

Study on Classified Management of Teachers in Local Medical Colleges

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Abstract

Respect the law of higher education and different categories teacher growth rule, from the perspective of classification management, based on medical colleges and universities teachers construction practice, explore on-demand classification of choose and employ persons, set up the posts of various levels, classification evaluation system, set up agree with the practice of medical college teachers development demands the mode and mechanism of classified management of university teachers, To realize the organic combination of teacher post setting and work performance, the mutual integration of classified evaluation and teacher development, strengthen internal management and promote teacher development.

Keywords

Medical Colleges; Teachers; Classification Management; Performance Appraisal.

1. Introduction

With the rapid development of international higher education, the quality assurance of higher education has been paid more and more attention all over the world. Medicine is a science that needs to be learned and accumulated in practice. College education is only the basic education of medical introduction, and medical education system including clinical practice teaching, post-graduation medical education and continuing medical education should be established. Hospital is an important place for medical practice teaching. The clinical teachers who undertake not only clinical work but also classroom theoretical teaching and clinical practice guidance are the key to improve the quality of medical and health personnel training.

Clinical teachers are not only teachers of medical colleges and universities, but also front-line medical personnel in university affiliated hospitals. They are not only responsible for the public health work, but also responsible for clinical teaching and related scientific research assigned by the school. It mainly includes: teaching clinical theory courses, guiding novitiate practice, graduation practice and dissertation.

2. Theoretical Basis of Teacher Classification Management

The theory of "man-post matching" puts forward that different positions have different requirements on workers' ability, knowledge, skills, personality, temperament and psychological quality due to their different nature, difficulty, environment, conditions and ways of work. The theory of "two factors of human intelligence" emphasizes that human beings have both ordinary abilities (such as basic abilities) and special abilities (such as individual differences and special talents). The theory of "group dynamics" also believes that the development of individual behavior and personality characteristics are closely related to the environment of the individual. Each teacher undertakes tasks in the field he is good at, and works with other colleagues to form healthy competition.

3. Problems Existing in Teacher Management of Local Medical Colleges and Universities

3.1. Clinical Teachers Pay More Attention to Medical Treatment and Scientific Research than Teaching

On the one hand, the school lacks a reasonable and quantifiable teaching assessment system for clinical teachers. Thus, the baton of action is missing. Clinical teachers have no clear teaching objectives and requirements, and no pressure and motivation.

On the other hand, clinical teachers generally take the route of "doctor series" professional title evaluation. The teaching requirements in the title application standards are very low. Most are qualified after taking one or two courses for undergraduates. The main competition is for medical services and scientific research.

3.2. The Teaching Ability of Clinical Teachers is Weak

Clinical teachers are medical graduates, not teachers. This leads to congenital inadequacy of clinical teachers' teaching ability. The teaching ability is limited, unable to attract students to attend lectures, teachers themselves can not enjoy the fun of teaching. This leads to the reluctance of both teachers and students to attend classes.

3.3. Backward Management Mode of Teachers

In the practice of teachers' management in local medical colleges, the experience of famous universities is too much believed, and the close relationship between the position of running a school and the position of teaching staff is ignored. Or they still prefer the relatively stable traditional management mode, resulting in only formal "classified management". In fact, teachers still maintain the original work content, procedures and status.

4. Main Measures of Classified Management of Teachers in Local Medical Colleges and Universities

4.1. Establish the Classified Management Mode of Teachers in Local Medical Colleges and Universities

Based on the running conditions of local schools, we plan to adopt the "1+4" classified management mode of combining schools, secondary departments, departments and teams with individuals as the main part. Give full play to the strength of all sectors. The guidance of the school, the support of secondary schools and departments, the communication between departments and the cooperation of research teams create a good management atmosphere, so that teachers of different categories can find a sense of belonging to the organization.

4.2. Optimize the Staff and Post Matching of Local Medical Colleges and Universities

First, in combination with the actual running conditions of local medical colleges and universities, employment conditions and job responsibilities should be set to reasonably decompose the overall running objectives and tasks into the basic working conditions and job responsibilities of all types and levels of posts, so as to establish positions with reasonable structure, clear boundaries and clear responsibilities and rights. The traditional classification method only classifies teachers according to the "amount" of teaching and research work. Scientific post establishment should start from the "quality" perspective, based on the school-running conditions and school-running orientation of local schools, especially according to the changes of phased tasks and work priorities of schools, the overall school-running goals should

be reasonably decomposed into the basic working conditions and responsibilities of various classes and levels of posts.

