

Difficulties and Breakthrough Strategies in the Team Construction of Part-time Teachers in Application-oriented Universities

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ARTICLE INFO

Article history

Received: 8 September 2021

Revised: 14 October 2021

Accepted: 20 October 2021

Published Online: 30 October 2021

Keywords:

Application-oriented universities

Part-time teachers

Dilemma

Strategy

ABSTRACT

Strengthening the team construction of part-time teachers is required by the transformation and development of the universities, the realization of their goals of being developed into an application-oriented universities and their talent cultivation and long-term development. The existing problem regarding the part-time teachers in current application-oriented universities are the low proportion of part-time teachers, a shortage of high level part-time teachers, the absence of relevant laws and regulations, a lack of systematic policies or financial support for part-time teachers as well as the unsound management mechanism with insufficient scientific and reasonable employment scheme for part-time teachers. To strengthen the team construction of the part-time teachers in application-oriented universities, firstly we should improve the existing laws, regulations and policies and broaden the financial support channels. Secondly, we should develop the recruitment channels for part-time teachers and pay attention to introducing high-tech and highly-skilled talents. Thirdly, we should improve the management over part-time teachers and promote their value. Fourthly, it should adopt a people-oriented management concept and establish an effective evaluation and incentive mechanism for part-time teachers.

1. The Significance of Team Construction of the Part-time Teachers in Application-oriented Universities

Part-time teachers are the masters and users of the latest production technology, and the masters of professional standards in relevant industries. They have rich experience in professional projects, and are able to teach with differential styles and types according to needs with potentials to develop their functions in multiple ways. Part-time teachers should meet four necessary criteria: signing employment contracts with colleges and universities according to laws; being able to independently undertake teaching tasks of specific majors; having rich professional

and practical experience; being the professional technical personnel and highly-skilled talents in relevant industries or enterprises.

With the development and transformation of common local colleges into application-oriented universities and the advocating of integrating the production and education in the new education era, the practical education is becoming more and more important and the significance of team construction of part-time teachers has become increasingly prominent. The central government has repeatedly issued documents advocating the adjustment of existing team structure of teaching staff and the increase of part-time teachers during the transformation of ap-

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plication-oriented universities, especially to encourage outstanding talents with working experience in industries, enterprises, institutions or other areas to join the team of teaching staff.

1.1 Strengthening the team construction of part-time teachers is required by the university transformation and development

The talent cultivation goals of application-oriented universities are targeted at applicable and technical-skilled talents who can directly serve for the regional economic and social development, and the technological progress of industrial enterprises. The cultivation of talents ultimately depends on the teaching practice; therefore, it requires the application-oriented universities to add more teaching staff with professional skills and practical experience to the existing teachers team. However, at present, the teaching staff structure in application-oriented universities in China are commonly featured with a low portion of teachers hired from enterprises while a big portion of teachers directly graduated from colleges and universities, who, although having solid professional theories, lack professional skills and social practical experience and knowledge on the current development status of industrial enterprises. At the same time, they also tend to follow the traditional teaching modes, emphasizing the theory, underestimating the practice, being relatively weak in teaching technical skills, thus causing students to be lack of practical and operational capabilities.

The transformation and development of universities require numerous of teaching staff with practical experience and professional skills. However, it takes a certain period for common universities to cultivate talents with both theoretical knowledge and practical ability, and the output of practical talents with practical experience and professional skills also takes some time. The part-time teachers can well make up for the shortage of professional teachers and practical education instructors who are required during the development and program adjustment of universities, so that they can relieve the working pressure of full-time teachers who need more time and energy for scientific research, and realize the optimal allocation of teaching staff resources.

1.2 Strengthening the team construction of part-time teachers is required by the talent cultivation goal of application-oriented universities

The application-oriented universities are targeted at cultivating and training applied technical and skilled talents. Such a position of talents training and cultivation

puts forward clear directional requirements on the structure of knowledge and ability of teaching staff. Teachers in application-oriented universities should not only have a solid theoretical foundation, an open knowledge system and an in-time update of their knowledge reserve, but also need to have skilled and professional practical ability and practical education ability, so that they will be capable of theoretical teaching, guiding students' practical training and cooperating with enterprises on applied research. Such a team of teachers can train and cultivate comprehensive talents with both solid basic theoretical knowledge and necessary specialized knowledge, as well as with basic abilities and skills required by the practical work in the professional field.

