual task for them to improve their competitiveness greatly and rapidly. Here the transference of the faculty is the key

point. High-level teaching faculties are the most important elements for the survival and development of newly-built local universities. Since they are formed by the merging or upgrading of the junior colleges, the old traditional ways of teaching tend to be deeply ingrained. These affect the quality of teaching and hinder the development of the university. Traditional teachers can not adapt to transference and development, while high-level teachers can help to change the situation. Newly-built local university needs the theoretical teachers, the practical teachers and the double-qualified teachers (integration of theory and practice). Strengthening the construction of teaching staff can save these universities, meanwhile, let them further serve the local economy, regional economic and social development.

C. The Need for Self-improvement

China's revitalization depends on education, and education depends on teachers. The faculty is the source of the construction of famous universities. Only with a team of high-level faculty, the university can achieve real development. Newly-built local universities must construct high-level teaching faculties in order to get enough applicants, qualified students, rapid development and enjoy great popularity. Since 1999, Chinese higher education system has experienced a period of expansion which resulted in a rapid growth of enrollment. In newly-built local universities, the number of teachers has increased significantly and the structure of teachers has also been improved, but the general quality is low. The main problem is short of independent innovative ability. Besides, there are still some problems such as: the structures of age, sex, educational background, professional title and knowledge are unreasonable, and also the teachers' application levels of modern education skill are low. Young teachers and female teachers are increasing. Students like young teachers for they are active, energetic, exciting, innovative and easy-going. But they are short of teaching experience and can't do well in research work. The high proportion of female teachers prevents the students getting full development and even has a negative impact on the students' characters. There're few teachers with high educational background and high professional titles, which can not meet the demands of the development of the university. Learning-origin structure is unreasonable. Due to the geographical, economic and cultural constraints, most of the teachers in newly-built local universities graduated from the universities in the province or the autonomous region where they lived. Taking Chifeng University as an example, 75 % of the teachers are graduates of the colleges and universities in Inner Mongolia, and 98 % of the Mongolia teachers graduated from local universities in Inner Mongolia. The phenomenon of close breeding is prevailing. The same pedagogical knowledge and the same teaching ideas are not conducive to communication and learning between teachers. In this way, the research field of teachers is becoming narrow. Some of the mid-aged teachers and old teachers are not good at modern educational technology. The faculty is in a low level of scientific research. We also find the teaching method is not enough innovative. Some qualified teachers with high professional titles and high education were drained away to economically developed areas of south or southeast coast of China because of high salary, good climate and favorable

geographical location. With the development of market economy, some teachers began to obsess about money instead of teaching. They spent more time and energy doing part-time jobs. In some poor areas, there is a real shortage of teacher. They had to play multiple roles and work overtime. Low salaries, hard work made some of them give up teaching. There are many theoretical teachers and less double-qualified teachers. All these have hindered the development of newly-built local universities. Only by strengthening the construction of teachers can we solve these problems. So constructing of high-level teaching faculties is the need for self-improvement.

III. SUGGESTIONS FOR THE CONSTRUCTION OF HIGH-LEVEL TEACHING FACULTIES

A. Constructing the Reasonable Faculty Structure

Faculty Structure includes age structure, professional title structure, educational background structure, knowledge structure, and learning-origin structure. Currently there are still a lot of unreasonable factors about faculty structure in newly-built local universities. The structure of the teaching staff needs to be further adjusted and improved according to the properties and tasks of the newly-built local universities so as to improve the quality of teachers' education.

