

# Theory and Practice of Teachers' Team Construction of Non-government University in China

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**Abstract:** The paper is to explore the regularity of teachers' team construction of Non-government University. In the paper, the author analyzes the instability of the teachers' structure and their thoughts; summarizes the experience which the non-government university has accumulated over 13 years and puts forward the measures to construct non-government university teachers' team. That is, to organize the teacher to study the laws and regulations, guide them to dispel the psychological obstacles; pay attention to the emotional fostering with the thought of encouraging excellent; carry out the strategy of "keep people by emotion, welfare, atmosphere, ideal and good management"; open new thinking of encouraging excellent. So as to build a comparatively stable, well educated and high-quality team that combines old and young teachers, taking young and the middle aged teachers as the leading factors, not only respects their work but also looks for the truth.

**Key words:** non-government university teachers' team construction

Teaching quality is the lifeblood of the school, especially in the private school. It is the teacher to play a decisive role in influencing teaching quality. Xiaoping Deng said: "Whether a school can train qualified talents for socialist construction, train educate laborers with socialist consciousness which develop in an all-around way - morally, intelligently, physically and aesthetically, it all counts on the teacher. " "The hope of revitalizing nation lies in education, the hope of revitalizing education lies in teachers." It can't be a good school without high quality teachers, even if it has advanced, superior equipments.

How to set up a high-quality teaching team with appropriate structure, how to absorb outstanding teachers, to use and keep them, is the important subject and the key to survive and develop to the private school.

## 1. The Instability of Non-government University Teaching Team

There are many unstable factors in the structure and thoughts of the teaching team in non-government university .

### 1.1 The Absence of Innovative Consciousness and Working Ability

Most of the existing teachers are retired ones. They have abundant teaching experience and professional dedication, which is very valuable. On the other hand, most of them are over sixty years old and lack of enterprising spirit, with the restriction of energy, physical conditions and old experience. They are unable to meet

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too high demand. In addition, they are unfamiliar with modern teaching ideas and means. Some of them only pursue comfortable life, and pay much attention to the remuneration. If the school doesn't take it seriously, they will have the idea or take the action of leaving.

### **1.2 The Dilemma of "Two Marriages"**

Some existing teachers belong to state-run school. They are part-time or retain a position but without salary. For the part-time teachers, firstly, they worry that the private school can't provide job for their mate. The thought of looking after the family is strong. Secondly, the unit will call them back as soon as get the information that they are doing full time or part time job in private school. Thirdly, comparing with state-run school, the pressure in the private school is too heavy. Feeling their psychological abilities is insufficient, they would return to the state-run school. Fourthly, they worry that if they cannot be competent in the work, the school would discharge them. Fifthly, if other private schools offer the higher salary, urged by the benefit, they will work for the school with the higher salary. To those who retain the position but without the salary, they want to earn more money but still want to keep a steady job. Because the former units have too much stuff or they can't make full use of their abilities, they retained their positions and gave up the salary to open up an outlet, but they still want to keep the welfares such as the house, medical treatment, endowment insurance of the former units. They are afraid of leaving former units thoroughly, and worry about their old age, sickness and death. This kind of social identity makes them have two kinds of social labor relationships, which means "the double insurances". With the progress of the social reform, this part of people has new worries. If one can't have good performance in the private school, and go back to former units only to find that there is no position for them, they will be in the dilemma of "no way out". Pondering and worrying, with the relations having not transferred, they have difficulty in participating in the promotion of the salary, evaluation of professional titles in both the private school and the former units. Therefore, they can't concentrate on work.

### **1.3 The Worries of Restrained Regulation**

Some persons resigned from the former units. Compared with those "each step turn round three times", they seemed to have more courage. These people seek for higher individual interests, better treatment and work condition. The private school is just in the beginning; the finance and material resources are still not rich. It is difficult to meet their demand for the moment. Once there are superior conditions or more suitable places for them, they job-hop immediately. In addition, there are still some restrictions in the management of the household register at present. Some places need the endowment insurance to apply for registering one's residence, thus limit the introduction of ecdemic talents. The talents can only flow in the local place. Having to do endowment insurance before introducing talents, the schools have big restriction with selecting ecdemic talents. Permanent residence can't be registered and the personnel affiliation can't be attached; reforms of the system such as medical treatment, house, social insurance etc lag behind and can't be arranged on an overall schedule, all above make talents become temporary workers or casual labor. Whereas they are mostly main force in the private school, working with two kinds of people above-mentioned, they often feel unfair. This will certainly influence their enterprise and the realization of personal value.