However, the full-time teachers in application-oriented universities have relatively heavy teaching tasks, lacking of time and experience to consistently conduct first-line practical and technical operation. They are often unable to solve the practical problems in the specific field, and at the same time, they may also have difficulties tracking and mastering new technologies and processes of industries or enterprises in time. Therefore, in order to achieve the goal of cultivating and training high-quality talents, the application-oriented universities should actively introduce professionals recognized by the industry and enterprises, and hire part-time teachers from excellent professional and technical personnel, management personnel and highly-skilled talents, who have rich practical work experience and strong professional practical ability, are capable of bringing students with the latest technology, information and production cases from the industry and enterprises in orientation of actual needs and by integration of theory with practice. It is significant for the cultivation and training of the first-line technical and skilled personnel and the innovative scientific and technological talents of professionalism and adaptability, the enhancement on the practical and applicable capabilities of students in specific majors, the promotion of their employment, the strengthening of the schooling distinctiveness and the contribution to local economy, society and industry. Therefore, the talent cultivation goal of application-oriented universities determines that part-time teachers are an important and necessary part of their teaching staff team.

1.3 Strengthening the team construction of part-time teachers is required by the highlight of schooling distinctiveness

Strengthening the construction of part-time teacher system is an adaption of the application-oriented universities in China to the current requirement of transforming from the extension development to the connotative develop-

ment. At present, the application-oriented universities in China are still in the early stage of transformation and development with a serious shortage of teaching staff, especially the "double-qualified and dual-capability" teachers. To establish a relatively stable team of high-quality part-time teachers will not only meet the needs of universities on "double-qualified and dual-capability" teachers in their transition stage, but will also improve the structure of current teaching staff team and their teaching quality, promote the employment rate of students, further strengthen the contact and communication between universities and society, industries and enterprises, and enhance the influence and core competitiveness of universities.

At present, the proportion of part-time teachers in the total number of teaching staff in application-oriented universities is increasing year by year. They play an important role in their respective positions, however, due to the lack of special team construction and management, in the process of recruiting part-time teachers there are still many problems which affect the role of part-time teachers to a certain extent. Therefore, strengthening the team construction of part-time teachers in application-oriented universities and formulating relevant management systems are conducive to the standardized and orderly management of part-time teachers, improving their teaching quality, and thus giving full play to the value of this special team.

2. Difficulties in the Team Construction of Part-time Teachers in Application-oriented Universities

Driven by the dual forces of realistic needs and national guidance, local undergraduate colleges are under constant transformation and development, during which their teaching staff team is also under constant adaption, which indicates the instability of quantity, scale and teaching staff team of the application-oriented universities in China. Part-time teachers, as an important supplement to the teaching staff in application-oriented universities, are recruited from various channels. They have rich working experience and superior professional skills, and can well apply the theory to the practice. However, at present, among the teaching staff of application-oriented universities the part-time teachers accounts a low portion, which is far behind a reasonable portion. In the applied science and technology universities in German, the proportion of part-time teachers accounts for 30% or more, and even more than 50% in some schools. While in the application-oriented universities of China, there is a lack of high-level part-time teachers.

2.1 Difficulties in government level

First, there is a lack of relevance laws and regulations. At present, the management of part-time teachers in application-oriented universities lacks the support of corresponding laws and regulations. Although it may be referred in some legal provisions, there is still a lack of clear stipulations and specifications on the recruitment and dismissal procedures of part-time teachers in application-oriented universities, their post responsibilities, salary and training, which not only effects the management of part-time teachers in application-oriented universities, but also brings difficulties to the protection of their legal rights and interests.

Second, there is the lack of systemic policy for part-time teachers. Although the central government has issued a series of policies to encourage the application-oriented universities to actively hire more part-time teachers to expand the teaching staff team, most of these policies and government documents only put forward advocacy suggestions, without any specific and targeted directions for implementation. For example, there is no clear evidence of specifying the qualifications, recruitment procedures, job description, assessment criteria, salary system and training standards for part-time teachers in application-oriented universities, especially their coordination between the two status being an enterprise employee and a part-time teacher.