The second is to demonstrate the correlation between the types of clinical teachers and the types of talent training, and to accurately classify and describe the requirements of teachers in terms of knowledge, ability, quality and other aspects based on the needs of the post.

Third, clinical teachers should combine their own situation and development direction to establish positions suitable for their own development and give full play to their energy in their posts.

4.3. Construct a Reasonable Classification and Evaluation System

First, in the evaluation system, select the evaluation elements by classification. In terms of discipline attributes, differentiated management mode is implemented according to humanities and natural sciences [1]. In terms of work emphasis, for teaching posts, the evaluation factors reflecting teaching effect and teaching ability should be selected, such as teaching workload, teaching evaluation quality, teaching reform research projects, etc. For research-based positions, the evaluation factors reflecting research effect and research ability should be selected, such as research projects undertaken, research and team platforms, academic achievements, etc. For posts of social service promotion type, the evaluation factors reflecting the effect and working ability of social service and transformation and promotion of scientific and technological achievements should be selected, such as income from transformation of scientific and technological achievements, output value of scientific and technological promotion, income from various patents and transformation, political advisory suggestions and influence of social service promotion. For teaching and research posts, core elements such as teaching, scientific research and social service should be integrated [2].

In the operation, attention should be paid to the participation of the faculty of the clinical college to discuss the setting of performance assessment indicators, and to reduce or increase the weight of relevant work assessment according to the different needs of talent training and subject setting. At the same time, differentiated evaluation criteria should be adopted for different development stages of clinical teachers [3].

Second, in terms of the evaluation method, the establishment of different employment period of the post assessment mode, explore the long period of evaluation. Establish different employment period of the post assessment model, the annual assessment and employment period assessment combined with each other, both relatively independent and connected. Different assessment subjects and methods are selected according to different assessment objects, and quantitative and qualitative, individual and team assessment, external expert assessment and school recognition, social benefits and in-school assessment are combined [4]. Third, on the subject of evaluation, the peer expert evaluation mechanism should be improved, the combination of individual evaluation and team evaluation should be emphasized, and an efficient and cooperative clinical teacher team should be established.

Fourth, in the evaluation and appointment of professional titles, explore the evaluation and appointment mechanism of "professional titles by category" [5]. Setting conditions scientifically not only provides space for teachers to give full play to their advantages, but also forms benign competition.

Fifth, in terms of salary and treatment, the evaluation method of clinical medical work points, classroom theoretical teaching points, non-classroom practice guidance points and scientific research points is integrated to form a unified pricing standard for the salaries of different types of teachers. In this way, clinical teachers can be guided to be content with teaching and avoid the problem of attaching importance to scientific research, medical treatment and teaching to a certain extent [6].

4.4. Establish the Mechanism of Diversion and Post Transfer

According to the assessment results, explore teachers' potential and broaden the channels for teachers' career development. We should establish a post employment mechanism of "promotion and demotion" and "transfer and diversion", so as to ensure the free development of teachers and the coexistence of competitive pressure, achieve the organic combination of stability and mobility of teachers, and avoid waste of talents as far as possible.

4.5. Build a Guarantee System for Teacher Development

According to the results of classified evaluation, teachers' potential can be explored, targeted training can be provided, and channels for teachers' career development can be broadened. There is a scientific and correct guidance for the career of different types of teachers to promote the classified development of teachers. In order to avoid the phenomenon of "attaching importance to rewards and punishments while neglecting development" and "fragmentation" of incentive policies, a series of supporting documents should be issued to form a combined incentive mechanism. In particular, attention should be paid to providing policy and platform support for the growth and development of young and middle-aged clinical teachers, research teams and experimental teams, and constructing a guarantee system for teacher development.

5. Conclusion

In local medical colleges and universities to carry out the classified management of the teachers, in order to "post match, personnel fitting for" as the goal, the teaching positions are divided into different categories and levels, clearly define the qualifications and job responsibilities of each position, make assessment and evaluation index system and rewards and punishment system, to carry out targeted training, widen the channel of the teachers' professional development.

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