### **1.4 The Temptation of the Interests**

In recent years, the state-run school is getting a salary raise continually in recent years, which makes the income gap between the teachers in the private school and state-run school deflate. In addition, the high welfare and comprehensive long-term interest of the state-run school are also advantages. These reasons make the teachers that "plunge into the commercial sea" be contradictory. Especially some experienced young teachers and some

experience teachers of developed area weigh repeatedly, "turn from one's evil way" in the end. Private schools are regarded as the new things of reform and opening-up so far. The country pays much attention to the private school, promulgates some preferential policies to support it constantly. But due to the education system, such restrictions as the residence register, personnel, professional title, labor protection, supporting the poor students' measures, etc, the quality of student, living conditions of teachers and students make some teachers feel at a loss. Most of them have struggled and obtained the diploma with great effort, get official identity, engage in education which has very obvious characteristics of team work and can get a salary raise on time. Personnel management system of "mess" has given teacher a quite strong sense of ownership. Though they have left the state-run school, they still keep the countless ties with the former unit. If the private school has not solved their worries fundamentally, a lot of people will "work on one job but long for another", and worked for a few years, went away at last.

### **1.5 The Worry of Survival in the Non-government University**

Some teachers are middle-aged in-service teachers and the right year's graduates, who have vigor and enthusiasm. They dare to be the first and are unwilling to idle away one's time. But the number of these people entering the private school is still small at present. Some are employed through examining, but still thinking that entering the state-run school is stable, they leave away. Even they have entered or already been affiliated to the personnel exchange center, they still have uneasy hearts and afraid of the danger of being laid-off and the difficulty to look for other job. The middle-aged teachers who are engaged in the private school are in the "golden period" of imparting knowledge and educating people. They are experienced, famous, have seniorities and families. They could spend career steadily in the former unit with a satisfied spirit, though a bit poor. But after they jump to the private school, they realized there are too many things to worry about. What to do if being fired? What if the manager is not good at management? What to do if being sick? What to do if being retired? They still worry about the future.

### **1.6 The Maladjustment to Strict Management**

From private school administrative reality, headmasters or school presidents have the right to employ and fire teachers. So, some people think, the relation between administrators and teachers is employer and employee. Inferior complex exist in most teachers' thought. After saying good-bye to the day of "living on the regular pay by the government", they must work hard to obtain corresponding remuneration. For surviving and operating, the private school is unavoidable to recruit students who are nothing good but rich, which make the teacher difficult to deal with. Militarize management makes the teachers often be in the state of on call, thus the free time and space reduce correspondingly. The operation way of the private school has more market economy characteristics. So in this special environment of private school, some people often try to figure out the psychology of leaders and cater to his tastes. Because the students are the finance sources, the private schools pay much attention to parents' feedback. Some teachers report the students' study situation frequently to their parents; in fact they do not understand children fully. Some exaggerate the child's good conduct in learning and behaving, holding back their bad deeds. To a few black sheep in the students, they compromise in order to avoid troubles. Some even instigate or drop a hint to parents to pass the credit to the school or ask for the property in a disguised form. If the leader is not wise, these people will become the leader's favorite. This will result in abnormal interpersonal relationships, which lead to the angry resign of the honest outstanding teachers.

In a word, teacher's type of private schools is different; each person's psychology is different. Their common thoughts namely are: seeking for stability of the work; asking for good benefit; being afraid of the school's close down and their own future. These common thoughts make them difficult to work intently, let alone to make the

devotion to the enterprise of private school.

How to eliminate the worries of these teachers, guide their working motivation, arouse the enthusiasm of teachers and the staffs, make them concentrate on teaching whole-heartedly? The construction of the teachers' team in Non-government University becomes an important subject.

