

Research on the construction of teaching staff in private colleges and universities under the background of "double first class"

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Abstract. The construction of "Double First Class" opens a new journey of building a Powerful Country in Higher Education. As an important part of higher education, private colleges and universities also undertake the important mission of talent training. The construction level of the teaching staff of private colleges and universities directly affects the smooth implementation of the national "double first-class" construction. The number of private universities in Shandong ranks among the top in the country. Taking Shandong Province as an example, this paper conducts a research on the construction of the teaching staff of private universities from the aspects of the current situation, problems encountered, problem analysis and countermeasures of the teaching staff of private universities.

1 Introduction

In 2015, the State Council issued the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines", which directly affected the smooth implementation of the China "Double First-Class" construction. Private colleges and universities are also an important part of national higher education, and they also need to build first-class majors and first-class courses. This paper actively carries out research on the construction of teaching staff in private universities under the perspective of "double first-class". This paper objectively analyzes the challenges, opportunities and problems faced by the construction of teaching staff in private universities. This paper puts forward the construction strategies and suggestions for the construction of the teaching staff of private universities in a targeted manner, and the paper provides sufficient intellectual guarantee for the implementation of "double first-class" construction in private universities.

2 Analysis of the status quo of the construction of teaching staff in private universities

First, the faculty structure of private universities is unreasonable. The age structure is unreasonable. According to survey data, the age of teachers in public colleges is 30-55 years old, while the age of teachers in private colleges and universities is generally under 35. This

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shows that most private colleges recruit students who have just graduated from graduate students. The educational structure is unreasonable. Ninety percent of the teachers in private universities have a master's degree, and a relatively small proportion of doctoral degrees. In addition, the proportion of professional titles is not coordinated, and there are few senior professional titles. At present, most of the senior professional titles in private colleges are external teachers.

Secondly, the stability of teachers in private universities is low, and teachers are highly mobile. Teacher resignation occurs frequently in private colleges and universities, and the stability of teachers is insufficient. Most teachers in private colleges and universities use private colleges as a springboard. After working in private colleges and universities for a few years, they will jump to public colleges. The loss of full-time teachers has a greater impact on teaching and is a detrimental factor in teacher construction. There is a big gap between teachers in private schools and teachers in public schools in terms of staffing, social security mechanism, promotion of professional titles, wages and benefits, etc.

The overall level of teachers in private universities is low, private universities have fewer full-time teachers, and more graduate students. Their overall level is lower than that of doctoral students. As a result, most of the full-time teachers are not sufficiently focused on scientific research. Compared with teachers in public institutions of the same level, the level of scientific research is not enough. According to investigations and studies, most college teachers have heavy teaching tasks, with a large amount of class hours per academic year and a large number of teaching courses. Newly recruited young teachers still need to take up administrative duties, resulting in teachers not having time for teaching and scientific research.

3 Analysis of the influencing factors of the problems in the construction of the teaching staff of private universities

3.1 Policy influencing factors

The current national laws and regulations on the construction of private colleges and faculty are not perfect. Although the "Private Education Promotion Law" has been promulgated and private colleges and universities have also developed rapidly, due to the problems of the current educational operating mechanism, private colleges and their teachers still do not enjoy the fairness brought about by the policy to a certain extent.

The "Private Education Promotion Law" has clear provisions. Article 5 of it requires that "private teachers and public teachers have the same legal status." However, there are no clear requirements for teachers' salary standards, housing subsidies, social welfare, etc., and teachers' welfare treatments should be settled according to the specific conditions of the college.

3.2 Influencing factors at the level of private universities

Private colleges and universities do not pay enough attention to the construction of teaching staff. The founders of private colleges are more concerned about the enrollment and source of students, but not enough attention to the personal development of faculty and staff to some extent. Although most of the private colleges are private non-enterprise, they are basically profitable, and all school funding needs to be raised by themselves and cannot get government support. Therefore, the teachers' welfare treatment will be greatly discounted by the running scholars. The salary level and welfare treatment of teachers are lower than those of public institutions, and the teachers' own value is not fully recognized by the original.

3.3 Influencing factors at the teacher's own level

Policy makers in private colleges are more concerned about the enrollment of the school, not paying enough attention to the personal development of teachers, and paying low salaries to teachers. The work of teachers in teaching and management is more complicated, because the human management mechanism of private universities is not mature enough. The life pressure faced by teachers is more significant than that of teachers in public institutions. Teachers who have more time outside of work may take part-time jobs such as substitute classes, and spend less energy on teaching and research.

Most of the teachers in private colleges and universities are in a state of working with Cao Ying's heart in Han, and using private colleges as a springboard, it is difficult to ensure the stability of the faculty.

4 Strengthening the study of strategies for the construction of the teaching staff of private colleges and universities

4.1 Speed up the construction of relevant policies for private colleges and universities

In order to ensure the legalization and standardization of the construction of teachers in private colleges and universities, the construction of relevant national policies should speed up the pace. The state should increase the importance of private colleges and universities, and improve the recognition system for the status of private college teachers. Starting from the vital interests of private teachers, the basic rights and interests of teachers in private colleges and universities are protected. Local governments should take certain measures to ensure the legitimate rights and interests of private teachers, improve the social security system for teachers in private colleges and universities in light of local conditions, use inclusive policies to stabilize the faculty, and give teachers in private colleges a fair status and protection.

4.2 Private colleges and universities improve the teacher management mechanism

From the perspective of running scholars, attach importance to the development of school teachers. The school uses an advanced human resource management model to enhance the management mechanism of the faculty. The role of human resources and human subjective initiative provide the basis for the development of modern human resource management models. In private colleges and universities, caring for teachers' personal development needs is the focus of teacher management, and teachers' achievements in education and teaching should be respected. The school promotes the development of teachers' personal abilities and mobilizes teachers' enthusiasm for work. Hire outstanding professional leaders in professional fields and hire highly educated and qualified teachers to improve the overall level of the teaching team.

4.3 Teacher's own development

The teachers themselves establish the values and career views that are based on educating people. The working environment faced by teachers in private colleges is more difficult and complex. In a complex environment, they must strengthen their beliefs and clarify their tasks. Teachers should participate in the study of teacher ethics and style, clarify their teaching

status, build confidence, and continuously improve their overall quality. Teachers set their own goals, make plans, and maintain their enthusiasm for work. Continuously study and further study in the professional field, improve their professional skills, and lay the foundation for practical teaching. With the improvement of teachers' overall quality, the overall faculty will be stronger, which can also provide guarantee for the "double first-class" construction of colleges and universities.

5 Concluding remarks

Since the development of private higher education in Shandong Province, there are currently 42 private colleges and universities in Shandong Province, cultivating over 100,000 undergraduate and junior college talents for all sectors of society. This paper starts the research on the construction of the teaching staff of private universities from a macro level, and analyzes and studies the structure of teachers and students, the stability of teachers, and the overall level of teachers. This article starts the research on the construction of the teaching staff of private colleges and universities from multiple levels, and proposes corresponding strategies. The research in this article can enrich and improve the knowledge system in the field of teaching staff construction in private universities, and open up a new research framework for the study of teaching staff construction in private universities.

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