

# Changes of Academic Career Mobility Policies in Universities in Northeast China

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**Abstract:** The free flow of university teachers can not only bring vitality and vitality to the academic ecosystem, but also the unity of the internal demands and external requirements of teachers' professional development. This paper mainly studies the development and changes of academic career mobility policy in Colleges and universities in Northeast China. With the help of the octopus data collector, this study carried out the main quantitative analysis of academic career mobility policy, supplemented by Excel 2013's later chart processing of the data. For the research problems, different research methods are used in this study. Through in-depth research on the relevant literature of academic career mobility, academic career mobility policy and policy text analysis, this study understands the research status of academic career mobility, policy and text analysis, defines the focus of this research, and seeks research methods and theoretical basis for the smooth development of research work. Due to the large time span and large number of academic career mobility policies involved in this study, in order to grasp the basic characteristics of the formulation of academic career mobility policies from a macro perspective and make a comprehensive quantitative analysis of the policy-making subjects, policy themes, policy objects and policy forms, this paper makes a secondary distinction between the elements involved in the policies. It constructs a structured coding and classification system of academic career mobility policy text. Among the policies related to academic career mobility issued in Northeast China, the university personnel system, high-level talent introduction policy, talent market policy and mobility supporting policies indirectly related to academic career mobility policy account for more, accounting for 25%, 24%, 22%, 16% and 11% respectively, and the overall proportion is 98%. It is of great significance to reduce the opportunity and time cost of academic career mobility, reduce the mobility risk of college teachers and increase the mobility income of college teachers.

**Keywords:** Northeast Universities, Academic Professions, Mobility Policy, Development and Changes

## 1. Introduction

In the context of knowledge economy in the new century, around the competition of comprehensive national strength dominated by "high innovation ability", countries pay more and more attention to university management and university teacher management policies. The key to highly qualified personnel training in higher education lies in improving the quality of university teachers and making full use of this possibility. Therefore, by formulating scientific and effective teacher management policies suitable for their own national conditions, we can fully mobilize their possibilities to meet the needs of cultivating high-quality university teachers.

The wave of internationalization of higher education has promoted the international trend of knowledge, technology, talent, information and wealth [1]. After joining the International Trade Organization (WTO), it is becoming more and more important to break the closed management of university teachers, improve the international adaptability of University Teachers' management policies, and promote academic exchanges and dialogue among university teachers [2-3]. The popularization of higher education has led to the rapid expansion of university scale, teachers and students [4]. Higher education in various countries is facing practical problems such as lack of investment, financial constraints and the expansion of the proportion of students and teachers, resulting in the deterioration of teachers' working conditions [5]. At the same time, the academic institutions of universities are becoming larger and larger, and the management scope and difficulty of teachers are becoming larger

and larger. Great changes have taken place in academic professionals in the world [6]. The development of the market ambition of "efficiency and effectiveness" of higher education and the strengthening of the government's accountability and evaluation of higher education have brought unprecedented changes to the management policy of university teachers, such as academic appointment conditions, evaluation and remuneration, promotion of employment and so on [7-8]. The pressure of teachers' professional position competition is increasing, and the professional position of university teachers is facing unprecedented pressure and topics [9]. Due to the market-oriented pursuit of short-term practical and efficient goals, they are worried about the reduction of teachers' knowledge, ethics and professionalism, as well as the talent training of Higher Education [10].

China's planned economy has shifted to a market economy, the economic foundation on which units depend, China's social life has begun to change dramatically, and the management of university teachers has also changed greatly from the traditional adaptation of the planned economy. Teacher management will be transformed into teacher management to adapt to the market economic system. In this unit system, university teachers more passively accept their career, because the unit system eliminates the freedom of movement and professional mobility, so there is no mobility, and the people in the unit can spend the whole career process.

## 2. Academic Career Mobility Policy for Colleges and Universities in Northeast China

### 2.1 Academic Career

In modern society, academic career mobility is an important social mobility. With the continuous improvement of the development of academic human resources and its market construction and development, academic career mobility has become normal. Academics need to inherit and discover the knowledge and ideas of the predecessors, and need innovative ideas; academics need to inherit and develop the knowledge and theories of the predecessors, and need theoretical creation. However, the process of knowledge exploration is uncertain, and hard work does not necessarily bear fruit. Scholars in various disciplines are accustomed to accumulating resources and obtaining support for the development of the subject in the university. In the competition for resource allocation and the process of policy formulation, they feel the position of the subject in the school, whether it is on the edge or at the center. Whether it is valued or ignored, the relative status of the subject in the university also reflects their status as a group of scholars in this subject in the school.