## **2. The Measures to Solve the Problem of the Construction of the Teachers' Team**

Taking South Hunan Medicine Junior College as an example, we accumulate some experiences and put forward some measures as follow:

### **2.1 Studying Laws and Regulations and Dispelling Psychological Obstacles**

#### **2.1.1 Studying Laws and Regulations**

To organize the teachers and staff study and carry out *Law of Promoting Private Education in the People's Republic of China*, *Implementation Regulations of the Law of Promoting Private Education in the People's Republic of China* and relevant files of local government and educational administrative department. Let the teachers know the country support the education. In respects of scientific research, teacher's management, citing and rewarding, promotion, private schools are equal with public schools. The government ensures the salary, social insurance and welfare of the teachers or educators in accordance with the law. During the full-time teachers working in the private educational institution, the length of teaching can be calculated in succession let every one who works in the private school knows his right is protected by laws. Taking South Hunan Medicine Junior College as an example, after the school makes the construction plan of teachers' team, strengthens teacher's professional ethics construction, organizes the study of teachers' team construction and make them cooperate with the construction work actively, most goals of "construction plan of teachers' team of 2001-2005 year" of our school have already been achieved ahead of time, some contents even have already exceeded planning.

There is a rule in our separated school in Hengyang, namely holding regular meetings of the staff every Monday evening. All school leaders are demanded to attend the meeting. We mainly study regulations, policies and job moral concept which have close connection with our school's survival and development; discuss the important development strategy of the school; let every teacher deeply realize country's supports to the non-government education and its guarantee to each teacher's legitimate rights and interests. After our school moves to Changsha, because of larger teachers' team, the regular meeting's time changes to every month instead of every week. Every office, teaching and research room holds the regular meeting in every week itself. The separate meeting makes the same result too, impelling every department head hold and summarize the meeting in owner posture, and makes them work as a master not a temporary laborer.

#### **2.1.2 Eliminate Teachers' Psychological Obstacles Completely**

The soul of the private school is the teacher; the teacher's thought guide his education behavior; the quality of the education behavior are directly related to the rise or decline of the school. So, it is very important to private school to adjust teacher's psychology. A lot of private schools have accumulated abundant experience in practice of running a school , especially the strategy of "keep people by emotion, welfare, atmosphere, ideal and good management".

(1) Encouraging high-quality talents to do brilliant achievement. To the middle aged teachers who want do the achievements, they have passion and hope in the heart, they know the drawbacks of state-run school deeply, in

order to seek for further development, they regard private school as the brand-new challenge. So private school need to let teachers believe in the magnificent future of the school, excite the teacher's enterprise.

Some teachers are happy to devote energy to the non-government university, and favor the hopeful prospect, convenient living environment, full play stage that the non-government university offers. Our school has devoted to improving teacher's inhabiting and working environment all the time. There are recreation centers in each district of the school. For teachers who have no ability to buy the houses, the school offers the single rooms for them, exempting from water, electricity fees and the rent .

Though Non-government University starts late, it also has regularities to be followed. Outstanding teachers are excited in this special environment and to make great efforts to develop medical science education. To the teachers who have strong enterprise and dare to reform and innovate, our school always does utmost to support. Even if the teacher wants to job-hop, we will encourage them to pursue further development, subsidize them and keep in touch with them. In the past few years, more than 10 teachers have transferred to state-run unit and become teachers or the leaders of public health system. They keep recommending the outstanding teachers to school constantly after leaving school, assisting teachers' team construction. In addition, some teachers who leave school really realize that the school is devout to subsidize their development, and return to the school and settle down. Two teachers that have pass the entrance examination of postgraduates communicated with school and wanted to return to school after graduation.

(2) Improving teachers' treatment continually. Some large-scale private schools where the teachers' salary is high can fulfill the commitment while recruiting the teacher. Compared with state-run school, its welfare treatment is low. In addition, the state-run school increases the salary every year, annual income gap between state-run and private school dwindle gradually. In such situation, the teachers from developed areas will have the ideas of coming back. The private school must take the corresponding measures to improve teacher's treatment continually and make outstanding teacher's team steady.

