

Path for the Reform of the Growth of Young Faculty at Private Colleges and Universities in the New Era

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Abstract: With the adjustment of the national economic structure and the continuous improvement of the level of automation and information, social development is in urgent need of applied talents with both knowledge and ability. As early as 2015, China's educational department and other departments have proposed guidance for the transformation of local general undergraduate colleges into application. At present, private education has entered a new stage of gradual transition from scale expansion and extension to quality improvement and connotation development. Due to the special nature of the teaching staff, the main force of the teaching is the young faculty. Their growth is directly related to the cultivation of high-quality applied undergraduate talents, which is related to the future development of private colleges. Focusing on the new requirements of the connotation development of private colleges and universities in the new era, this paper probes into the problems of the natural growth needs and professional growth of young faculty at private colleges and universities and puts forward the path of the growth of young faculty at private colleges and universities in the new era.

1. Introduction

At present, the structure and quality of higher education personnel training in China cannot meet the requirements of economic restructuring and industrial upgrading. In October of 2015, the Ministry of Education, the Ministry of Finance and other departments put forward *Guidance of Some Local Ordinary Undergraduate Universities to Change to Application-oriented*, and in 2017, the 19th National Congress Report pointed out to realize the connotative development of higher education, to support and regulate social forces to set up education^[1] and in 2018, the Ministry of Education also successively issued *Notice of the Ministry of Education on Strengthening the Implementation of the Spirit of the National Conference on Undergraduate Education in Higher Education in New Times* and *Opinions of the Ministry of Education on Building High-level Undergraduate Education to Improve Talents Cultivation Ability in an All-round Way* ([2018] No.2), both requiring faculty to be professional. Since young faculty in private colleges and universities are the main force, it is of great significance to study the growth of young faculty in private colleges and universities in the new era.

2. Problems Existing in Professional Growth of Young Faculty in Private Colleges and Universities

2.1 Low Practical Teaching Level of Young Faculty

At present, the practical teaching level of young faculty in private colleges and universities is relatively low. In practical courses, they still use the traditional teaching method or show teaching videos for students, which allows students to simply memorize the practical operation steps by recording. None of these teaching methods can enable students to acquire and master the professional skills of enterprise practice, nor can they adapt to the actual working environment of future enterprises.

2.2 Low Salary and Welfare Benefits of Young Faculty

In the salary system of private colleges and universities, post salary only accounts for a small part. Most part of the salary is performance salary, which depends entirely on the number of class hours which young faculty spend besides the heavy workload. The results are that some young faculty overload their work in order to increase their income, some young faculty have their income deducted because they cannot finish their work due to insufficient students, while some young faculty have just finished their workload and their income is correspondingly low. In addition, the welfare of private colleges and universities is not high, the "five social insurance and one housing fund" payment is incomplete or the base of payment is low, and other festival bonuses and material benefits are also missing. Such salary and welfare benefits cannot meet the basic needs of young faculty. Therefore, private colleges and universities should actively carry out the reform of salary and welfare system and adjust and improve the level of salary and welfare according to the actual needs of young faculty.

2.3 Limited Personal Growth of Young Faculty

Private colleges and universities are of a special nature, employing and managing young faculty mostly on a contract basis, resulting in limitations such as "restriction" and "prohibition" during their teaching. For example, if students obtain doctoral degrees, the files should be kept in colleges, and they should take full-time teaching and are not allowed to have classes in other colleges, etc. To some extent, these limitations hinder the progress of young faculty and restrict their free development. In private colleges and universities, due to the social status, educational concept, educational funds and educational mode as well as the insufficient experience, knowledge and qualifications of young faculty, they are greatly restricted in applying for topics, participating in social practice, further study and promotion of professional titles, etc^[2]. Therefore, private colleges and universities must pay attention to the development of young faculty, provide them with a broad development platform, and create conditions as much as possible to encourage their positive development.

2.4 Lack of Long-term Plans of Young Faculty

Young faculty have professional security and a sense of belonging in the process of growth, which requires employers to establish an effective employment mechanism, talent training mechanism and incentive mechanism to ensure. However, private colleges and universities do not pay attention to the training of young faculty due to personnel management concepts and economic benefits. Private colleges and universities are lack of investment in young faculty, and lack of long-term plans for the development of young faculty, which directly affects the growth of young faculty, causing them to have dissatisfaction in their work, affecting teaching results, and even not regarding themselves as members of private colleges and universities, thus losing their sense of belonging.