The issue of academic career mobility in colleges and universities in Northeast China has always been a concern. At present, academic output has become an important quantitative index to assess teachers' scientific research level. For research universities, how to improve the scientific research level of teachers has also become the core work of school development. Through the flow between different universities, teachers can absorb excellent academic resources and stimulate the thinking and spark of academic creation, so as to improve their own scientific research level and realize their personal academic growth. For colleges and universities, through the reasonable flow of teachers, we can actively introduce excellent talents and eliminate unqualified teachers, restructure and optimize the structure of teachers, and improve the overall level of teachers.

For the form of the weight function, the current logarithmic function form is used to express the weight function, and the specific form is as follows:

$$\omega(p) = \frac{p^\gamma}{[p^\gamma + (1-p)^\gamma]^{\frac{1}{\gamma}}} \quad (1)$$

Among them,  $\gamma$  represents the fitting parameter.

The difference between the cumulative prospect theory models is that it is no longer a separate conversion of each probability event, but an overall conversion of the entire cumulative distribution function, and distinguishes the weight function in the two cases of gain and loss. The weight function is:

$$\omega^+(p) = \frac{p^\gamma}{[p^\gamma + (1-p)^\gamma]^{\frac{1}{\gamma}}} \quad (2)$$

$$\omega^-(p) = \frac{p^\delta}{[p^\delta + (1-p)^\delta]^{\frac{1}{\delta}}} \quad (3)$$

## 2.2 Mobility Policy

Broadly speaking, there are various forms of teacher mobility, mainly including the following five types. First, intra school transfer or inter school transfer. Among them, the post transfer in the university refers to the higher, lower or equal level post transfer of university teachers without terminating the labor relations with the unit. Job hopping between schools refers to the fact that university teachers choose a career again on the premise of terminating their labor contract with the unit. This means that university teachers participate in social mobility. Second, visiting researcher. In this form of mobility, teachers must return to their original units and continue education and research after learning, excluding the elimination of interpersonal relationships. Third, study for a degree. It is divided into resignation degree and field research degree. Fourth, academic part-time activities. Fifth, participate in short-term exchange activities such as associations and cooperation projects. As a special form of social mobility, talent mobility refers to the transfer or change of talents between different countries or regions, institutions and departments. The talent flow of academic professionals is the flow of academic professionals, that is, the alternation of university teachers from one academic professional position to another. If there is too much mobility and the mobility of talents is too high, it will easily lead to the instability of teachers, worsen the imbalance of discipline structure, increase the difficulty and impact of cultivating talents in economically underdeveloped fields.

## 3. Policy Experiment of Academic Career Mobility in Colleges and Universities in Northeast China

### 3.1 Data Collection

This study uses the "octopus" data collector to carry out the main quantitative analysis of the academic career mobility policy, supplemented by the later chart processing of the data by Excle2013. In response to the research problem, different research methods are used in this research. Through in-depth research on academic career mobility, academic career mobility policies, and related literature on policy text analysis, this research understands the current research status of academic career mobility, policies, and text analysis methods, and clarifies the focus of this research while ensuring the smoothness of the research work. Carry out seeking research methods and theoretical basis.

### 3.2 Word Frequency Analysis

With the help of word frequency analysis tools, analyze the specific items of academic carrier mobility strategy, statistically analyze the frequency of core words associated with the "mobility" of the strategy item associated with academic carrier mobility, and discover the mobility strategy of academic operators The road of value change. The mobility policy of academic operators involved in this research is long and large in number, in order to grasp the basic characteristics of academic operator mobility policy formulation at the macro level. This article divides strategy-related elements into two levels, and constructs a structured coding and classification system for academic carrier application text.

## 4. Experimental Results

The composition of policies related to academic career mobility is shown in Figure 1. It can be seen that the policies related to academic career mobility in recent years have shown the characteristics of more indirect influence policies than direct guidance policies. Among the policies related to academic career mobility issued by the state, the university personnel system, high-level talent introduction policies, talent market policies, and mobility supporting policies that are indirectly related to academic career mobility policies account for a large proportion, accounting for 25%, 24%, and 24%, respectively. 22%, 16% and 11%, the overall proportion is 98%. A better academic platform and academic environment are the basic orientation for improving academic prestige.