In our South Hunan Medicine Junior College, to the excellent teachers who have made outstanding contribution, we can improve their treatment after the directorate and the board of school affairs determined. Because this kind of operation is totally free from the restrictions of the personnel planning and national salary welfare standard, it is the embodiment of the non-government university's flexible mechanism. The school increases the teacher's hour reward every year. After the school move to Changsha, every full-time teacher has 500-800 Yuan of subsidies per month and different hour reward according to different professional title - from 26 Yuan of elementary level to 45 Yuan of superior level. The highest can be 75 Yuan per hour. It improves the teacher's working enthusiasm greatly.

(3) Creating the first class environment and treating people with warm heart . The school should become the home of the teacher. The president should be the teacher's intimate friends, help them solve the living difficulties voluntarily, create warm environment in the school, let each teacher know himself is been cared about, be valued and then make up his mind to settle down to teach. It is very important to create the good campus environment and interpersonal environment. Teacher pursues his own social value generally. The school should set up scientific employ mechanism, advocate harmonious interpersonal relationships, call for cooperation and collaboration, make

each teacher work in the school happily and intently.

Many excellent young teachers really have heavy family burden. Over the past ten years, our school arranged their relatives as employers nearly one hundred persons according to their specialties、 education background and personal qualities. Though there might not be high salary, solving two people's employment at the same time give them a steady family.

Strict and normative management system is one of the tactics of stabilizing teachers. In the personnel system, we require all teachers including chief physicians to start from the laboratory work, from listening to the class of other teachers to going to the lecture platform finally. At the beginning, a lot of teachers did not understand, but one year later, they could treat it calmly and think this is an essential procedure of teachers' team construction of the school. Higher professional level does not mean better teaching levels. Meanwhile, in the promotion of professional title, our school obtains the right to evaluate elementary title, and communicates with the regional personnel bureau and asks them to evaluate the secondary professional title. To the teachers who are qualified to apply the teacher qualification, the school organizes training, helps them apply for teacher's qualification; manages application in union for the persons who are qualified to be practicing doctor or nurse. Our school carries out the evaluation and selection of the outstanding teachers every year, offers spiritual and material rewards to them and the number of candidates account for more than 15%. Standardization the construction of teachers' team in management becomes the solid foundation of stabilizing teachers' team.

The teachers' team construction of teaching hospital and affiliated hospital is one of the characteristics of our school. We engage the eligible clinician as a part-time teacher after examination, so as to ensure the teaching quality of the clinic practicing. To this part of teachers, our school mainly provides the training of pedagogy and educational regulation. With the daily teaching and management patrol in the practice hospital, we build a relatively stable teachers' team of clinical teaching. We offer the teaching reward and choose excellent every year. Now our school has one team of 263 teachers including 48 practice hospitals, 11 teaching hospitals and 3 affiliated hospitals.

## **2.2 Paying Attention to the Emotion Fostering and encouraging the Teacher to Be Excellent**

### **2.2.1 Paying Attention to the Emotion Fostering**

Except the above-mentioned measures, the more important thing is to cultivate teachers' emotion. We should input more emotion to the teachers, to love them, care about them, understand them, respect them, believe in them and bear with them. The teacher's team is a group with high culture, they accept various kinds of thoughts, pay attention to the realization of people's dignity and value, have strong senses of participation and fulfillments, hope the leader to develop the spirit of democracy and communicate with them more, so as to increase the self-identity and the sense of belonging.

In South Hunan Medicine Junior College, the directorate and the board of school affairs make "Five stay" strategy. It has been updated and revised in the work of 10-odd years. Because of the special nature of the non-government university, we should follow not only the educational law but also the economic law, so it is often difficult to realize "five stays" when the non-government university does not have certain scale. From 1990 to 1995, on average, more than 20 teachers discharged and flowed out of our school per year, including talent and teaching backbones. It's a great pity to the school. There was ever a traditional Chinese medicine teacher dissatisfied with the heavy burden, little private time and strict control of the school, was so angry as to resign. The comrades of the teaching research group and teaching affair office came to persuade him, and were all refused.

