

## Problems in University Teacher Management under New Background and Ways of Ecological Solutions

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**Abstract:** With the promulgation and advance of the “Double-First Class” initiative, the malpractice of traditional teacher management mode becomes increasingly prominent. The construction of “Double-First Class” has put forward new requirements for the management of teachers in universities, which calls for constructing new teacher management mode. Based on it, this paper has not only raised the idea of ecological management of teacher resource through combining the current problems and the requirements of “Double-First Class” construction, but also conducted specific analysis about it.

**Keywords:** Double-First Class construction; Teacher management; Ecological management.

### INTRODUCTION

According to the state council’s document “Overall Plan on Pushing Forward the World First-class Universities and the First-class Disciplines Construction (“Double-First Class”) and the document “Advancing Implementation Measures for the Construction of World-class Universities and First-class Disciplines (provisional)” published by three ministries such as the ministry of education, in September 2017, through the procedures of strict selection, identification and approval, the ministry of education, ministry of finance, national development and reform commission jointly issued the notice “on the list of world first-class universities and the first-class disciplines construction”, thus officially recognizing the list of world-class universities and disciplines.

“Double-First Class” construction will replace the traditional construction of “985” and “211” to become the significant issue of higher education development in our country in the future period. Which one will stand out? And which one will be incorporated into the next round of filtering list? Either those universities or disciplines that have been selected into the constructive list or those try to get into the list in the future are faced with new opportunities and challenges. According to the experience of developing world first class universities and disciplines, constructing the first-class teaching staff is the important cornerstone of the substantive effect of double-class policy. Therefore, it’s vital necessary to analyze the common problems in traditional teacher management and explore how to manage teacher resources under the “Double Tops” construction background.

### Common problems faced by traditional teacher management in universities

Nowadays, teacher resources in most universities of our country are managed in static one-way mode, which considers management as top-down hierarchical system. It holds that as long as superior management staff assign tasks based on school’s goals

and press the subordinate department to finish successfully, then the presupposed goal can be achieved. In actual management activities, teachers are at the end of management system, so they are controlled, arranged and managed subjects. There lacks corresponding communication between school administrators and university teachers, as a result, problems encountered in the process of task implementation also lack corresponding feedback. Therefore, there are many deficiencies in this management mode, which embodies the disadvantages in the following aspects.

### Backward in the management philosophy

The traditional personnel management put value upon things more than people and it emphasizes the goal of completing the task, according to which it organizes plans and adjusts the personnel work. The characteristic of this management philosophy is to highlight the importance of things and require the “human” to adapt to the needs of “things” under the existing framework. The management process is also simple. The manager quantifies the management tasks to the teachers, and then the teachers will be judged by detailed standards and specifications. Obviously, this

kind of management has ignored the feelings of the faculty and staff, causing the staff will not be able to work with real enthusiasm, therefore, it fails to improve the efficiency of management.

### **Ignorance of the specificity of the teaching profession**

Colleges and universities are the gathering places of knowledgeable teachers, experts and scholars and they are also the breeding and export bases for senior talents and research technologies. The group in colleges and universities has higher cultural accomplishment, knowledge level and ideological level, especially focusing on individual's honor, opinion and freedom. This requires colleges and universities should pay attention to the community characteristics in the management process. They are advocated to manage flexibly, establish and improve the flexible management mode of college teachers, as well as constructing high-quality faculty and scientific research team in order to comprehensively improve the quality of higher education. Therefore, it is difficult to arouse the enthusiasm of the faculty and staff by the traditional personnel management which weighs things and neglects the particularity of the university teachers.

### **The rigid concept of bring into talent**

Current higher education institutes hold the rigid concept of bring into talent. It focuses more on bring into talent while makes light of using them. With the higher and higher requirements of colleges and universities, most universities attach great importance to the introduction of talents. However, the concept of talent introduction lags behind. On the one hand, it shows the excessive emphasis on quantity rather than quality and on the other hand, it excessively attaches importance to the introduction on the establishment and neglects of flexible introduction. Besides, after introducing talents, often neglected, unable to take effective measures to increase their sense of belonging on emotion, leading to talented individuals' potential can't be released, so they choose to leave when just reaching the employment period.

