

Innovation of University Teaching Faculty Management Mode

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Received: September 6, 2015

Accepted: November 2, 2015

Online Published: December 17, 2015

doi:10.5430/wje.v5n6p91

URL: <http://dx.doi.org/10.5430/wje.v5n6p91>

Abstract

With the deepening of university reform in China, the traditional teaching faculty management mode has been exposed more and more defects. To make innovation of the university teaching faculty management mode becomes the voice of the times. Universities should conduct careful research on this issue in the development. Starting from the shortcomings of existing university teaching faculty management mode, this article makes a thorough analysis on the new problems in front of China's university teaching faculty management and proposes new paths for university teaching faculty management mode from several aspects, such as the optimization of management mode, the human-oriented management, the humanism-oriented management, and the introduction of flexible management mode.

Keywords: *University; Teaching faculty management mode; Innovation*

In recent years, as China's higher education has gradually achieved the transformation from a planned economy to a market economy, universities have more and more independent spaces in development, which drives China's higher education to enter a brand-new historical development stage. Under the new circumstances, universities face both chances and challenges in development. How to make best use of self advantageous resources to adapt to the market and the tendency of higher education development is one of practical issues for universities to handle with. The teaching faculty is the core of university resources. In the process of building a harmonious society, to reform the university teaching faculty management mode, establish and exercise the "teacher-oriented" teaching code, and improve university's core competitiveness through optimizing the teaching faculty has become an inevitable need for the development of the age. It is also the key for enhance the motives for university development.

1. The Disadvantages of Traditional University Teaching Faculty Management Mode

In China, the university teaching faculty management mode has experienced a long course of development. In recent years, although quite a lot of universities have adopted a series of measures, the disadvantages of the traditional management mode have not been thoroughly excluded. Problems become more prominent.

1.1 The Lagged-behind Ideology of University Teaching Faculty Management

Ideology is the precursor of action. The lagged-behind management ideology is the root cause of problems in China's university teaching faculty management. According to observations on the daily work, China's university teaching faculty management has mainly focused on "fairs" for a long period, regarding "manpower" as costs, emphasizing too much on costs control. The purpose of management methods and measures is to realize the maximum output at lowest costs. How to reduce the costs of teaching faculty management has been taken as the "most critical" task in many universities. During the age of planned economy, the ideology of regarding manpower as costs has exerted its positive effects on the building of university teaching faculty. However, with the progresses of the times, especially the deepening of market economy, this lagged-behind management ideology has triggered a series of problems. Under this management ideology, the assessment indicators are too simple because it does not consider the special traits of teachers' labor. It does not include teachers' practices, qualities, and morals, and other critical factors into the assessment system. In addition, this management ideology emphasizes too much on the stability of teaching faculty. The elimination mechanism is useless. It does not approve the normal flows of teaching faculty. Therefore, the traditional university teaching faculty management mode has aroused more and more questions.

1.2 The Stubbornness of University Teaching Faculty Management System

The management system is the specific manifestation of the concept of management. In Chinese universities, there are many problems in the teaching faculty management system. After the reform and opening, China's higher education has gradually recovered and entered a normal development. Under the influences of western scientific management philosophy, the traditional "science-oriented" management ideology has been replaced with "material-centered" management ideology gradually, which has made China's university teaching faculty management more standard and scientific. At this stage, the quantitative university teaching faculty management has replaced the previous extensive management. It has set up definite quantitative and qualitative requirements for teachers' promotion and evaluation. The introduction of these definite indicators has significantly improved the scientific degree of university teaching faculty management. The management efficiency is significantly better than the previous experience management. However, with the deepening of higher education reform, the "material-centered" management ideology has lagged behind the modern development needs. This management mode was designed originally for common labors (mostly manual workers) in modern corporate management, which is not appropriate for the assessment on intellectual workers. Plus, under the influences of collectivism, university teaching faculty management tends to be more administrative. It usually imposes the tough management with many "rules and regulations" to enhance the execution of management right, without reflecting the "human-oriented" ideology of management, neglecting the psychological needs of teachers for existence and development.

1.3 Single Method for University Teaching Faculty Management

For a long period, the university teaching faculty management has emphasized too much on managing, controlling, and restraining the teaching faculty in China. Approaches are mechanic and simple, disobeying the harmonious ideology of social development. Compared with the matured teaching faculty management system in western countries, China's university management is lagging behind in general. No matter what it is management ideology, management mode, or management approach, there is a significant distance between China and European and American countries. Due to the impacts and restraints of lots of factors, China's university teaching faculty management has not been released from the planned economy completely. The "teacher-oriented" ideology has not been carried out effectively. The weak awareness of serving teachers directly causes the poor initiatives of teachers for teaching.

2. Feasibility Analysis of Combining Human Resource Management Mode and University Teaching Faculty Management

The concept of human resource was originally proposed by the management master Peter Drucker in his book "Management and Practice", published in 1954. According to the original definition, human resource is the most productive, useful, and prolific resource, which is capable of coordination, integration, judgment and imagination. It is the biggest difference between human resource and other resources. Human resource has absolute autonomy over the work. The nature of human resource is the sub of various abilities, including human knowledge, skills, and strengths.

