Research on the Development Mechanism of Young Teachers in Business College on the Basis of AACSB Accreditation

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Abstract. Young teachers have their own characteristics, but new requirements towards teachers have been proposed during the development of Business College and AACSB accreditation. In order to promote the sustainable development of young teachers through the development of Business College, efforts should be made in establishing teachers’ personal development archives, initiating the “Master and Apprentice” cultivation mode based on the analysis of teaching data, as well as strengthening financial and policy support.

Introduction

The proportion of young teachers in domestic business colleges of higher institutions is increasing year by year. Young teachers bear the important mission of cultivating talents and have distinctive advantages of higher education level and strong awareness of self-innovation. But problems also exist including difficulties in role shift, imbalanced investment in research and teaching, as well as unsatisfied demands for treatment and development. Young teachers needs to undergo several development stages including adaptation period, growth period and mature period, each with different characteristics. At present, domestic business colleges are proactively involved in international accreditation like AACSB, which proposes new requirements for teachers. How to enable young teachers to adapt quickly and stand out in accordance with colleges’ development requirements? This requires colleges, on the basis of respects for the law of growth of young teachers, to establish growth platform and improve growth mechanism for young teachers, and guide them step into a sound growth track. As such, teachers of colleges will be effectively promoted to meet accreditation requirements of AACSB, and referable suggestions will be provided for the career planning of young teachers.

The Characteristics of Young Teachers in Business College of Beijing Union University

The average age of full-time teachers in Business College is 41, and young teachers account for 73.3% among full-time teachers. It’s obvious that young teachers have become the mainstay among the teaching staff in our college. According to several statistical results, the proportion of young teachers among full-time teachers is as follows: young male teachers account for 14.47%, and young female teachers 59.21%; young doctors account for 53.95%, and masters 19.74%; young teachers with medium-grade professional title account for 39.47%, and teachers with senior professional title 34.21%. Therefore, young teachers play an increasingly important role in the development of discipline and talent groups. As for the construction of talent groups, the importance and urgency of cultivating young teaching staff is self-evident.

Some of those young teachers in our college introduced in recent years are generally doctors. And most of them have experience of academic visit in foreign land or have gained foreign education degree, thus equipping them with solid expertise. But at the same time, they are not experienced in teaching and in combining research and teaching in real term. So it’s necessary to place the priority of their cultivation work in teaching methods and the combination of theories and practice. The other are those teachers without doctoral degree who entered in the college in earlier years. Though they
already have had relative teaching experience, they have to juggle teaching, academic research and study for doctoral degree, which also imposes great pressure upon them.

**Requirements of Business Colleges Accredited by AACSB for Teachers**

Founded in 1916, AACSB started to accredit business studies and accountancy profession in 1919. AACSB accreditation, which is different from teaching and auditing assessment at the undergraduate level proposed by Ministry of Education of China, is executed by its own association, adopts a way of voluntary application and participation of higher education institutions, and aims to provide academic accreditation for bachelor’s courses and other courses for higher degrees. The certification system of AACSB, which is universally acknowledged by the whole world for its top-level strictness and standard, represents the highest achievements of a business college and acts as an important mark for world-class education in business. Business College of Beijing Union University became a member of AACSB in 2014 and has stepped into the preliminary accreditation phase.

AACSB accreditation stresses on “Mission Orientation”. Namely, it carries out assessment mainly relying on the mission and announcement of colleges and universities. The mission of Business College can be shortened as four sentences: “perform social responsibility, advance application innovation, cultivate business leaders, and serve for regional development”. Located in Beijing, Business College of Beijing Union University exerts an impact on and serves for Beijing-Tianjin-Hebei Region. It cultivates business leaders with strong awareness of social responsibility and with ability of innovation and application. Different from other business colleges of key universities, Business College of Beijing Union University makes great academic contributions to the effective and innovative application of knowledge. Its value mainly lies in cultivating a great number of business leaders in this region and providing intellectual support for regional development.

According to the mission and envision of “Constructing an International and Highly-rated Business College”, the College needs to assemble a group of teaching staff with adequate number and optimized structure and qualified to realize the mission of our college. Only in this way can we guarantee the realization of strategic planning for the accreditation of our college.

AACSB accreditation has according requirements for the type and number of teachers in our college. We have listed the basic information of present teaching staff and formulated the preliminary standard of classification in line with teachers’ basic academic preparation (degree and other academic certificates), basic professional experience (enterprise experience), sustainable academic research (academic achievements) and sustainable professional participation (practice-oriented participation in activities).

Based on degrees, professional titles, scientific achievements, participation in part-time job as well as practical activity in enterprises in recent five years and improved standard of classification, 74 teachers have been classified into different groups including academic researcher (SA), practical researcher (PA), academic practitioner (SP) and teaching practitioner (IP). And analysis as well as prediction of their goals in the next five years has been conducted. All of these have laid a solid foundation for teachers’ sustainable career planning in the future.

Although the construction of teaching staff in recent years has made a progress and the degree level as well as structure of professional title has been optimized, there is still a long way to go in order to meet accreditation requirements. As for qualifications, teachers haven’t met the basic requirements. And their ability in practice, application and adopting a global view differs from each other. Therefore, we need to make ever greater efforts in this field so that needs for mission undertaking and teachers’ individual career development are met.