### **Constraint of the flow withdrawal mechanism**

The flow withdrawal mechanism is not open and there is no competitive mechanism. Traditional personnel management attaches too much importance to then management on the establishment, while the fixed establishment makes some teachers develop the "iron rice bowl" mentality, causing them satisfied with the present situations. This goes against to arouse teachers' work enthusiasm, and also blocks the talent flow channel, making it difficult to bring into high-level personnel, of which further fails to form the virtuous circle of bring into talent.

### **Irrationality of the mechanism of assessment and promotion**

The irrationality of the mechanism of assessment and promotion makes it difficult to form a long-term incentive mechanism. Some schools' assessment mechanism is not scientific enough to guide faculty and staff in different positions to fully and actively engage in work. This is mainly reflected in several aspects: one is that the relationship between teachings, scientific research and social services can't be coordinated very well, and often we can just focus on part of them. For example, some schools emphasize more on research status, while teaching is not paid so much attention to when involving in professional titles promotion, causing many teachers with rich teaching experience are unable to get promoted in the long term. The second is that the performance distribution is unreasonable; as a result, it is difficult to achieve equal pay for equal work. For example, even though there is no obvious difference in the content of the work between the teachers outside the establishment and teachers in the establishment, the salary of the former teachers is much lower than that of latter. For another example, even if young teachers with lower professional title do the same work, they can't enjoy the same treatment with high title teachers. The uncoordinated treatment is harmful to encourage staff to compete at work.

### **The new requirements to teacher management put forward by "double-first class"**

Although there is no exact definition for what is a "double-first class", yet according to international common indexes for evaluation of universities and disciplines, "first-class academic team", "first-class scientific research", "first-class quality of students" and "first-class academic reputation" are often included. And among them, "first-class academic team" is the fundamental guarantee of other indicators to realize. Therefore, the construction of "double-first class" must overcome the defects of the traditional teaching management, and it also must consider the superb teacher management as powerful support to build first-class disciplines and first-class universities.

Firstly, it is important to establish a sense of human resource management on the strategic level. On the one hand, it's necessary to strengthen the top-level design of "talented personnel strategy", build up human resource management consciousness on the whole, and design personnel management strategy from the perspectives of material, spiritual and cultural. That is to say, we need to identify principle, scale, level and structure for the construction of talent team of different level and discipline with the help of systematic planning and science. And at practice, we also need to reasonably allocate, use, manage and develop human resources in order to realize complementary strategies of development between the human resources management and the school overall development, thus

improving the fit between the overall school development and staff individual development.

Secondly, we need to break constrained talent development ideas and institutional obstacles, liberate and enhance the vitality of the talent, and form the system of talent advantage of international competition so as to ensure the talent appropriately allocated. On the one hand, it's important to reform the talent introduction strategy, break rules and regulations of establishment and introduce flexible talent introduction system. On the other hand, the cultivation of teachers of the unit should be strengthened to improve the quality of staff. In addition, we should actively explore how to build smooth exit mechanism of talent flow. Colleges and universities should strictly evaluate employment term, reform promotion system, break post barriers, strengthen service and guidance, and explore the staff flow mechanism so as to lay a good foundation for the realization of the whole teachers' orderly flow.

