

Study on Faculty Advancement in Private Universities in Hubei During Transformation —Based on the Survey in 8 Private Universities in Hubei

Xiaolin Qi and Yuhong Zhan*

*Corresponding author email id: 335255299@qq.com

Date of publication (dd/mm/yyyy): 20/09/2017

Abstract – While the Ministry of Education the People's Republic of China is speeding up the application-oriented transformation of some universities, the private universities in Hubei Province face stronger and stronger needs for application-oriented teachers in their faculty advancement. The survey on 8 private universities in Hubei Province reveals some problems in their faculty advancement, such as, unbalanced structure, brain drain, limited space for development, and unmatched awareness of management, which must be attributed to college positioning, management level, work environment and pressure, personal attitude and capability. This paper proposes to improve the management skills from the strategic perspective, and take such measures as policy design, systematic training and reinforcement practice for guiding the application-oriented transformation of teachers, so as to create the favorable environment for the development of teachers.

Keywords – Application-Oriented Transformation; Private Universities; Faculty Advancement.¹

I. INTRODUCTION

In China, private universities, which started higher education as a supplement in the 1980s, have now become a major force in the course of higher education. By early 2015, China had 2,560 common institutions for higher education, including 734 private universities (275 colleges), accounting for 28.7% of total institutions for college degree. Private universities (including colleges) took up 68% of total institutions for college degree, and their full-time teachers accounted for only 35% of total full-time teachers. The students in private universities took up 47% of all the enrolled college students in China.

As one of the provinces famous for education, Hubei has the largest number of private universities in China, including 42 private universities (including colleges), accounting for 34.1% of institutions for college degree in the province. Mr. Mei Yiqi, the former president of Tsinghua University, said that a university is not a place where buildings are tall, but where masters work for. Hence, a private university should strengthen the advancement of its faculty to achieve the sustainable development, become a competitive university and educate the talents beneficial to the society.

Consistent with and leading the New Normal of

economic development, the Ministry of Education issued a statement to guide the application-oriented transformation of some common institutions for college degree in 2015. Since then, a great number of private universities have engaged in the application-oriented transformation to enhance the graduate employment rate and quality of employment and improve their own market competitiveness. Private universities are developing fast in Hubei Province along with the quickly increasing number of teachers, so the faculty advancement has gradually changed from a basic task to a necessity for development, which relies on the transformation of teachers.

II. CURRENT STATUS OF DOMESTIC AND OVERSEAS STUDIES

Teachers are the key force to the development of universities, so the faculty advancement provides the significant guarantee for the sustainable development of universities. As for private universities, faculty advancement will always facilitate their development and survival.

A. Problems in the Faculty Advancement of Private Universities

In other countries, private universities have experienced such problems as insufficient teachers, instability of part-time teachers, decrease of teaching quality, and placing research over teaching. For lack of teachers, foreign universities recruit a large number of part-time teachers, but some universities imposes a proportion of no more than 50% to prevent too many part-time teachers from affecting the quality of teaching adversely (Xie, 2006). The “tenure” system may easily cause some professors not to seek personal progress, make research professors highly overvalued, and lead to the trend of placing research over teaching, which affects the quality of teaching inevitably (Jiang, 2006). Xiao (2011) statistically reviewed the Chinese studies on the faculty advancement of universities in the United States based on their focuses, that is, teacher employment (34%), teacher evaluation (21%), on-the-job training (15%), and advancement theory (11%). The studies rarely focused on teacher qualification, pre-job education and orientation.

At the early development stage of private universities in China, faculty advancement faced a lot of problems, among which establishment of faculty, “insurance”, seniority, and retirement security severely restricted the development of private universities (Liu, 2007). For instance, there were problems of employment mechanism and faculty structure (Shang in Yunnan, 2013), problems

¹ This paper is funded by the Key Program of the Ministry of Education in the Twelfth Five-year Plan of the National Office for Education Sciences Planning, that is, Research on the Construction of Performance Evaluation Indicator System for the Classified Management of Application Technology Teachers in Universities (Program No. 2014317), and supported by the Teacher Management Division, Hubei Provincial Department of Education.

of unreasonable structure, poor stability, lack of professional teachers at some levels, and absence of professional leaders (Wang and Wen in Jiangxi, 2014), and problems of faculty structure, teaching capability, scientific research level and salary & remuneration in private universities (Ye in Sichuan, 2016). Based on the statistics of bachelor's degree assessment in new universities, the problems of faculty advancement exist in every new university, and the unbalanced faculty structure is the commonest problem among them.