Third, there is a lack of financial support for the part-time teachers. In many policy documents issued by the government, it actively encourages application-oriented universities to hire more part-time teachers, but without any clear regulations explaining the financial sources of recruiting part-time teachers. Although the cost of hiring a part-time teacher only accounts for 1/3 or 1/2 of that of a full-time teacher, due to the lack of stable sources of funds, many application-oriented universities can only rely on the surplus funds to pay the salaries or training expenses of part-time teachers. The shortage of funds causes the application-oriented universities lacking motivation for the team construction of part-time teachers, which greatly restricts the development of team of part-time teachers.

2.2 Difficulties at university level

First, there is a lack of sound management mechanism for part-time teachers. First of all, the long-term training and planning of part-time teachers are insufficient in most of application-oriented universities, in which the post-employment training of part-time teachers is limited to attending classes by other teachers or external study,

without any systematic training on their teaching skills. Secondly, the assessment system of part-time teachers needs to be improved, and there is a lack of multi-dimensional assessment system over the teaching quality like the teaching content and means, and the supervision and management mechanism over teaching process. Thirdly, the lack of evaluation incentive system for part-time teachers causes it difficult to mobilize the teaching enthusiasm of part-time teachers.

Second, there is a lack of scientific and reasonable employment scheme for part-time teachers. Many applied undergraduate universities only recruit the part-time teachers based on the completion of teaching tasks with a random process, lacking an overall planning, or a scientific and reasonable employment scheme. Although some colleges and universities hire part-time teachers with the original intention of improving the existing structure of teaching staff and ensuring the teaching quality, in fact, they regard the professional titles and academic qualifications as the priority conditions for hiring part-time teachers. In addition, many application-oriented universities have an incomplete understand on the outstanding professional and technical personnel, management personnel and highly skilled talents from the industry and enterprises, without hiring the experts who are most suitable for teaching as part-time teachers urgently needed in the current local economic and social development. At the same time, the application-oriented universities generally publish the recruitment information of part-time teachers only on the relevant teacher recruitment websites with single and limited information publication channels, which cause those who are willing to become part-time teachers but not familiar with education industry being unable to obtain recruitment information, and missing the application opportunity, therefore it limits the source of part-time teachers.

3. The Strategies for the Team Construction of Part-time Teachers in Application-oriented Universities

With the deepening development of ordinary local colleges to application-oriented universities and the proposal of integrating production and education in the new era, part-time teachers have become a force in the teaching staff that can not be ignored in application-oriented universities. No matter in making up for the shortage of full-time teachers, enriching the strength of teaching staff, optimizing the allocation of resources, relieving the financial pressure of universities, or in enhancing the universities and society communication improving the social adaptability, vitality and flexibility of schooling, and strengthening the schooling distinctiveness, etc., the part-

time teachers all play an irreplaceable role. Therefore, the strengthening of team construction of part-time teachers, the establishment of a stable team of part-time teachers, the improvement of the teaching quality of part-time teachers and the assurance of sustainable development of part-time teachers have become a major issue that needs to be urgently solved in the development of application-oriented universities.

3.1 Improving the existing laws, regulations and policies and broadening the financial support channels

3.1.1 Improving the existing laws and regulations to protect the legal rights and interests of part-time teachers

In order to secure the legal rights and interests of part-time teachers, to ensure their income and social status, to strengthen the standardized management of them, and to continuously optimize and promote their overall quality, the relevant national legislative authorities should issue targeted and defined documents on rights and obligations, qualifications and appointments, training and education, and assessment and rewards of part-time teachers in the form of formal legal regulations.

The national legislative authorities and education departments should revise the existing relevant laws and regulations such as Law of the People's Republic of China on Education, Law of the People's Republic of China on Teachers, Law of the People's Republic of China on Vocational Education and Administrative Measures for Part-time Teachers in Vocational Schools. In Law of the People's Republic of China on Teachers, it should revise the concept of teachers by adding an extensional type of "part-time teachers who should be stipulated as special type of teachers and an indispensable and important part of the teaching staff. In the revision of the Law of the People's Republic of China on Vocational Education, it should adopt a qualification system, clarifying and completely regulating the nature, status, role, employment ratio and management measures of part-time teachers. In this way, the employment and team construction of part-time teachers in application-oriented higher education institutions should be placed within the mandatory norms and requirements of national laws and implemented according to laws.