1) *Age Structure*: The age structure of teachers refers to the proportion of teachers' age. To a certain extent, it reflects the vitality and the stability of teaching and scientific research in a university. According to the reasonable proportion, the age structure of teachers is a combination, which is composed of three levels: old, middle and young. Young teachers lack teaching and research experience, besides their knowledge structure needs to be adjusted and enriched. Old teachers do not work as efficiently as they used to because of age-related declines in memory and the abilities to constantly update their knowledge. After a long period of teaching and research work, middle-aged teachers have become more sophisticated and experienced. From a physiological point of view, 36 to 55 years old is the best age for creative work. They are in high efficiency and competent at the teaching and researching work. It is the best age of getting good results. So there should be a large proportion of middle-aged teachers. This kind of distribution is quite usual in many developed countries. But due to historical reasons, the age structure of teachers is imbalance in newly-built local universities in China. The proportion of young teachers is a little higher than that of middle-aged teachers. Taking Chifeng University as an example, young teachers under the age of 35 form 49.1% of the total number, middle-aged teachers only 35.5%. This ratio cannot form the very good age echelon. In my opinion, the best proportion of the age structure of teachers in newly-built local universities should be: young teachers 20-22.5%, middle-aged teachers 55-60% and old teachers 20-22.5%.

2) *Professional Title Structure*: Currently the professional title structure in newly-built local universities shows that the proportion of professors is low, associate professors a little low, lecturers the highest. Taking Hulunbeier University as an

example, professors and associate professors account for 40%, lecturers and assistants account for 60%. The title structure of teachers is composed of teachers with different ages and different academic levels. The reform of teachers' education requires a reasonable title structure of teachers. There should be many groups of professors or associate professors with profound academic attainments as their academic leaders, lecturers with a certain academic level as their backbone teachers and young assistants as their auxiliaries. They need to work together, learn from each other, cooperate closely and give full play to their talents. Only in this way can they get the best results in teaching and research. The professional title structure in newly-built local universities must be improved. We need to increase the proportion of teachers with senior titles in order to promote mutual learning and cooperation among teachers with different titles. The appropriate proportion that I suggest is professors 20%, associate professors 40%, lecturers 30% and assistants 10%.

3) *Educational Background Structure*: Generally speaking, educational background structure can indicate the teachers' basic theoretical level, teaching and research abilities. Teachers' educational level is an important element which evaluates the quality and the prestige of a university. The Chinese education has made great progress since the opening reform periods. Now teacher becomes a popular and competitive profession. Applicants with at least a master's degree are qualified for newly-built local universities according to the authority. Actually teachers with bachelor's degrees account for 1/3, teachers with master's degrees are in the majority and teachers with doctoral degrees are relatively few. Until the end of 2016, teachers with master's degrees have been 50%, teachers with bachelor's degrees 39%, teachers with doctor's degrees 11% in Chifeng University. So the most important thing for us to do now is to improve teachers' educational background. The common way is to establish favorable policies and make great efforts to attract high-quality talents. But due to the influence of history, nature and geography, the economic, cultural and educational development of the ethnic minority areas lags behind other regions. It's difficult to recruit the high-level talents to suit their needs. Let's try another way. Cultivating high-level talents from in-service teachers in newly-built local universities. Follow the principle of combination of material rewards and spiritual incentives, try to provide them more learning opportunities and encourage them for advanced studies of masters and doctors.

4) *Knowledge Structure*: Teachers' knowledge is the prerequisite of carrying out education and teaching. Reasonable knowledge structure of teachers should be made up of the professional knowledge and knowledge of related fields. A qualified teacher must be with extensive knowledge, deep professional knowledge, pedagogical theory knowledge, psychological knowledge, relevant professional knowledge, excellent teaching skills and rich practical teaching experience. However, teachers who have grown up under "the exam

oriented education system" are short of educational theory knowledge, related professional knowledge and practical experience. Their knowledge, abilities, qualities are in an unbalanced development. It is difficult for them to guide students to interdisciplinary learning. With the development of economy, it is necessary for higher education to develop from the narrow professional education to the comprehensive quality education. From the current situation, teachers in newly-built local universities can not do well in training students' comprehensive qualities and innovative abilities. Measures must be taken to meet the situation. First, insisting on the basic requirements for new teachers and also inviting some well-known experts and successful businessmen as visiting professors. Secondly, establishing a system of teaching training, eg: encouraging teachers to go further study at home and abroad; providing teachers with more regular training and necessary examinations during summer and winter vacations. Thirdly, promoting cooperative teaching of professional teachers and relevant professional teachers. Fourthly, encouraging teachers to engage in scientific research activities and sending the excellent teachers abroad for cooperative research in order to get advanced foreign technology. Fifth, improving teachers' practical abilities. Encouraging teachers to practice in schools, companies, factories, hospitals, financial institutions, etc. so that they can be competent in later practical teaching.