As we can see, the faculty advancement of private universities at home and abroad is constantly changing. In China, more attention has been paid to borrowing from other countries the strict employment of teachers, all-directional and develop-oriented evaluation of teachers, systematic pre-job and on-the-job trainings of teachers, and faculty advancement planning of university or government. Meanwhile, the researchers in China have also gradually shifted their focus from basic guarantee to development-oriented cultivation of teachers.

B. Role of Private Universities in Faculty Advancement

In other countries, private universities normally have a strong hold over the right to run independently. To attract and stabilize the talents, the universities in the United States often employ the annual pay system, and generally grant a rise in salary to teachers every one or two years, which may happen automatically or in the form of bonus. The automatic rise is applicable to every teacher, but the rise in the form of bonus is taken as an incentive to some teachers for their achievements in teaching and scientific research. For this reason, the salary incentive to teachers is mainly reflected in the increase of bonus (Zhang, 2014). With regard to talent evaluation, the first-class private universities in the United States set several criteria for the talents needed in their faculty, including academic prominence, excellence in teaching, development potentials, diversification, and needs of colleges and departments (You, 2013).

Liu (2007) comparatively studied the faculty advancement of collectively-run (private) universities in the United States, Australia, Hong Kong and Zhejiang, and pointed out that universities should improve their employment system and evaluation mechanism to stabilize the faculty, develop the long-term plan for faculty advancement, and raise enough funds to improve the school conditions and the welfare for teachers, etc. Yan (2010) took Zhejiang Shuren University as an example to elaborate three basic supports for the connotation development system of faculty, that is, size, structure and level, and put forward the basic path and method of "classified dynamic management and hierarchical innovation-based cultivation" at the level of university. Shang (2013) pointed out that universities should improve their employment mechanism and training mechanism, standardize the evaluation mechanism, and implement the guarantee mechanism, etc. Wang and Wen (2014) argued that private universities should reinforce the internal drive. Zhu (2015) believed that private universities should emancipate the mind and assiduously push forward the

faculty advancement. Ye (2016) claimed that universities should actively take steps and make investments in the growth of teachers.

In general, private universities in other countries are highly autonomous in the faculty advancement, and particularly some first-class universities have set very high requirements and criteria. In China, private universities have also enjoyed autonomy in the faculty advancement to some extent, but there are still some problems, and their actions are also restricted by the government to some degree. However, the flexible employment mechanism has not been effectively utilized in private universities, which creates the great potential for their faculty advancement.

C. Role of Competent Governmental Departments in Faculty Advancement of private Universities

Private universities are leading the higher education in the United States, and running rarely subject to external administrative interference, so their employment system can be better controlled as universities desire (You, 2013). No national faculty management system has been established in the United States, but each state keeps a set of management systems that are widely recognized and not much different from others, e.g. public recruitment system, part-time teacher system, tenure track system, and tenure professor system, etc. (Zhang, 2014). In Germany, the United States, Japan and other countries, different measures have been taken to improve the social and economic status of teachers in universities, so as to attract more talents into universities for teaching and research (Zhu, 2009).

Based on their studies on provinces in China, the researchers have asked governments to develop, improve and implement the policies related to private universities, grant the equal benefits to the teachers in public and private universities, and promoted the exchange of teachers between public and private universities (Liu, 2007). The Yunnan Provincial Government should develop the policy to guarantee the legal position of private universities, allow them to obtain economic benefits to some degree, and reform the system of distribution according to work (Shang, 2013). The Liaoning Provincial Government should implement the supporting policies and eliminate the discriminative policies to guarantee the equal legal status of public and private universities, and should establish the financial aid system and the faculty cost sharing mechanism (Wang and Wen, 2014). Jiangxi Province should empower the private universities and their teachers to have their identities, and position the government correctly to provide the environment for the development of private universities and their teachers as they deserve (Zhu, 2015). In Sichuan, governmental departments should provide the supports for private universities in their policies, e.g. mobilizing the universities in the Project 985 to aid private universities, developing the running level improvement program for new universities, and establishing the special fund for young teachers, etc. (Ye, 2016). Obviously, governmental departments are mainly utilizing the policies to guide the faculty advancement of private universities, while creating the environment suitable for the faculty advancement of

private universities and strengthening the supervision over the implementation of policies.

