

Implementation And Initiatives of Higher Education Reform to Teaching Management

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Abstract. The implementation and promotion of higher education reform are of great significance for improving the quality of teaching management in higher education. This paper used qualitative research to investigate and study the specific measures of teaching management in Shandong Youth University of Political Science during the implementation process of higher education reform. It aims to identify the problems in teaching management of Shandong Youth University of Political Science in higher education reform, and further construct a scientific feasible optimization strategies and implementation suggestions can help promote the healthy development of the university's teaching management and provide excellent case support for the teaching management and improvement of other universities.

Keywords: higher education reform, teaching management, implementation and initiatives.

1. Introduction

The higher education reform is a top-down strategic task at the national level, which involves practical examination and careful consideration, gathering past education experiences and drawing on the achievements of foreign education. The achievements of higher education reform benefit all universities in China. Guo (2017) [1] believed that China's university education has entered a stage of popularization, and universities have also developed from a simple expansion of enrollment to a connotation-oriented direction. Compared to traditional university education, the training objectives of education in the context of reform have fundamentally changed, with a greater emphasis on the development of quality, especially the development of talent quality. Liu (2019)[2] pointed out that the innovation and practice of university teaching management are also consistent with the internal requirements of China's higher education reform policies. Education needs to develop and fundamentally rely on change. In this context, Shandong Province, as a province with abundant educational resources, is actively exploring the path and content of reform to achieve optimization of teaching management in universities. Among them, Shandong Youth University Of Political Science relies on the policy guidance of the country and Shandong Province, combines its own educational characteristics and actual situation, carries out comprehensive reforms, empowers teaching management, and helps cultivate students' core literacy.

2. Definition of Core Concepts

Based on research and interview needs, it is necessary to clarify concepts such as educational qualification, research, curriculum, and community.

Educational qualification refers to the qualifications of teachers who implement higher education reform, including professional titles, teaching experience, training experience, etc. Zhao (2014)[3] pointed out that qualification is a collection of learning outcomes, which refers to the level of knowledge, skills, and emotions achieved by learners after various stages of learning.

Research includes scientific research, teaching research, and other aspects, such as the number of published papers, the level of published papers, the number of research projects and project applications, the quality of research projects and project applications, and the support of research project and project initiation resources.

Curriculum is one of the main objects of teaching management, as well as the key and difficult points of teaching management. This paper mainly explains from the perspectives of the rationality of curriculum design, implementation measures of classroom teaching reform, textbook reform, curriculum assessment method reform, and credit system reform.

Community refers to various stakeholders involved in university education reform, including cooperative enterprises. This paper will discuss and research from the perspectives of the benefits of cooperative enterprises, driving local economic development, promoting local cultural development, helping to enhance teachers' abilities, and helping to cultivate students' quality.

3. Research Process

3.1. Research Method

This paper mainly uses interview method to conduct qualitative research. Collect data through on-site interviews, analyze and conduct in-depth research on core issues, and summarize them.

3.1.1 Interviewees

In order to make the research of the article more authentic and effective, teaching managers and teachers from Shandong Youth University of Political Science were selected for interviews based on a sample of core issues. The selection of interviewees adopted the saturation method. The interviewees are distributed in different positions in teaching and management, and their specific job responsibilities are also different. They have solid theoretical literacy and rich practical experience and are capable of fulfilling the interview task.

3.1.2 Interview purpose

Understand the measures taken by the management department of Shandong Youth University of Political Science in implementing higher education reform, whether these measures have had an impact on the teaching management of Shandong Youth University of Political Science, and whether there are still certain problems, and propose optimization strategies or implementation suggestions based on specific problems.

3.1.3 Interview Implementation

Based on the outline designed in advance by the author, the author agreed on the university's teaching managers and teachers to conduct in-depth discussions using core issues. With the consent of the interviewees, the entire interview process was recorded, and immediately after the interview, a thematic analysis of the interview situation was conducted.

3.2. Analysis of Interview Results

Through interviews, Shandong Youth University of Political Science has put forward many specific measures and achieved certain reform results in teaching management reform. However, the problems in teaching management of Shandong Youth University of Political Science are also very obvious. The existing problems are shown in Table 1:

Table 1 Summary of Problems in Teaching Management Measures of Shandong Youth University of Political Science

Themes	Frequency	Sample Responses
1. Disordered management of educational qualifications	2 teaching managers 2 university teachers	“There are no specific regulations on the management of teacher qualifications in our university yet.” (Teaching Manager 3) “The teacher qualification certificates of university teachers vary in quality.” (Teaching Manager 5) “Some teachers have poor educational qualifications, and some teachers still hold a bachelor's degree or below.” (University Teacher 1) “The qualification certificate certification of this university mainly relies on relevant laws and regulations issued by the country.” (University Teacher 7) “The number of scientific research projects reported by our university every year is not too much compared to other universities.” (Teaching Manager 1)
2. Insufficient research and management capabilities	2 teaching managers 3 university teachers	“As far as I know, the number of provincial-level and national level research projects is still relatively small.” (Teaching Manager 7) “Many teachers around me do not pay attention to innovation in teaching and research.” (University Teacher 2) “Universities lack innovative research results.” (University Teacher 5) “Many teachers or teams often focus on theoretical research.” (University Teacher 8) “The construction of university curriculum lacks targeted policy guidance.” (Teaching Manager 5) “Many of the university's curriculum were developed a few years ago, or even earlier.” (Teaching Manager 6)
3. Lack of curriculum construction and management	2 teaching managers 3 university teachers	“Curriculum construction is closely related to students, but according to my observation, many of the university's curriculum settings do not take into account the actual situation of students.” (University Teacher 2) “The curriculum of the university is disconnected from social needs.” (University Teacher 3) “The curriculum arrangement of the university is unreasonable, and many emerging curriculum constructions are still incomplete.” (University Teacher 7)
4. Weak ability to manage community participation forces	2 teaching managers 2 university teachers	“The unity between universities and communities is still insufficient.” (Teaching Manager 2) “The proportion of community strength in teaching is relatively small, and the industry education integration needs to be further improved.” (Teaching Manager 3) “Insufficient social participation, many teaching positions lack effective internships, and there is a disconnect between theory and practice.” (University Teacher 1) “The joint venture between universities and communities lacks strength, and students have a solid theoretical foundation, but their hands-on abilities are weak.” (University Teacher 5)