Thereupon, the system adopted by our college in the next years for motivating and encouraging teachers to get promotion based on both professional title promotion system in China and requirements of AACSB accreditation will be vital.
Development Mechanism of Young Teachers in Business College

Based on above-mentioned facts, the cultivation mechanism of teachers must be upgraded to stimulate teachers’ development as the old management system has been ineffective.

Establishing Development Archive for Teachers

According to the accreditation requirements of AACSB, teacher cultivation of the College must be improved in a sustainable way in line with its accredited vision. The College will replace the loose and unconstrained development mode with a new one focusing on the sustainable development of each and every teacher. In this connection, the College intends to establish development archives for teachers so as to gain a full knowledge of the general information of every teacher, their current teaching and researching situation, current classification for accreditation, promotion goals of teachers for post and professional title, goals of classification for accreditation, measures that must be taken to achieve related goals, as well as aids and supports from the College. These contents of records must be completed based on the face-to-face interviews between personnel department and teachers. In this way, teachers management department can have a thorough knowledge of the current situation, requirements and demands of teachers in order to take more targeted approaches to extend supports and aids.

Initiating the "Master and Apprentice" Cultivation Mode Based on the Analysis of Teaching Data

The accumulation and acquisition of teaching skills are not achieved overnight but through summarizing, improving and refining years of practical experience. Part of experience is explicit and easy to impart, while most implicit experience seems to be hard to explain in words directly. The Business and Economics Experiment Center of our college developed a “Tracking System for Teaching Data”. It was designed to quantify the behaviors of teachers and students in class through data and combine it with academic records of students for analyses from which some valuable teaching experience can be drawn. Through contrast experiment between experienced and newly-recruited teachers for several semesters, the College has gained useful experience. Therefore, it plans to carry out this teaching data analyzing model on those young teachers who are not yet experienced in teaching and need to improve teaching evaluation in the future so as to put forward a more specific guidance for their classroom teaching.

Scaling up Financial Support

The practical experience in enterprises and industries, professional competence and foreign language proficiency of teachers are indispensable to the training of practical business talents and the achievement of social service. The College has had years of cooperation with a number of enterprises, establishing college-level practice bases for teachers and students. The participation and service of teachers in the industry are what the AACSB accreditation underlines. Therefore, the College should be more supportive to the participation of teachers in enterprise practice, the training of their professional competence and foreign language proficiency, and encourage teachers to practice in enterprises.

Improving Policy Support

Tutorial System for Young Teachers. Teaching experience needs consistent refinement through practice. Newly-recruited young teachers will be at sea as they just change their role from assiduous scientific researchers to teachers. At this point, the College should appoint teachers who possess a senior professional title and are experienced in teaching as mentors for those young teachers to instruct them to prepare lessons and control the class effectively, share teaching experience, give them step-by-step directions for role shift in a short time, and pass on the latest and effective teaching experience to them. Some other young teachers, who have master degree, have acquired and accumulated some teaching experience after years of classroom teaching practice. However, they are
inexperienced in scientific researches and need instructions given by scientific research leaders to improve ability in this field. Therefore, the scientific research mentor system in the College is set for this end.

**Inviting Distinguished Professors, Visiting Professors and Enterprise Experts into Campus.** In order to improve the scientific research and practical ability of young teachers, the College also engaged distinguished professors to instruct teachers in publishing high-quality research papers, as well as executives who have extensive industry experience as visiting professors to hold lectures, on which they would impart their industry experience to teachers and enhance their practical experience indirectly.

**Carrying out Study Tours.** In recent one or two years, the College has launched study tours for teachers and students to colleges and universities and enterprises outside Beijing in winter and summer vacation every year. Teachers led students to Shanghai, Zhejiang, Shenzhen, Guangzhou and other cites to visit colleges and universities where they exchanged experience and participated in activities. They also came to enterprises to experience their corporate culture and find out the market demand for talents in these cities. Thanks to these study tours, teacher and students have broadened vision, enhanced ability to solve problems by integrating theories with practice, and experienced the employment environment in other cities, which had a positive impact on their career planning.

**Revising Teachers’ Development Policies**

Before the AACSB accreditation, teachers prioritized personal career planning, professional skills improvement and post and professional title promotion. While after the accreditation, a new set of accreditation standards requires for a classification of teachers with continuous improvement. How to encourage teachers to meet the two kinds of requirements actively? According to the questionnaire and interviews of teachers, only through integrating these requirements into professional skills improvement, profession and technical post promotion and recruitment can teachers meet the requirements voluntarily without feeling that a new set of assessment criteria is added. This is the issue that concerns teachers most, because they worry that the efforts they made for accreditation will be uncompetitive and helpless in the promotion of professional and technical post which lead their development in the campus.

Specifically, it is recommended that the College offer more enterprise practices and reduce a certain amount of teaching works for teachers who are studying for a doctorate besides financial support. In this way, teachers will be more willing to perform tasks efficiently. In addition, the College should include the qualifications required by accreditation into employment conditions for candidates, list horizontal subjects and research papers adopted by enterprises into requirements of scientific researches, and encourage teachers to conduct these researches from which they can gain a sense of self-worth.

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**References**