D. Summary

To sum up, the higher educational system in China is experiencing the dramatic reform after its development for more than 30 years, as the government, the society, universities and individuals have changed significantly in both ideology and action. Now, we are facing better policies of competent governmental departments, more standardized management of universities, further improved personal capability and social recognition of teachers, and more focused research on faculty advancement. However, some deep-rooted problems are still obstructing the development of private universities and have not been eliminated satisfactorily, e.g. identity, role of government, investment in university, faculty cost and teacher evaluation, which should be further studied. Focusing on the private universities, this paper will address how to strengthen their faculty advancement, improve the system, and develop the suitable internal evaluation standards; and how to guide the transformation of teachers from theory-oriented to application-oriented development.

III. PROBLEMS AND REASONS

To further understand the faculty advancement of private universities in Hubei Province, we have surveyed the human resource directors and 402 teachers of 8 private universities. After statistical analysis, the following problems and reasons are generalized:

1. Main Problems in the Faculty of Private Universities in Hubei Province:

1.1. Faculty Structure does not Satisfy the Needs in the Development of Application-Oriented Universities

A stable application-oriented faculty of reasonable structure and high quality lays a foundation for the sustainable development of private universities, and also provides an important guarantee for their successful transformation into application-oriented universities. Moreover, it is also a significant yardstick for the quality of faculty advancement in private universities.

In Hubei Province, the faculty of private universities is unreasonably structured, which is mainly reflected in gender, age, seniority, professional title and industry experience, etc. According to statistics, the imbalance of structure in gender is reflected by 64.7% female teachers. With regard to age, young teachers take up a large proportion of faculty for 55.2% under age 35 and 32.1% at age 36-45. In terms of seniority, the percentage of senior teachers is very low, 18.2% between 11-20 years and 2.5% above 21 years. As for academic background, 79.9% teachers have the master degree, and 3.7% have the doctoral degree. A very small number of teachers have obtained the professional title of above associate professor, and only 17.4% are professors. Teachers come from various sources, but most of them are new graduates lacking the teaching and industry experience. Among new

teachers, 51.5% are recently graduated, 24.1% come from enterprises and 19.2% have teaching experience.

This structure implies that the faculty of private universities in Hubei Province is dominated by young teachers that lack the teaching experience and industry experience, have the lower professional title, and higher academic degree, but has insufficient leading middle-aged teachers with rich experience in teaching and industry and higher professional title. Therefore, the faculty provides a weak support for teaching reform and practical innovation, and fails to satisfy the requirements of application-oriented universities for the quality of teachers.

1.2. Frequent Movement of Teachers among Universities in Hubei Province

The private universities in Hubei Province face the unstable faculty, while the frequent movement of teachers have some negative impacts on the reputation of universities and also undermine the sustainable development of universities.

As revealed in the statistics, 62.5% universities believe that teachers may easily leave within 3 years after commencing the employment, while 25% claim that teachers may choose to resign after staying for 4-6 years. The resigned teachers mainly move among universities in Hubei Province, and their top three choices are universities, enterprises, and governmental departments & institutions.

It takes many years to train a qualified teacher. When the brain drain of the faculty is serious, it is more often needed to recruit new teachers. For this reason, the faculty of private universities is dominated by inexperienced young teachers, which indirectly proves the problem of young teachers in the faculty structure.

1.3. Unsatisfactory Space for the Development of Teachers

The survey on the career development of teachers focuses on its current status and future development, which involves welfare & benefit, performance evaluation, security of rights and interests, appointment of position, and personal growth.

As revealed in the statistics, as for salary, universities offer the well-developed policy of five insurances (medical, old-age, childbirth, work-related injury, unemployment) and housing accumulation fund, and maintain a salary system, but the teachers are generally underpaid;

With regard to the appointment of position, there are some problems including poorly developed methods for performance evaluation (28.1%), difficulty in the evaluation of teaching quality (23.9%), and lack of advanced positions (19.0%). It is believed that the faculty representative assembly of university has played a role in organizing the spare-time cultural and entertainment activities (21.3%), and protecting the legal rights and interests of faculty (20.4%), but some teachers claim that the faculty representative assembly does not make any difference in their universities (19%);

As for personal growth, teachers point out the research topics of insufficient number or lower level (78.9% having not undertaken a research topic of departmental level, or

having only one research topic), the insufficient time or frequency of training (51.2% having never or only once taken part in training), and the lack of diverse training (63.4% group training).