5) *Learning-origin Structure*: Learning-origin structure refers to the distributions of the universities where all the teachers graduated in the teaching team, the majors they took and their educational levels. It reflects the academic diversity of teachers and indicates the innovative abilities of teachers. Actually in newly-built local universities, most of the teachers come from the same area, the same university. Their teaching methods, teaching styles and academic ideas are very close. This "homogenization" limits the academic space and vision of students. A diversified learning-origin structure should be established urgently in newly-built local universities. Multidisciplinary and multi-field knowledge mix together. Teachers with doctoral degree or master's degree graduated from the universities inside and outside the province or autonomous region, and high level overseas returnees are best needed. In this way, they can learn from each other, promote each other and improve the quality of teaching staff.

B. Building a Complete Training System

First, developing a comprehensive training program. Making a basic quality training for all teachers, and trying to let them understand educational goals, the orientation, characteristics and culture of their universities. Second, the training content should be diversified. There are not only basic quality training, but also teaching basic skills training, pre-job training, discipline knowledge training, technical training, professional skill training and so on. Third, the training methods should be targeted. Developing a personalized training plan according to each teacher's age, educational background, major and experience. Emphasis on pre-job training for

teachers who have just graduated from university; the training of basic skills and practical skills for young teachers; the promotion of academic qualifications and academic exchanges for middle-aged teachers. Fourth, establishing a strict training appraisal system to make a regular evaluation of teachers. Every teacher is required to have at least half a year's working experience in schools, companies, hospitals, factories, financial institutions, etc. every five years.

C. *Creating a Positive and Harmonious Atmosphere*

First of all, we should have "people-oriented" management ideas. It is a relationship of interdependence, mutual promotion and mutual development between universities and teachers, but not that of the relationship between managing and being managed. "Teacher-oriented" idea must be established in the construction of teaching staff. We'll put teachers in a first place and form a social moral of respecting teachers. Next, increasing investment to improve the teachers' living conditions and treatment. Increasing teaching allowances to prevent them from spending much time doing a part-time job. Offering teachers more housing subsidies to solve the housing problem. Increasing teaching and research awards to draw out their potentials and enthusiasm. Moreover, creating a favorable working environment. Organizing all kinds of sports activities, entertainment activities to increase the communication among teachers, establish a harmonious atmosphere and improve their cooperated consciousness. Strengthening the construction of campus culture to provide a good culture environment for teachers. It's helpful to form an active thinking ability and improve teachers' innovative abilities. Rich and colorful campus culture contributes to a perfect knowledge structure. The last, ethnic regions are underdeveloped in economy, culture and education. Books, materials and information resources, especially foreign materials are not enough. It is necessary to strengthen the construction of books, materials and information resources. We also need to provide a good teaching environment for teachers. With the development of science and technology, multimedia and communication technology have been greatly developed, all kinds of modern equipments should be widely used in newly-built local universities in ethnic regions.

IV. CONCLUSION

In a word, the first-rate education needs the first-rate faculty, and the enhancement of the faculty is the eternal theme in all universities, because enough high-quality teachers are the key factors to ensure the high-quality of university and the training of qualified graduates. But right now, the shortage of high-level teachers has become an important factor to limit the development of teaching quality in newly-built local universities in ethnic regions. So the construction of high-level teaching faculties is an urgent task for the reform and development of newly-built local universities in ethnic regions under the transferring and developing background. Only by improving the general quality of the teachers, can we provide the guarantee for the local economy, regional economic construction and social development.

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