

# Problems and Countermeasures of Internationalization of Faculty in Higher Education

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**Abstract.** The internationalization of university faculty is crucial to the development of university education, and our universities are aware of this and have been actively importing, exporting, international exchange and cooperation from abroad according to the national policy and their own development needs. However, there are still many problems facing the internationalization of China's university teaching staff. Therefore, with the continuous development of our government's study abroad and the implementation of exchange and cooperation programs between provinces, this creates favorable conditions for the internationalization of faculty in our universities, as well as takes a series of measures to attract and cultivate internationalized talents as a way to strengthen the internationalization of faculty. This paper analyzes the problems of internationalization of faculty construction and proposes corresponding countermeasures.

## 1 Introduction

The internationalization of higher education is the exchange of knowledge between different countries; it is the convergence of the world and the world's best talents through teaching and research cooperation, so that they can provide efficient services to all countries in the world in the information age. In a certain sense, our modern colleges and universities have their internationalization as a result. Looking at the modern development of our university education, from the update of education policy to the formulation of education regulations, all of them reflect the history of exchange and cooperation between Chinese and foreign university education. Our country has been absorbing the successful experience of foreign university education and combining it with our own education, so that our university education gradually has Chinese characteristics, which provides spiritual and intellectual guarantee for the development of our universities and the realization of education internationalization [1].

## 2 The Concept of Internationalization of Faculty

The so-called internationalization of the teaching force is not limited to the human resources of one's own country, but to develop, deploy and exchange teacher resources across national boundaries and across the globe. Teachers are a new force in conducting teaching and learning, the process of internationalization of education is to develop a front-line faculty capable of undertaking international teaching models. Having rich international knowledge and practical experience in teaching can

promote the internationalization of teaching and research. In a certain sense, to improve the internationalization of teachers is also to promote the internationalization of education. Among the reasons for the internationalization of teachers are the following: first, the composition of the faculty is international. The faculty is not only limited to domestic teachers, but also talented people from overseas. According to different talent cultivation goals, a scientific and reasonable faculty team is established. Second, the quality of teachers is international. The international vision of the faculty, its international vision and model and strong professional knowledge and technical level. Third, the internationalization of teachers' teaching activities and teaching space. Teachers realize cross-border, not in the country, but in the global distribution of teacher resources [2].

## 3 The Significance of Promoting the Internationalization of Teachers' Team in Colleges and Universities

The internationalization of university faculty has become an important part of university internationalization, which helps to enhance teachers' international vision and ability of international exchange, and also helps university teachers to broaden their horizons. They should have a deep understanding of the cultural backgrounds and religious beliefs of various countries in the world, possess certain international common sense and international practices, live peacefully with people of different cultures in order to gain more space for survival and development, be proficient in foreign

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languages, read foreign literature, strengthen international exchanges and promote educational, scientific and technological and cultural exchanges between China and abroad. The mission given to colleges and universities in the first era, with the deepening of the global economic integration process, the international and inter-regional competition is intensifying day by day. In order to win the initiative of international market, an international elite with international vision, familiar with international culture and able to participate in international competition is needed. The cultivation of talents is the top priority of university education work. To cultivate international teaching talents with international level, it is necessary to reach international standard in cultivation concept, method, curriculum system design and cooperation and exchange. At the same time, universities are providing a place for elites to meet. We should give full play to the collective role of the highland of talents, promote the internationalization of talents, and shoulder the heavy responsibility of the times. The second "double first-class" construction is the basic support to clarify the status of our universities in the international arena, and it will further enhance our international competitiveness. The goal of this plan is: "to be a part of Chinese education, to be a part of the reform and development of higher education in the world. To build a new type of university faculty corps with our country's characteristics and world influence, so as to enhance our country's policy-making ability. Strengthen international cooperation and actively participate in or lead nationally important international and regional scientific research projects. At the same time, to achieve the above purposes, there must be first-class international teachers who can attract and cultivate a large number of research people with world influence, improve the quality of education and research, effectively regulate and support the optimization of discipline structure, promote discipline construction to influence and improve academic status, and ultimately improve the overall level of the university. The third intrinsic need of human self-development, the internationalization of university education, brings new needs to the development of individuals. Teachers in higher education are a group with higher cultural level, whose self-actualization psychology is stronger than other social groups. With the rapid advancement of internationalization of higher education in China, the awareness of talent cultivation and innovation of talent cultivation in colleges and universities is increasing. In order to realize their self-worth, teachers in colleges and universities must have not only good ideological quality and good psychological quality, but also international concept, international consciousness and international vision. In particular, they must have a certain understanding of the international knowledge of their specialty, grasp the current situation and development trend, and have the ability to discover and allocate global resources [3]. At the same time, one must have good communication skills, recognize the limits of academic development in the world, it is also evaluate education and academic standards according to international standards.

