Teachers’ Culture: the Soft Power for the Development of Universities
教师文化：高校发展的软实力

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The university doesn’t mean owning great buildings, but owning great teachers.

MEY
University Teachers’ Culture
is formulated by the teachers collectivity with common values and professional behavior.

is a spiritual force of the teachers collectivity, which can determine the developmental orientation of the university and its teachers and students.

is a sub-culture which belongs to the university culture, and is the reflection of social culture in the educational field.
National Culture

Regional Culture

Foreign Culture

The historic cultural tradition of the Univ.

University Culture

Social realistic demand

Teachers’ Culture
Cultural atmosphere in Universities

Teaching and researching work by the teachers’ collectivity

Educational thought

Teaching ideas

Values

Role identity

behavioral mode

Spiritual elements

Univ. teachers’ culture
The features of university teachers’ culture: stability, diversity and plasticity

On one hand, it is influenced by social environment, on the other hand, it is the result of the value choice by the teachers.
The basic factors of University Teachers’ Culture
Professional Culture

Feature: running for the self-actualization

Teachers would like to do their best to develop their own abilities and give play to their potentials and creativities so as to satisfy their careers, gain their achievements and fulfill their ideals.

Running for the self-actualization is reflected in the teachers’ firm professional belief, with which the teachers could gain the significance and the happiness of life through their professional behaviors.

Running for the self-actualization could promote the unification of the external social tool values and internal living significance.
Academic Culture

The features: advocating academic freedom, academic co-operation and fair competition, etc..

Teachers have the qualities of academic faith, academic freedom, academic responsibility, academic royalty and academic self-discipline.

Teachers have good scholarly researching attitude and personal integrity, abandoning the utility and fickleness in researching.

Teachers own harmonious, healthy and active atmosphere.
Teaching is the university teachers’ social responsibility and mission.

The improvement of the teaching quality constitutes the active teachers’ culture.
Disciplinary Culture

University teachers’ academic activities are carried out mainly around the differentiation and combination of disciplines.

The open and co-operative disciplinary culture means the multi-disciplinary overlapping, permeating and fusion.

Disciplinary culture is the collective awareness of and the common pursuing for the inner-disciplinary and inter-disciplinary innovation.
Communication Culture

Teachers’ culture also reflected in the teachers’ interpersonal relationship.

Such as the relationship between teachers and students, between teachers, between leaders and teachers.

The academic feature determines the characteristics of teachers’ communication, such as democracy, tolerance, interaction, cooperation.
The barriers in constructing University Teachers’ Culture
The utilitarianism of value orientation and the shortening of the value objectives

The teaching tradition and culture are neglected and eroded under the background of the diversification of education, the quantitative evaluation of scientific research, and the ranking of the universities.

Seeking quick success and running for instant benefits in academics hinder the forming of good academic culture.

The stained relations between teachers, teachers and students fade down the university spirit.
The working way of individualism and the cultural mentality of Balkanization

The teaching and research are relatively close and self-contained

The sense of teacher-center is still deep-rooted in mind.

With the sharp division of disciplines and schools, the teachers are used to making “small and inclusive” research solely.

The mutual learning among the teachers and the exploring together with the students are seldom seen.
In the bureaucracy system, the teachers are unable to hold their own developmental fate.

The quantitative assessment restricts the teachers’ vitality, and the teachers’ culture tends to utilitarian.

The teachers are tired in reaching the standard, and they are lack of sense of happiness and accomplishment.

The teachers’ intellectual labor loses creative charm.

The teachers’ sense of identity to the university is reduced, which makes the teachers weary of teaching.
Constructing the learning organization: going for the conscious teachers’ culture
Types of university teachers’ culture

- Isolated teachers’ culture
  - Individualist culture
  - Balkanized culture

- Cooperative teachers’ culture
  - Natural cooperative culture
  - Artificial cooperative culture
Natural cooperative culture shows a mutually open, reliant, backup relation with the features of spontaneity, voluntary, transcendence of time and space, and unpredictability.

Artificial cooperative culture is arranged officially, imitating the nature, with the features of controlling, compulsivity, orientation in practice, specific space–time continuum, and predictability.

The natural one is too optional, while the artificial one is too compulsive. So it is necessary to construct a good systematic environment to guide natural cooperative culture, i.e. to construct learning organization.
An organization which is established by constructing learning atmosphere to develop the members’ creative thinking. It is an organic, highly flexible, crosswise fabric, humanistic, sustainably developmental organization.
Common vision

- The vision of the organization roots in the members’ individual vision but higher than it.
- It could unite those with different personalities together to go for the common goals.
- Common vision is generated on the basis of cultural identities.
The organization consists of several creative individuals

- The organizational target is reached by the efforts of every individual;
- The members should have the opportunities to make self-management, and their achievements should be approved, so that they could realize the value of life.
  - Choosing their own goals, making investigation by themselves;
  - Choosing their own partners, making strategies by themselves;
  - Implementing by themselves, checking the effects by themselves;
  - Analysing the causes by themselves, making assessment and conclusion by themselves.
Constantly learning

- Working is learning: regarding teaching and research as the process of learning, and the process of constantly development;
- Learning is working: regarding learning as necessary work, i.e. learning every day, learning at any time.
The governing structure of a university should be in favour of the coordination and unification between the administrative rights and academic rights.

Teachers: academic rights – professionalism – crosswise democracy – flattening
President: administrative rights – professionalism – lengthways democracy – bureaucracy
The basic functions of university teachers’ are teaching and researching;

The process of teaching and researching is also a kind of exploring and learning;

Constructing teachers’ conscious culture which is characterized as the model of peer coaching is the inevitable course for the universities to be prosperous.
Thanks