Research on Effective Strategies of Faculties' Professional Development in a New Era

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Abstract: With the development of economy and higher education, the relationship between talent supply and talent demand has changed profoundly. Economic restructuring, industrial upgrading, and social and cultural construction have promoted the implementation of innovation-driven development strategy. The society has required higher quality of talent cultivation in colleges. As the main force of personnel training, the professional development of faculties directly affects the training quality of applied talents. Therefore, it is very important to develop professional ability of faculties. Taking the opportunity of the faculty construction in a new era and the cultivation of applied talents, effective strategies of the professional development of faculties in the new era are studied from the levels of teachers, schools and the country, so as to continuously cultivate high-quality applied talents.

1. Introduction

On January 20th, 2018, the CPC Central Committee and the State Council clearly pointed out in the document “Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in New Era” that: Vigorously revitalize teacher education and continuously improve teachers' professional quality and ability; Improve the quality of teachers in colleges in an all-round way and to build a high-quality and innovative teachers team; Efforts should be made to improve teachers' professional ability and promote the connotative development of higher education[1]. On February 11th, 2018, a notice on the issuance of "Action Plan for the Revitalization of Teacher Education (2018-2000)" was issued, and the promotion of teacher education reform was called for from aspects of teacher training levels and the "Internet + Teacher Education" innovation, so as to improve the quality and the ability of teachers and build a high-quality, professional and innovative team of teachers[2]. On September 17th, 2018, "Opinions on the Implementation of Excellent Teacher Training Plan 2.0" was proposed to strengthen and optimize the teaching teams and improve the professional ability of education teachers[3]. It can be found that the professional development of teachers has become the development trend of higher education, and is urgent in order to cultivate applied talents. "Education is a major plan, teachers are the basis, and only good teachers can lead to good education". As the main body of the school, teachers in colleges or universities would directly affect the quality of applied talents.

Therefore, the professional development of faculties is very important.

2. Necessity of Faculties' Profession in a New Era

2.1. Needs of the Transformation and Development of Application-Oriented Undergraduate Colleges in a New Era

It is formally pointed out in "Guiding Opinions on Guiding Local Ordinary Undergraduate Colleges to Change to Application-oriented" that the improvement on the construction of "double-qualified and double-capable" teachers is necessary for the transformation and development of colleges[4]. Adjust the structure of the teaching staff, strengthen the training of teachers, regularly send faculties to enterprises to receive practical training, and work temporarily, enhance their professional skills, and continuously cultivate high-quality talents.
initiative and enthusiasm for practical ability improvement, and promote the professional
development of faculties. It could be seen that professional development of faculties would promote
the smooth transformation from local undergraduate colleges to application-oriented colleges.

2.2. Needs for Training Applied Talents

With the continuous upgrading of the industrial structure, the contradiction between the demand
and supply of talents has become increasingly prominent. Difficulty in employment and low-quality
employment of graduates have become social concerns. In order to effectively relieve the
employment pressure of graduates, improve the quality of personnel training and perfect the
personnel training mechanism, it is necessary to train applied, compound and innovative personnel
in short supply in the production and service front line to meet the requirements of economic
restructuring and industrial upgrading, and it proposes higher requirements for the professional
development of faculties.

2.3. Needs for Faculties' Career Development

With the development of higher education, the cultivation of applied talents has become the main
goal of the development of colleges, which poses greater challenges to the professional
development of faculties. For meeting the needs of the new era, teachers should change their
traditional ideological education concepts, define their own positioning, make a good career
development plan, strengthen professional skills training, improve practical ability, broaden various
career development channels, promote their professional development, cultivate more talents to
serve the regional economic and social development, and further enhance the level of education and
teaching.

3. Problems Existing in the Professional Development of Faculties in a New Era

3.1. Lack of Professional Development Planning

With the higher education development, the society has proposed higher requirements for the
cultivation of applied talents. However, due to the influence of traditional educational ideas,
faculties do not understand the development opportunities and challenges faced by colleges at
present. There are concept deviations in the cultivation of applied talents and their own
development lacks career development plans.

3.1.1. Weak Awareness of Faculties' Professional Development

Pan Maoyuan pointed out that "the development of college teachers" is all activities in which
teachers continuously grow up and improve their professional and research abilities in the
"professional career"[5]. In the process, faculties develop their professional level through various
ways of learning, exploration and reflection so as to reach the degree of professional maturity.
Therefore, faculties should have the awareness of professional development in the highly
competitive social environment, make clear the planning of professional development, and speed up
their own professional development.

3.1.2. Improper Understanding of Opportunities and Challenges in Professional Development

Faculties do not learn enough about the spirit of higher education development in the new era, do
not understand it properly, and lack rational understanding of the opportunities and challenges faced.
Influenced by traditional ideological education concepts, colleges provide less opportunities for
faculties to participate in professional skills training and temporary job training in enterprises.
Meanwhile, teachers' enthusiasm is not high, the motivation to carry out academic research
activities for local economy and enterprise industries is insufficient, and teachers' awareness of self-
transformation and professional development is weak.

3.2. Lack of Practical Platform for Faculties’ Professional Development
Influenced by traditional ideological education concepts, faculties value theory over practice. It is common that teachers' practical ability is weak, and there are few opportunities for further study and practical exercise in off-campus enterprises, and lack of practical exercise platforms. Under the background of training applied and innovative talents, teachers' practical skills can no longer meet the demand of the college development. It is bound to improve teachers' professional development platform, improve teachers' practical skills and meet the needs of training applied talents.

