

Reforming Faculty Construction in Applied-Oriented Undergraduate Institutions

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Abstract: *As the primary base for talent cultivation, undergraduate institutions face an urgent need to redefine their strategic orientation, specify educational objectives, and develop a high-caliber faculty amid ongoing educational reforms in the new era. While a robust teaching staff is critical for enhancing instructional quality and talent development outcomes, several prominent issues persist in current faculty construction, hindering institutional reform and advancement. Grounded in the requirements for applied undergraduate faculty development, this paper systematically examines existing challenges and offers targeted reflections for improvement.*

Keywords: Undergraduate universities; Faculty development; Applied talent cultivation; Educational reform; Problems and countermeasures.

1. INTRODUCTION

At present, China is in an important stage of transformation and is developing rapidly. Against this backdrop, the reform of the education system is constantly deepening, and higher requirements are being put forward for undergraduate universities. It is pointed out that undergraduate universities should actively transform towards an application-oriented direction. So far, both government departments and education departments have proposed many plans for the transformation of applied undergraduate universities, increasing efforts to promote transformation and gradually transforming traditional educational ideas into a service-oriented approach to economic and social development. At the same time, the mode of education has also undergone significant changes, with more and more universities cooperating with enterprises and actively carrying out education models that integrate industry and education. The traditional theory based education model has been transformed into an education model that combines theory and practice, thereby cultivating more applied talents. In addition, the goal of talent cultivation has also changed, mainly aiming to cultivate entrepreneurial and employment oriented talents. As for the faculty of undergraduate universities, their role is becoming increasingly evident, not only reflecting the strength of various disciplines in universities, but also reflecting the level of education in undergraduate universities, which is related to the quality of teaching in talent cultivation. Therefore, actively building a faculty team is of great significance to the development of universities. However, some universities have not fully understood the importance of cultivating technical and applied talents, and their educational philosophy still focuses on cultivating research-oriented and academic talents. This has resulted in a teaching staff that cannot meet the needs of current social development, lacks innovation, and cannot meet the requirements of applied undergraduate universities. In terms of talent cultivation, they are also inadequate, ultimately leading to a dilemma for students after graduation. Based on this, in the process of transformation and development of applied universities, attention should be paid to the rational construction of the teaching staff.

2. ACCELERATE THE TRANSFORMATION OF THE TEACHING STAFF TO MEET THE REQUIREMENTS OF APPLICATION-ORIENTED TEACHING

2.1 High quality requirements for the teaching staff in the context of the new era

At present, the development of education in China is booming and has made significant progress. The biggest challenge in the development of higher education in China is to move towards a more connotative approach. With the reform of the education industry, many universities have also responded to the needs of the times and reflected their own value in the reform, joining the ranks of reform. In this process, the construction of the teaching staff in universities is an important stage and a necessary path for reform. The country attaches great importance to this and has put forward relevant suggestions for the reform of the teaching staff. This content is introduced in the "Opinions on Comprehensively Deepening the Reform of the Teaching Staff Construction in the New Era". Since then, the construction of the teaching staff has had clear quality requirements and goals, which have a positive effect on the improvement of various abilities of the teaching staff. At the same time, it is also conducive to

teachers improving their adaptability in the process of change, showing enthusiasm and initiative in the education industry. Only in this way can the construction of the teaching staff meet the requirements of professionalism, innovation, and high quality. In the construction process of applied undergraduate universities, we should adapt to the requirements of the times and transform the traditional teaching staff (research-oriented, academic) into a composite and applied teaching staff that meets current needs.

2.2 The construction of the teaching staff should be reformed in accordance with the requirements of the new era

Applied talents have many labels, the most important of which are good theoretical foundation and moral character, strong ability to apply knowledge and management organizational level, as well as various talents in the production and service fields. At present, there is a phenomenon of a single mode of talent cultivation in higher education institutions, and there is a serious homogenization phenomenon. At the same time, it also highlights the problem of a large number of ordinary skilled labor and an imbalance with high-quality applied talents. This phenomenon cannot meet the demand for talent supply. In this context, universities should provide maximum satisfaction and actively cultivate applied talents. Applied talents are different from skilled and academic talents, mainly reflected in their ability level, knowledge structure, and quality requirements. To cultivate such talents, the teaching staff of undergraduate universities should also be re planned and constructed, actively creating a group of teaching staff with high practical ability, solid theory, and reasonable structure.