As soon as the president knew about this, he drove with a dozen of school young cadres to his house, persuaded him to go back to work. Without more words, this young teacher was moved to tears, welcomed us warmly, apologized repeatedly, and returned to school with us at once. The emotion strategy worked on this proud young heart.

#### 2.2.2 Encouraging the Teachers to Be Excellent

Teaching is a kind of individual labor. The personal quality, level of the teaching ability determines the teacher's teaching quality and influence on student. So we should pay attention to distinguish their treatment and encourage the excellent. Private school should never let equalitarianism and unrealistically compare prevent individuals from being excellent. It should reward the good and punish the bad not only in material interests but also in spiritual interests. Give them more praise, less criticize or no criticize. Their sense of honor will have positive meaning to the teaching team's stability and cohesiveness. Encouraging the teacher to be excellent also makes all teachers find the direction. As long as they work diligently and make achievements, they will get corresponding reward. In our school, there are 11 young teachers who have been master degree candidate, 23 young teachers pursuing the advanced studies for the master degree, 9 young teachers who have been doctor degree candidate. The school give time and economy support, keep their post, wait their back after graduation, improve their wage standard, support their teaching, research work and train them as the key teachers.

#### 2.2.3 Emphasizing the Teacher's Personality Strength

Strengthen the teachers' in-service training to the teachers; establish the system of diversified in-service training, such as launching the in-service training of graduate student's level, widen the teacher's range of knowledge. Send the teacher to the enterprise, social education institution, public welfare institution, the scientific research institutions and government functional department to get experience by stages, to train all teachers' psychological consultation ability and the teacher's personality glamour in order to adapt to the demand of the students, parents and the private school. Our school selects about 20 teachers to go to Hunan Normal University to participate in training of pedagogy, psychology, etc. every year, and register the records to the files as the gist of evaluation and choosing excellent.

#### 2.2.4 Establishing Teacher's Social Security System

Setting up the social security system in accord with its own characters of private school is one of the effective measures of stabilizing the teachers' team. Giving the reward of rising personnel's extra additional social insurance to those who make outstanding contributions can not only arouse the enthusiasm of teachers and staff, but also make the unit have centripetal force and become the field which attracts talents. Our school has provided the endowment insurance for outstanding teachers, and will provide medical insurance, unemployment insurance. By providing extra additional social insurance for the teachers with outstanding contributions, our school has already rewarded more than 70 teachers.

#### 2.2.5 Perfecting the Incentive Mechanism continually

The school itself also needs reform too. Let each teacher become a shareholder, transfer personal performance to investment stock as reward, or transfer the length of teaching to investment stock. All the persons who hold share can get the efficiency-related wages, which makes teaching and administrative staff turn from employee into the master, coexist with the development of the school. At the same time the value of school's property raises continually. The board of directors of our school has already made the scheme of the share reward. Although it has not been implemented yet, it has already lifted the excitement climax in teachers' team.

On the other hand, elimination mechanism should be set up on the basis of incentive mechanism. To those

who keep forging at the same place, lack spirit of pioneer, adhere to past practices, we can't yield and should eliminate them from teachers' team. Only in this way, we could excite creativity, could excavate personal latent energy from the deep layer out, the school will have life. After strictly controlling teachers' recruitment, the number of discharged teachers of our school drops year by year.

**Table 1. Discharged Teachers' Number in 1999 - 2004**

	Year 1999	Year 2000	Year 2001	Year 2002	Year 2003	Year 2004
Because of the ability to work Discharge	11	8	6	4	2	0
Because other reasons Discharge	2	1	1	0	0	1

**2.3 Offering the Chance of Pursuing Advanced Study and Develop and Building First-class Teachers' Team**

While building the Hunan Secondary Health School in early 1990s, we all rely on the older retired teachers and newly graduated medical students as mainstay of teaching. The problems include: age structure of teachers' team is high, having no responsibility, having class carelessly, instability of teachers' team, no guarantee of experiment quality, students' difficulties to find a job, students and parents depressed, low social assessment and so on. According to these problems, we have carried on repeated research and found the key is the school itself, is that how to take the feasible measures to keep outstanding talents here and help improve teacher's personality glamour and overall qualities. In recent years, our school selects more than 50 young teachers to join training and study of national Ministry of Education, Ministry of Public Health, Education Department in the province, Department of Public Health and various kinds of societies and schools. In the course of exploring and practicing, we have found a way to build a high-level teachers' team. To sum up, it is: respecting talents, encouraging and guiding, being sincere and practical, creating the environment, improving the treatment, letting each teacher think for school, contribute for students and school.

