

A Study on the Development of Teacher Management and Faculty Development in Higher Medical Education

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Abstract

Medical teachers are the main body of teaching quality in medical schools, and their enthusiasm, initiative and creativity have a bearing on the quality of their work. The future sustainable development of medical schools. Nowadays, the management of teachers and faculty construction in domestic medical colleges and universities are facing new requirements and tasks. Schools should adhere to the people-oriented concept, do a good job in the management of teachers, analyze the current situation of the medical teachers' team, and put forward corresponding solutions to the development of countermeasures.

Keywords

Faculty Management; Faculty Development; University Medical Education.

1. Introduction

As the pace of economic development continues to accelerate, the role of knowledge in the process of economic and social development continues to grow, actively contributing to capital accumulation and social progress. In the era of knowledge economy, the society has high demands on the education level, knowledge level and self-education of the nationals, which also marks the development of China's education career in the direction of popularisation, and requires the society to improve the conditions and environment for the nationals to receive education. The dissemination of knowledge requires a team of teachers as the main force, and teachers as the main body of knowledge dissemination, the only way to promote the long-term development of national education is to scientifically manage and build a team of teachers in higher education institutions. The management and construction of higher education teachers is closely related to the generation of students' innovative thinking and knowledge structure, and the management of teachers is also related to the future and destiny of higher education. Therefore, the management and construction of teachers in colleges and universities should be open and inclusive and people-oriented, fully follow the objective rules of teachers' growth and development and education, focus on improving the comprehensive quality of teachers, deepen the innovation of teachers' management, improve the construction of dual-teacher team, and build a new pattern in which teachers can display their talents and excellent teachers can continue to emerge.

2. The Current Situation of Teacher Management and Faculty Development in Universities

At the present stage, domestic universities have gradually built up a more stable faculty that is in line with their own characteristics. However, there is still a need to improve the overall number of teachers, their professional structure and their management.

In terms of the number of teachers, the number of full-time teachers accounts for less than 40% of the teaching staff, which is inconsistent with the current scale of operation and full-time university students, which means that the overall number of full-time teachers is low. In terms of age structure, the age structure of full-time teachers in universities also lacks reasonableness, with the number of young teachers under 30 years old accounting for approximately 60% of the total number of full-time teachers; the number of young and middle-aged teachers over 30 and under 45 years old accounting for approximately 25% of the total number of full-time teachers; the number of middle-aged and older teachers over 45 and under 60 years old accounting for approximately 15%; and the number of older teachers over 60 years old accounting for approximately 10%. The proportion of older teachers over 60 years of age is about 10%. There is a serious shortage of middle-aged teachers, who are the backbone of education, and the age structure of the teaching staff is not harmonised, and universities have not yet built up a sound and scientific teaching force. In terms of degrees and academic structure, the number of teachers with doctoral degrees is relatively low, and the number of master's degree holders is increasing year by year, but the proportion of highly educated full-time teachers is significantly lower[1].

Based on the management of teachers, some universities have recognized the importance of teacher team building in the process of changing the management system of teachers, however, there are still some provisions lacking rationality in the construction of teacher teams, and the competent institutions of universities are not clearly defined. At the same time, the institutional mechanism for teacher education and training, title assessment and evaluation of education quality has not yet been established. This problem seriously restricts the enthusiasm of teachers, and to a large extent, it can also bury excellent teachers, and even lead to the loss of excellent teachers, which makes it difficult for university students to receive better education, and adversely affects the quality and effectiveness of education.