2.3 The construction of the teaching staff should adapt to the transformation of the nature of applied undergraduate universities

The current socio-economic development has a high demand for talents, which is also the specific function of application-oriented undergraduate universities in the process of popularizing higher education. Its main characteristics are reflected in technical, local, applied, and practical aspects, which are fundamentally different from vocational skills based, teaching, and teaching research based universities. Application is a key focus emphasized by application-oriented undergraduate universities, which should actively explore the path of development, innovate, change the academic talent training and elite education model of crude oil, deeply understand the local economic characteristics, and reposition the school according to the needs of social development. Application oriented talents, namely high practical ability, solid basic knowledge, and talents that meet the needs of social and economic development, should be taken as the training goals, so as to make the characteristics of the school in line with the needs of regional industrial development. During this period, the construction of the teaching staff is also facing new requirements, which require high practical ability, professional guidance ability, and professional theoretical teaching ability. To be competent as a teacher in an applied university, one should also possess applied skills.

3. PROBLEMS IN THE CONSTRUCTION OF APPLIED TEACHING STAFF IN UNDERGRADUATE UNIVERSITIES

3.1 Talent values that do not meet the requirements of the new situation

At present, most of China's teaching and research-oriented universities are the predecessors of applied undergraduate universities. In their educational positioning, there are still some traditional ideas, which are clearly reflected in the value orientation of talents. There is still a shadow of research-oriented and academic talent cultivation, and there is a high demand for the selection of highly educated and high-level talents. The influence of traditional concepts can still be seen in the requirements for teachers, which have high requirements for teachers' theoretical teaching ability and academic research ability, but neglect the cultivation of professional and practical abilities. They lack perfect investment, systems and measures, excessively pursue education, academia and theory, and ignore the talent values of ability, application and practice, which is not conducive to the construction of the teaching staff. At the same time, this talent cultivation Values, It will also have an impact on the cultivation of applied talents, leading to the inability to meet the needs of economic and social development as well as the requirements of undergraduate institutions for applied talents.

3.2 Lack of a reasonable faculty structure

At present, compared with traditional universities, applied undergraduate universities have a relatively short development time, and both their social influence and educational strength need to be improved. Moreover, they are influenced by various factors, and the employment environment for applied talents is relatively poor, with low salary and benefits, which makes it difficult to introduce talents. Talents in applied universities will also gradually flow away, and the above problems will lead to a lack of high-level discipline leaders and an inability to improve the teaching staff. In addition, application-oriented undergraduate universities have higher requirements for professional titles and educational qualifications for talents, making it difficult to integrate excellent skilled talents into the teaching staff of enterprises. Among them, master's and doctoral graduates from universities are the main teaching resources, which leads to a shortage of technical and enterprise background teachers. In addition, universities have strict management of teaching positions, but lack management of part-time teachers, resulting in a lack of high-level talents in the part-time teaching team. At the same time, there is also a lack of dual teacher type talents with practical ability and higher education.

3.3 Lack of adaptability of the teaching staff in the demand for application-oriented talent cultivation

Research and academic universities have trained a large number of applied undergraduate teachers, who not only have high research and theoretical abilities, but also have rich experience in theoretical teaching. However, these talents graduated from traditional universities with traditional teaching theories and methods, and their teaching concepts are relatively outdated due to the influence of traditional teaching ideas. It is difficult to transform them, which leads to an excessive emphasis on theoretical education in actual teaching and neglects the importance of practical teaching in teaching. In addition, teachers who have graduated from traditional universities and worked in applied undergraduate colleges have little contact with enterprises and related industries, resulting in weak professional practical abilities. They also lack communication and cooperation with technical and management talents in enterprises, making it difficult to grasp the requirements and rules of the process of cultivating applied talents, resulting in low teaching quality and practical level. In the process of cultivating applied talents, the ability of applied teaching needs to be improved, and the lack of practical modules in student training limits the improvement of teaching quality. Therefore, the cultivation of applied talents has certain difficulties.

3.4 Lack of willingness and motivation among the teaching staff to provide economic and social services

In the construction of the teaching staff in applied undergraduate universities, although many universities have attached more importance to it, a small number of universities have neglected the cultivation of teachers' application and practical abilities, and also lack a sound teacher incentive mechanism, making it difficult for them to enter the enterprise for learning and exercise. Some teachers are unwilling to provide practical education due to energy and time considerations, and students are also unwilling to participate in on-site guidance during the internship base learning stage. Some teachers even believe that practical courses are just a formality. In addition, application-oriented undergraduate universities still use scientific research achievements and teaching quality as professional title evaluation criteria in the assessment and evaluation of teachers, ignoring the evaluation criteria of industry experience, practical level, and teaching quality. They also do not fully consider the ability to transform technological achievements and serve the social economy. In this case, they will deviate from the path of building an application-oriented teaching staff team, and the enthusiasm of teachers cannot be fully mobilized.