#### **4 The Current Situation of Internationalization of Teachers in Colleges and Universities**

At present, the internationalization of university teachers in China has made obvious achievements. Firstly, the national public study abroad program has become one of the main ways for university talents to "go out". According to the 2015 national public overseas talent selection program released by the National Scholarship Council, the number of students selected from all over China has reached 25,000, which is 17% higher than that in 2014. Not long ago, the Ministry of Education released the 2016 National Public Study Abroad Program, which identifies 29,000 teachers and will be expanded in areas where national strategies and key industries are urgently needed. Each year, the increasing number of our government's public study abroad programs both inspires university teachers to study and creates a broad, enabling environment for the internationalization of our teachers. Secondly, the provincial scholarship programs accelerate the process of internationalization of university teachers. In response to the national call of "strengthening the country with talents", many provinces have introduced "Overseas Study Program" [4]. For example, the declaration of government study abroad funds was carried out, and each region was required to develop corresponding training programs according to its own actual situation, and further refine the requirements to achieve better results. Third, active participation in international academic exchanges is an inherent requirement for teachers' own development. The inherent demand of globalization, its promotes the exchange of science and culture and improves the internationalization of university teachers. As far as the present stage is concerned, the vast majority of universities have formulated corresponding policies to encourage and promote teachers to study abroad. However, in the long run, international cooperation is a major initiative for the reform and development of university education in China, which is also an inevitable choice for the construction of world-class universities.

#### **5 Problems of Internationalization of Faculty in Colleges and Universities**

Although compared with the past, the internationalization of the faculty in China's universities has made remarkable progress, there are still many problems that we need to solve in promoting the internationalization process. Firstly, the degree of internationalization is not deep enough, the level of academic exchange is not high, and the English level of teachers is not enough. No matter the international academic seminars held by domestic universities or the academic exchanges held abroad, the number of foreign experts and scholars are few and the overall level is not high. Due to the lack of international competitiveness of our universities, it is difficult to introduce high-level outstanding talents from overseas. Most of the foreign

experts hired are visiting professors and short-term visiting scholars, but few of them are hired on a long-term basis. The current foreign teachers are mostly foreign language foreign teachers with low academic achievements and research levels. In addition, the number of full-time teachers with foreign educational backgrounds is increasing every year, but the overall level is not high. Professional teachers have poor English skills, which directly affects their ability to study and read the latest scientific and technical papers from abroad, thus limiting research on the international frontier. In addition, teachers' poor language expression ability prevents them from communicating with foreign scholars accurately and timely, making it difficult for them to gain discourse and initiative in academic communication. Secondly, there is a lack of a long-term incentive and evaluation mechanism. Although internationalization is an inevitable trend, some universities are not fully aware of the urgent need to "go out". Some university teachers have to pay for their own expenses to go abroad, which greatly affects the enthusiasm of studying abroad. Some teachers do not even know how to go abroad for further training, which directly or indirectly causes the internationalization process of teachers in some universities to stagnate. Teachers in colleges and universities should make sufficient preparations before going abroad for further studies [5]. The lack of effective management system and mode in time has caused teachers to lack systematic training in research results, foreign languages and culture. In addition, there is a phenomenon of putting the cart before the horse in overseas study in some universities, focusing only on the number of teachers and neglecting the management of teachers. The selection work is hot, but the enthusiasm for examinations is not high, which makes some teachers simply attribute the precious study opportunities to "going through the motions" and "gold plating", and ignore the real needs of study. Thirdly, the phenomenon of talent drain is serious. The focus of international competition is the competition of talents nowadays, and universities must focus on cultivating and introducing talents. In order to avoid the brain drain, before going abroad, the staffs on public assignment have to sign a contract, agreeing to work abroad for a certain period of time and giving a certain limit on the salary, which is unfavorable to the long-term development of teachers' internationalization.