On the whole, the teachers in private universities face poor welfare & benefit, insufficient security of rights and benefits, unsatisfactory performance evaluation, lack of positions for promotion, lower research level and capability, and few opportunities to take part in training, so the space for their personal development is limited in many aspects.

1.4. Cognitive Divergence in the Perception of Administration between Management and Faculty

In the survey, it is found that the human resource directors in universities believe that their universities have the well-developed, public and transparent administrative system and create a favorable environment of administration for teachers. However, the quality of environment should not rely on the perception of the management alone, but must be better reflected in the faculty's understanding and perception of the administration. As revealed in the statistics, the opinions of teachers are consistent with those of the management as regards some basic matters, e.g. performance evaluation, security of rights and interests, appointment of position, cultivation and training, etc., but their opinions are divergent in the depth and breadth of administrative security.

For instance, the management seems to administer the recruitment and dismissal in a justified and lawful manner, especially in terms of labor relationship, which is handled basically in accordance with the legal procedure and rules. However, half of the teachers have no idea whether or not they have the right to defend or appeal in case of dismissal, which reveals that the universities do not publicize the policies in this aspect sufficiently, and that the universities do not implement the faculty management system satisfactorily. With regard to social security, the management believes that the universities have offered the five insurances and housing accumulation fund, but 88.1% of the teachers chide the universities for too low level of housing accumulation fund, and 11.9% of the teachers report no housing accumulation fund offered by their universities.

Moreover, the managements claim that their care for the faculty is mainly embodied in group activities, teacher training, condolence-intended visits, welfare and physical examination, and some universities believe that they have given housing and salary preferences. However, in the question about "what other supports your universities have offered", only 36 out of 402 respondents have given a clear answer, while the others do not answer, or state "No" or "No Idea". In the question about "the role of the faculty representative assembly in helping teachers", 19% of the teachers believe that the faculty representative assembly does not make any difference in their universities. The management admits that the universities make lower investments in training, but the teachers point out that the frequency and time of training is very insufficient, and group training is often taken as the only way of training.

2. Analysis on the Reasons for the Problems in Faculty Advancement

2.1. Unclear Positioning of University Blurs the Direction of Teacher Development

During the process of establishment and development, private universities have imitated the school positioning and talent training model of public universities, including faculty advancement. For different focuses in the education of students, private universities should not simply copy the model from public universities, but develop the model with their own features, which is also discussed among private universities all the time. However, the faculty advancement is not clearly guided for the reasons in the environment, e.g. requirements in promotion, and obscure positioning and administration, so private universities have all set the standards for the faculty to cultivate academic teachers. For this reason, some teachers that may do very well in teaching but lack the academic achievements will see no future in their career development.

2.2. Lack of Management Transformation Leads to the Absence of Guiding Policies

The transformation of universities is called upon in the society, but it should not rely only on the faculty, but also the transformation of the whole administrative system. The universities should create the administrative conditions to nurture the atmosphere and environment for transformation, and ensure the support for the transformation of the faculty. However, most private universities imitate the administrative system of public universities, from position arrangement to division of functions, and from development to implementation of administrative rules. The leaders in private universities are also learning more from the leaders in public universities. Hence, these leaders in private universities lack the spirit of innovation and pioneering development, so it is very difficult to create the administrative environment supporting the transformation of teachers, and to stimulate and guide the application-oriented transformation of the faculty.

2.3. Brain Drain is Caused by Low Pay, High Pressure and Lack of Opportunities

As revealed in the statistics, the stability of the faculty in private universities is mainly affected by relatively unstable work and welfare & benefit (chosen by 60% respondents), high working pressure and long hours of work (58.5%), fewer opportunities for research topics, programs and financial aids compared with public universities (54.5%), lack of cohesion (40.3%), lack of achievements in scientific research and difficulty in getting promoted (39.8%), and management's (owner's) lack of respect to teachers (20.6%).

