Analysis of the Current Problems on Chinese Universities’ Work of Introducing High-level Talents, and Countermeasures

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Abstract. The introduction work of high-level talents is the most fundamental and important part of intelligent development strategies of university. And, it plays a core role in improving the level of teachers, optimizing disciplinary structure and even enhancing research capacity. Recently, large number of Chinese universities have conducted many preferential policies and increase their efforts in introducing high-level talents. The competition of scabbing high-level talents has becoming increasingly greater. However, there exists large quantities of issues in the growing introduction of high-level talents that have led to the ineffectiveness of those talents and impacting the overall effect of introduction work for universities. This article will try to examine how to appeal, retain and keep talents on the basis of the problems existing in the Chinese universities’ introduction work of high-level talents.

Introduction

Mr. Sun Yat-sen once stated, “By the state, talent for urgent” [2]. In contemporary world, talents are the most valuable resource and own talents means own core competition. It was also claimed by President Xi Jinping that we must establish a strong sense of talents, seek and hungry for talents, discover talents like gaining treasure, recommend talents via various criterion and utilize talents to make them fulfill their responsibilities [4]. According to the China's Medium- and Long-Term Talent Development Plan (2010–2020), China will coordinate development of talent team’s construction, with an emphasis on high-level and -skilled talents [3]. With the rapid development of higher education, the competition among Chinese universities has becoming growing fierce and many universities have proposed the strategy of talents developing the educational institutes. Thus, introducing talents especially the high-level talents has become the key work of Chinese universities. Introducing high-level talents can led to the improvement of disciplinary structure, optimization of teaching staff, promotion of disciplines and universities’ reputation. Yet, there have exposed some deep-seated problems in the practical introduction work of talents, if these problems cannot be recognized and properly dealt with, the effectiveness of high-level talents’ introduction will be reduced. Therefore, this essay will try to explore the current issues on Chinese universities’ work of introducing high-level talents and propose some suggestions. It mainly argues that since the introduction of high-level talents is regarded as universities’ long-term strategy, universities should positively conduct the research according to the effectiveness of talents’ introduction, find the problems exist in the work of talents’ introduction and management, meanwhile, optimize them via innovative introduction method, and finally, create a new situation of high-level talents’ introduction. Thus, this essay will be divided into three parts. In the first part, the definition of high-level talents in universities will be presented. Following by exploring the issues existed in the current talents’ introduction work of universities. Ultimately, some optimizing countermeasures for these problems will be discussed.

The Definition of High-level Talents in Universities

Before examining the problems existed in the current talents’ introduction work of universities, it is necessary to know the definition of high-level talents. To define the concept and scope of high-level talents scientifically is the foundation and precondition of talents’ introduction and talent-development work.
The Concept of High-level Talents

Because the concept of high-level talents owns abundant connotation and extension. Currently, academia has not a unified definition for this concept. From the view of applicable scope, high-level talents are the high-level professional and technical talents, possessing some aspects that higher than the equivalent professional personnel [5]. As it was argued by Xu [6] that, from the core of work, high-level talents can be divided into expert, management and service-oriented. From the side of intelligent structure, they can be classified into simple-complex category. In the view of origin, they can divided into domestic and abroad high-level talents. Based on the definition of “excellent talents” in the strategy of Chinese Ministry of Education’s talent development, the university’s high-level talents can be classified into three types which are leading, backbone and reserve. From the side of area, high-level talents mean the comprehensive talents that are not only meet the requirement of unit and region but also can make proactive and substantive contribution to their industry innovation [5]. The high-level talents referred in this article are the high-level professional and technical talents in line with the needs of universities’ development, having profound knowledge and high prestige in their disciplines and professional fields, bearing significant tasks and can long-term work in their teaching and research post, and playing crucial role in talents cultivation, disciplinary development, research innovation and social service.

The Characteristics of High-level Talents

As it was described by Xu [6] that, there are four core features in high-level talents which are highly educated, senior professional title and high-level (means have gained outstanding achievements, make great contribution, exert important influence in their research field or teaching post). Besides, high-level talents also possessing four general characteristics. The first is the high aggressiveness. High-level talents have strong interests in their disciplinary field, exploring consciousness of unknown places, explicit ambitions and aspirations for their careers and positive attitude in their studies and work. Following is the high creativity in scientific research. It means creativity, innovation and unique thinking mode. The third is the high scarcity of requirement. Because high-level talents are interdisciplinary personnel with multiple knowledge and capacities. Also, they are the outstanding persons among talents that need long growth circle and high cultivation cost. As a result, they are regarded as extremely scarce, in particular the academic leader. Finally is the high geographic fluidity. As a consequence of difference in social and economic development, welfare policies and distribution ways of various regions, the trend towards interest have becoming high followability.