On this basis, it should also improve the management measures over part-time teachers in application-oriented universities by clarifying the rights, responsibilities and obligations among the enterprises and institutions where part-time teachers are employed, the application-oriented

universities and the part-time teachers to provide a basis for standardizing the management and establish and improve rules and regulations such as selection and appointment of part-time teachers, salary incentives, training and professional qualifications, so as to provide a legal basis and assurance.

3.1.2 Formulating and improving the educational management policies and moderately increasing the proportion of part-time teachers

At present, the evaluation scheme of teaching quality in application-oriented universities follows the Evaluation Scheme of Undergraduate Teaching Quality in Colleges and Universities (Trial) issued in 2004 (Jiao Gao Ting No.21), and the schooling criteria refers to the Basic Schooling Criteria for Colleges and Universities (Trial) (Jiao Fa No.2), which are applicable to all kinds of undergraduate colleges and universities. According to the provisions in these two documents, the eligible ratio between students to teachers should be 18: 1. When being added to the total number of teaching staff, the number of part-time teachers should be multiplied by 0.5. In principle, the number of total part-time teachers should not exceed one quarter of the total number of full-time teachers. Obviously, these regulations play a positive role in restricting some colleges and universities from hiring too many part-time teachers while neglecting team construction of full-time teachers. However, it is unreasonable to over limit the proportion of part-time teachers who are important to the schooling target and distinctiveness of application-oriented universities.

It is suggested that the statistics of the total number of teachers should be adjusted, and the number of full-time teachers and part-time teachers should be evaluated separately. Moreover the team construction of full-time teachers should be improved by specifying the ratio between the number of students and the number of full-time teachers. In recent 10 years, the proportion of part-time teachers in the total number of teaching staff in colleges and universities in China has been less than 24%. While referring to the development of application-oriented universities in many developed countries abroad, although the situation varies from country to country, the proportion of part-time teachers is relatively higher, even over 50%. Therefore, it is also suggested formulating and improving the assessment scheme for the professional construction by part-time teachers and their teaching quality which are beneficial to their development in application-oriented universities, "to promote the reform, construction and management by assessment, to combine the assessment with construction, and to focus on the construction". In as-

sessing the professional construction, it should adopt the basic criteria of whether part-time teachers are included in the teaching staff team and whether they reasonably and effectively play the teaching role. The existing teaching evaluation system should also be improved, by which the team construction of part-time teachers in colleges and universities can be supervised by the administrative authorities. Application-oriented universities shall be empowered in schooling, so that they will be able to flexibly employ high-quality and high-skilled part-time teachers based on the schooling goals and distinctiveness, reduce the ratio of students to part-time teachers, and increase the proportion of part-time teachers among the teaching staff. Therefore, the colleges and universities will be able to effectively overcome the spontaneous arbitrariness in the team construction of part-time teachers, and standardize and institutionalize the management of part-time teachers.

3.1.3 Broadening the financial support channels to provide material guarantees for the team construction of part-time teachers

At present, wage and training cost for hiring part-time teachers are entirely borne by universities, which often fail to hire high-quality part-time teachers due to lack of funding. Although universities do not have to bear other welfare expenses except the wage, in order to ensure the quality of teaching, they should arrange the part-time teachers to attend some training, which will virtually bring extra expenditure to the application-oriented universities. In terms of enterprises, for the sake of maximizing their own interests and management convenience, they often lack the enthusiasm to supply part-time teachers. The outstanding talents from enterprises, who are willing to be part-time teachers, are still based on their own interests and intention rather than encouraged by government and enterprises, and many part-time teachers have their own concerns. Therefore, the government and education management authorities, the application-oriented universities and the enterprises should cooperate tightly, broadening the financial support channels for the team construction of part-time teachers and enhancing the relative material guarantees.

