

Current Situation and Improvement of the Construction of Ideological and Political Teachers in Jiangxi Private Colleges and Universities

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Abstract: Through the investigation of the current situation of the construction of ideological and political teachers in 10 private colleges and universities in Jiangxi Province, it is found that the number of teachers in private colleges and universities does not reach the standard, and the original quality of the teachers is low and the postgraduate quality is sluggish. The imbalance of the team structure still exists. The article believes that strengthening policy support at the government level, emphasizing the quality supervision of team building, establishing a long-term mechanism for supervision and inspection, strengthening the cooperation of multiple parties, and exploring new models for improving the teaching team are the feasible ways for improving the construction of teaching staff of ideological and political courses in private colleges and universities.

Keywords: Private colleges and universities; Teachers of ideological and political courses; Team building; Current situation

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1. Introduction

The development of education depends on the teachers. A high-quality team of teachers is an important guarantee for building a strong education country, running a satisfactory education for the people, and accelerating the modernization of education. Since the 18th National Congress of the Communist Party of China, the construction of teachers of ideological and political courses has been focused on. A series of important speeches, instructions, and guidelines have been made on the important role and the construction of teachers of ideological courses at many meetings and occasions. Private colleges and universities occupy a very important position in the country's higher education system. Building a team of high-quality ideological and political teachers in private colleges and universities is a need to promote the implementation of reform and innovation plans for the ideological and political theory courses in the new era. The achievement of the training goals of colleges and universities is also related to the high-quality development of private higher education.

Private colleges and universities are social organizations or individuals other than state agencies, using non-state financial funds to open colleges and universities, and other educational institutions for the society according to law. According to the list of private colleges and universities released by the Ministry of Education in 2022, there are a total of 773 private colleges and universities across the country, and 33 in Jiangxi (including undergraduate and junior colleges).

In order to ensure the richness, accuracy, and objectivity of the data, the research team adopted in-depth interviews and questionnaires. According to the current situation of the development of private colleges and universities in Jiangxi, 10 representative private colleges and universities were selected, including 6 private undergraduate schools and 4 private higher vocational (technical) schools. The person in charge of the School of Marxism (or the Department of Ideological and Political Teaching and Research) conducted an interview. According to the interview situation and the problems that emerged, the “Questionnaire on the Current Situation of Ideological and Political Teacher Team Construction in Private Colleges and Universities in Jiangxi Province” was designed, and a random sampling method was used to issue electronic questionnaire links through the “Questionnaire Star” platform. A total of 108 valid questionnaires were collected. The content of the survey involves the number and scale, team structure, training status, professional quality, management system, and evaluation system of teachers in ideological and political courses in private colleges and universities.

2. Current situation of the construction of ideological and political teachers in private colleges and universities in Jiangxi

The current situation of the construction of ideological and political teachers in Jiangxi private colleges and universities is described from the two dimensions of the internal goals and external mechanisms of the teaching team. The number, scale, quality, ability, and structure of the teaching team are the internal goals of the construction of the teaching team. The management and evaluation systems, and so on are its external mechanisms.

2.1. Shortage of teachers of ideological and political courses

Through the analysis of survey information, in recent years, the total number of teachers of ideological and political courses in Jiangxi private colleges and universities has increased significantly, basically reaching the Ministry of Education’s “Regulations on the Construction of Teachers of Ideological and Political Theory Courses in Colleges and Universities in the New Era” (Decree No. 46 of the Ministry of Education) (hereinafter referred to as the “Regulations”). It is stipulated in Article 7: With a team of full-time teachers for Jianqiang Ideological and Political Courses, colleges and universities should approve full-time teacher positions in Ideological and Political Courses based on the total number of full-time students and strictly in accordance with the teacher-student ratio of not less than 1:350^[1]. However, judging from the teaching workload undertaken by teachers, as shown in **Figure 1**, teachers of ideological and political courses in private colleges and universities often have to take on the teaching task of two or even three ideological and political theory courses. With 20 or more sessions, teachers’ teaching tasks are heavy, which reflects that the number of teachers of ideological and political courses in private colleges and universities is still relatively low, and there is a special situation of teacher shortage. This shortage situation means that the ratio of teachers to students in the “Regulations” is 1:350, but the actual number of ideological and political teachers is still insufficient. In most of the surveyed private colleges and universities, they have been committed to expanding the number of teachers of ideological and political courses in recent years. However, due to the limited funds and the difficulty of recruiting talents, they can only alleviate the standard ratio between the number of students and the number of full-time teachers of ideological and political courses through internal personnel deployment. In order to solve the problem,

other professional teachers, administrative staff or counselors are transferred to be teachers of ideological and political courses. These newly transferred teachers of ideological and political courses often need to complete the relevant affairs of their original positions, which leads to low investment in the teaching of ideological and political courses. Their time and energy are limited, and thus can only undertake a small amount of teaching tasks. As a result, there is a shortage of the number of teachers of ideological and political courses in private colleges and universities.