3.3. Imperfect Professional Development of Faculties

With the development of higher education, the country and schools pay more and more attention to the quality of training applied talents, but do not attach great importance to the professional development of faculties which still exists at the theoretical training level. The system of faculties' professional development is not perfect, and it cannot arouse teachers' high attention and enthusiasm for professional development. The evaluation system for teachers with applied talents training is not perfect, and teachers' production, teaching and research ability and professional practice ability have not yet been introduced into the evaluation index system[6], which cannot accurately measure teachers' professional development.

3.4. Lack of Favorable Conditions for Faculties' Professional Development

Influenced by traditional ideological education concepts, colleges generally attach more importance to theory than practice, value the improvement of faculties' theoretical knowledge and neglect the cultivation of faculties' professional skills. Faculties' professional development is at the theoretical level. Schools often improve faculties' teaching ability through pre-job training, mentoring and training of young teachers. They do not set up special professional development institutions for teachers and regularly train teachers. At the same time, schools generally do not pay enough attention to teachers' professional development and have less investment. Facing the transformation and development of colleges, it is bound to increase investment, broaden the channels of faculties' professional development and promote faculties' professional development. Otherwise, it cannot meet the demand of training applied talents.

4. Ways of Faculties' Professional Development

4.1. Teacher Level

4.1.1. Career Development Planning

With the fast development of social economy, the cultivation of applied talents has become a significant task in the higher education reform. Facing the trend of higher education reform, faculties should conscientiously follow the spirit of national policies, make their own career development plans, clarify the direction and objectives of professional development, improve their professional skills, and meet the social needs of training applied talents.

4.1.2. Improve Professional Skills

Facing the demand of training applied talents, faculties should pay attention to the improvement of their professional skills and practical ability while completing theoretical teaching. They might seek more practical training opportunities through various ways, truly participate in the front line of the enterprise, improve their own practical ability, better guide students' practice, improve students' abilities of innovation and entrepreneurship, and truly help graduates to realize “innovation leading entrepreneurship, while entrepreneurship driving employment”.

4.2. School Level

4.2.1. Platform Building for Faculties' Professional Development

Build Teacher Development Center. In order to promote faculties' professional development and improve their practical skills, colleges should set up a special organization, i.e. teacher development center, which is responsible for the management of faculties' professional development, including
the training of faculties after entering colleges, the improvement of teaching ability, and faculties' professional development. Based on the requirements of the state for the construction of faculties in the new era, targeted training should be carried out for faculties to improve their practical ability, so as to give specific guidance to students and promote the improvement of students' practical skills.

Construct the development platform of college-enterprise integration and in-depth cooperation. The main goal of application-oriented undergraduate colleges is to cultivate application-oriented talents, mainly to improve students' practical ability, so as to meet the local demands for economic and social development. In order to improve the training of applied talents, colleges should strengthen in-depth cooperation with enterprises to achieve the goal of common training. Colleges should not only send their own faculties out, but also invite engineers in from enterprises. On the one hand, faculties should go to enterprises for on-the-job study and exercise, improve their practical ability, enrich their practical experience, and achieve the goal of combining theory with practice. On the other hand, colleges should employ outstanding technical personnel from enterprises to teach students and serve as part-time teachers, so as to enrich young teachers' practical knowledge of enterprises, broaden their theoretical horizons and promote faculties' professional development.

4.2.2. Perfect Faculties’ Professional Development System

In order to promote faculties’ professional development in local undergraduate colleges, the faculties’ professional development system should be perfected, and a reasonable evaluation system for faculties’ professional development should be formed.

Strengthen the construction of faculties’ professional development system in colleges. From the perspective of faculties' professional development, colleges should formulate and perfect a series of specific and feasible rules and regulations to promote faculties' professional development, such as faculty training, the improvement of teaching ability, the improvement of practical skills and other related systems, and the implementation of the systems.

Perfect the evaluation system of faculties’ professional development. In order to better meet the social demand of the cultivation of applied talents, it is necessary to strictly enforce the admission system for faculties, define the assessment standards for the three stages of faculties’ curriculum, knowledge and ability, and take faculties’ practical ability as an important assessment basis[7]. At the same time, improve the evaluation system of faculties’ professional development. Teachers employment, title evaluation and performance evaluation should all meet the requirements of application-oriented colleges on faculties' professional ability.

4.2.3. Investment Increase in Faculties' Professional Development

Faculties' professional development must have sufficient funds and other materials. In order to promote faculties' professional development, colleges should set up special foundations for faculties' professional development, which are specially used for faculties' training and improvement of teaching ability, so as to mobilize the enthusiasm of faculties' professional development. Increase the capital investment for faculties’ professional development, raise funds through various channels, and promote faculties' professional development.

4.3. National Level

Faculties' professional development needs guidance and support from national policies, and cannot be separated from the guarantee of material conditions such as funds. From the perspective of faculties' professional development, in order to meet the demand of training applied talents, the state should issue policies and measures conducive to faculties' professional development, such as faculty training policies, faculty qualification certification policies, school-enterprise cooperative training policies, etc., to improve faculties' professional skills and promote faculties' professional development.

Conclusion
In the socialist environment with Chinese characteristics, in order to conform the development law of higher education, colleges should take the construction of faculties in the new era as an opportunity and take the cultivation of applied talents as the goal, actively explore the path of faculties' professional development, promote faculties' professional development, and improve the quality of applied talents cultivation.

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