As can be seen from table 1, educational qualifications are the focus of this teaching management reform, and teachers attach great importance to educational qualifications. However, there is still confusion in the management of educational qualifications at Shandong Youth University Of Political Science. Zhao (2020) [4] believed that "qualification is a symbol of an individual's comprehensive literacy, and good qualifications can lead to outstanding abilities". Teaching Manager 5 said that "The teacher qualification certificates of university teachers vary in quality.", University Teacher 1 said that "Some teachers have poor educational qualifications, and some teachers still hold a bachelor's degree or below." These all indicate that there is still confusion and inconsistency in the management of educational qualifications in university, which restricts the scientific development of teaching management. Wu (2016) [5] believes that "qualifications have a certain degree of authority and universality", therefore universities should attach importance to the construction of the education qualification certificate system. Liasly (2022) [6] also agrees that universities should establish a comprehensive education qualification certificate certification system to improve the quality and level of teachers. Therefore, in response to the problem of chaotic education qualification management, Shandong Youth University of Political Science needs to build a comprehensive education qualification certification system, raise the threshold for teacher introduction, and formulate specialized policy documents to make the education qualification management more scientific and efficient.

As can be seen from table 1, there is a problem of insufficient capacity in the implementation of research and management measures at Shandong Youth University of Political Science. Stefen (2021) [7] believed that "the research achievements of a university mainly depend on the quantity and quality of research". From the interview, it can be seen that the scientific research level and quality of Shandong Youth University of Political Science are relatively weak. Teaching Manager 1 said that "The number of scientific research projects reported by our university every year is not too much compared to other universities.", Teaching Manager 7 said that "As far as I know, the number of provincial-level and national level research projects is still relatively small." From this, the quality of scientific research is poor. Zhao (2022) [8] pointed out that "scientific research innovation in universities is an important indicator to measure the level of university management". According to the interview, Shandong Youth University of Political Science still needs to improve its research and innovation capabilities. Ding et al. (2022) [9] pointed out that "we should create a good atmosphere for scientific research and innovation and promote the leapfrog development of university scientific research and innovation teams". Therefore, Shandong Youth University of Political Science should first create a good research environment and atmosphere for teachers, encourage innovation in the teaching team, continuously improve research management capabilities, and promote the leapfrog development of our research team.

As can be seen from table 1, there is still a lack of strength in the management and implementation of curriculum construction at Shandong Youth University Of Political Science. Jing (2012) [10] pointed out that "curriculum is an important carrier of university teaching and one of the important contents of teaching management". The university curriculum requires policy guidance, but Shandong Youth University of Political Science lacks such guidance. As Teaching Manager 5 said, "The construction of university curriculum lacks targeted policy guidance." In addition, the university's curriculum construction needs to meet the actual development of students and the needs of society, and the measures taken by this university are also not in place. As the teachers in the interview said, "The curriculum settings do not take into account the actual situation of students, The curriculum of the university is disconnected from social needs." Liu (2021) [11] pointed out that "the essence of reform is to adjust and change the original system by the reform subject to make it suitable for the development of society." Therefore, Shandong Youth University of Political Science needs to reform the existing curriculum system, and on the basis of thorough investigation and argumentation, offer new courses that are suitable for students' physical and mental development and social needs, meet students' personalized and diversified development, and cultivate more new talents for society.

As can be seen from table 1, there is a problem of weak community participation management in Shandong Youth University of Political Science. Lan (2013) [12] pointed out that "education and teaching in universities are no longer just individual behaviors, involving the participation of multiple subjects, and are the result of the collaborative development of multiple subjects and the 'community' related to universities. However, the ability of Shandong Youth University Of Political Science to attract "communities" is clearly insufficient, as discussed in interviews with teachers, such as "insufficient participation", "low strength", "insufficient unity", all of which fully demonstrate the disconnection and deficiency between the school and social forces. Wang (2019) [13] pointed out that "the industry education integration is the mainstream and trend of current university teaching development". Therefore, universities should attach importance to the power of the "community". In response to this issue, Shandong Youth University Of Political Science can introduce relevant policies to encourage the participation of enterprises and other forces, while creating a good environment and scope, enhancing integration strength, and fully realizing the redistribution and utilization of teaching resources between the school and society.

4. Conclusion

In summary, higher education reform has become an important measure in China's modern education construction, which has a significant impact on university teaching management. Under the leadership of the provincial government, Shandong Youth University Of Political Science actively carried out educational reform in accordance with its own development needs, actively adjusts and deeply reforms the direction and measures of educational qualifications, research, curriculum, and community, and introduced specific implementation measures to encourage the implementation of various reforms. However, according to interviews, there are some problems in the teaching management reform of Shandong Youth University of Political Science in terms of educational qualification management, research management, curriculum management, and community participation management. In the future, Shandong Youth University of Political Science should start from specific practical problems, draw on the excellent teaching reform management experience of other universities, and construct specific, scientific, and feasible optimization strategies to assist in the deep implementation of the reform and the comprehensive development of students

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