## **6 Opportunities for the Internationalization of Faculty in Colleges and Universities**

### **6.1 Provinces have Launched Study Abroad Funding Programs to Further Expand the Scale of Study Abroad**

At present, there are overseas study programs supported by provincial finances all over the country. Represented by Fujian Province, the overseas study program has been implemented in Fujian Province since 2012. According

to the actual local situation, priority is given to supporting various types of professional and technical personnel in need to study, learn or participate in scientific research projects in famous overseas universities and research institutions. He also launched the overseas high-end visiting scholar program for academic leaders of outstanding undergraduate majors in 2012, as a way to meet the development of universities and industrial restructuring and development needs, and to encourage young and middle-aged discipline leaders with leading talent cultivation potential and outstanding contributions in the field of their majors to go overseas for high visits. These programs and the government's public programs complement each other, and then enable the scale of overseas study of university teachers to be further expanded [6].

### **6.2 The Improvement of Internationalization of Colleges and Universities Provides Good Conditions for the Internationalization of Faculty Members**

With the improvement of internationalization of colleges and universities, colleges and universities carry out international academic exchange activities, such as organizing international conferences, hiring foreign experts to teach in China for a short period of time and conducting cooperative research, etc., which provide new ways of communication for college teachers. Relying on the preferential policies of the state and provinces and cities, colleges and universities actively attract outstanding talents from overseas, which provides more opportunities for colleges and universities to study abroad. At the same time, the scientific research ability of university teachers has been improved, and teachers with excellent scientific research results, they can enjoy foreign research funds and scholarships, and they can go abroad for exchanges and scientific research cooperation.

## **7 Countermeasures to Strengthen the Internationalization of University Faculty**

### **7.1 Combination of Requirements and Support**

Universities should introduce guidelines and take measures to motivate faculty to study abroad. Some universities have incorporated foreign experience into their faculty appointment rules, and combined it with flexible hiring mechanisms to give teachers a major boost to further their studies abroad. However, a blanket requirement can only add to the pressure on teachers. At the same time, schools need to provide a favorable learning environment for teachers, as a way to encourage and support them to study abroad. Many universities attach great importance to the long-term benefits of teachers' study abroad by formulating appropriate policies and regulations, providing appropriate subsidies for study abroad, increasing salaries abroad, and going through the procedure of going abroad, etc. This practice

deserves recognition and should be increased to improve the welfare of teachers [7].

### **7.2 Combination of Management and Service**

Colleges and universities should strengthen the tracking management of faculty members, achieve "people-oriented" service, continuously improve and perfect management, and integrate "management" into "service". At the same time, teachers who go abroad for further study not only have financial pressure, but also have no opportunity to reunite with their families for a while, and they tend to feel lonely when studying abroad. Colleges and universities should make good use of media and communication means such as media and network to keep in touch with teachers at all times, understand their study progress, and convey the relevant policies and information of the state and colleges and universities to teachers, so that they can understand the situation at home and abroad in time, as well as to help them solve problems and feel the warmth of their hometown.

### **7.3 Combination of Appraisal and Reward**

It is necessary to further improve the evaluation system of the effectiveness of going abroad, strengthen the management of goals, and guarantee the quality of services abroad. Before going abroad, foreign universities should have clear goals, such as increasing bilingual teaching, offering new courses, publishing academic papers in international journals, and carrying out scientific research cooperation. Teachers should formulate a scientific and reasonable study abroad program, and the school should organize special experts for inspection. After the teachers return to their home countries, the school shall evaluate them according to the overseas study program. If they do not complete their study assignments on time, the school will analyze the reasons for their occurrence, and take default measures against teachers who fail to meet the expected goals. For teachers who complete their overseas work with distinction, schools may consider providing some incentives and research funds, so as to help teachers continue their research abroad [8]. Colleges can also encourage teachers to hold lectures upon their return to their home countries to share information about their research results, their understanding of foreign universities, and their experiences and gains abroad with teachers.