The Classification of High-level Talents

Xu [6] stated that the Chinese government, local governments and universities have set up a series of polices concerning the cultivation, encouragement, utilization and liquidity of talents and also, conducted a roughly classification for high-level talents. Among these polices, according to category of universities' high-level talents that formulated by administrative departments of education, the first is world-renown scholars like academicians of the Chinese Academy of Sciences and Chinese Academy of Engineering, and the Changjiang scholars. The second category is academic leaders and young and middle-aged experts at national level, and other senior professional technician that possessing leading scientific achievements home and abroad. They are engaged in teaching and research and maintain the leading level by the recognition of domestic and foreign peers. The final field is mainly occupied by “The Teaching and Research Award Program for Outstanding Young Teachers in Higher Education Institutions” “The Project Supported by Foundation for University Key Teacher by the Ministry of Education of China” “The Project Sponsored by the Scientific Research Foundation for the Returned Overseas Chinese Scholars”, with the aim of attracting, stabilizing and cultivating key members of the outstanding young teachers.
The Problems Existed in the Current Talents’ Introduction Work of Universities

Within the different tasks of universities, the introduction of high-level talents is still at an early stage, most of universities have gradually accumulated some special methods and policies and became increasingly generalized. As a consequence, during the process of practical implementation, some problems have inevitably arisen.

The Absence of Strategic Program

Strategic goal of talent is commonly considered as the most significant work by universities’ administrators, as well as the introduction of talents. Whereas, since in the period of introduction, specific aim and integrated planning were inadequate that easily caused plenty of pressure from teaching evaluation, disciplinary application and research approval, and ignored deep analysis and demonstration as well. In order to accomplish the introduction work, numbers of needless talents have been introduced. Consequently, the strategic decision-making exerted great disarrangement and cost, and those blindly-introduced talents have not gained optimal utilization that result in unhealthy development of teachers’ construction.

The Fuzzy Standard of Talents’ Introduction

Zheng [5] argued that the present indicator system of Chinese universities’ high-level talents introduction was mostly dependent on defined set of national academic titles and the talents selected at all levels. They did not have explicit classification and standard of high-level talents and sometimes even confused the concept of high-level talents with high-degree talents. Also, certain universities did not have their personalized selective conditions that caused disparate development and even extreme gap between preferential and inferior disciplines. In addition, a number of universities paid more attention on inspecting diplomas, professional titles and academic achievements or quantitative analysis of prestigious university, morality, psychology, humanistic quality and potential for development, have becoming formalistic and simplistic.

The Single Method of Talents’ Introduction

Favorable living condition and work environment play decisive roles in the mobility of talents, as well as key factors in appealing high-level talents [5]. However, in reality, large quantities of universities have got stuck into material competition such as compensation and housing. In contrast, as it was claimed by Tian [1] that, a few universities merely considered hard introduction, with the thought of introducing talents means the needed talents along with their registered permanent residences, files, salary relations and family members must be introduced, instead of utilizing soft ways which means introducing talents’ innovative ideas, intellectual capital and scientific achievements. For example, employing famous experts and scholars as part-time professors or giving lectures or cooperating in scientific research. Furthermore, the introducing methods of certain universities were correspondingly simple, administrators commonly released recruitment information on social media like portal website or attend supply and demand meeting of every university or recommended by talents themselves and teachers. Although this is an effective and low cost method, the restricted information channel will generate inadequate attraction to high-level talents.

The Insufficient Management of Later-phase Service

As it was also showed by Tian [1] that, despite the fact that some universities have consistently devoted considerable manpower and material and financial resources, but they did not timely assess the effectiveness of introducing talents. Meanwhile, how to thoroughly exert talents’ roles and potentials especially stabilizing high-quality scarce talents were less concerned, lack of supporting facilities as well. This method of focusing on input instead of output, introduction rather than management will bring in the waste of human resource. More seriously, if talents’ spirit world such as career development prospect, reputation and prestige cannot be satisfied, the maximization of self-worth cannot be achieved, the situation of those introduced high-level talents’ quadratic loss will appear.
Advices and Suggestions

As a consequence of the characteristics of talents’ high aggressiveness, creativity, scarcity and fluidity, and the dynamism, continuity and systematisms of introducing procedure, the introduction of high-level talents has become increasingly complex. In order to solve those problems mentioned above, there are four measures that should be conducted.