Unlike public universities, private universities cannot obtain the national financial support, or offer the tenures to teachers, so their teachers are generally paid less than those in public universities. Also, private universities have to recruit the teachers with much lower academic degree or less satisfying academic capability than public universities. However, the student teacher ratio of private universities is much higher than that of public universities,

so the teachers in private universities have to burden very high workload, and lack the time and energy for academic research, the platform to apply for scientific research programs and the opportunity to have the domestic and overseas visits for research. Nevertheless, teachers are required to make some achievements in teaching and scientific research, so as to apply for professional title or academic exchange. Meanwhile, private universities are developing rapidly with transformation, modernization of majors, requirements for information technology in programs, and cooperation of production, learning and research, so their teachers are required to not only guarantee the quality of teaching, but also keep in pace with the reform and innovation by learning new techniques and professional knowledge. All these requirements for teachers, which may seem to be essential and basic, will convert into the tremendous pressure on teachers when they are underpaid and have no opportunities for self-improvement. Hence, teachers will see no future in their career and have to find a new job.

2.4. Attitudes and Capabilities of Teachers Restrict their Personal Development

Most full-time teachers in private universities are the postgraduates that left the universities recently, so they just move from a campus to another campus, lacking the experience in both industry and teaching. They choose to work in universities mostly because of the stable environment. The stable life and teaching contents allow them to spend more time with family or on research. Hence, lots of teachers are not willing to have practical experience in industry enterprises or take part in the training organized by universities, but think the reform of universities is useless and the training or practical experience will not be helpful. For their lack of enthusiasm in teaching reform and practical innovation as well as the industry experience, those teachers are unable to satisfy the requirements of application-oriented universities for the quality of teachers, so their personal development will be restricted to some extent.

IV. DISCUSSIONS

In the future, we recommend some suggestions on Strengthening the Faculty Advancement of Private Universities as follow:

1. Specifying the Strategic Positioning of Universities to Guide the Strategic Planning for the Faculty

Private universities should first have a clear strategic positioning for themselves, and not imitate the model of operation from public universities or simply borrow the administrative pattern in the public education system, but they should find own features on the path of transforming into the application-oriented universities. Under the specific, clear and unique strategic positioning, private universities should reflect on and design the strategic planning for the faculty advancement in compliance with their own strategy, and develop the human resource management system in an all-round way, which covers the recruitment, training, evaluation, utilization, security and development, etc. of talents.

2. Establishing the Brand-New Evaluation System to Guide the Transformation and Development of Teachers

The transformation of teachers should be guided by evaluation, so the management of universities should change their ideas about management, and should encourage teachers to make innovations aggressively and explore assiduously. Also, the management should tolerate the mistakes of teachers in the attempt of transformation, make administrative innovations, study the new environment and create the environment for the transformation of teachers. In practice, the management should support all the explorations and innovations of teachers, accept the existence of problems in the exploratory transformation of teachers, and be able to find the problems in the administrative design and put forward the solutions or countermeasures, so as to create the environment suitable for the application-oriented transformation and development of universities. Hence, a brand-new evaluation system should be inevitably established to guide the transformation and development of teachers.

3. Creating the Space for the Development of Teachers to Attract and Stabilize the Talents

Private universities are enhancing their attraction to high-level talents, and taking all kinds of measures to stabilize the faculty and alleviate the brain drain. By increasing and improving the salary & welfare, they are intended to solve the problem of survival for teachers at the intermediate level or lower. By reforming the promotion based on evaluation and the assessment and appointment of professional titles, the problem of promotion and escalation is eliminated for excellent teachers. Teachers are assisted to understand and learn more about the administration by carrying out the information-based programs, improving the work process and enhancing the public and transparent administration. The democratic life system and the faculty representative assembly are implemented practically, while teachers are encouraged to take part in the management and discussion of administrative issues for self-actualization. The teacher development center and teaching & scientific research platforms are established to satisfy the needs of teachers for growth and development.

4. Strengthening the Cultivation of Teachers to Push Forward the Faculty Advancement in an All-Round Way

The cultivation of teachers is the strategic reserve and adjustment of talents based on the strategy of university. Every private university must have their unique features and advantages. In the current age of mobile internet, we have to pay more attention to how to motivate the teachers with the subjective initiative and the spirit of innovation, devise and open up different development paths for different types of teachers, so that teachers can adjust to the changes quickly and accept the challenges bravely during the rapid development process of private universities. In this way, teachers will identify the path of self-improvement and achieve the self-actualization.