3.2 Developing the recruitment channels for part-time teachers and emphasizing the introduction of high-tech skilled talents

3.2.1 Determining the qualifications of part-time teachers and formulating the recruitment criteria

The relevant administrative departments of the government authorities should formulate the employment

criteria of part-time teachers in line with the development of application-oriented high education and undergraduate universities in China, strengthen the standardization and appraisal system of part-time teachers qualifications, and establish the management system over their employment and qualification certificates. Each application-oriented universities should distinguish the requirements of various positions and different curriculum based on their schooling scale and distinctiveness, clarify and refine the recruitment criteria for part-time teachers, establish appropriate academic requirements and increase the weight of practical ability and industry experience in the appraisal index. In the evaluation of part-time teachers who teach theoretical courses, their education background should be more important than work experience; while in the evaluation of those who teach practical courses, their work experience, practical and scientific research ability are more important than academic qualifications. If necessary, the requirements on their academic qualifications of the part-time teachers with high practical ability and rich industry experience can be appropriately mitigated. Although there is a positive correlation between age and social experience to some extent, in order to ensure the successful implementation of the teaching plan, it should set up an upper limit to the age of part-time teachers.

3.2.2 Developing diversified talent recruitment channels and expanding the source of part-time teachers

According to its own situation, application-oriented universities should recruit part-time teachers through school-enterprise cooperation, make full use of the convenience of the network information age, open up the network channels for part-time teachers recruitment, and publish the demand of part-time teachers in multiple channels. The local human resources administration, social security departments and education management authorities should play active roles in communication and service providence, collecting and publishing the information of part-time teacher demands of application-oriented universities, organizing communication and exchange meetings between enterprises and universities, inviting senior technical personnel and skilled technicians from enterprises to visit application-oriented universities, and regularly holding technical seminars to help enterprises and universities establish good cooperative relations. The government authorities should also formulate relevant regulations to encourage enterprises to send qualified employees as part-time teachers to colleges and universities, and set up a target on the number of qualified employees sent by the enterprises part-time teachers so that to develop an efficient

channel for the flow, access and exit of part-time teachers ^[1].

3.2.3 Establishing a database for the potential part-time teachers and emphasizing the introduction of high-tech skilled talents

Based on the concept of teaching resources sharing, the database for the potential part-time teachers should be built for the sake of optimal allocation and resources sharing of high-quality part-time teachers among several regional universities. Local governments and education management departments should take the lead in establishing a regional database of the potential part-time teachers together with application-oriented universities, enterprises and scientific research institutions in the region to advocate and encourage highly skilled talents of enterprise, experts of the industry and skilled technician who are qualified as part-time teachers to actively apply the positions in application-oriented universities. Local leading enterprises shall recommend their high-tech skilled talents to the database, and upload their information or short videos of practical operation for the vast publicity. Colleges and universities can also upload the information of part-time teachers and short videos of course teaching with their permission for the convenience of being selected by other colleges and universities. At the same time, in order to ensure the teaching quality, colleges and universities should manage and upgrade the information of part-time teachers such as their teaching quality, morality, service period, reasons of resign and other information in the database. Therefore, other colleges and universities can refer to the corresponding information in the database and reduce the time of background investigation when hiring part-time teachers.

If the application-oriented universities want to hire high-quality part-time teachers for their needs, they should not "wait for it happens", but taking the initiative to contact enterprises and institutions, strengthening their cooperation with enterprises, and actively exploring and inviting senior technical and skilled talents and excellent management talents from outside the school to work as part-time teachers. "Being proactive and initiative, sending out warm invitations, closely communicating and precisely docking with the talents and providing them with personalized service and pleasant conditions are the keys for the colleges and universities to hire suitable part-time teachers, especially the high-quality ones." ^[2] Based on the principle of multi-party collaboration, joint training and mutual benefit, colleges and universities, together with industrial enterprises, scientific research institutions, especially the industry-university-research cooperation

units, should establish a teacher sharing and cultivation mode of "school-enterprise cooperation", establish the "School-Enterprise Teacher Cooperation Agreement" to clarify the job responsibilities, obligations and rights of both colleges and enterprises, and determine the relatively concentrated and flexible channels for selecting part-time teachers.