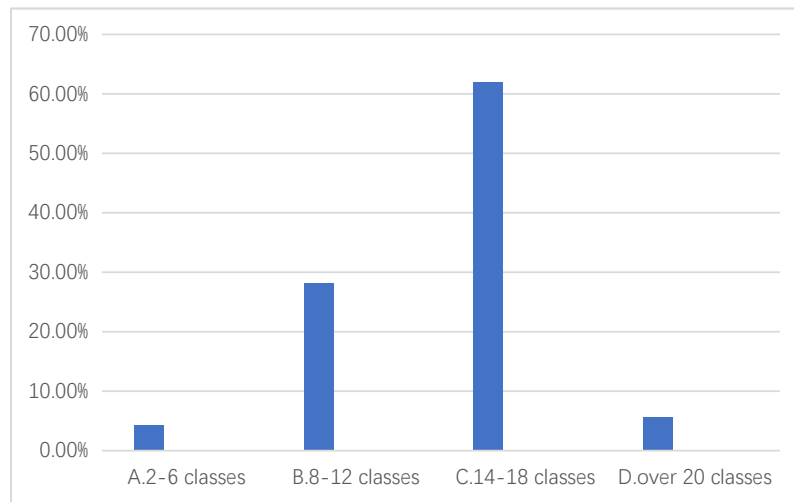


Figure 1. Weekly class hours of teachers of ideological and political courses in private colleges and universities

2.2. Low original quality and sluggish postgraduate quality

The original quality of teachers of ideological and political courses refers to the development status of teachers' education, qualifications, and graduate schools before they enter the job.

Compared with public colleges, private colleges and universities have certain disadvantages in terms of the original quality of ideological and political teachers. Most of the ideological and political teachers in Jiangxi's private colleges and universities have postgraduate degrees, and the number of doctors is very small. Most teachers are generally from ordinary colleges and universities in the province. Due to the difficulty of publishing core papers for teachers of ideological and political courses in private colleges and universities, coupled with heavy teaching tasks, the professional titles of teachers of ideological and political courses in private colleges and universities have stagnated, and the highest proportion of professional titles in the team is still lecturers. In addition, according to the interview results, as the party and the state pay attention to the cultivation and training of teachers of ideological and political courses, private colleges and universities are also paying more and more attention to the training of teachers of ideological and political courses. Teachers are encouraged to participate in and complete relevant training programs and tasks of the Ministry of Education and the Department of Education, such as regular pre-job training for teachers of ideological and political courses, backbone teaching training, demonstration training, and special training, etc. However, the training in terms of academic qualifications improvement, field trips, etc. is relatively weak, and there are few private colleges that combine their own characteristics in training, and there is no appropriate training feedback mechanism. Teacher training has a direct impact on the quality of postgraduates. Through post-service training and learning, teachers can better improve the quality of postgraduates, thereby improving the quality of teachers ^[2].

2.3. Imbalance of team structure

The structural problems of the ideological and political teachers in private colleges and universities are mainly

manifested in the “five major imbalances” of age, gender, education, professional title, and full-time and part-time jobs. Firstly, from the perspective of age structure, in the surveyed private colleges and universities, the teacher structure of ideological and political courses lacks levels and echelons. The loss rate of young teachers is relatively high, resulting in less young teachers under the age of 30, and there is a phenomenon of lack of successors. From the perspective of gender ratio, there are more women than men, leading to the embarrassing situation of “daughter country.” Thirdly, from the perspective of education structure, the education status of the surveyed teachers is shown in **Figure 2**. Private colleges and universities have many graduate students. Postgraduate educational background accounts for the largest proportion, followed by undergraduate education, and there is a small proportion of teachers with college education. In addition, private colleges and universities with different levels of schooling also have differences in the level of education of their ideological and political teachers. Among the surveyed private colleges, the proportion of ideological and political teachers with doctoral degrees is zero. It can be seen that teachers with postgraduate degrees are the main force of teachers of ideological and political courses in private colleges and universities. Next, in terms of professional titles, based on the platform dilemma of private colleges and universities, even if the professional title assessment is biased towards teachers of ideological and political courses, it is difficult for teachers to meet the requirements of professional title assessment. The survey results show that among the teachers of ideological and political courses in private colleges and universities, the proportion of teachers with intermediate professional titles is the highest, accounting for 73.24%. Junior and associate senior titles accounted for 12.92% and 10.03%, respectively, and teachers with full senior titles ranked last, only accounting for 3.81%. In terms of full-time and part-time jobs, a team of ideological and political teachers who are mainly full-time, and combining full-time and part-time jobs has not yet been formed. There is a situation in which full-time and part-time jobs (i.e. double reduction and external or special employment) each account for half of the country. These “five major imbalances” directly hinder the overall level of the construction of ideological and political teachers in Jiangxi private colleges and universities.