5. Reinforcing the Practical Capabilities of Teachers to Satisfy the Needs in the Transformation and Development

Teachers in private universities mainly lack the capabilities of scientific research and practice, so improving the practical capabilities of teachers provides the important guarantee for the application-oriented transformation of private universities. To satisfy the needs in the transformation and development, private universities should improve the practical capabilities of teachers by combining recruitment with cultivation. On the one hand, private universities should hire the part-time teachers with practical experience to teach the highly applied courses. On the other hand, all kinds of incentives should be implemented to urge the full-time teachers to have practice experience in industry enterprises, so as to improve their practical capabilities.

V. CONCLUSION

In this transforming period, the administration managers should be aware to the applied faculty advancement was the most important thing in applied universities and colleges. In our opinion, making a set of indicator system of evaluating the performance and promotion of the applied faculty is the most important and most effective step. As a guideline, faculties will understand what should they do and where should they go, and administrators will know how to train and how to stimulate faculty.

REFERENCES

- [1] Jiang, Yuner. *American university teachers construction enlightenment*. Journal of Yancheng normal university (humanities and social science edition), 2006, 5, 91-94.
- [2] You, You. *The filtering mechanism of teachers team construction in the university--Take five of the world's top universities*. Journal of Beijing university education review, 2013, 4, 87-97 + 187.
- [3] Zhang Dichen. *Teaching management system of colleges and universities in American and its enlightenment on teaching staff construction of university in China*. Journal of education and profession, 2014, 2, 73-75.
- [4] Zhu Wen. *Comparison and references on faculty's team construction in foreign colleges and universities*. Journal of knowledge economy, 2009, 15, 115-116.
- [5] Xie Xiaozhen. *Compared on human resources structure and selection standards of first-class university between China and the United States*. Journal of Industrial & Science Tribune, 2006, 3, 36-37.
- [6] Wang Po. *Research review on faculty construction in private colleges and university*. Industrial & Science Tribune, 2013, 11:161-162.
- [7] Song Chaoli. *Research review on teaching ability of young teachers in colleges and universities*. Modern education science, 2013, 135-138 + 146.
- [8] Liu Hua. *Experience for construction of faculty at home and abroad*. Private Education Research, 2007, 6, 73-78 + 108.
- [9] Song Xiuying, Zhao Shuanglin. *To strengthen the construction of teaching staff is the key to the development of colleges and universities in our province*. Journal of Xingtai vocational and technical college, 2001, 3, 8-10.
- [10] Xiao Yi. *Research review about faculty's' team construction of colleges and universities in the United States in nearly a decade in China*. Journal of Chinese modern education equipment, 2001, 13, 136-138.
- [11] Liu Guomei. *Literature review of the problems of teachers of independent college*. The Guide of Science & Education, 2010, 7, 111-112.
- [12] Zhang Min. *Introduction and enlightenment of faculty's team construction management in American university--based on field visiting on the higher education management at university of Minnesota*. Journal of Beijing education (higher education), 2010, Z1, 126-128.
- [13] Chen Xiaojong. *Research on faculty's team construction of private colleges in Chines*. The northeast normal university, 2008.
- [14] Xu Xiongwei. *Empirical research on present situation of faculty's professional development of private college in Shanghai*. Shanghai normal university, 2015.
- [15] Shang Jing. *Construction problems and countermeasures of teachers team of private colleges in Yunnan province*. Yunnan normal university, 2013.
- [16] Zhu Liping. *Research on the teacher's construction of private colleges in jiangxi province*. Guangxi normal university, 2015.
- [17] Ye Huaifan. *Construction problems and countermeasures of young teacher team of the newly built undergraduate colleges and universities, based on the investigation of Sichuan province*. Journal of higher education research, 2016, 110, 110-116.
- [18] Wang Weikun. *Problems and measures of staff construction of private colleges--in Liaoning province, for example*. China Higher Education Research, 2014, 01:75-75.
- [19] Li Yan. *Development on staff construction of university of private colleges*. Journal of education and vacation, 2012, 26, 66-67.
- [20] Ding Jing. *Breakthrough on staff construction of university of private colleges*. China's adult education, 2014 (17): 23 to 25.
- [21] Jue Haibao, Lei Chengbo. *The construction of teaching staff of non-governmental university, based on the transformation of development view*. Continue Education Research, 2015, 12, 74-76.
- [22] Huang Shuiguang. *Research on staff construction of university of private colleges*. Journal of Guangdong Polytechnic Normal University, 2014, 35, 120-124.
- [23] Jue Haibao Lei Chengbo. *The construction of teaching staff of non-governmental university, based on the transformation of development view*. Continue Education Research, 2015, 12, 74-76.
- [24] Xu Miaomiao, Fang Chunjie. *Initial exploration on teachers transformation develop of the applied undergraduate colleges and universities*. Journal of Hunan University of Science and Engineering, 2016, 6 88-90.

