

Research on the Problems and Paths of the Construction of Teachers in Jiangxi Province's Colleges and Universities under the Background of "Double First-Class"

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[**Abstract**] The article analyzes in depth the opportunities, advantages, and main problems of the construction of the faculty of colleges and universities under the background of "double first-class", and finally puts forward a construction approach that is very practical.

[**Key words**] double first-class; university faculty; construction

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1 Introduction

In October 2015, the State Council issued the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines". The plan proposes to build a "world-class university" in China. Building a "double first-class" university in China is not only the current demand, but also an inevitable choice for the development of universities. However, many colleges and universities in China have both inherent advantages and huge challenges in accomplishing this goal. The lack of excellent teachers, the important educational resource, is a great disadvantage. Therefore, as a local university, the first problem to be solved in the construction of "double first-class" is to build an excellent faculty team.

2 External opportunities and internal advantages of the construction of the teaching staff of universities in Jiangxi Province under the background of "double first-class" construction

2.1 Through national policy guidelines, local universities usher in new changes

In 2015, the State Council issued the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines", which put forward five major tasks of "Double First-Class" construction. The construction of a first-class faculty ranks first, followed by the construction of faculty officially entering the national top-level design; in 2017, the country successively issued the "Implementation Measures for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines (Interim)" and the "Notice on Announcement of the List of World-Class Universities, First-Class Disciplinary Construction Universities and Construction Disciplines", marking the official implementation of the "Double First-Class" construction at the national level. As the foundation of higher education, colleges and universities need to make great efforts to promote the connotative development of universities in order to fulfill the major mission of the colleges and universities in our province to cultivate talents.

2.2 Through local program support, local colleges and universities gain new impetus

In May 2017, Jiangxi Province issued a specific implementation plan for promoting the construction of high-level universities and first-class disciplines. First-class majors: 400 million yuan will be invested within five years; superior majors: 2.2 million yuan per year for each major; characteristic majors: 1.2 million yuan per year.

The promulgation of the “Double First Class” construction plan in our province has provided greater policy support for the construction of a double first-class university. There is a good foundation for the quality and level of professional construction.

2.3 A good internal foundation for the quality of professional construction

Although the overall strength of higher education in our province is not strong enough, the advantages of universities in our province are obvious in the construction of first-class majors. On the one hand, five universities in our province, such as Nanchang University, University of Finance, Jiangxi Normal University, Nanchang Hangkong University, and East China Jiaotong University, are among the top 300 universities in China, and Jiangxi University of Science and Technology also ranks third place in private undergraduate colleges. On the other hand, according to Qiu Junping’s evaluation, we can know that among the more than 30 colleges and universities in our province, there are 110 four-star majors and 49 five-star majors; there are 11 five-star majors, and 3 five-star + majors. There are more than 28 majors with four stars or more in Jiangxi University of Finance and Economics. The province’s construction of first-class majors depends on high-quality majors in universities, such as Jiangxi University of Finance and Nanjing University. Therefore, in the construction of first-class majors in our province, colleges and universities currently have good conditions and inherent advantages.

3 Problems in the construction of the teaching staff of universities in Jiangxi Province under the background of “double first-class” construction

3.1 The competition for talent “grabbing” among universities is becoming increasingly fierce

At present, the breakthrough point in the construction of “double first-class” colleges and universities is in the competition for high-level talents. Domestic colleges and universities have also made new breakthroughs in concepts and incentive mechanisms when introducing talents. Zhejiang Province issued the “Action Program for Building a Strong Province with High-Level Talents” in 2017. Among them, it puts forward very meaningful measures, forming a more open, active and effective talent introduction system. The “Outline” further proposes to gather outstanding talents into the development of various undertakings, build a platform for the development of high-level talents with high standards and strict requirements, accelerate the construction of the number of high-level universities, accelerate the introduction of foreign high-end talents, and establish international integration. However, universities in the central and western regions, such as our local universities in Jiangxi Province, have very unbalanced educational resources compared with the eastern coastal cities. It is very difficult to introduce high-level talents. For example, in our provincial normal university, hundreds of thousands of research start-up funds have been given to the introduction of doctors every year. In addition, it is difficult to attract people with the arrangement of spouse work. It is even more difficult for us to attract a PhD in special disciplines such as music, sports and beauty. Applying year after year, but not being able to introduce them, which seriously affects the construction of the faculty, making it more and more difficult to make achievements in the development of our disciplines.

3.2 The teaching staff is weak and lacks innovative awareness

The foundation for achieving “double first-class” universities is still the strength of teachers. The high-end talents in universities in our province are still very scarce, especially in terms of academic leaders. This is the main reason why many disciplines cannot develop well. “A school without a master is very difficult to cultivate top-notch and outstanding talents.” At the same time, this has also created obstacles for teachers and students in most colleges and universities in our province in academic exchanges, and they are unable to develop innovative thinking well. Another manifestation of the weak faculty is the imbalance in the proportion of professors, associate

professors, lecturers and assistants in the title structure. The titles of professors in the top positions are very strict in the evaluation and last for a long period of time. It takes three years for teaching assistants to be evaluated for lecturers, five years for lecturers to be evaluated for associate professors, and five years for associate professors to be evaluated for professors. Among them, it takes about 2–3 years for each level not to be hired. It will take about 16–18 years for the professor to be evaluated smoothly along the way. In this way, the number of people with high-level titles is very small, while the number of teaching assistants and lecturers is large. The pyramid shape formed in this way is difficult to form the old and the young, and the teaching staff is relatively weak.