3 The Path of Reform of the Young Faculty Growth in Private Colleges and Universities

3.1 Promote the Practical Teaching Level of Young Faculty

3.1.1 Strengthen Practical Teaching Consciousness

The educational concept must abandon "emphasizing theory and neglecting practice" and must pay more attention to practical teaching. All the private colleges and universities learn the new education policy and education spirit, so that young faculty clearly realize the necessity and urgency of improving the practical teaching ability of young faculty under the background of the "new era". Young faculty should make clear the practical skills needed for teaching according to their own actual situation, combined with industry and major, constantly reflect on themselves, enhance practical teaching consciousness and comprehensively improve practical teaching ability.

3.1.2 Improve Practical Teaching Conditions

Due to the private nature, the conditions and funding for running private colleges and universities are limited to a certain extent, especially the relatively weak practical teaching conditions, which are far from the requirements of industries, which greatly limits the practical teaching level of young faculty and seriously affects the effect of practical teaching. Therefore, private colleges and universities must increase their investment in practical teaching conditions, actively build all kinds of training rooms in colleges around the needs of industries, and purchase advanced experiments, training equipment and instruments to ensure the smooth progress of practical teaching, ensure the teaching effect is not affected by objective conditions, and lay a good material foundation for better carrying out practical teaching.

3.1.3 Increase Practical Courses Proportion

The course system includes two parts: theoretical courses and practical courses. The former system has a large proportion of theoretical courses and a small proportion of practical courses. Under the new era, private colleges and universities should readjust course system according to the training goals of applied talents, reduce theoretical courses appropriately, and merge similar or overlapping courses. Increase the proportion of practical courses, strengthen practical teaching links and increase the hours of practical training. At the same time, young faculty should have a deep understanding of the impact of the "reform" on each course, increase the practical teaching hours of each course, reposition the course, and reset the course goals, requirements and contents. Such reconstruction and adjustment can meet the needs of "reform", cultivate and improve students' practical ability, and continuously adapt to the needs of modern enterprises.

3.1.4 Update Practical Teaching Methods

The connotative development of private colleges and universities in the new era requires young faculty to take improving students' practical ability and cultivating applied talents as teaching goals. Young faculty should be "student-oriented" and pay close attention to students' practical ability. Therefore, young faculty should change the traditional teaching method, use advanced educational technology and adopt teaching methods, such as MOOC, Micro-Course and Flipped Classroom to improve students' practical knowledge. Case study method, role-playing method, task-driven method, on-site teaching method and demonstration operation method can also be adopted. Diversified practical teaching methods can enable students to master more practical knowledge in class, improve practical operation ability and better adapt to future practical work^[3].

3.1.5 Strengthen the Temporary Job Training in Enterprises

Young faculty can take advantage of vacations or student internships to choose enterprises for temporary job training in local or the place of student internships. Enterprise temporary job training cannot only improve the professional skills of young faculty and actively improve the teaching effect of practical courses, but also enable young faculty to fully understand the current situation and prospect of industry development and the actual demand of enterprises for talents, which is very necessary for training applied talents.

3.1.6 Rebuild Evaluation Incentive Mechanism

Under the new era, young faculty of private colleges and universities must incorporate practical teaching ability into the evaluation system, and also into the professional title promotion evaluation system, actively encourage young faculty to obtain professional qualification certification related to industry and major, and reward young faculty with outstanding practical teaching ability or higher professional qualification in industry. Private colleges and universities inspire young faculty to continuously improve their practical teaching skills and level through these measures.

3.2 Improve Welfare Benefits for Young Faculty

3.2.1 Establish Reasonable Salary System

Private colleges and universities must pay attention to young faculty, talents and readjust the salary structure. On the basis of fully considering the needs of faculty, closely follow the salary level of the same industry in the market, and set post salary, performance salary, skill salary, service time salary, etc. To establish a relatively comprehensive and reasonable salary system based on the completion of a reasonable workload and linked with the position, professional title, educational background, teaching and scientific research achievements and teaching quality.

3.2.2 Establish Comprehensive and Diversified Welfare System

In order to arouse the enthusiasm of young faculty, the base and proportion of "five social insurance and one housing fund" should be appropriately increased, housing benefits to young faculty in urgent need of housing should be provided and domestic and foreign continuing education and training benefits to young faculty in need of progressive learning should be provided. At the same time, transportation subsidies, incentive travel, health checks and other benefits should also be provided to form a comprehensive and diverse welfare system.