Rationally Formulate the Long-term Strategy

Zheng [5] described that the strategic planning that meets the development of university is the basis of talents’ introduction work. Firstly, according to the overall layout of university and based on the actual demands of discipline and major construction, predict development scale and teacher amounts within a certain period and combine the development strategy with short-, middle- and long-term strategy of talents’ introduction, enact scientific plan of teachers’ construction and introducing talents. Secondly, the high-level talent must serve the demand of subjects and specialty construction, preferentially ensure the satisfaction of key, unique and emerging subjects. Finally, universities should formulate stratified and targeted program to let high-level talents benefit to promote the steadily rising of teaching quality, be beneficial to the optimization of faculty structure, overall increasing of research and academic level and the requirement for talents in the future.

Perfect Evaluation Mechanism of Talents’ Introduction

University should establish a favorable assessment mechanism for talents which clarify universities’ responsibilities and expand the recruitment autonomy of employers, explicitly form a system consists of purpose, introducing category, method and procedure, talents’ management and assessment measure and talent service. This means there have obligations to be followed. As it was put by Zheng [5] that, on the one hand, university should set up scheduled joint conference system for introducing talents, led by functional department - guided by human department, mainly joint by each college, supervised by discipline inspection department and actively cooperated by security department to promote the talents’ introduction in high quality and effectiveness. On the other hand, a specialized recruitment team with high familiar with demand of university’s development and market of high-level talents should be founded, via the method of “headhunting”, depending on university’s and college’s inspection team formed by experts and scholars and establishing resource poll of high-level talents to conduct long-term trace, screen, evaluate and inspect, forming mature system. Last but not the least, university can recruit and select those teachers with overseas education background and familiar with international research evaluation system to be in charge of overseas talent recruitment, striving for improving pertinence and practicability

Broaden the Approach of Introducing Talents

University should transform from passive acceptance to actively recruit talents, enhance the propaganda and make its effort to broaden the depth and breadth of introducing talents’ channel. The first method is actively get out of university, particularly out of china to recruit excellent talent with tremendous enthusiasm. Following by continually utilizing regular ways like homepage, recruit websites and media comprehensively and post the message of talents’ demand publicly. The final is closely communicate and cooperate with local governments and enterprises with the goal of broadening the channel to access to talent information.

Create the Environment of Keeping Talents

The key role in introducing high-level talents is introduce their hearts. On the one side, university should form the common conception of valuing, respecting and servicing talents, create academic atmosphere of fair competition, developing stage and comfortable environment with the purpose of let them feel the sense of honor, value and belonging. On the other side, university should also create satisfactory working and living condition for talents. Whereby, provide essential capital assurance and material basis in accordance with talents’ contracts which regulate the implementation of remuneration, scientific research funds, working condition and housing.
Furthermore, guarantee teacher’s rights of university’s management. University should adjust its power structure—strengthen the academic power instead of administrative right, especially exert the role of academic committees, experts and professors in the policies of academic affairs [1]. Besides, assign persons in charge of tracing mechanism of service, communication and feedback, which aim at solving every problems that talents meet in work and life [5]. Via establishing one-stop-service, supply more complete hard environment.

Conclusion
This article has tried to examine the current problems on Chinese universities’ work of introducing high-level talents and propose some advices. And it mainly argues that because the introduction of high-level talents is regarded as universities’ long-term strategy, universities should positively conduct the research according to the effectiveness of talents’ introduction, find the issues exist in the work of talents’ introduction and management, meanwhile, optimize them by innovative introduction method, and finally, create a new situation of high-level talents’ introduction. In doing so, this essay has firstly the definition of high-level talents in universities. Then, the problems existed in the current talents’ introduction work of universities has been showed. Finally, some optimizing countermeasures for these issues have been presented. Indeed, the introduction of high-level talents is a systematic project. University should base on its own position and characteristics, with targeted introducing talents, progress with the passing time, optimize the structure of teachers’ team, promote the development of disciplines, create better academic atmosphere, enhance the mechanism for talents’ service, constantly optimize the introducing environment and the most relevant - seek and improve the ideas and methods of introducing talents, which conform to university itself.

References