AUTHORS' PROFILES



Xiaolin Qi, who was born in Hanzhong city, Shannxi province, China, on Dec 17, 1976. She had BSc degree in Accounting at Anhui university of finance and economics in 1999, and MBA degree from Zhongnan University of Economics and Law in 2004, Wuhan, Hubei, China. From Nov 2016 to present, as a visiting scholar in the college of Education and human development in University of Massachusetts Boston, Boston, MA, USA. She is an Associate professor and HR manager at Wuhan Technology and Business University, which is the first batch of the Cultivating Unit of Innovation Capability Promotion Program (2011 program) in Hubei province. From 2005, she became a teacher of Wuhan Technology and Business University. From 2008 to 2013, she had served as the Associate Dean & Executive Vice President of School of Management, Wuhan Technology and Business University, mainly responsible for training teachers of College Student Professional Career Planning, a guidance of student professional career planning, and human resources management discipline construction, etc. As the Head of Personnel Department since July 2013, she was engaging in developing planning and implementation approaches for faculty construction as well as directing and supervising the daily errands of Personnel Department including recruitment, training and assessment and fulfillment of the responsibilities of university faculty. Within the past three years, she successfully led the team to conduct reforms and innovation of the personnel management system including applying Management by Objectives to secondary colleges and Classified Management to all teaching faculty, adopting advanced Human Resource Information System, and building professional career

development access for both teaching and administrative staff. In her field, she has participated in many top-notch national or provincial research projects as either host or principal investigator and achieved ample research achievements on professional career planning and human resources management including publishing a list of research articles in core academic journals. She was hosting the key research project of Ministry of Education of China, University Applied Technique-oriented Teaching Staff Classification Management Performance Evaluation Index System Construction Study covered by the 12th Five-year Plan of National Science of Education of China. She hosted one national research projects, two provincial and two school-level research projects, as well as the completed compilation of two textbooks, Human Resource Management and Enterprise Resource Planning System Practical Tutorial of Human Resource of our university. Now she still focuses on faculty development and management in higher education. Prof. Qi is the member of China Human Resource Development Association, and Hubei Human Resource Management Association. She obtained numerous provincial and school-level awards including the Third Prize of the Sixth Hubei Educational Science Research Excellent Achievement Award and the Third Prize of the Thirteenth Wuhan Excellent Social Science Achievement and the Second Prize of the Third Hubei Province Education Economic and Management Research Achievement. Email:10120217@qq.com, phone number is (+86)13277991616.



Yuhong Zhan, corresponding author, who was born in Huangmei town, Hubei province, China, on June 20, 1984. She had a bachelor's degree in law and literature from Central China Normal University in 2007 and a master's degree in law in 2010 from Central China Normal University in 2007. At present, her major research fields are human resource management and

geriatric social work. She became a teacher at the college of management at Guangdong Baiyun University in 2010. She was responsible for teaching social work related courses. At the same time, she worked with other teachers to set up a social work organization which serves the elderly, families and adolescents, became the members of the council of "Tian Xing Social Work Organization" and Program director of the organization. Since 2015, she has served as a Lecturer of College of Management at Wuhan Technology and Business University, mainly responsible for teaching human resource management and Talent assessment, and guidance of students' graduation thesis. Over the year, she had published seven papers and wrote a book (such as A Course in Geriatric social work, Beijing, China, Central Radio & Tv University Press, 2017; A Research on the role of social work in the construction of aged service system, Yunnan, China Journal of the Socialism Institute of Yunnan, 2013; Sociological Research on corruption of Social Groups during the transitional period Journal of Changchun University of Science and Technology (Social Sciences Edition), Changchun, 2013); Currently, her research focuses on human resource management and geriatric social work. Ms. Zhan is a member of Chinese Social Work Association. She has also won the second Prize in teaching competition from the college of management at Guang dong Baiyun University in 2013 and the third Prize in teaching competition from the college of management at Wuhan Technology and Business University. Email: 335255299@qq.com, phone number is (+86)18963995683.