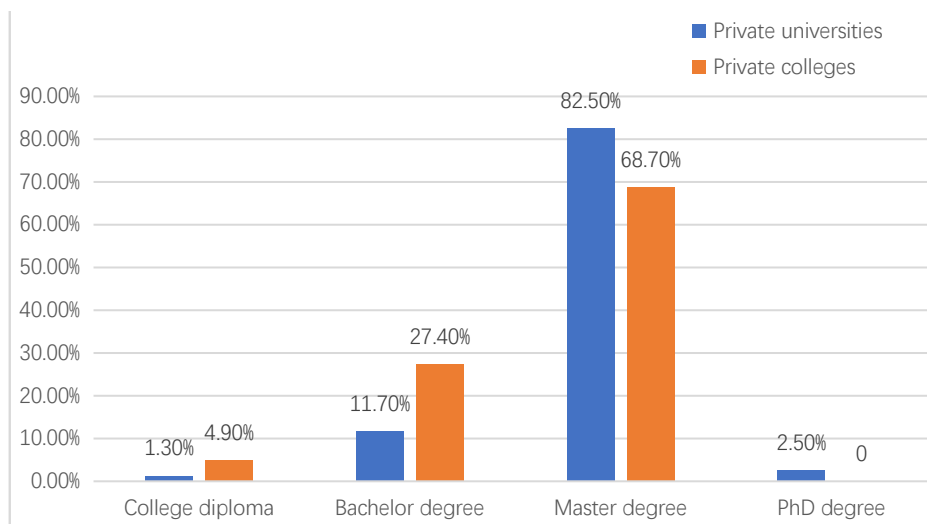


Figure 2. Academic qualifications of teachers of ideological and political courses in private colleges and universities in Jiangxi

2.4. Lack of management mechanism

During the investigation, the management mechanism and system construction of the ideological and political teachers in Jiangxi private colleges and universities were also investigated. In terms of teacher selection, among the 10 private colleges and universities surveyed, 7 of them have formulated the qualification admission

and exit system for teachers of ideological and political courses. However, most of them do not work when implemented, and violation of the system is ignored. In terms of assessment and evaluation, at present, most private colleges and universities still follow the uniform standards of the school. There is no assessment and evaluation system for teachers of ideological and political courses, and the assessment standards are singular, including the teaching quality, teaching attitude, and practical operation. In terms of training, due to the limited source of funds for private colleges and universities, and the lack of government financial support, most private colleges have not been able to expand the training channels for teachers of ideological and political courses. It is difficult for the teachers to learn about the achievements of China's reform and development, to organize field trips and comparative analysis of the economic and social development at home and abroad, to go to local party and government agencies, enterprises and institutions, grassroots, etc., to carry out practical exercises. In terms of incentive mechanism, the self-made incentive plan of private colleges and universities is unreasonable. In terms of funding, the interviews found that most private colleges and universities did not strictly follow the standard of no less than 40 yuan per student per year for undergraduate colleges and no less than 30 yuan per student per year for junior college colleges. The standard arrangement of special funds is used to guarantee the academic exchanges and practical training of teachers of ideological and political courses, and there is no post-allowance for them, which decreases the enthusiasm of teachers and hinders them from moving in a benign development direction^[3].