Over-emphasis on the interests of the university has led to a decline in the status of the main body of teachers: universities rely on a strict system, emphasizing the control role of management, requiring teachers to implement the system to the letter, while ignoring the active participation of the main body of teachers, failing to achieve a consensus on the goals of the school, and failing to truly unite people. These factors lead to excessive pressure on young teachers who have not yet joined the school, and the failure to provide scientific guidance and establish career development plans for young teachers, which are not in line with their own expectations. If there is no positive guidance and improvement, some young teachers may choose to leave school to find another career. According to a survey, in nine universities, including Huazhong Agricultural University, 5,847 young teachers under the age of 35 who stayed or came to work in the university in the last decade of the 20th century had transferred out 2,242, accounting for 28.3%, and the wastage rate of individual schools was as high as 70%[2]. In the face of this situation, and in the context of a society that encourages the reasonable mobility of talents, schools should attract and retain the talents they need, so that they do not become a "mobility station" for talents. All this shows that when setting development goals, university administrators should let people related to the goals participate in setting goals, so that teachers can really feel that they are the masters of the school, make teachers realize that the development of the school is closely related to their personal interests,

reflect the participation of all staff, mobilize teachers' enthusiasm for the school, and play the main role of teachers.

There is an irrationality in the assessment and promotion of teachers' titles: universities are often restricted by "indicators" rather than by their ability to meet them, and the process of assessing titles is therefore full of contradictions and struggles. The lack of effective assessment methods for professors and administrators who have been assessed as associate professors, professors, masters and doctoral supervisors, or for administrative staff at intermediate and senior levels, has led to the reality that as long as someone is assessed, he can occupy the position for a long time and enjoy the treatment prescribed by the university. There are very few cases in the country where a professor or supervisor has been disqualified for failing to qualify, or for declining or languishing at the same level for a long time. Moreover, for many professors, after becoming famous, they tend to take up various positions and titles in the society, busy making money or building up a reputation, instead of concentrating on teaching and scientific research; for administrative staff, after being evaluated to intermediate or senior titles, no long-term assessment mechanism has been established, and they are often employed for life, taking up a fixed quota within the department.

In terms of job promotion, some universities fail to effectively implement competition for jobs, but instead pay attention to personal relationships or other, so that people with both virtues and talents are not promoted to suitable positions. In the long run, this has not only fostered an unhealthy culture of seeking benefits from favours and connections, but also dampened the motivation of talented teachers. In the management of teachers' resources, schools are similar to enterprises in terms of human resource management. An enterprise with a reasonable promotion mechanism and performance evaluation will not only have highly motivated staff, but also a strong team spirit[2]. A good working atmosphere, scientific and reasonable performance evaluation and a level playing field will give the enterprise the motivation to develop. At present, higher medical schools should learn from the successful experience of other universities, implement the "go out, invite in" talent development strategy, and establish a competitive talent development mechanism.

3. Countermeasures for the Development of University Teacher Management and Faculty Development

3.1. Clarify the Concept of Openness and Inclusiveness and People-Centredness

In this environment, the only way to meet the ever-increasing demands of society for higher education and to cultivate qualified talents with comprehensive and integrated development is to set up a highly qualified and professional teaching staff. The prerequisite for building a university teaching team that meets the needs of the times is to enhance the concept of people-oriented. This concept clearly requires universities to actively optimise and develop the quality of individual teachers, so that they are fully aware of the key value of the individual to the overall development of the university and strive to be responsible and ideal qualified teachers. At the same time, it also requires universities to focus on developing the individuality of the teaching staff and to enhance the creativity and motivation of teachers in order to make the teaching staff truly dynamic. In addition, if universities are to achieve long-term development, they need to establish an open philosophy of schooling and clearly accommodate all kinds of talents and different ideas.[3] Only by implementing freedom of thought and inclusiveness can universities have the motivation to develop sustainably.