4. EXPLORING HOW TO BUILD AN APPLIED UNDERGRADUATE FACULTY TEAM

Compared with traditional academic universities, applied undergraduate universities have significant differences in talent cultivation and educational philosophy, as well as certain differences from vocational and technical colleges. Its main educational philosophy is to integrate the advantages of professionalism and academia in talent cultivation and carry out applied education. Therefore, in the process of transformation of local universities, in order to meet the characteristics of applied universities, emphasis should be placed on the cultivation of applied talents, which cannot be separated from the construction of a new type of teaching staff. However, when building a teaching staff team, it should not be blindly carried out. It should be hierarchical and ensure the scientific planning. The main construction idea should take scientific classification as the foundation, actively build a "dual teacher" teaching team, and fully appreciate the role of industry education research projects in the transformation of local universities, and use them as the construction route for the teaching staff team.

4.1 Implement scientific planning for the hierarchical construction of the teaching staff

Applied undergraduate universities should deeply observe the scientific concept of talent and use it as a guiding content for their educational goals, highlighting their professional and educational characteristics. In the process of faculty construction, they should plan the construction content and goals based on the actual situation, achieve the hierarchical construction of the teaching team, meet the needs of teaching and research, and meet the requirements of application-oriented education, thus promoting the three in one characteristics of the disciplinary echelon and ensuring mutual coordination and progress. In addition, in the construction of the teaching staff, more investment should be made. On the one hand, the treatment of teachers should be improved. On the other hand, a sound platform should be built to provide teachers with a good research environment and experimental conditions, in order to attract talents. Professional talents can also be recruited from other universities, and experienced talents with strong professional skills can be selected from enterprises to fill the vacancies in the teaching staff and strengthen the professionalization of the teaching staff. In the process of managing the teaching staff, it is necessary to provide active guidance to young teachers, so that they can continuously improve their own abilities and quickly grow to play their roles in the teaching team. Secondly, in terms of talent introduction, it is necessary to broaden channels and continuously optimize the teacher structure. The application standards for teachers can be appropriately relaxed, and R&D talents with work backgrounds from enterprises can be recruited to participate in university education, thereby enriching teaching content, improving practical teaching level, and making the cultivation of applied talents more in line with reality.

4.2 Emphasize the integration of production, teaching and research projects, and promote the construction of a "dual teacher" teaching team

Application oriented enterprises need to pay attention to the role of industry education integration, actively communicate with enterprises based on their own characteristics and current teaching staff, understand the production and operation situation of enterprises, and seek the integration path of education and research with enterprises, strengthen school enterprise cooperation, and provide more practical opportunities and platforms for talent cultivation. At the same time, we should also improve the strategy for building a teaching staff team, actively create a "dual teacher" teaching staff team, and enhance the various abilities of teachers to meet the needs of applied teachers. In addition, actively encourage teachers to practice in the industry and enterprises, and develop corresponding incentive mechanisms. The school should regularly organize teachers to enter enterprises for training, providing them with more practical training opportunities through secondment. By conducting research and guiding internships, teachers can further understand the enterprise, master various aspects of the enterprise, acquire new concepts and technologies, and fully grasp the direction of enterprise talent needs. This is conducive to improving teachers' comprehensive abilities, clarifying the direction of talent cultivation, and promoting talent cultivation that is more in line with enterprise needs. In addition, actively building a talent resource pool, strengthening school enterprise cooperation, including professional talents and teachers in the pool, achieving talent sharing, and ensuring mutual complementarity between schools and enterprises. The school hires outstanding talents from enterprises as part-time teachers to solve students' practical problems and improve their practical teaching level. At the same time, both schools and enterprises cooperate to build a research and development platform, which not only improves the practical ability of teachers, but also promotes the improvement of their scientific research level.

4.3 Reform the assessment and incentive mechanisms to promote teachers' enthusiasm for transformation

Strengthen the improvement and reform of the teacher evaluation mechanism, include professional qualifications and practical experience in the evaluation of professional titles, and improve the assessment index system. Change the previous teacher evaluation criteria that emphasized research results, based on research results and applications, job responsibilities, and effectively improve the talent evaluation mechanism with ability assessment, quality assessment, moral evaluation, and practical evaluation. At the same time, the assessment process should also include content such as achievement transformation, product research and development, technology application, and service level, in order to promote talent optimization and provide guarantees for the construction of the teaching staff in applied undergraduate universities.

5. CONCLUSION

In the new era, higher education should meet the requirements of application-oriented education, actively build corresponding teaching staff, eliminate various difficulties during this period, effectively solve the related problems that restrict the construction of application-oriented teaching staff, strengthen school enterprise

cooperation, pay attention to the reduction of the "dual teacher" teaching staff, so as to achieve the cultivation of application-oriented talents and provide guarantees for the rapid transformation of the economy and society.

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