Thirdly, it's necessary to establish scientific mechanism on performance evaluation and performance management. Scientific and efficient performance appraisal system is the key to improve the enthusiasm of teachers. "Double-First Class" construction requires the performance appraisal to pay special attention to the following two points. One is to conduct assessment on the basis of scientific classification. Scientific research results are an important indicator of "Double-First Class" construction, and the quality of students is also an important index of "Double-First Class". Therefore, the performance assessment cannot emphasize scientific research while make light of teaching. Of course, the other work of the school is the safeguard of scientific research and teaching, which also cannot be despised. It requires that the performance evaluation should be scientific and effective, so as to encourage all staff members voluntarily to participate in the work of the school, thus promoting the smooth progress of "Double-First Class" construction. The second point is to diversify incentive measures. Incentives should not only be limited to material factors such as salary and welfare, and they should also include target motivation, belief motivation, emotional stimulation and role model motivation to arouse the enthusiasm, initiative and creativity of teachers and students.

Fourthly, it's a necessity to adjust the relationship between management and staff to form joint forces to promote the development of the school's undertakings. Construction of "Double-First Class" needs all teachers, students and staff work hard together, which requires administrators to change their management ideas to take flexible management style of "people-oriented" through weakening the administrative hierarchy and altering management into service. To do logistical work well, we need not only focus on the actual work appeal of university teachers but also give them psychological and humanistic care. Understanding

psychological needs of staff gives us a chance to learn about individual characters to form cohesion, thus promoting the development of the school.

Fifthly, "Double-First Class" construction needs to establish a soft and hard environment that can bring a sense of belonging to teachers, especially high-level talents. Relying on first-class talents to create first-class performance is the key to "Double-First Class" construction. Therefore, it is especially important to manage high-level personnel and provide superior scientific research, teaching environment and atmosphere for them. On the one hand, we should build campus culture environment for academic staff, such as academic freedom environment, inclusive humanistic environment, democratic management idea, and humanized management. On the other hand, during the process of performance appraisal, the law of academic research and the professional attributes of teachers should be respected. Teachers' work belongs to the typical type of mental work, and the transformation of mental work into actual results requires a great deal of energy input and time accumulation. However, "Double-First Class" construction demands high-quality research results, which certainly needs longer, output cycle. Therefore, when conducting performance appraisal, teachers should be given a reasonable time to think, settle and innovate to ensure the output of high-quality products.

#### **Ecological approach to teacher management under the new background**

It's an inevitable requirement for the promotion of "Double-First Class" construction by mobilizing the enthusiasm of all faculty and staff to form synergy. Therefore, traditional personnel management-the linear management model-relying on university administrators to set specific goals, and then urging the subordinate departments to complete is out of time. Objectively, it aims to consider the whole school as an organic system, within which there exist a kind of Harmonious and interactive relationship between administrators and subordinates. It is a durable and effective new management mode that can fully guarantee the work going on. The teacher ecological management mode proposed in this paper can well adapt to this requirement. It applies some core concepts of ecology to teacher management, and can overcome the defects of traditional linear management, which is very consistent with the management philosophy of "Double-First Class" construction.

Firstly, this mode emphasizes the systemic nature of management. Ecological management regards the whole school management as an organic system composed of ecological subjects and ecological environment. The relationship between the elements in the system that is interrelated, interacted, independent and competitive. Therefore, the interaction between elements is mutual and non-linear. If the

“Double-First Class” construction wants make achievements, it should also follow this kind of thinking and pursue the overall effect of coordination and cooperation. Only when the administrators create comfortable teaching and scientific research atmosphere for the staff, the staff will actively cooperate with the management, invest into the work and effectively complete their tasks, so the whole system will operate well.

Secondly, it emphasizes to fully stimulate the active function of the subject. The teacher ecological management recognizes the teacher's dominant role and claims that the development of the school system is mainly driven by teachers. Therefore, administrators should aim to release the potential of teachers and gather collective intelligence to promote the development of the system. “Double-First Class” construction should adopt ecological management mode to develop teachers' potential by mobilizing teachers' enthusiasm, initiative and creativity. On the one hand, administrators should identify the teacher's dominant position and establish the consciousness of serving the teachers. On the other hand, the measures should be designed to show the humanistic care of colleges and universities' teachers. It emphasizes to respect teachers, and pay attention to the development of teachers' personality, their survival and living conditions. Only in the harmonious environment, teachers can voluntarily and fully devote themselves to the construction of the school.