In addition, there are also deficiencies in teachers' thinking and consciousness innovation. In the entire faculty, there are some teachers whose ideas have not been updated. Although the school spares no effort in training and implanting new educational and teaching concepts such as OBE, classroom ideology and politics, flipped classrooms, etc., but some teachers are concerned about new things. The ability to accept is very limited. For example, during the pandemic, they encountered many obstacles when using Xuetong, Rain Classroom and other platforms for online teaching. They were unable to master the new technologies in these platforms and had to use the MOOC platform to improve themselves. The effect of this kind of teaching is obviously not as good as the teaching effect of the teacher's live broadcast. This will lead to a lack of overall synergy among college teachers. Many teachers' teaching content has not been updated in time, and teaching methods have not been innovated; young teachers have not acquired new experience and lack teaching experience. It takes several years for students to absorb the best and effective knowledge in each lesson. Time is constantly exploring; there are a very large part of teachers who cannot complement our teaching and scientific research. This has seriously led to the failure of teaching and scientific research in colleges and universities to become a single rope and disconnect. This is also a huge waste of scientific research results. The results are not supplemented by teaching. This is the weakest link in the teaching staff of our province and other provinces and cities, leading to a serious shortage of teachers in developing the teaching staff and cultivating talents.

3.3 Lack of management and low teacher efficiency

In the teacher management documents of colleges and universities in our province, there are three types of teachers: research-oriented teachers, teaching-oriented teachers, and teaching and research-oriented teachers. However, in the statistics of teaching and research every year, management loopholes are exposed. The three types of research-oriented teachers, teaching-oriented teachers, and teaching and research-oriented teachers are not distinguished, and there is a disconnect between the management of schools and departments. Research-oriented teachers, teaching-oriented teachers, and teaching and research-oriented teachers still have to attend classes and complete the workload and scientific research required by the school each year. To classify myself as a scientific research-oriented teacher, the school stipulates that the annual amount of scientific research must be completed, but a large number of class hours are still stipulated by the department. Everyone's energy is limited, which makes it difficult to cultivate courses and to innovate in subject development. The unscientific management of the faculty system is an important reason why the construction of various disciplines in our province's colleges and universities has "low efficiency of teachers and difficult development of scientific research".

3.4 Low level of scientific research and insufficient scientific research results

The colleges and universities in our province still have problems such as emphasizing education and neglecting scientific research, low level of scientific research, and lack of high-level results. It is mainly manifested in the following three aspects: (1) Funding for scientific research projects is insufficient, and the cost for publishing papers is relatively high. In addition, after the entire project is completed, you have to invest a lot of money.

However, the scores of these items in the evaluation of professional titles are not equal to their actual value, and the teaching workload in the evaluation of professional titles also accounts for a considerable proportion. Therefore, the enthusiasm of teachers for scientific research is low; (2) At present, universities and colleges generally do scientific research for their professional titles, and there is a serious lack of scientific research to explore the development connotation of the subject itself. The scientific research environment urgently needs to be improved; (3) For university teachers, it is very common to do scientific research separately. It is difficult to achieve something by fighting alone. This is one of the main reasons why our province's scientific research has been difficult to reach a high level. Without stable teamwork, it is difficult for scientific research to develop further in one direction.

4 Approaches to the construction of the faculty of universities in Jiangxi Province under the background of “double first-class” construction

The shortcomings of the construction of first-class universities in our province appear in the construction of the teaching staff. Striving to build a “high-quality, high-level” teacher team is the core development issue of the construction of “double first-class” universities in our province. Therefore, it is necessary to make further in-depth planning for the construction of the teaching staff.

4.1 Intensify the introduction of outstanding doctors, and add more doctors and in-service doctoral programs

The introduction of outstanding doctors to universities in our province requires further increase in wages and scientific research start-up funds to fully ensure that they can live at ease and concentrate on scientific research in universities in our province. In addition, a large number of graduate students are in urgent need of higher education qualifications. Unfortunately, doctoral programs are very scarce across the country, and the number of admissions per year is also very small; in addition, the enrollment of doctoral students in China is not as good as on-the-job masters. In enrollment, many people want to further improve their own scientific research level. Unfortunately, such resources are not currently open to teachers across the country. If universities in our province can open up policies to add more doctoral programs and on-the-job doctorates in various disciplines, it will provide a very effective way to improve the academic level of the faculty of universities in our province. With the improvement of academic qualifications, the overall scientific research literacy will also be improved, which will also activate the potential for academic development.

4.2 Build a “dual-teacher, dual-ability” teacher team

The school needs to actively organize existing teacher training, formulate training plans, and give each teacher the most practical and effective system training and improvement of subject professional knowledge, practical teaching ability, and scientific research ability. In the wave of “double first-rate”, one's own professional skills and practical teaching ability should be continuously improved.

4.3 Improve teacher's efficiency through effective management

Implementing the three types of teacher management systems for scientific research-oriented teachers, teaching-oriented teachers, and teaching and research-oriented teachers should not just be decorations. The teaching and scientific research of teachers in our province's college policies are linked to year-end performance rewards, but the actual relationship between the two is not very strong. There is little difference between the treatment of teachers with weaker scientific research and those with strong scientific research. Encourage competition and assign salaries to different levels according to their ability. Only by activating teachers' determination and trust in teaching and doing scientific research can they better manage the teaching staff of universities in our province.

Under the background of “double first-rate”, the construction of the teaching staff of colleges and universities in Jiangxi Province has good external opportunities and internal advantages, but there are still many difficulties that need to be solved urgently. Increasing the introduction of outstanding doctors, adding more doctors and on-the-job doctoral programs, building “dual-qualified, dual-capable” teacher team, effectively managing, and improving the efficiency of teachers will be the means for colleges and universities of our province to seize this development opportunity and make breakthroughs on the inevitable requirements of numerous difficulties.

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