First of all, openness, tolerance and people-orientation are manifested in the provision of relatively free space for education and scientific research for the university teaching staff. Teachers in higher education generally come from different disciplines, and there are differences in their professions and backgrounds, and the objective rules of education and

scientific research of each profession are also different. In addition, individual teachers generally have different personalities, pursuits and interests. Universities should respect the diversity of their teaching staff, encourage teachers to develop their own strengths in education and research, provide a wide space for all teachers to develop, support and encourage teachers to research topics of interest, and create a free and relaxed environment for teachers to carry out their work, so that teachers can truly become individuals with independent personalities and academic pursuits. By academic pursuit, we mean that teachers have the right to engage in research in their own field of expertise as permitted by national law. Teachers with academic pursuit should have a critical consciousness, be able to identify and solve practical problems, and be independent in their innovation and thinking. Independence means that teachers are subjective, independent, creative and autonomous, and are not overly dependent on external authority or real power. Teachers with independent personality have the awareness and ability to make independent judgments in the constant search for truth and the pursuit of ancient cities, and they also have the ability to be independent in the management of university education.[4] Secondly, the concept of openness, inclusiveness and people-orientedness is also presented in the supply of comprehensive support for the development of the faculty. The development and growth of teacher teams requires a broad platform provided by universities. In order to strengthen the professional capacity of teachers, universities should organise diversified training activities, implement educational research and guidance, and promote educational innovation and reform. At the same time, it is important to deepen the construction of faculty teaching and research offices, to build a sound system of mentoring and support, and to implement professional training at the educational level and comprehensive guidance on scientific research for new teachers and young teachers, so as to cultivate more talented people for universities.

3.2. Strengthen Teacher Management and Innovate Evaluation Mechanisms

As the first resource, the construction of a teacher team with high professional level and strong comprehensive quality is closely related to a reasonable and scientific management system and evaluation mechanism. First of all, to build a flexible and efficient incentive system. Many universities in the United States have implemented a promotion-or-go system, the fundamental principle of which is that individual teachers must complete the assessment tasks set by the university within a set period, and if they fail to do so, they will be deprived of the qualification to stay in the university. Nowadays, many universities in China have borrowed from this system and have developed it into a flexible transfer system, whereby if teachers recruited by the university do not complete the required research and educational tasks, they can choose to continue their careers in administrative and teaching support positions [5]. These systems are based on the principle of the elimination of the best and the worst, and have a positive impact on the creativity, motivation and initiative of the teaching staff. Secondly, a reasonable and scientific evaluation mechanism should be established. Universities can evaluate teachers on the basis of their virtues, energy, motivation and practice. Moral conduct focuses on teacher ethics, energy on professionalism and competence, motivation on attitude and practice on educational performance and effectiveness. The university should build a reasonable and scientific evaluation mechanism for the faculty in accordance with the laws of education and research. The development of individual teachers must be taken into account, both at the level of basic research and at the level of technological development and applied research. Quantitative and qualitative evaluations should be integrated into the development of evaluation criteria to promote the sustainable development of teacher management and faculty development.

Following the laws of education and teaching, the key factors affecting the quality of education and teaching are selected and measured as evaluation indicators, in line with the requirements