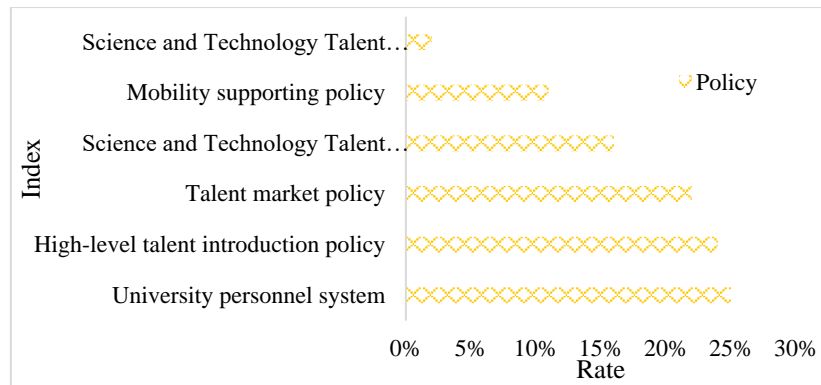


Figure 1: The composition of policies related to academic career mobility

Since the reform and opening up, the types of policies related to academic career mobility are shown in Figure 2. After the reform and opening up, 102 policies on academic mobility were mainly in the form of "opinions," "notices," and "restrictions," including 24 opinions, 21 notifications, and 18 policies. The total proportion of the three projects is 61.7%, but there are fewer plans and legal policies including academic operator mobility, accounting for only 6.86% and 5.88%. This reflects that since the reform and opening up, China's academic profession has mainly corrected policies, and the normative laws and future policies are relatively inadequate. Therefore, the change in the amount of academic operators' mobility policies objectively reflects the government's control over academic operators' mobility and the dominant force in the direction of academic operators' mobility.

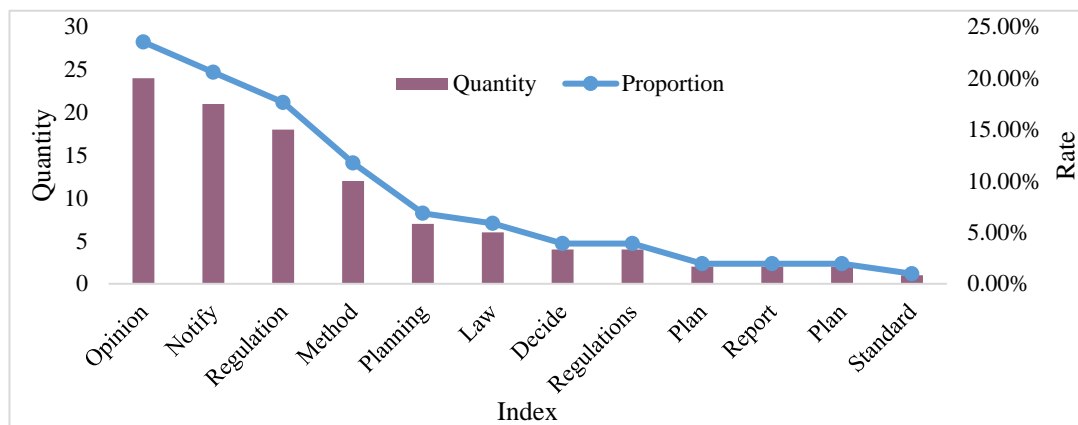


Figure 2: Language types of policies related to academic career mobility since the reform and opening up

Table 1 shows the multiple comparisons of the academic paper output of liberal arts teachers with different professional titles. Multiple analysis results show that in terms of the number of papers published, compared with associate professors and professors, lecturers have passed the test of 0.01 level and 0.001 level respectively,  $P = .003 < .01$  and  $P = .000 < .001$ . Compared with the professor, the associate professor passed the significance test of .001 level,  $P = .000 < .001$ . In terms of the quality of papers, the professors have passed the significant test of 0.001 level compared with the teachers of the other three titles, which shows that the professors are obviously different from other teachers in publishing CSSCI papers. In terms of the academic influence of the paper, there is no significant difference between the assistant professor and the other three professors in the amount of citations per article. Compared with the lecturer and the associate professor,  $P = .039 < .05$ , indicating that there is a difference in the citations of the lecturer and the associate professor.

Table 1: Multiple comparisons of academic paper output of liberal arts teachers with different professional titles

Dependent variable	Mean difference	Standard error	Significance
Number of papers published	-0.409	2.147	0.849
Number of CSSCI papers	-0.548	1.668	0.743
All citations	0.528	1.205	0.661

## 5. Conclusion

Now, the management of university teachers is facing new topics and topics under the background of internationalization, popularization and marketization of higher education. It is urgent to strengthen the adjustment of teacher management policies and the intensification of innovative research. The formulation of Chinese traditional university teachers' management policy is not only closely related to China's social, political and economic background at that time, but also closely related to the "attribute" classification of university teachers in a specific period. Based on the survey data, this study analyzes the current situation and characteristics of university teacher mobility in China from all aspects, and provides empirical evidence for systematic research on the laws related to the government's reform of university teacher mobility policy and the characteristics of teacher mobility, so as to guide teachers to participate in the academic labor market in an orderly manner. For research universities, how to improve teachers' scientific research level is also the core work of school development. Through the flow of teachers between different universities, they absorb excellent academic resources and stimulate the spark of thinking and academic creation, so as to improve their own scientific research level and realize their personal academic growth.

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