3. Strengthening the construction of teachers of ideological and political courses in private colleges and universities

3.1. Strengthening policy support at the government level

The construction of teachers of ideological and political courses in private colleges and universities is inseparable from the support of government departments. In recent years, governments at all levels have focused on the construction of teachers of ideological and political courses, and have introduced a number of policies and measures to promote the construction of teachers of ideological and political courses^[4]. In view of the particularity of the school-running system of private colleges and universities, at present, the same standard is applied to the construction of ideological and political teachers in public and private colleges and universities. Specialized instructions for team building are required to overcome the key obstacles that affect the construction of ideological and political teachers in private colleges and universities. The government should formulate relevant policies to provide detailed regulations on the rights and interests of teachers of ideological and political courses in private colleges and universities to enjoy the same treatment as teachers in public colleges and universities in terms of professional training, application for high-level topics, and publication of papers in core journals. In terms of evaluation, commendation, and rewards, policy arrangements have been made for classified evaluation with public colleges and universities, and a special fund support policy for the development of ideological and political teachers in private colleges and universities has been established. In terms of implementing national policies, local administrative agencies must implement policies in different categories. According to the characteristics and development of the ideological and political teachers in private colleges and universities, inter-school differences need to be considered, targeted measures and efforts are necessary to promote ideological and political education in private colleges and universities. The construction of political class teachers has developed properly^[5].

3.2. Establishing a long-term mechanism for the supervision and inspection of team building

Relevant government departments should pay close attention to the inspection and supervision of the

construction of ideological and political teachers in private colleges and universities, establish a long-term supervision and inspection mechanism with comprehensive coverage, simultaneous correction and construction, and strong accountability. Inspection, regular supervision and inspection, and special supervision and inspection, supervision by specialized forces, and supervision by various forces, traditional supervision and inspection methods, and the use of modern scientific and technological means are combined to further improve the pertinence and effectiveness of supervision and inspection work.

Firstly, the internal supervision of the party committees of private colleges and universities is strengthened, fully utilizing their supervisory and restrictive functions. The party organization in private schools is the party's battle bastion in private schools and it plays a political core role ^[6]. The party committees of private colleges and universities must take the initiative and be proactive, unswervingly implement the fundamental task of cultivating people by morality, fully support the construction of teachers for ideological and political courses, and run ideological and political courses, which is a key course for cultivating people by morality. Secondly, special supervision and inspection are carried out. The Ministry of Education's "Regulations on the Construction of Ideological and Political Theory Teachers in Colleges and Universities in the New Era" should be strictly implemented, special inspections are carried out on the construction of ideological and political teachers in private colleges and universities. There should be an in-depth understanding of the construction of ideological and political teachers in private colleges and universities, problems should be identified, and the solutions should be put forward. Thirdly, a long-term mechanism for daily supervision should be established. The construction of the team of ideological and political teachers should be regarded as the key aspect of the annual inspection, assessment, and management supervision of private colleges and universities. The private colleges and universities should be promoted to improve the level of construction of ideological and political courses teacher team. Next, the government-led accountability mechanism needs to be strictly implemented, to ensure the healthy development of the ideological and political teaching staff in private colleges and universities through an effective accountability mechanism. The supervisory department should promptly report the inspection situation to private colleges and universities by compiling and distributing briefings or documents, and commend private colleges and universities with outstanding achievements in the construction of ideological and political teachers. Colleges and universities that fail to rectify, perfunctorily deal with, make false rectifications, or even refuse to rectify should be strictly held accountable, and their enrollment plans should be deducted according to laws and regulations.

3.3. Strengthening multi-subject cooperation and exploring new models for improving the teaching staff

It is a systematic project for private colleges and universities to cultivate a team of high-level ideological and political teachers, which requires the coordination of multiple forces to form a joint force. Cooperation with relevant government departments and social institutions should be strengthened to obtain financial, material, and technical support. A support and cooperation mechanism needs to be established for the construction of ideological and political teachers in public and private colleges and universities, public-run and private-run can be implemented, and a paired assistance can be formed. At the same time, internal communication between private colleges and universities is also very important. The education authorities can set up a communication platform to help teachers of ideological and political courses in private colleges and universities to share resources with each other, enhance emotional contact, and strengthen the exchange and sharing of teaching and research experience, jointly brainstorm and discuss the construction and development of ideological and political teachers in private colleges and universities.

4. Conclusion

The construction of a team of teachers for ideological and political courses in private colleges and universities is an arduous and complex task with a long way to go. Based on the status quo, to clearly restrict the current bottleneck in the construction of ideological and political teachers in private colleges and universities, the government, private colleges and universities, and relevant entities should focus on actively adopting corresponding strategies to jointly build a team with sufficient quantity, reasonable structure, and high quality. An excellent team of teachers for ideological and political courses is necessary to achieve the high-quality development of education in private colleges and universities.

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Disclosure statement

The authors declare no conflicts of interest.

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