Since the emergence of theory of human resource, it has quickly become the hot focus of business management and the focus of theoretical research. It provides theoretical basis for enterprises developing human resources, creating core competitiveness, and realizing the general strategic objectives. The fundamental purpose is to ensure the organization's needs for human resources, using human resource management to improve the management of other resources, and maximizing the potentials of human beings. As for the university teaching faculty management, one of essential reasons for the existence of problems is the lagged-behind management mode. To optimize the university teaching staff management mode and build a proper mode at the times is an inevitable choice for enhancing the efficiency and quality of university teaching faculty management, as well as an irreplaceable approach for the innovation of the traditional management mode. At present, China is still deepening the market economy. Modernized human resource management mode is the right personnel management mode for market economy. Compared with traditional personnel management mode, modern human resource management theory has more significant advantages no matter what it concerns management ideology, mode, and methods. Introducing the modern human resource management theory to the innovation of university teaching faculty management mode is quite necessary for maximizing human potentials, developing and managing internal and external human resources to the great degree. The human resource management in universities usually deals with the relationship between university teaching faculty management sectors and teaching faculty.

2.1 The Introduction of Human Resource Management Mode is in Accord with the Changes of University Functions

As for the research on higher education theories, the issue of university responsibilities and functions has always been the focus of theoretical research. A debate on this subject has never stopped along with the deepening reform of higher education system. Responsibility and function are two different concepts. They have certain connections and interactions. Functions are followed by responsibilities. Functions have experienced dynamic changes along with social development. In the Middle Ages, the function of university was teaching, which was the characteristic of a university. The function of scientific research had not been approved. However, along with development of the times, the country, as a new element, has blended into the university. Consequently, scientific research has become an important component of university functions. Currently, universities are responsible for cultivating high-quality talents for the society and promoting social development and progress. Not only they bear the function of teaching, but also they bear the function of conducting scientific research and serving the society. Those are the three functions of universities widely recognized by society. Today, universities must emphasize both teaching and scientific research and should not neglect any of them. Meanwhile, universities should focus on cultivating qualified graduates according to social demands and relevant changes, which is the bounded responsibility of universities, reflecting the universities' function of serving the society. Under the new circumstances and requirements, universities should focus on three aspects, i.e. teaching, scientific research, and social service. Accordingly, the introduction of modern human resource management theory is an inevitable choice for reforming the teacher-oriented function of university and teachers.

2.2 The Introduction of Human Resource Management Mode is Conductive to Settle the Professional Conflicts in Front of University Teachers

Changes of university functions and responsibilities raise higher requirements for university teachers. University teaching faculty, as the most important resource ensuring university teachers' teaching efficiency and quality, plays an irreplaceable role in promoting the development of universities. However, under the new circumstances, university teachers have changing responsibilities, which is due to the changes of university functions and responsibilities. University teachers, as important roles in university, will bear changing functions and responsibilities along with the changes of universities. Traditionally, university teachers need only do a good job of teaching their expertise, and do not need to focus on scientific research or social services and other functions. Nowadays, university teachers should not only do a good job of teaching, but also be capable of conducting scientific research and serving the society, as well as coordinating the relationship among teaching, scientific research, and social services, achieving the coordinative development and integrated progresses. Obviously, achieving the coordinative development of three tasks is far different from focusing on only teaching with limited time and energy. How to coordinate the three tasks and avoid contradictions and conflicts is one of problems bothering the university teaching faculty management under the new circumstances. The traditional university teaching faculty management mode, due to the lack of conflict-settling mechanism, is incapable of balancing the teaching, scientific research, and social services, which leads to more prominent contradictions. In this situation, it is necessary to introduce the modern human resource management mode to university teaching faculty management, solving the contradictions mentioned above through the conflict-settling mechanism of modern management theory.

3. Innovations for University Teaching Faculty Management Mode

It is common that there are some problems in university teaching faculty management. Only by recognizing these problems and taking effective actions, reforming the university teaching faculty management mode, and improving the efficiency of teaching faculty management, can it serve and assist the university reform.

3.1 Update the Management Ideology and Realize the People-Oriented Management

The people-oriented management emphasizes on the people as the core, fully motivating people's innovation and initiatives. For university teaching faculty management, it is necessary to establish the basic "teacher-oriented" principle. On the basis of people-oriented ideology and flexible management approaches, universities can build a strong platform for teachers exerting their effects, realizing the group effect of human resource completely.

Universities should try to understand teachers' thoughts and goals and develop effective ways to associate universities' targets with teachers' personal goals, achieving the harmony the two of them. By this way, university teachers can take the targets of universities as their personal goals in work. Universities can publicize the idea of "be proud of the university" among university teachers and encourage them to fulfill their life with enthusiasm and initiatives, creating good conditions for teachers positively dedicating themselves to the development of universities.