Thirdly, it stresses the importance of the subject's living environment. Good ecological environment is the necessary condition for the vitality of subjects and the release of vitality. Under the background of “Double-First Class” construction, ecological teacher management demands to provide teachers with a high-quality living and working environment that can help them develop. A good living environment is the material guarantee for teachers' whole-hearted work. School management department needs to raise funds through various channels in order to provide welfare and timely provide material rewards for teachers' education and scientific research results. Only in this way, it can remove their worries and concentrate on work with energy. At the same time, the high-quality working environment is the driving force of teachers' high-quality output. The work environment mentioned here not only includes the necessary hardware facilities for teaching research, but also refers to comfortable academic atmosphere. To some extent, because of the characteristics of the teachers' team, the good academic atmosphere is more attractive than the salary. When feeling respect for their personal value, good teachers can always exert their special skills in a relaxed academic atmosphere by adjusting the individual value realization and the development of the school. Once forming the centripetal force and cohesion, “Double-First Class” construction can be

greatly promoted after releasing teachers' collective potential.

Fourthly, it advocates that the ecological subjects in the system realize the virtuous cycle through survival of the fittest. “Natural selection” and “survival of the fittest” are the laws of nature, which are fundamental to safeguarding the vitality of the ecosystem. “Double-First Class” construction also needs to follow the rules of the fittest, forcing teachers to turn pressure into motivation, thus struggling to promote the development of schools and disciplines. In order to achieve this, we need break the “iron rice bowl” in the actual teacher management, cancel the fixed establishment, and implement the whole staff appointment system. According to the performance in conducting period tasks to decide the futures of staff, it is able to guarantee the quality of on-the-job teachers by constantly screening. And making empty seats to recruit better teachers can help to realize continuous optimization of the teachers' team. Moreover, as long as it impels staff to flow benignly, teachers will be able to maintain active and continuous academic motivation, devote themselves to the teaching research, and make continuous achievements.

Fifthly, it acknowledges the differences of subjects and emphasizes the realization of individual value. The operation of the ecological management system depends on the contribution of each individual, and only each individual fully demonstrates his or her talents, the overall development of the system can be promoted. So, exerting each individual's function as best as possible is the basis of “Double-First Class” construction. However, recognizing individual differences is a prerequisite for motivating individual initiative. Everyone has his area of expertise. The management should be good at identifying the strengths and the quantity of the staff when arranging positions. Only care and respect for the faculty's personalized requirements and individual growth, the internal potential of every member can effectively be stimulated, thus encouraging them to work voluntarily and actively and giving full display of its own value. Finally, through constant breakthrough themselves, they can make better performance to meet the needs of “Double-First Class” construction.

Sixthly, it emphasizes the sustainable effects of management on the regular basis. Ecological management requires that the management activities in “Double-First Class” construction achieve twofold and lasting effects by respecting the law. However, in essence all activities revolving around “Double-First Class” construction is human oriented, which requests to carry out the management according to different people's psychological qualities. Ecological management follows the principle of people-centered and humanized. And according to the people's psychological and behavioristic rules, it inspires

people's inner potential, enthusiasm, initiative and creativity and then adopts optional ways to make people cheerfully and devotedly to work. In this way, it internalizes organization will into individual conscious action. So the staff will produce a kind of strong and lasting internalized force, which constantly urges them to accept regulations formulated by organization. Once they transform the organization will into their own conscious action, the staff will treat the school work as their own duty, thus promoting the construction of the school with the whole heart.

### **CONCLUSION**

In a word, "Double-First Class" construction is a long-time and challenging project, and it must rely on high-quality personnel to get promotion. Therefore, the core of the teaching management work is to introduce and train high quality talents, as well as fully use of them. In order to do this work well, it is an effective way to transform traditional linear teaching management thinking and promote the ecological teacher management.

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