**3. The Practice of Teachers' Team Construction of South Hunan Medicine Junior College**

The school makes detail plans of the teachers' training and the policy "introducing, training, stabilizing, combining full-time with part-time, taking part-time as main force, transferring to the full-time progressively". Through our earnest research and practice, we have already formed a steady high-level teaching team relying mainly on full-time teachers of the middle age. The school offers 10 medical specialties, 3 non-medical science specialties, have 505 full-time or part-time teachers, with high title teachers accounting for 64%. (As in Table 2)

**Table 2 (1) Teachers' Structure of South Hunan Medicine Junior College**

Teachers' structure	Total	Part-time teachers	Full-time teachers	Beyond associate senior rank	Double diathesis teachers of full-time teachers
	505	249 Accounts for 49.6%	256 Accounts for 50.4%	323 Accounts for 64%	123 Accounts for 48%

**Table 2 (2) Age Structure of Teachers' Team**



Age structure of the full time teachers	Total	Below 35	Between 36 and 55	Above 56
	256	72	99	85

**Table 2 (3) Academic Structure of Teachers' Team**

Academic structure of the full-time teachers	Total	Doctor	Master	Bachelor	Junior college	Others
	256	4	39	203	10	0

**Table 2 (4) Title Structure of Teachers' Team**

Title structure of the full-time teachers	Total	Professor	Associate professor	Lecturer	Assistant
	256	67	91	61	37

Note: Professors include the chief physicians, associate professors include the associate chief physicians and vice senior nurses, lecturers include attending doctors and nurses-in-charge, the assistants include the physicians and senior nurses.

Our school strongly supports teachers to participate in various kinds of teaching and educational research. We have already made outstanding achievements---published 19 chief-compiled teaching materials, 3 joint-compiled teaching materials, and 221 theses. (As in Table 3)

**Table 3. Academic Publishing Condition**

Compiled textbooks		Educational research or meeting	The theses of the full-time teachers			
Chief	Joint		Foreign publications	Provincial or ministerial publications	Other publications	Intramural publications
19	3	27 times	11	175	16	19

Because our school regards the teaching quality as the lifeline of school for more than 10 years and regards the teachers' team as the source of the lifeline to develop, build and care, the teachers team construction made good achievements and our teaching quality was obviously improved. The whole of school - teachers, students, administrative persons and workers have the common faith and future. In the past 13 years, the whole school did not happen a great incident; in the past 13 years, teachers' number are from less to more, teachers' quality from bad to excellent, teachers' ability from weak to strong, teachers' age from old to young, teaching quality improves progressively. We have already walked ahead the similar junior colleges of our province. Student's employment rate is up to 98%. In June of 2002, Hunan junior colleges assessor group give our school this evaluation: "Proceed from the reality of the non-government university, adopt flexible, effective operating mechanism, set up a teaching team to meet the needs of teaching, set up good teaching order, make the teaching management step on a new stage." Just because teaching quality wins the approval of the society, the new students in 2004 are increased to 4569 from 1354 in 2001.

While obtaining achievements, the school clearly analyses the enormous opportunities and challenges that the non-government university face in the 21st century. We have already made and implemented "the construction plan of teachers' team of 2001-2005" progressively. We will make efforts to improve graduate student's rate in the teachers' team to be up to 30-40% at the end of 2005; increase double quality teacher's and young teachers' proportion further; increase the input in scientific research and clinical base construction; support the teachers to

combine teaching, learning, producing and research; finish teachers structure change of “taking part-time as main force, transferring to the full-time progressively” by the end of 2005 and revise the theory and system of teachers' team construction continually to guarantee our school's right healthy and fast development. We believe, with the care and support of the nation's policies and upper administrative department, the non-government university will become a powerful part of higher education in our country.

**References:**(omitted)

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