3.3 Improving the management over part-time teachers and promoting their value

3.3.1 Improving the management system of the team construction of part-time teachers and adopting humanized and standardized management measures

Part-time teachers, as being non-formal-staff members of the system, are different from full-time teachers, and they are featured with temporaries and mobility. Therefore, in accordance with laws, regulations and policies, and based on their needs of professional talent development, application-oriented universities should set up specialized institutions to be responsible for the employment and management of part-time teachers, establish and improve the management measures, set up employment plan, specify the employment conditions, standards and procedures, and establish the mechanism of training, evaluation and incentives for part-time teachers.

The establishment of rules and regulations and the standardization of management over part-time teachers should be oriented in the humanity value and implemented on the basis of people-oriented management concept. First, it should give enough respect, care and concern to part-time teachers, avoiding bring them the identity illusion of "part-time job taker", and retain the talents by mechanism and emotion care, therefore, to enhance the work enthusiasm and professional identity of part-time teachers. Second, it should take initiative in communicating with part-time teachers, organizing them to attend regular teaching meetings, having regular talks with them, understanding their teaching progress and ideological trends, giving them humanistic care, rationally planing their teaching tasks, and setting up a full-time position to communicate with them. Third it should adopt flexible curriculum management to adapt the schedule of part-time teachers^[3]. Fourth, it should regard part-time teachers as a part of the school, creating an atmosphere of respect and tolerance, and providing them with equal benefits and resources such as libraries access, school lounges and office space, parking and dining services, etc.

3.3.2 Establishing and improving the training mechanism for part-time teachers and emphasizing their career development

Part-time teachers have the right to be provided with relative training, which is also an obligation of colleges and universities. Application-oriented universities should set up training plans and programs for part-time teachers to ensure that they can receive the training regularly. For those part-time teachers with no teaching experience, the Academic Affairs Office or the Teacher Professional Ability Development Center of colleges and universities should actively provide them with pre-job training, which, on the one hand, should be a cultural integration to the school organization, and on the other hand, should include the training on teacher literacy, and teaching philosophy and skills.

Due to the time limitation of part-time teachers by their formal jobs, the training of part-time teachers should be flexible and diverse, reducing the centralized classes, and appropriately adopting more flexible activities such as symposiums, salons, thematic seminars, workshops, in-class observation and academic lectures. In order to break through the time limit and geographical limit of centralized training, it should make full use of the online training for part-time teachers to improve their teaching ability.

Application-oriented universities should strengthen the team construction of "double-qualified" teachers and promote the coordinated development of full-time and part-time teachers. They should invite full-time teachers and part-time teachers with rich teaching experience to establish a "teacher partner alliance", in which the full-time teachers provide part-time teachers with teaching materials, assessment requirements, students information and so on, and assist them in setting up teaching plans, selecting teaching methods, conducting teaching tasks, and designing and correcting homework, etc. The "teacher partner alliance" is bidirectional, and the interaction between part-time and full-time teachers can make them learn from each other and improve each other.

3.3.3 Extending the work domains of part-time teachers based on the whole process of talent cultivation

Application-oriented universities should constantly encourage part-time teachers to participate in the management of teaching and scientific research, empowering them the same right as full-time teachers in participating and making decisions on important issues, improving their recognition and participation in various activities in colleges and universities, and enhancing their professional

pride and professional role awareness. Part-time teachers have rich social experience and excellent professional skills, and are familiar with the latest development of industry and enterprises. The team construction of part-time teachers in application-oriented universities should promote the extension of their work domains based on the whole process of talent cultivation. For example, in demonstrating the positioning of professional posts and talent cultivation specifications, it should also include the part-time teachers; In the construction and development of professional curriculum system, it should listen to the opinions and suggestions of part-time teachers; In the design and implementation of practice education, it should focus on the part-time teachers; In the teaching reform and teaching evaluation, it should involve the part-time teachers from the perspective of industry enterprises^[4].