In addition, universities can popularize the philosophy of “respecting teacher and teaching” and try all means to satisfy teachers’ reasonable needs. In the people-oriented management principle, “discovery” is an important element. Discover teachers’ advantages and disadvantages and provide scientific guidance for their specialties and advantages. Ensure teachers full rights and respect in their work and give positive incentives and affirmation to teachers have done outstanding contributions. Besides, universities should encourage teachers to continue the learning and provide learning chances for them. As universities build a sense of “owners of universities” among teachers, universities can mobilize their creativity and initiatives. As a result, teachers strive for personal goals and universities’ targets at the same time.

3.2 Use the Human Resource Management Theory to Optimize the University Teaching Faculty Management Mode

Human resource management theory is a modern management concept and method originally emerged and developed in western countries. It emphasizes on the institutionalization of management to promote the comprehensive development of people, and improve employees’ enthusiasm, initiatives, and creativity. For a long time, in China the university teaching faculty management is university-oriented, neglecting the cultivation of teachers’ enthusiasm and the needs of teachers.

To establish the teaching faculty management mechanism under the human resource management mode is an important approach to improve the efficiency of university teaching faculty management, because it can satisfy teachers’ needs for existence, development, and self fulfillment to the most degree, including the management and development of teaching faculty, the hard management and soft management of teaching faculty, physical management and spiritual management, etc. Starting from the practical conditions of current university teaching faculty, universities should take full consideration of differences of teachers concerning the levels and types. University must follow the objective and just principle and the basic code of seeking for the truth, optimize the existing performance evaluation system, combine the quantitative evaluation and qualitative evaluation together, and ensure the scientific and timely evaluation of performances. Meanwhile, universities should pay attention to the recruitment of new teachers, as well as the trainings, optimizing the teaching resources. Break up the life-long contract for teachers and sustain a reasonable flow of teaching staff, which will help to achieve the optimization of teaching faculty. Universities must especially emphasize on training and cultivating teachers. Especially for young teachers, universities must provide opportunities for them and help them to grow, which will trigger the potentials of young teachers and improve the cohesion of the entire teaching faculty.

3.3 Apply the Flexible Management and Achieve the Management Objectives

With the changes of educational environment, the traditional university teaching faculty management mode is incapable of adapting to the higher education reform due to its rigid management through rational analysis and institutional constraints. The flexible management offers an effective way for the innovation of university teaching faculty management mode.

The so-called flexible management is to change individuals’ understandings to management system in a subtle non-mandatory way in order to improve individuals’ enthusiasm and initiatives and achieve the modern management, in which the previous management based on organizational wills is replaced with the management based on individuals’ conscious actions. The significant difference between the flexible management and the traditional management is that the former emphasizes on digging out the individuals’ internal potentials. The flexible management pays more attention to triggering employees’ inner initiatives and creativity. The flexible management process is based on the consideration of employees’ entire psychological process. The flexible management is quite different from the previous rigid management which enhances the institutional management. The flexible management advocates the enhancement of employees’ understanding and internalization of management institutions, improving employees’ recognition to regulations and institutions, achieving the result of self-discipline, and turning the organizational objectives that used to imposed on employees into employees’ self-conscious behavior. In university teaching faculty management, universities should replace the previous rigid management with the flexible management, internalizing the teaching faculty management system into teachers’ self-conscious behaviors, and ensuring the replacement of universities’ target management by teachers’ self-conscious actions. By this way, it can stimulate teachers’ motivation and improve the inner driving forces, which will help to achieve the objectives of university management accordingly.

3.4 Emphasize on Human Care and Realize the Humanism Management

Human care concerns the comprehensive development of human being. It emphasizes on the care for people’s personal life and the respect for individual personality, including the care for life, humanism, spirits, emotions, and

morals, and many other aspects. University teachers are intellectuals. According to Maslow's hierarchy of needs, they need more spiritual care rather than physical care. Intellectuals are characterized by self-realization of values, personal development, and self fulfillment. Therefore, to reform the ideology of university teaching faculty management and improve the awareness of serving spirit is essential. That is an important reflection of "human-oriented" principle. Universities should follow the "teacher-oriented" principle when engaged in various work, caring teachers, respecting teachers, and ensuring that everyone exerts his or her effects completely. Human care should penetrate each part of the teaching faculty management and make sure that all teachers benefit from universities' cares and respects. Consequently, it will realize the humanism management.

All these measures mentioned above are important for optimizing the university teaching faculty management and reforming the previous management mode when confronted with new circumstances and new problems. Currently, the disadvantages of traditional university teaching faculty management are increasingly obvious in China. It is an inevitable choice for universities reforming the teaching faculty management mode, which is also an important component of university reform. Only by continuously updating the teaching faculty management mode and improving the efficiency and quality of teaching faculty management, can it promote the integration of universities and the times, to achieve the development of universities by leaps and bounds in a new environment.

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