of the state and society for the quality and training objectives of medical students. There are many factors that affect the quality of education and teaching, and it is impossible to cover all of them, but they should mainly consist of a group of factors related to teachers' teaching quality, teaching objectives, teaching contents, teaching methods and teaching effects. The quality of teaching is influenced by all these factors, which interact with each other. Therefore, it is feasible to use a combination of all factors to evaluate the quality of teachers' teaching, which is also in line with the law of teaching. The purpose of evaluation is to ensure the quality of teaching and learning. If it is only used to assess the merits of teachers' teaching, teachers will inevitably use the terms of evaluation to guide their own teaching behaviour, resulting in one model for everyone and one standard for everyone, which is not conducive to encouraging different teacher styles and developing students' ability to understand multiple perspectives. The evaluation index system should avoid this negative effect by giving more weight to teaching objectives, effectiveness and student development, in addition to the basic requirements, in order to provide the right guidance. Classroom teaching evaluation is a means of monitoring the quality of teaching, with the aim of "promoting construction by evaluation, promoting reform by evaluation, combining evaluation and construction, and focusing on construction", with the emphasis on helping teachers to improve their teaching. By comparing self-evaluation with the evaluation of peers, experts and students, teachers can truly feel the gap between their subjective efforts and objective results, so that they can adjust their knowledge structure and ability level and take targeted improvement measures. For this reason, it is important that the evaluation form is completed by experts and students in order to reflect the real situation and to make a correct analysis and evaluation. It is worth examining the reliability or consistency of student evaluations of teachers in order to ensure that the number of students participating in the evaluation is at least 50% of the total number of students in the class. Indicators are a concrete principle of evaluation, and the more specific they are, the easier they are to apply. Practice has shown that the more specific and observable the content, the less subjective it is; the more objective it is, the less evaluation error and the more valid it is. Therefore, when formulating and refining specific indicators, it is important to make them clear, concise, simple and operational. The quantitative evaluation results are easy to process, which helps to improve the accuracy of the evaluation and to distinguish the levels. However, due to the complexity of teaching activities, some elements cannot be quantified, and these elements have a great impact on the teaching process, so it is not accurate or even one-sided to rely solely on quantitative evaluation. Therefore, when designing the evaluation index system, there should be both a quantitative part of objective single choice and a subjective qualitative part of content, so as to enhance the scientific and objective evaluation, and improve the validity of the assessment.

3.3. Introduce Senior Talents and Improve the Dual-teacher Team

On the one hand, the spirit of the policy is clear, and with the help of a one-issue system, senior talents in various fields are introduced across the board. As a scarce talent, senior talent is a key force in the implementation of talent strengthening universities, and various regions have introduced many policies for the introduction of senior talent. As the main training ground for national talent, institutions of higher education must keep up with the times and actively study government policies on the introduction of senior talent and put them into practice. For the scarce senior talents with profound academic attainments, accurate grasp of professional and discipline development direction, strong professional level, innovation awareness and innovation ability, universities can solve the realistic problems based on the actual demands of individuals, such as the senior talents entering the establishment, other family members settling down, housing, children's schooling and financial support for scientific research through a one-off discussion and contact mechanism with university leaders. The university has also been able to provide a mechanism for the management of the university to contact

individuals based on their actual needs. On the other hand, the trinity of government, school and enterprise, and the combination of industry and education, will improve the construction of double-teacher team in universities. Along with the rapid development of society, the speed of updating products produced by enterprises is accelerating, and the investment cost of recruiting and retaining talents and project research and development is also increasing. At the same time, it is common for Chinese universities to employ teachers in the group of fresh graduates from universities. These teachers are relatively slow in updating their knowledge content, lack practical experience and are out of touch with professional needs. Based on this, government departments can play their leading role to build a platform for cooperation between universities and enterprises, introduce corresponding policies, point out the development direction for school-enterprise cooperation, put forward clear requirements for both schools and enterprises, provide convenience and reduce costs for school-enterprise cooperation, so as to effectively promote the combination of industry and education. The university supplies the enterprise with human resources, promoting cost reduction, project research and development, staff training, etc., while the enterprise provides the university with the convenience of organising the faculty team into the production workshop of the enterprise, with the help of equipment resources, fully familiar with the production process of the industry field, mastering the frontier technology of industry development, etc. In the long run, enterprise engineers can come to school to give lectures, and university teachers can enter enterprise workshops to carry out production activities, and the university double teacher team can achieve development and growth in this process.

4. Conclusion

As mentioned above, teachers play an irreplaceable role in the development of higher education institutions as a key driving force in the development of education and research. However, some institutions of higher education have not yet clearly understood the importance of teacher management and teacher team building to their own development, coupled with their own teacher management system is not perfect, resulting in the quality and efficiency of teacher management in colleges and universities straight down. In this regard, universities should clarify the concept of openness and tolerance and people-oriented, strengthen teacher management, innovate the evaluation mechanism, introduce senior talents, improve the dual-teacher team, and improve the quality and level of teacher management, so as to lay a solid foundation for the overall development of universities.

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