3.4 Adopting the people-oriented management concept and establishing an effective evaluation and incentive mechanism for part-time teachers

3.4.1 Improving the teaching evaluation system of part-time teachers to ensure their teaching quality

Application-oriented universities should add the evaluation system of part-time teachers to the existing assessment system, comprehensively and systematically evaluating their teaching quality as a routine assessment of teaching quality. The criteria for teaching quality evaluation of part-time teachers should be distinguished according to different professional backgrounds and teaching contents. The teaching supervision group constituted by senior teachers should carry out the teaching quality evaluation of part-time teachers from four dimensions: the supervisor assessment, the institutional assessment, the student assessment and the self assessment. The criteria for teaching content evaluation should be comprehensive, including not only the professional quality of part-time teachers, but also the design of teaching plans, the teaching styles and methods, the teaching contents and the attendance, etc. The teaching supervision team can check and supervise over the teaching quality of part-time teachers by various ways, such as randomly attending the lectures, conducting students questionnaire, arranging symposiums, and referring to test scores, academic performance and skills learning outcomes of students. In addition, colleges and universities shall regularly adopt various means such as selecting and assessing the excellent teaching plans or course ware and arranging class demonstration and so on to improve the teaching quality of part-time teachers. Colleges and universities should

set up a database to keep the teaching evaluation results of part-time teachers, so as to provide basis for future rewards and penalty, contract renewal and employment postponement.

3.4.2 Paying attention to the feedback and incentive effect of part-time teachers evaluation and deepening the school-enterprise cooperation

The feedback on teaching evaluation should be provided to, first the part-time teachers, and second the enterprises and institutions where part-time teachers formally employed. The feedback to part-time teachers on their teaching evaluation results can help them improve their self-cognition. At the same time, the evaluation results should be linked to their salary and rewards, working as the incentive mechanism of "high efficiency and high salary" to set up a salary gap and establish competition relationship among part-time teachers thus to enhance their work enthusiasm. The feedback on the teaching evaluation results of part-time teachers to the enterprises and institutions where they are employed can strengthen the management of part-time teachers, so as to gradually improve their enthusiasm and initiative.

3.4.3 Adopting diverse incentive measures to improve the treatment of part-time teachers

A floating and flexible compensation should be adopted to provide part-time teachers with a reasonable treatment according to their ability. The compensation of part-time teachers is constituted with basic class hour wages and floating incentive bonus of which the former is paid for the completion of basic teaching tasks and the latter, as an monetary incentive is paid to those who complete the teaching tasks with high quality. The floating incentive bonus can be referred to two parameters: the teaching years and the teaching quality. The teaching years parameter is used to encourage excellent part-time teachers with long-term cooperation and good teaching quality to continue to work part-time, and the teaching quality parameter is used to provide excellent part-time teachers with floating bonus that they deserve. The floating compensation mechanism can arouse the enthusiasm of part-time teachers, making them improve their teaching, strive for better teaching quality, and enhance their professional identity in the colleges and universities.

In addition, a flexible employment can be adopted to improve the compensation of special talents. Limited by the schooling cost, the part-time teachers generally receive the class hour wages as their teaching compensation, which is basically differentiated according to their

professional titles and technical positions, and somehow harms the enthusiasm of part-time teachers who have low professional titles and technical positions but with rich practical experience, high skill level and strong teaching ability. Therefore, this group of talents should be hired under a flexible employment, such as the one of "high employment from low positions", by which they will be hired as part-time teachers of higher-level posts, together with corresponding higher compensation packages.

In addition to monetary incentives, colleges and universities should also establish and improve the reward system for part-time teachers, such as organizing a series of activities like teaching evaluation, scientific research evaluation and commendation of achievements for part-time teachers, and issuing written certificates of excellent performance or honors. Government departments should select outstanding part-time teachers in the province or city, issuing honorary certificates and providing rewards to them. Enterprises and institutions should also take the praise and honor won by employees for their excellent teaching performance as a necessary parameter for their performance evaluation. The multi-dimensional and comprehensive incentives are conducive to improving the overall incentive effect on part-time teachers.

To sum up, as an important part of the teaching staff, part-time teachers play a key role in the development of application-oriented universities. The part-time teachers, with their professional technical knowledge, technical ability and rich practical experience in the industry, provide irreplaceable and valuable resources and services to the structural construction of "double-qualified" teachers.

Therefore, the application-oriented universities, relevant government departments, enterprises and institutions must cooperate with each other, paying attention to and striving for the team construction of part-time teachers, improving the relative policies and regulations as a guarantee, standardizing the recruitment process, enhancing the management and services, and promoting the effectiveness of incentive mechanism for the evaluation of part-time teachers. Only in this way can the part-time teachers play a full role to their overall educational value and to the promotion of developing application-oriented universities with high-schooling quality and distinctiveness.

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