3.3 Provide Good Platform and Social Environment for Young Faculty Growth

The young faculty growth in private colleges and universities are subject to many limitations, some of which are caused by the college system and some of which are by national policies. First of all, from the colleges, private colleges and universities should respect the free development of young faculty, create conditions and formulate relevant policies to encourage faculty to improve their education according to the natural law of talent growth^[4]; from promotion of professional titles, especially outstanding young faculty should be given a shortcut to break the restrictions of working experience and service time and encourage their rapid growth and development. For the management of young faculty' working hours and teaching and research tasks, a flexible working system should be adopted and target task management should be implemented^[5]; from learning and further study, conditions should be actively created for young faculty, increase investment in young faculty, encourage them to have more academic exchanges and further study visits with other universities, scientific research institutions, relevant enterprises, industry associations, etc., and build a good communication platform for the development of young faculty. Secondly, from the social level, the relevant departments of national education and education management departments at all levels of the society should actively introduce relevant policies which are conducive to the development of young faculty in private colleges and universities, set up a fund for the development of young faculty in private colleges and universities, and formulate corresponding incentive mechanisms to create a good social environment for the growth and development of young faculty in private colleges and universities.

3.4 Stimulate the Professional Autonomy Consciousness of Young Faculty

Young faculty of private colleges and universities have shown blindness and passivity in their teaching concepts and teaching methods and lack the awareness of professional growth independently due to long-term of being control. The young faculty growth does not only depend on society and colleges to create a good platform and environment, but also on their own continuous growth. If young faculty want to grow up, they must strengthen their professional autonomy consciousness, consciously and continuously carry out self-reflection, design and adjust their understanding and development of professional knowledge, and continuously enrich and perfect their professional quality. At the same time, managers of private colleges and universities should also organize young faculty to take part in internal and external teaching competitions, courseware competitions and innovation and entrepreneurship education competitions, so as to continuously stimulate young faculty' professional autonomy consciousness.

3.5 Formulate Long-term Growth Plan for Young Faculty

3.5.1 Plan Faculty Structure

Private colleges and universities should change the tradition of only paying attention to the faculty with long service time, formulate relevant policies to encourage them to actively promote the growth of young faculty, actively pass on experience, help young faculty to grow up as soon as possible, and make them adapt and integrate into the teaching work quickly.

3.5.2 Encourage Further Study of Young Faculty

Private colleges and universities should formulate continuing education and training plans for young faculty of different majors, taking five years as a cycle, fragmenting professional knowledge and then formulating training annual plans. At the same time, young faculty should be actively encouraged to visit and study at home and abroad in a planned way, so that they can continuously acquire advanced professional knowledge and theories, so as to enhance their mastery of professional knowledge, to enhance their professional self-confidence, and enable them to stand on their own development and college development for a longer time.

3.5.3 Clarify the Professional Growth Goals of Young Faculty

The professional growth goals of young faculty in the new era mainly include the following contents: first, young faculty should understand the latest cutting-edge information and major trends in their development and continuously broaden their horizons through learning and training to improve their professional level; second, young faculty should change the traditional teaching concept, closely focus on the training requirements of the country for applied talents, deeply understand its connotation, and enhance practical teaching consciousness; third, young faculty should deeply explore the laws of education and teaching, actively learn, communicate and discuss with senior faculty in other colleges and universities, timely summarize the experience of education and teaching in this major, actively develop and research new teaching methods and teaching means, and continuously improve teaching ability; fourth, young faculty should actively discuss with students various problems encountered in practical work and guide students to find the best path and solution based on real cases that occur in the process of students' practice, which cannot only improve students' ability to analyze and solve problems, but also continuously improve young faculty' practical teaching ability.

4. Conclusion

To sum up, based on the connotative development of private colleges and universities in the new era, this paper deeply focuses on the problems existing in the growth of young faculty in private colleges and universities, such as low practical teaching level, low salary and welfare benefits, limited personal growth, lack of long-term plans, etc., and puts forward some concrete paths, such as strengthening practical teaching awareness, improving practical teaching conditions, increasing the proportion of practical courses, updating practical teaching methods, strengthening temporary job exercise in enterprises, and rebuilding evaluation incentive mechanism. This paper also puts forward some paths, such as establishing a reasonable salary system and a comprehensive and diversified welfare system. The author suggests that young faculty should be respected and a good platform and social environment should be provided for their growth. Then this paper puts forward some paths, such as inspiring young faculty' professional autonomy consciousness and planning the teacher structure, encouraging young faculty to further study, and clarifying the professional growth goals and the long-term growth plan of young faculty.

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