### **7.4 Optimize the Environment for the Growth of Talents**

To promote the internationalization of faculty, a sound talent incentive system must be established to prevent the loss of teachers and the loss of academic backbone. First, universities can provide special funds for teachers, as a way to encourage them to pursue further training and study in their own professional fields. Secondly, a sound selection mechanism should be established and adequate communication should be done. In the selection

of outstanding talents, we should avoid ranking them according to their working years and age, not to take special care of individual teachers, not to balance between departments and faculties, and to provide a "green channel" for outstanding talents, so as to maximize the working conditions of teachers and improve their enthusiasm for work. Third, a protection mechanism should be set up to ensure international exchange, so that teachers can still enjoy reasonable salaries while studying abroad. In addition, the university can establish various programs and funds to subsidize university teachers who study abroad, and provide certain subsidies to participating teachers in the form of project funds, thus combining the cost of studying abroad with the results of further training, and finally rewarding teachers with outstanding performance accordingly. Drawing on the practices of foreign universities, it is also a worthwhile practice to introduce a relevant sabbatical system for teachers so that they are in a position to study abroad [9].

### **7.5 The Internationalization of Teaching and Scientific Research Ability of the Faculty is the Focus, and the Innovation of the Cultivation Mechanism of the Faculty**

Secondly, we should strengthen the international cooperation and exchange in scientific research, so that the university teachers can actively participate in the international research atmosphere. Meanwhile, we can organize teachers to study abroad, visit, lecture, attend international academic conferences, cooperate with foreign universities, establish research centers in cooperation with foreign companies, hire outstanding professors from abroad to teach and cooperate in China, etc. Let teachers from different cultures gather together and form different cultural collision, so that teachers can understand and grasp the latest international academic developments and the frontier of discipline development, timely innovate scientific research ideas, innovative knowledge and enhance the internationalization of academic achievements. Through going out to study and collaborative research, we establish a new type of teacher training system, so that teachers can broaden their horizons, improve their knowledge and promote their abilities in the exchange [11].

### **7.6 Create an Internationalized Internal Environment and Innovate the Integration Mechanism of the Faculty**

The international perspective of university faculty, the expansion and improvement of international competitiveness, all of these cannot be achieved without an internationalized environment on campus. The internationalized environment on campus is mainly manifested in the possession of a number of international level teaching buildings, cafeterias, meeting rooms and sports equipment, and the campus image sign system such as sculpture and landscape are also indispensable international elements. The "soft" environment is not to

be ignored, such as inviting foreign scholars and professors to give lectures and presentations, offering international courses, increasing bilingualism, increasing the number of students studying abroad, the ubiquitous English corner, having students and teachers eating together in the same cafeteria, and developing cultural and recreational activities with the characteristics of each country. This will allow faculty to integrate more quickly into an international work track, create a familiar international atmosphere for those who stay overseas for a long time, as well as to attract and retain more overseas talents.

## 8 Conclusion

The internationalization of faculty is an important trend in the development of China's university education at present. However, in the process of globalization, one cannot sacrifice one's own national traditional culture for the sake of achieving formal internationalization, while surrendering the purpose and characteristics of one's own university, not to mention neglecting one's own national culture and language. Colleges and universities should correctly handle the relationship between overall orientation and specific measures, and the work of strengthening the internationalization of college faculty is a long way to go. We should introduce and train talents in a targeted way according to the development needs of the country and colleges and universities, create the best atmosphere for learning talents, return outstanding teachers to their home countries after their studies, do a good job of studying abroad, continuously expand the scale of study abroad and maximize the benefits of studying abroad. Colleges and universities should seize this opportunity to take the internationalization of faculty further.

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